

COURSE SLO STATEMENTS REPORT

ECC - ENGLISH

Course ID	Course Name	Course SLO Title	Course SLO Statement	Course SLO Status	Input Date
ECC: ENGL 12	Introduction to Fiction	SLO #1: Short Story Analysis	Examine short stories and novels analytically and interpretively, to identify and analyze literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image.	Active	11/12/2013
ECC: ENGL 12	Introduction to Fiction	SLO #2: Comparison & Synthesis	Compare and contrast authors' treatments of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels.	Active	11/12/2013
ECC: ENGL 12	Introduction to Fiction	SLO #3: Historical Research	Trace the historical development of the short story and the novel by examining selected representational works.	Active	11/12/2013
ECC: ENGL 15A	Survey of British Literature	SLO #01 Literature Identification (INACTIVE)	Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th Century periods, and examine their literary genres, devices, conventions, and poetic elements.	Inactive	12/13/2013
ECC: ENGL 15A	Survey of British Literature	SLO #02 Literary Analysis (INACTIVE)	Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting linguistic or formal features, and displaying awareness of relevant cultural and historical backgrounds.	Inactive	12/13/2013
ECC: ENGL 15A	Survey of British Literature	SLO #03 Literary Research Writing (INACTIVE)	Upon completion of the course, students will research, evaluate, and synthesize secondary material, and incorporate that material into a term paper that interprets a work of British literature from the Anglo-Saxon period through the 18th century.	Inactive	12/13/2013
ECC: ENGL 15A	Survey of British Literature	SLO #1 Identify Representative Works	Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th century periods.	Active	10/26/2017
ECC: ENGL 15A	Survey of British Literature	SLO #2 Literary Analysis	Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting relevant literary devices (i.e. genre, linguistic and formal features, conventions, poetic elements).	Active	10/26/2017
ECC: ENGL 15A	Survey of British Literature	SLO #3 Demonstrate Awareness	Upon completion of the course, students will demonstrate awareness of relevant historical context and background (i.e. cultural, social, political, economic) in representative works of British literature from the Anglo-Saxon period through the 18th century.	Active	10/26/2017
ECC: ENGL 15B	Survey of British Literature	SLO #1: Literature Identification	Upon completion of the course, students will identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns.	Active	11/12/2013
ECC: ENGL 15B	Survey of British Literature	SLO #2: Literary Analysis	Upon completion of the course, students will analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features.	Active	11/12/2013
ECC: ENGL 15B	Survey of British Literature	SLO #3: Literary Research Writing	Upon completion of the course, students will research, evaluate, and synthesize secondary sources, and incorporate these sources into a term paper that interprets a work of British literature from the late 18th century through the present.	Active	11/12/2013

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ECC: ENGL 1A	Reading and Composition	SLO #1: Thesis-Driven Research Essay	Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis.	Active	11/12/2013
ECC: ENGL 1A	Reading and Composition	SLO #2: Use of Research	Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.	Active	11/12/2013
ECC: ENGL 1A	Reading and Composition	SLO #3: Organization & Grammar	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.	Active	11/12/2013
ECC: ENGL 1AH	Honors Reading and Composition	SLO #1	Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using sophisticated analysis and synthesis.	Active	12/03/2015
ECC: ENGL 1AH	Honors Reading and Composition	SLO #2	Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.	Active	12/03/2015
ECC: ENGL 1AH	Honors Reading and Composition	SLO #3	Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.	Active	12/03/2015
ECC: ENGL 1AH	Honors Reading and Composition	SLO #4	Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.	Active	12/03/2015
ECC: ENGL 1B	Literature and Composition	SLO #1: Literary Analysis Essay	Write an out-of-class, thesis-driven essay that identifies and analyzes the literary elements of a primary text (plot, theme, setting, point of view, character, style, symbol, etc.).	Active	11/12/2013
ECC: ENGL 1B	Literature and Composition	SLO #2: Use of Primary Sources	Effectively incorporate quotations from a primary text.	Active	11/12/2013
ECC: ENGL 1B	Literature and Composition	SLO #3: Use of Secondary Sources	Effectively utilize scholarly sources as secondary support.	Active	11/12/2013
ECC: ENGL 1BH	Honors Literature and Composition	SLO #1	Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).	Active	12/03/2015
ECC: ENGL 1BH	Honors Literature and Composition	SLO #2	Demonstrate the ability to effectively incorporate quotes from a primary text.	Active	12/03/2015
ECC: ENGL 1BH	Honors Literature and Composition	SLO #3	Demonstrate the ability to effectively utilize scholarly sources as secondary support.	Active	12/03/2015
ECC: ENGL 1BH	Honors Literature and Composition	SLO #4	Present an original literary interpretation of a text based on independent research, evaluating and synthesizing scholarly sources, that approaches the text from at least one literary critical perspective.	Active	12/03/2015
ECC: ENGL 1C	Critical Thinking and Composition	SLO #1: Essay Concept	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	Active	11/12/2013
ECC: ENGL 1C	Critical Thinking and Composition	SLO #2: Argument Evaluation	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	Active	11/12/2013
ECC: ENGL 1C	Critical Thinking and	SLO #3: Essay Mechanics	Write an essay that is correct in MLA format, paragraph composition, sentence	Active	11/12/2013

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ECC: ENGL 1C	Composition	SLO #3: Essay Mechanics	structure, grammar, spelling, and usage.	Active	11/12/2013
ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #1	Students will compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	Active	12/03/2015
ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #2	This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.	Active	12/03/2015
ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #3	This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.	Active	12/03/2015
ECC: ENGL 1CH	Honors Critical Thinking and Composition	SLO #4	This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument.	Active	12/03/2015
ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #1: Literary Analysis of Shakespeare's Works	Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.	Active	11/12/2013
ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.	Active	11/12/2013
ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #3: Classical Tragedy Identification	Identify, and illustrate with examples, the elements of classical tragedy.	Active	11/12/2013
ECC: ENGL 20	Shakespeare's Plays - Tragedies and Romances	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.	Active	11/12/2013
ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #1: Literary Analysis	Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.	Active	11/12/2013
ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #2: Elizabethan History & Culture	Demonstrate knowledge of Elizabethan history and culture.	Active	11/12/2013
ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #3: Classical Comedy Identification	Identify, and illustrate with examples, the elements of classical comedy.	Active	11/12/2013
ECC: ENGL 21	Shakespeare's Plays - Comedies and Histories	SLO #4: Reading & Analyzing Shakespeare	Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.	Active	11/12/2013
ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #01 Poetry Composition & Workshop (INACTIVE)	Compose, revise, discuss and critique their own poems and the poems of others incorporating knowledge of poetic terms and techniques, conventions, and forms.	Inactive	11/12/2013
ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #02 Poetic Term & Genre Identification (INACTIVE)	Recognize, define, and identify poetic terms and genres.	Inactive	11/12/2013
ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #03 Meter & Rhyme Identification (INACTIVE)	Identify common poetic meters and rhyme schemes and apply them to their writing.	Inactive	11/12/2013
ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #1 Major Poetic Elements	Students will be able to identify, incorporate, and discuss major poetic elements and conventions in their poems.	Active	09/12/2017
ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #2 Apply Poetry Techniques	Students will be able to apply poetry techniques such as forms and genre to their poems.	Active	09/12/2017
ECC: ENGL 24A	Creative Writing: Introduction to Poetry	SLO #3 Revise Poems	Students will revise their poems based upon evaluations received from their peers and the instructor.	Active	09/12/2017
ECC: ENGL 25A	Creative Writing:	SLO #02 Short Story	Students will compose one 12-20 page short story demonstrating their competency	Inactive	11/12/2013

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ECC: ENGL 25A	Introduction to the Craft of Fiction	Composition (INACTIVE)	with elements of fiction mentioned in SLO 1.	Inactive	11/12/2013
ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #03 Peer Evaluation (INACTIVE)	Students will respond to peer evaluations of their short stories through written assessments of their revised short stories.	Inactive	11/12/2013
ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #1 Short Fiction Identification	Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises.	Active	11/12/2013
ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #2 Short Story Composition	Compose an 8-20 page short story demonstrating their competency with those elements of fiction.	Active	09/12/2017
ECC: ENGL 25A	Creative Writing: Introduction to the Craft of Fiction	SLO #3 Short Story Revision	Students will revise their short stories based upon evaluations received from their peers and the instructor.	Active	09/12/2017
ECC: ENGL 27	Children's Literature	SLO #1: Theme, Plot & Character	Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature.	Active	11/12/2013
ECC: ENGL 27	Children's Literature	SLO #2: Literary Analysis	Analyze literary elements of children's literature in a specific story or in a series of interrelated stories using specific evidence from the story/stories.	Active	11/12/2013
ECC: ENGL 27	Children's Literature	SLO #3: Comparative Evaluation	Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.	Active	11/12/2013
ECC: ENGL 28	Images of Women in Literature	SLO #1: Archetype, Role & Theme Identification	Identify female archetypes, women's roles, and women's themes in a variety of literary forms by both male and female writers from diverse historical, cultural, regional and ethnic backgrounds.	Active	07/01/2013
ECC: ENGL 28	Images of Women in Literature	SLO #2: Literary Elements & Portrayal of Women	Demonstrate how literary elements, such as plot, point of view, character, theme, symbolism, irony, and style, contribute to the portrayal of women in literary works.	Active	07/01/2013
ECC: ENGL 28	Images of Women in Literature	SLO #3	Compose a college-level essay analyzing a literary work or works in terms of literary elements, women's themes, women's roles, and female archetypes.	Active	07/01/2013
ECC: ENGL 30	English Bible As Literature	SLO #1: Identification & Analysis	Identify and analyze representative works of the Hebrew Scriptures and the New Testament in terms of literary genres, tone, fundamental themes, historical and cultural ideologies, and biblical scholarship.	Active	11/12/2013
ECC: ENGL 30	English Bible As Literature	SLO #2: Biblical Knowledge	Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.	Active	11/12/2013
ECC: ENGL 30	English Bible As Literature	SLO #3: Biblical Symbolism	Recognize and discuss symbolism and figurative language used throughout the Bible as well as describe and explain background information pertaining to the ancient Middle East.	Active	11/12/2013
ECC: ENGL 31	Mythology and Folklore	SLO #1 Understanding of Myth	Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.	Active	11/20/2013
ECC: ENGL 31	Mythology and Folklore	SLO #2: Myth & Folklore	Identify the differences between myth and folklore as well as recognize names,	Active	

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ECC: ENGL 31	Mythology and Folklore	Differentiation	symbols, creatures, and heroes in various myths and folktales.	Active	
ECC: ENGL 31	Mythology and Folklore	SLO #3: Cultural Difference	Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.	Active	11/20/2013
ECC: ENGL 31	Mythology and Folklore	SLO #4: Mythological Identification	Identify mythological allusions found in diverse literatures and assess representative myths in terms of their effectiveness in expressing the relationship of individuals to society and humankind's understanding of the cosmos.	Active	
ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #01 Strategies for Short Fiction Creation (INACTIVE)	Utilize specific strategies for creating character, setting, dialogue, and plot in their own short fiction.	Inactive	09/30/2014
ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #02 Short Story Composition (INACTIVE)	Compose two 12-20 page short stories demonstrating their competency with those elements of fiction.	Inactive	09/30/2014
ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #03 Peer Evaluation (INACTIVE)	Respond to the evaluations of their short stories given by their peers in the revision of their two short stories.	Inactive	09/30/2014
ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #1 Utilize Specific Strategies	Utilize specific strategies for establishing character, setting, point of view, conflict, dialogue, and theme in their own short fiction and nonfiction stories.	Active	09/12/2017
ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #2 Compose Stories	Compose two 6-20 page short fiction or nonfiction stories by demonstrating their competency with the elements of fiction and nonfiction.	Active	09/12/2017
ECC: ENGL 32	Creative Writing: A Workshop in Fiction	SLO #3 Assess and Revise	Assess and revise short fiction and nonfiction stories for portfolio based upon written and verbal evaluations received from their peers and instructor in the workshop practice.	Active	09/12/2017
ECC: ENGL 34	The Short Story	SLO #1: Literary Analysis (Theory)	Explore, analyze, and evaluate representative work(s) in the short story genre from a variety of perspectives or theories, such as feminist, psychoanalytical, queer and postcolonial.	Active	11/20/2013
ECC: ENGL 34	The Short Story	SLO #2: Literary Analysis (Elements)	Assess short story narratives through traditional literary elements such as character, plot, setting, theme, narrative voice and symbolic patterns.	Active	
ECC: ENGL 34	The Short Story	SLO #3: Short Story Universal Perspective	Understand and critique short story narratives from more universally significant perspectives and contexts, such as social-historical, gender, ethnic, sexual orientation, socio-economic and religious.	Active	11/20/2013
ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #1: Understanding Literary Elements	Demonstrate an understanding of literary elements such as plot, point of view, character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE.	Active	11/12/2013
ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #2: Literary Elements	Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.	Active	11/12/2013
ECC: ENGL 35	World Literature, 3500 BCE to 1650 CE	SLO #3: Thesis-Driven Analysis	Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct sentence structure, and following MLA format for citations.	Active	11/12/2013
ECC: ENGL 36	World Literature, 1650 CE	SLO #1	Demonstrate an understanding of literary elements such as plot, point of view,	Active	11/12/2013

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ECC: ENGL 36	to Present	SLO #1	character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE.	Active	11/12/2013
ECC: ENGL 36	World Literature, 1650 CE to Present	SLO #2	Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.	Active	11/12/2013
ECC: ENGL 36	World Literature, 1650 CE to Present	SLO #3	Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct sentence structure, and following MLA format for citations.	Active	11/12/2013
ECC: ENGL 39	Literature and Film	SLO #1	Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.	Active	11/12/2013
ECC: ENGL 39	Literature and Film	SLO #2	Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.	Active	11/12/2013
ECC: ENGL 39	Literature and Film	SLO #3	Demonstrate an ability to analyze basic techniques employed by screenwriters, filmmakers, and writers of fiction and/or drama.	Active	11/12/2013
ECC: ENGL 40A	American Literature	SLO #1	Students will be able to identify representative works of American literature from its beginnings through the Civil War.	Active	11/12/2013
ECC: ENGL 40A	American Literature	SLO #2	Students will be able to analyze representative works of American literature from its beginnings through the Civil War.	Active	11/12/2013
ECC: ENGL 40A	American Literature	SLO #3	Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from its beginnings through the Civil War.	Active	11/12/2013
ECC: ENGL 40B	American Literature	SLO #1	Students will be able to identify representative works of American literature from the post-Civil War period until the present.	Active	11/12/2013
ECC: ENGL 40B	American Literature	SLO #2	Students will be able to analyze representative works of American literature from the post-Civil War period until the present.	Active	11/12/2013
ECC: ENGL 40B	American Literature	SLO #3	Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from the post-Civil War period until the present.	Active	11/12/2013
ECC: ENGL 41B	Survey of Film: 1950 to the Present	SLO#1	Identify values and aesthetics such as film genres, people and pivotal events of post-1950s narrative films on an objective test.	Active	08/29/2014
ECC: ENGL 41B	Survey of Film: 1950 to the Present	SLO#2	Compose an essay evaluating values, aesthetics, technical aspects such as plot, character, tone, point of view and imagery, and the cultural significance of films and in the post-1950s.	Active	08/29/2014
ECC: ENGL 41B	Survey of Film: 1950 to the Present	SLO#3	Compose an essay evaluating films from the 1950s era to present incorporating secondary sources such as film criticism and/or theory.	Active	08/29/2014

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ECC: ENGL 42	Chicano and Latino Literature	SLO #1	Identify and analyze representative works of literature in terms of historical and cultural backgrounds, regional and ethnic experiences, and unifying themes and motifs that reflect the Chicano/Latino experience.	Active	11/12/2013
ECC: ENGL 42	Chicano and Latino Literature	SLO #2	Present a clear thesis that makes an interpretative argument about Chicano/Latino texts and that is developed through appropriate identification of representative cultural themes.	Active	11/12/2013
ECC: ENGL 42	Chicano and Latino Literature	SLO #3	Support a thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.	Active	11/12/2013
ECC: ENGL 42	Chicano and Latino Literature	SLO #4	Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.	Active	11/12/2013
ECC: ENGL 43	African American Literature	SLO #1	Analyze representative works of African American literature in terms of its historical progression.	Active	11/12/2013
ECC: ENGL 43	African American Literature	SLO #2	Analyze representative works of African American literature in terms of cultural, regional, and ethnic considerations.	Active	11/12/2013
ECC: ENGL 43	African American Literature	SLO #3	Analyze representative works of African American literature in terms of unifying themes and motifs.	Active	11/12/2013
ECC: ENGL 43	African American Literature	SLO #4	Assess how African-American literature relates to society as a whole and/or how it relates to other literature of the dominant culture.	Active	11/12/2013
ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #1: Literary Analysis	Students will be able to analyze literary text(s) representative of an American community of color.	Active	07/01/2013
ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #2: Conceptual Analysis	Students will employ literary, theoretical, and/or historical concepts related to race and ethnicity in the analysis of literary text(s).	Active	07/01/2013
ECC: ENGL 44	The Literature of American Ethnic Groups	SLO #3: Thesis-Driven Essay	Students will compose an academic thesis about literary text(s) representative of an American community of color, and support that thesis through methods of close reading. The resulting essay will be organized and developed in a strategic and rhetorically purposeful way.	Active	07/01/2013
ECC: ENGL 48	Modern Literature of Latin America	SLO #1	Identify representative works of the modern literature of Latin America in terms of the historical, political and cultural backgrounds, literary movements such as modernism, postmodernism and surrealism, and unifying themes and styles reflected in the literature.	Active	11/12/2013
ECC: ENGL 48	Modern Literature of Latin America	SLO #2	Analyze representative works of the modern literature of Latin America in terms of the historical, political and cultural backgrounds, literary movements such as modernism, postmodernism and surrealism, and unifying themes and styles reflected in the literature.	Active	11/12/2013
ECC: ENGL 48	Modern Literature of Latin America	SLO #3	Identify literary aspects such as symbols, themes, characters, point of view, mood, tone, setting, plot, and style as found in the selected works of the authors surveyed.	Active	11/12/2013
ECC: ENGL 48	Modern Literature of Latin America	SLO #4	Analyze literary aspects such as symbols, themes, characters, point of view, mood, tone, setting, plot, and style as found in the selected works of the authors surveyed.	Active	11/12/2013

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ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.	Active	12/10/2013
ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #2	Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.	Active	12/10/2013
ECC: ENGL 60 (Formerly AS 20)	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.	Active	12/10/2013
ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.	Active	12/10/2013
ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.	Active	12/10/2013
ECC: ENGL 61 (Formerly AS 30)	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.	Active	12/10/2013
ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #1	Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.	Active	12/10/2013
ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #2	Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.	Active	12/10/2013
ECC: ENGL 62 (Formerly AS 22)	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.	Active	12/10/2013
ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.	Active	12/10/2013
ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.	Active	12/10/2013
ECC: ENGL 63 (Formerly AS 23)	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.	Active	12/10/2013
ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.	Active	12/10/2013
ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.	Active	12/10/2013
ECC: ENGL 64 (Formerly AS 33)	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.	Active	12/10/2013
ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #1	Students will be able to demonstrate the use of common abbreviations and speedwriting techniques.	Active	12/10/2013
ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #2	Students will be able to exhibit proper use of the Cornell note-taking system.	Active	12/10/2013
ECC: ENGL 65 (Formerly AS 35)	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.	Active	12/10/2013
ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.	Active	12/10/2013
ECC: ENGL 66	Sentence Errors and	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence	Active	12/10/2013

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(Formerly AS 36)	Punctuation	SLO #2	structure.	Active	12/10/2013
ECC: ENGL 66 (Formerly AS 36)	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.	Active	12/10/2013
ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #1	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems.	Active	12/10/2013
ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #2	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns.	Active	12/10/2013
ECC: ENGL 67 (Formerly AS 25)	Thinking Skills for College Courses	SLO #3	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute analogies.	Active	12/10/2013
ECC: ENGL 78	Creative Writing: Screenwriting	SLO #03 (INACTIVE)	Demonstrate the ability to develop a story for film that includes at least 20 pages of scenes written for his/her film story.	Inactive	11/12/2013
ECC: ENGL 78	Creative Writing: Screenwriting	SLO #1	Develop a film story with a first, second, and third act, and the scenes written for that story will adhere to proper screenplay format by including headings, scene descriptions, and dialogue.	Active	11/12/2013
ECC: ENGL 78	Creative Writing: Screenwriting	SLO #2	Demonstrate the ability to create a 3-act story that must include scenes from their story's first, second, and third acts.	Active	11/12/2013
ECC: ENGL 78	Creative Writing: Screenwriting	SLO #3 Revision of Scenes	Demonstrate the ability to develop at least 20 pages of scenes written for his/her film story that have undergone revision based on feedback from the instructor.	Active	09/12/2017
ECC: ENGL 80	Basic Language Skills	SLO #01 (INACTIVE)	Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960).	Inactive	01/13/2015
ECC: ENGL 80	Basic Language Skills	SLO #02 (INACTIVE)	Students will demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960).	Inactive	01/13/2015
ECC: ENGL 80	Basic Language Skills	SLO #03 (INACTIVE)	Students will demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960).	Inactive	01/13/2015
ECC: ENGL 80	Basic Language Skills	SLO #1 Context Clues	Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend paragraph-length non-fiction texts written at the middle school level.	Active	04/27/2017
ECC: ENGL 80	Basic Language Skills	SLO #2 Fluency Strategies	Students will demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the middle school level.	Active	04/27/2017
ECC: ENGL 80	Basic Language Skills	SLO #3 Study Skills	Students will demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the middle school level.	Active	04/27/2017
ECC: ENGL 82	Introduction to Reading Skills	SLO #01 (INACTIVE)	Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze nonfiction texts written at the high school level.	Inactive	01/13/2015
ECC: ENGL 82	Introduction to Reading Skills	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.	Active	
ECC: ENGL 82	Introduction to Reading Skills	SLO #2	Students will demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction texts written at the high	Active	01/13/2015

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ECC: ENGL 82	Introduction to Reading Skills	SLO #2	school level.	Active	01/13/2015
ECC: ENGL 82	Introduction to Reading Skills	SLO #3	Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high school level.	Active	01/13/2015
ECC: ENGL 84	Developmental Reading and Writing	SLO #1	Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman level.	Active	01/13/2015
ECC: ENGL 84	Developmental Reading and Writing	SLO #2	Students will demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the college freshman level.	Active	01/13/2015
ECC: ENGL 84	Developmental Reading and Writing	SLO #3	Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.	Active	01/13/2015
ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #1	Students will create a promotional event for the magazine.	Active	11/12/2013
ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #2	Students will evaluate poems, short stories, and art work.	Active	11/12/2013
ECC: ENGL 98abcd	College Literary Magazine Editing and Publishing	SLO #3	Students will participate in the production of a literary magazine.	Active	11/12/2013
ECC: ENGL A	Writing the College Essay	SLO #02 (INACTIVE)	Compose introductory paragraphs with a thesis, body paragraphs with topic sentences, and concluding paragraphs.	Inactive	11/12/2013
ECC: ENGL A	Writing the College Essay	SLO #1 Thesis-Driven Essay	Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.	Active	11/12/2013
ECC: ENGL A	Writing the College Essay	SLO #2 Use of Support	Demonstrate the ability to incorporate relevant support and quote from outside sources.	Active	11/12/2013
ECC: ENGL A	Writing the College Essay	SLO #3 Grammar	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.	Active	11/12/2013
ECC: ENGL A	Writing the College Essay	SLO #4 MLA Use	Use correct MLA style for formatting and documentation.	Active	01/15/2014
ECC: ENGL B	Introduction to College Writing	SLO #01 (INACTIVE)	Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.	Inactive	11/12/2013
ECC: ENGL B	Introduction to College Writing	SLO #02 (INACTIVE)	Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.	Inactive	11/12/2013
ECC: ENGL B	Introduction to College Writing	SLO #03 (INACTIVE)	Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details.	Inactive	01/27/2015
ECC: ENGL B	Introduction to College Writing	SLO #04 (INACTIVE)	Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear, and follow MLA guidelines to format a document (heading, indentation, spacing, font, centered title).	Inactive	01/27/2015
ECC: ENGL B	Introduction to College Writing	SLO #1	Apply appropriate strategies in the writing process, including prewriting, composing, revising, and editing techniques to write a paragraph that responds to a text discussed in class.	Active	05/04/2015
ECC: ENGL B	Introduction to College Writing	SLO #2	Compose paragraphs, both in and out of class, that include a clear topic sentence that is supported by pertinent supporting details.	Active	05/04/2015

Course ID	Course Name	Course SLO Title	Course SLO Statement	Course SLO Status	Input Date
ECC: ENGL B	Introduction to College Writing	SLO #3	Use basic rules of grammar, spelling, usage, and punctuation, and avoid errors that interfere with clarity.	Active	05/04/2015
ECC: ENGL B	Introduction to College Writing	SLO #4	Follow MLA guidelines to format a document (heading, margins, indentation, spacing, font, pagination, title).	Active	05/04/2015
ECC: ENGL RWA	Integrated Reading and Writing	SLO #04: MLA (INACTIVE)	Demonstrate familiarity with MLA formatting, MLA source-documentation, and basic research techniques.	Inactive	08/29/2014
ECC: ENGL RWA	Integrated Reading and Writing	SLO #1: Literal & Inferential Comprehension	Demonstrate literal and inferential comprehension of non-fiction works.	Active	08/29/2014
ECC: ENGL RWA	Integrated Reading and Writing	SLO #2: Analytical Response	Read a college-level text and develop an analytical response that demonstrates college-readiness.	Active	08/29/2014
ECC: ENGL RWA	Integrated Reading and Writing	SLO #3: Thesis Driven Essay	Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.	Active	08/29/2014
ECC: ENGL RWA	Integrated Reading and Writing	SLO #4: MLA	Students will format an essay according to MLA guidelines and will parenthetically cite sources according to MLA guidelines.	Active	01/22/2016
ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #1: Comprehension	Demonstrate literal and inferential comprehension of non-fiction, multi-paragraph, college-level texts.	Active	10/18/2017
ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #2: Essay	Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.	Active	10/18/2017
ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #3: MLA	Demonstrate familiarity with MLA formatting, MLA source-documentation, and basic research techniques.	Active	10/18/2017
ECC: ENGL RWE	Integrated Reading and Writing Enhanced	SLO #4: Basic Rules	Use basic rules of grammar, spelling, usage, and punctuation so that ideas are clear.	Active	10/18/2017
ECC: HUMA 1	An Introduction to the Humanities	SLO #1	Students will demonstrate their understanding of the humanities by composing college level essays that describe significant works of film, drama, music, literature, painting, sculpture, and architecture.	Active	09/19/2014
ECC: HUMA 1	An Introduction to the Humanities	SLO #2	Students will demonstrate their understanding of the humanities by composing college level essays that analyze and interpret significant works of film, drama, music, literature, painting, sculpture, and architecture.	Active	09/18/2014
ECC: HUMA 1	An Introduction to the Humanities	SLO #3	Students will demonstrate their understanding of the humanities by composing college level essays that connect these works to the historical eras in which these works were produced, the concepts that define them and the artists who produced them.	Active	09/18/2014
ECC: TUTR 200	Theory and Practice of Tutoring	SLO #01 (INACTIVE-2013)	(INACTIVE) The student will identify three strategies that a tutor could use to promote independent learning.	Inactive	01/15/2013
ECC: TUTR 200	Theory and Practice of Tutoring	SLO #02 (INACTIVE-2013)	(INACTIVE) The student will clearly explain how the identified strategies are used to help tutees become independent learners.	Inactive	01/15/2013
ECC: TUTR 200	Theory and Practice of Tutoring	SLO #1	Students/prospective tutors will understand how to assess the tutee's learning needs.	Active	04/03/2014
ECC: TUTR 200	Theory and Practice of Tutoring	SLO #2	Students/prospective tutors will understand how to apply tutoring methods, strategies and learning theories to a tutoring session.	Active	04/03/2014

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ECC: TUTR 200	Theory and Practice of Tutoring	SLO #3	Students/prospective tutors will understand how to effectively communicate with a diverse student population.	Active	04/03/2014