|  |  |
| --- | --- |
|  | **Student Learning Outcomes – 2020** |
| **VVC ENGLISH** |
| **81** | Develop short, intermediate and long term academic goals and study plans with study tasks prioritized. |
| Identify topics and differentiate main ideas from supporting details in college-level readings.  |
| Determine and explain the rhetorical strategies used in college-level materials. |
| Develop learning skills to enhance retention of reading materials and apply skills to college-level reading materials. |
| **101** | Research sources using the library's catalog, databases, and the Internet to develop information competency skills.  |
| Produce a written researched argument which makes a clear claim and incorporates appropriate source material. |
| Format, document, and integrate sources according to the MLA style manual. |
| Compose independent clauses and integrate prepositional phrases, dependent clauses, and parallel verbs to develop content of sentences. |
| **101H** | Research sources using the library's catalog, databases, and the Internet to develop information competency skills. |
| Produce a written researched argument which makes a clear claim and incorporates appropriate source material at a higher level than ENGL 101.  |
| Format, document and integrate sources according to the MLA style manual with greater complexity than in ENGL 101. |
| **102** | Identify key differences in genre such as poetry, fiction, essay, and drama.   |
| Analyze works of literature using technical literary terms.   |
| Evaluate literature within academic discourse to produce a researched project.  |
| **102H** | Critique key elements of theme, imagery, symbolism, structure, and organization in works of literary art.  |
| Identify and evaluate secondary critical sources on works of literary art.  |
| Write a researched paper demonstrating advanced understanding of literary methods and theories. |
| **104** | Critique a text for logical fallacies.  |
| Evaluate source material for validity.   |
| Synthesize multiple texts and demonstrate sound logic to support an argument.  |
| **104H** | Critique complex texts for logical fallacies.  |
| Evaluate a variety of sources for integration into a writing project.  |
| Synthesize multiple texts and demonstrate sound logic to support an advanced argument.  |
| **109** | Transfer understanding of different genres of fiction and poetry to writing imaginative projects.  |
| Assess and workshop works from other students for style and content.  |
| Self-assess and revise works from various poetry and fiction genres for style and content.  |

|  |  |
| --- | --- |
| **112** | Identify technical design and visual rhetoric appropriate to professional documents. |
| Produce a technical description of a mechanism, object, or system appropriate to audience and purpose. |
| Synthesize research materials for a technical writing project.   |
| **116** | Identify the form and structure of plays.   |
| Compare and contrast stylistic differences between playwrights.   |
| Analyze content of plays within their cultural and historical contexts. |
| **210A** | Identify key differences in fictional forms to write imaginative projects in fiction at the beginning level. |
| Assess the projects of other students for effectiveness of style and content before and while workshopping at the beginning level.  |
| Self-assess and revise drafts from fiction projects for style and content at the beginning level. |
| **210B** | Identify key differences in fictional forms to write imaginative projects in fiction at the intermediate level. |
| Assess the projects of other students for effectiveness of style and content before and while workshopping at the intermediate level.  |
| Self-assess and revise drafts from fiction projects for style and content at the intermediate level.  |
| **211A** | Identify key differences in poetic forms to write imaginative projects in poetry at the beginning level. |
| Assess the projects of other students for effectiveness of style and content before and while workshopping at the beginning level. |
| Self-assess and revise drafts from poetry projects for style and content at the beginning level. |
| **211B** | Identify key differences in poetic forms to write imaginative projects in poetry at the intermediate level. |
| Assess the projects of other students for effectiveness of style and content before and while workshopping at the intermediate level.  |
| Self-assess and revise drafts from poetry projects for style and content at the intermediate level. |
| **220** | Create a researched project which evaluates works of modern fiction within a broader historic or cultural context. |
| Identify forms and structures in modern and/or contemporary fiction.   |
| Analyze works of modern and/or contemporary fiction using technical literary terms.  |
| **225** | Identify the forms and structures of representative poems.   |
| Analyze representative poems using technical literary terms.  |
| Create a researched project which evaluates selective poems within a broader historic or cultural context.  |
| **230** | Characterize the major works of American literature from 1600-1865 in terms of developments in the conventions of form, structure, genre, language and literary devices. |
| Analyze works of American Literature from 1600 to 1865 using technical literary terms.  |
| Create a researched project that evaluates a major work of American literature of this period within its historic and cultural contexts. |
| **231** | Characterize the major works of American literature from 1865 to the present in terms of developments in the conventions of form, structure, genre, language and literary devices. |
| Analyze works of American Literature (1865-present) using technical literary terms.   |
| Create a researched project that evaluates a major work of American literature of this period within its historical and cultural contexts. |

|  |  |
| --- | --- |
| **232** | Identify forms and structures in both traditional literature and contemporary works of Chicano/a and Latino/a literature.  |
| Analyze works of Chicano/a and Latino/a Literature using technical literary terms.  |
| Create a researched project assessing works of Chicano/a and Latino/a Literature within their historic and cultural contexts. |
| **233** | Identify forms and structures in both traditional and contemporary African American literature. |
| Analyze works of African American Literature using technical literary terms.   |
| Create a researched project assessing works of African American Literature within their historic and cultural contexts.  |
| **234** | Identify forms and structures in both traditional literatures and contemporary works by Native American writers. |
| Analyze works of Native American literature using technical literary terms.  |
| Create a researched project which assesses works of Native American Literature within their historic and cultural contexts.  |
| **235** | Analyze a variety of children's literature for literary and artistic value using the appropriate terminology. |
| Interpret and compare/contrast traditional and current stories, poems, plays, and novels for children in term of theme, cultural context, and value for contemporary children. |
| Evaluate literature for children for use of language and content appropriate for specific psychological and social stages of development.  |
| Create a researched project that exhibits knowledge of the inter-play between language, art, and themes appropriate to children’s developmental stages. |
| **236** | Analyze a variety of young adult literature using technical literary terms. |
| Characterize major works of young adult literature within the conventions of form, genre, language, literary devices, and multi-media expressions. |
| Create a researched project which evaluates a major work of young adult literature within its historic and cultural contexts.  |
| **240** | Identify forms and structures in world literature from ancient times through the early Renaissance.  |
| Analyze the major works of world literature of this period in terms of the conventions of genre, language and literary devices.  |
| Create a researched project which examines a work of world literature of this period within its historic and cultural context.  |
| **241** | Identify forms and structures in world literature of this period.  |
| Analyze the major works of world literature of this period in terms of the conventions of genre, language and literary devices.  |
| Create a researched project which examines a work of world literature within its historic and cultural context.  |
| **242** | Identify attributes and characteristics of Greek and Roman gods and heroes and their cultural significance. |
| Create a researched project which examines a classical myth within its historical and cultural context. |
| Analyze individual myths using classical literary concepts and vocabulary. |
| **245** | Characterize the major works of British literature of this period in terms of developments in the conventions of form, structure, genre, language and literary devices. |
| Analyze works of British Literature using technical literary terms.  |
| Create a researched project that evaluates a major work of British literature of this period within its historic and cultural context.  |
| **246** | Characterize the major works of British literature of this period in terms of developments in the conventions of form, structure, genre, language and literary devices.  |
| Analyze works of British Literature using technical literary terms.   |
| Create a researched project that evaluates a major work of British literature of this period within its historic and cultural context. |
| **247** | Identify forms and structures in Shakespeare’s poems and plays. |
| Examine key themes, motifs, images and concepts that run throughout Shakespeare’s plays and poems.  |
| Create a researched project that analyzes Shakespeare’s works within both historic and contemporary contexts.  |
|  | Apply theoretical concepts of tutoring writing to the tutoring session.  |
| **261** | Distinguish between and critique student work for MLA and APA formats.  |
|  | Research best practices for process-oriented tutoring.  |