

# Alignment Between the University General Education Policy and Student Learning Outcomes Assessment Goals and Objectives

## A. Basic Skills Category

A.1. Written Communication	
Courses: English 101 (4 units) Honors 103 (4 units)	
GE Policy	Outcomes Assessment Learning Goals
<p>Courses meeting this requirement should teach students how to:</p> <ol style="list-style-type: none"> <li>a. Use writing as a tool for critical thinking: that is, for formulating thoughtful responses to reading material and for exploring one's own ideas;</li> <li>b. Discover and then develop a controlling idea for each essay assignment;</li> <li>c. Recognize that writing is an on-going process of evaluation and revision. In other words, be able to show the willingness and ability to accept feedback from others (both students and teachers), give critiques, and engage seriously in substantive revisions;</li> <li>d. Synthesize the basic structures of writing; that is, compose intelligible sentences, arrange them in coherent paragraphs, and organize paragraphs within a developed essay;</li> <li>e. Write essays, both in and out of class, that are free of serious error in grammar, organization, and style;</li> </ol>	<p>Upon Completion of this requirement students will be able to:</p> <p><b>Goal 1: Communicate effectively in writing to various audiences.</b></p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Discover and then develop a controlling idea for each writing project.</li> <li>2. Select, organize, and relate ideas and develop them coherently.</li> <li>3. Effectively use the basic structures and techniques of writing: <ul style="list-style-type: none"> <li>• at the word level, display control of diction, using language that is precise and varied and that demonstrates sensitivity to diversity (gender, culture, ethnicity, religion, disability, etc.)</li> <li>• at the sentence level, display syntactic variety and control of language and mechanics.</li> <li>• at the paragraph and essay levels, arrange ideas coherently, using a variety of rhetorical strategies such as narration, description, definition, illustration, summary, process analysis, division/classification, comparison/contrast, cause/effect, and argument/persuasion; also, use transitional devices to create a smooth flow between idea</li> </ul> </li> <li>4. Employ typical rhetorical techniques, such as openings, effective paragraphing, transitions, and closings.</li> <li>5. Develop the judgment and flexibility to choose the</li> </ol>

- f. Demonstrate the ability to write coherently in a variety of rhetorical modes, from narration/description to definition and analysis, etc;
- g. Develop a personal style of writing that communicates one's own ideas and emotions clearly to specific and diverse audiences;
- h. Use the library to aid in the discovery of ideas and their incorporation in essays; in particular, use the card and computer catalogues, periodical indices, and reference collections to find relevant materials; plan strategies for evaluating the quality of materials that one has found; and coordinate these materials within the framework of a properly annotated research paper

rhetorical strategies, style, and level of language most appropriate to the audience, purpose, and genre of their writing.

- 6. Produce writing, including written work in their major discipline, that is focused on a clear thesis, that is well-reasoned, and that is supported with adequate details and appropriate evidence (when evidence is called for).
- 7. Produce writing, including written work in their major discipline, that is well organized and appropriately formatted, that is free of serious errors in grammar, mechanics, and usage, and that follows the conventions of standard written English.
- 8. Recognize that writing is an on-going process of evaluation and revision. In other words, accept feedback from others, learn to give constructive critiques, engage seriously in substantive revisions, and edit their own and others' writing for global organization, style, and sentence-level accuracy.

**Goal 2: Read and comprehend a variety of written materials, including material at the entry level of professional work in their major discipline; extract ideas from written material; and value the printed word as a source of information and/or enjoyment.**

Objectives:

- 1. Comprehend a writer's message literally, inferentially, and analytically
- 2. Identify both stated and implied main ideas
- 3. Differentiate between main ideas and supporting details
- 4. Evaluate the persuasiveness/effectiveness of the supporting details
- 5. Distinguish between fact and opinion
- 6. Recognize the organizational structure of written material
- 7. Discern the style and tone of a writer
- 8. Abstract thoughts and ideas from reading material

9. Appreciate the value of reading as a source of lifelong learning, recreation, and intellectual enjoyment

**Goal 3: Conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in their writing.**

Objectives:

1. Find, evaluate, and make suitable use of written sources, in particular by gaining familiarity with the library and with electronic resources
2. Evaluate the quality of materials that they have found for relevance to the topic, and coordinate these materials within the framework of their writing project.
- 3.
4. Use the standard conventions for incorporating sources (including quotation, paraphrase, and summary) and appropriately citing research in their own writing.
5. Use writing as a medium for critical thinking, that is, for formulating thoughtful responses to reading material and for exploring their own ideas