

COMMUNICATION
STUDENT LEARNING OUTCOME ALIGNMENT FORM

Course Prefix/Number: **English 1301** Course Title: **English Composition**

Brief Course Description: English Composition (3-0). Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Foundational Component Area: Communications. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Core Objective	University SLO	Course SLO	General Learning Activities	Assessment Method
Critical Thinking	CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.	Employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information gathering to support a thesis.	Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.	See attached rubric for Critical Thinking
	CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.	Comprehend, analyze, synthesize and evaluate their own communication and that of others to raise questions, make assertions and generate discussion about a topic or question.	Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.	See attached rubric for Critical Thinking
Communication	CS1: Develop, interpret, and express ideas through effective written communication.	Take into consideration audience, context, purpose, conventions and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.	Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.	See attached rubric for Communication
Teamwork	TW1: Consider different viewpoints as a member of a team.	Work individually and collectively toward a shared purpose or goal with the members of their team, creating and evaluating their peers' drafts.	Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.	See attached rubric for Teamwork
Personal Responsibility	PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.	Identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making; also recognize and evaluate possible consequences of their decisions.	Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.	See attached rubric for Personal Responsibility

Critical Thinking Rubric

Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.	Skillfully gathers, analyzes, and synthesizes information clearly relevant to a question or issue.	Gathers, analyzes, and synthesizes information relevant to a question or issue.	Inconsistently gathers, analyzes, and synthesizes information relevant to a question or issue.	Fails to adequately gather, analyze, or synthesize information relevant to a question or issue.
CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, and hypothesis) that acknowledges ambiguities or contradictions.	Specific position is imaginative and accounts for complexity of an issue, including limits of position and other points of view.	Specific position acknowledges complexity of issue and includes other points of view.	Specific position is developed but is simplistic and obvious.	Fails to develop a specific position.

Communication Rubric

Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
CS1: Develop, interpret, and express ideas through effective written communication.	Consistently develops relevant and appropriate content for the audience, purpose, and writing task	Generally develops relevant and appropriate content for the audience, purpose, and writing task.	Occasionally develops relevant and appropriate content for the audience, purpose, and writing task.	Seldom develops relevant and appropriate content for the audience, purpose, and writing task.

Teamwork Rubric

Core Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
Team Work 1: Consider different viewpoints as a member of a team	Consistently indicates needs, and records, evaluates, and incorporates feedback received during peer editing session	Generally indicates needs, and records, evaluates, and incorporates feedback received during peer editing session	Fails in one or more of the following areas: indicates needs, and records, evaluates, and incorporates feedback received during peer editing session	Fails to attend class and take part during peer editing session

Personal Responsibility Rubric

Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
Student's self assessment of core beliefs, ethical issues in complex, multi-layered situations, and ramifications of perspectives and actions.	Consistently demonstrates understanding of core beliefs, ethical issues in complex, multi-layered situations, and ramifications of perspectives and actions via class preparation, teamwork, and academic honesty.	Generally demonstrates understanding of core beliefs, ethical issues in complex, multi-layered situations, and ramifications of perspectives and actions via class preparation, teamwork, and academic honesty	Occasionally demonstrates understanding of core beliefs, ethical issues in complex, multi-layered situations, and ramifications of perspectives and actions via class preparation, teamwork, and academic honesty	Rarely or never demonstrates understanding of core beliefs, ethical issues in complex, multi-layered situations, and ramifications of perspectives and actions via class preparation, teamwork, and academic honesty