Learning Outcomes for English 10100 and 10200, mapped against LEAP Essential Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes for English 10100 and 10200</th>
<th>LEAP Essential Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Rhetorical Knowledge</strong></td>
<td>• Written and oral communication</td>
</tr>
<tr>
<td>• Focus on a purpose</td>
<td>• Inquiry and analysis</td>
</tr>
<tr>
<td>• Respond appropriately to different</td>
<td>• Ethical reasoning and action</td>
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<tr>
<td>kinds of rhetorical situations</td>
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<tr>
<td><strong>Critical Thinking, Reading, and Writing</strong></td>
<td>• Critical and creative thinking</td>
</tr>
<tr>
<td>• Understand a writing assignment as a</td>
<td>• Information literacy</td>
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<tr>
<td>series of tasks, including finding,</td>
<td></td>
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<tr>
<td>evaluating, analyzing, and synthesizing</td>
<td></td>
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<tr>
<td>appropriate secondary sources</td>
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<tr>
<td><strong>Processes</strong></td>
<td>• Written and oral communication</td>
</tr>
<tr>
<td>• Be aware that it usually takes multiple</td>
<td>• Critical and creative thinking</td>
</tr>
<tr>
<td>drafts to create and complete a</td>
<td>• Integrative and applied learning</td>
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<tr>
<td>successful text</td>
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<tr>
<td>• Develop flexible strategies for</td>
<td></td>
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<tr>
<td>generating, revising, editing, and</td>
<td></td>
</tr>
<tr>
<td>proof-reading</td>
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<tr>
<td><strong>Knowledge of Conventions</strong></td>
<td>• Written and oral communication</td>
</tr>
<tr>
<td>• Develop knowledge of genre conventions</td>
<td>• Information literacy</td>
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<tr>
<td>ranging from structure and paragraphing</td>
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<tr>
<td>to tone and mechanics</td>
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<tr>
<td>• Practice appropriate means of</td>
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<tr>
<td>documenting their work</td>
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<tr>
<td>• Learn common formats for different kinds</td>
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<tr>
<td>of texts</td>
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</tbody>
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# Learning outcomes sequence for English 101 and English 102:

<table>
<thead>
<tr>
<th>101 Outcomes</th>
<th>102 Outcomes</th>
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<tbody>
<tr>
<td><strong>Rhetorical Knowledge</strong></td>
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</tr>
<tr>
<td>▪ Understand how genres shape reading and writing</td>
<td>▪ Use conventions of format and structure appropriate to the rhetorical situation</td>
</tr>
<tr>
<td>▪ Write in several genres</td>
<td>▪ Adopt appropriate voice, tone, and level of formality</td>
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<tr>
<td>▪ Identify appropriate and useful research questions</td>
<td>▪ Identify the essential components of argumentation and distinguish between logically sound and fallacious arguments</td>
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<td></td>
<td>▪ Employ complex evaluative, argumentative, and rhetorical strategies in scholarly writing</td>
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<td></td>
<td>▪ Adapt written research for other modes of presentation</td>
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<td></td>
<td>▪ Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society</td>
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<tr>
<td><strong>Critical Thinking, Reading, and Writing</strong></td>
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</tr>
<tr>
<td>▪ Use writing and reading for inquiry, learning, thinking, and communicating</td>
<td>▪ Understand the relationships among language, knowledge, and power</td>
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<tr>
<td>▪ Reflect on their own researching, writing, and learning process</td>
<td>▪ Integrate their own ideas with those of others</td>
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<td></td>
<td>▪ Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources</td>
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<td></td>
<td>▪ Evaluate the effectiveness of any claim by considering the quality of the evidence</td>
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<td>▪ Identify and critique underlying or implicit assumptions</td>
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<td>▪ Develop a clear context or frame to orient reader’s to a writer’s specific focus</td>
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<tr>
<td><strong>Processes</strong></td>
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<tr>
<td>▪ Learn to critique their own and others' works</td>
<td>▪ Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work</td>
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<tr>
<td>▪ Use a variety of technologies to</td>
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<tr>
<td>Knowledge of Conventions</td>
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<td>--------------------------</td>
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<tr>
<td>▪ Begin controlling such surface features as syntax, grammar, punctuation, and spelling</td>
<td>▪ Master appropriate means of documenting their work</td>
</tr>
<tr>
<td></td>
<td>▪ Control such surface features as syntax, grammar, punctuation, and spelling</td>
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<td></td>
<td>▪ Learn common formats for different kinds of texts</td>
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<thead>
<tr>
<th>Composing in Electronic Environments</th>
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<tbody>
<tr>
<td>▪ Use electronic environments for drafting, reviewing, revising, editing, and sharing texts</td>
<td>▪ Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts</td>
</tr>
<tr>
<td>▪ Locate, evaluate, organize, and use research material collected from electronic sources</td>
<td>▪ Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources</td>
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</tbody>
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