

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

Learning Outcomes for English 10100 and 10200	LEAP Essential Learning Outcomes
Rhetorical Knowledge <ul style="list-style-type: none"> • Focus on a purpose • Respond appropriately to different kinds of rhetorical situations 	<ul style="list-style-type: none"> • Written and oral communication • Inquiry and analysis • Ethical reasoning and action
Critical Thinking, Reading, and Writing <ul style="list-style-type: none"> • Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate secondary sources 	<ul style="list-style-type: none"> • Critical and creative thinking • Information literacy
Processes <ul style="list-style-type: none"> • Be aware that it usually takes multiple drafts to create and complete a successful text • Develop flexible strategies for generating, revising, editing, and proof-reading 	<ul style="list-style-type: none"> • Written and oral communication • Critical and creative thinking • Integrative and applied learning
Knowledge of Conventions <ul style="list-style-type: none"> • Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics • Practice appropriate means of documenting their work • Learn common formats for different kinds of texts 	<ul style="list-style-type: none"> • Written and oral communication • Information literacy

Learning outcomes sequence for English 101 and English 102:

101 Outcomes	102 Outcomes
Rhetorical Knowledge	Rhetorical Knowledge
<ul style="list-style-type: none"> ▪ Understand how genres shape reading and writing ▪ Write in several genres ▪ Identify appropriate and useful research questions 	<ul style="list-style-type: none"> ▪ Use conventions of format and structure appropriate to the rhetorical situation ▪ Adopt appropriate voice, tone, and level of formality ▪ Identify the essential components of argumentation and distinguish between logically sound and fallacious arguments ▪ Employ complex evaluative, argumentative, and rhetorical strategies in scholarly writing ▪ Adapt written research for other modes of presentation ▪ Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society
Critical Thinking, Reading, and Writing	Critical Thinking, Reading, and Writing
<ul style="list-style-type: none"> ▪ Use writing and reading for inquiry, learning, thinking, and communicating ▪ Reflect on their own researching, writing, and learning process 	<ul style="list-style-type: none"> ▪ Understand the relationships among language, knowledge, and power ▪ Integrate their own ideas with those of others ▪ Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources ▪ Evaluate the effectiveness of any claim by considering the quality of the evidence ▪ Identify and critique underlying or implicit assumptions ▪ Develop a clear context or frame to orient reader's to a writer's specific focus
Processes	Processes
<ul style="list-style-type: none"> ▪ Learn to critique their own and others' works ▪ Use a variety of technologies to 	<ul style="list-style-type: none"> ▪ Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work

address a range of audiences	<ul style="list-style-type: none"> ▪ Use the collaborative and social aspects of writing processes ▪ Critique their own and others' works ▪ Establish the validity of potential sources
Knowledge of Conventions	
<ul style="list-style-type: none"> ▪ Begin controlling such surface features as syntax, grammar, punctuation, and spelling 	<ul style="list-style-type: none"> ▪ Master appropriate means of documenting their work ▪ Control such surface features as syntax, grammar, punctuation, and spelling ▪ Learn common formats for different kinds of texts
Composing in Electronic Environments	
<ul style="list-style-type: none"> ▪ Use electronic environments for drafting, reviewing, revising, editing, and sharing texts ▪ Locate, evaluate, organize, and use research material collected from electronic sources 	<ul style="list-style-type: none"> ▪ Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts ▪ 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