English 101 Outcomes with Indicators
Effective Fall 2015

Students will be able to . . .

1. Use rhetorical knowledge to analyze contexts and audiences to compose texts.
	1. Use key rhetorical concepts (such as audience, purpose, genre, medium, etc.)
	2. Read in several genres
	3. Compose in several genres[[1]](#footnote-1)
2. Think critically about texts (print, media, data, etc.).
	1. Read as a mode of inquiry, learning, critical thinking, and communicating
	2. Compose as a mode of inquiry, learning, critical thinking, and communicating
	3. Read across multiple texts critically[[2]](#footnote-2)
	4. Integrate the writer's ideas with those from appropriate sources[[3]](#footnote-3)
	5. Formulate an evolving idea
	6. Explore the significance and consequences of ideas
3. Use multiple composing processes to conceptualize, develop and finalize writing projects.
	1. Develop a writing project through multiple drafts
	2. Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
	3. Use composing processes as a means to discover and reconsider ideas
	4. Give and act on productive feedback to works in progress
4. Analyze the formal rules and informal guidelines that define genres.
	1. Demonstrate knowledge of linguistic structures, including grammar, punctuation, and spelling, in the writer’s composing and revising
	2. Apply appropriate citation systems in the writer’s own work[[4]](#footnote-4)
1. For example, the traditional academic essay, the research-based essay, but also in-class exam/short answer, project proposals (memo, letter), peer-review letter, online discussion forum, PowerPoint, video, photo-essay, Prezi, etc. [↑](#footnote-ref-1)
2. Attend especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these featuresfunction for different audiences and situations. [↑](#footnote-ref-2)
3. Suggested modes: interpretation, synthesis, response, critique, design/redesign. [↑](#footnote-ref-3)
4. MLA and APA according to disciplinary and subject-related expectations [↑](#footnote-ref-4)