

English 101 SLOs Assessment Criteria Definitions

Process refers to the materials a writer generates to develop a piece of writing over time. These materials may include evidence of prewriting, outlining, drafting, work-shopping, revising, editing, and proofreading. These kinds of recursive practices help students develop sophisticated and effective written communication.

Purpose and **audience** are contextual and interdependent. They are both conceptual categories of which writers must be aware in order to write competently in academic, professional and personal contexts.

- ❑ **Purpose** relates to the development of a critical awareness of and intellectual curiosity about multiple rhetorical contexts; the formulation of and critical thought about a variety of topics; and, the employment of multiple adaptive and situational strategies in order to achieve the objectives of the writing task.
- ❑ **Audience** relates to the development of a critical recognition of the relationship between writer and reader; the diversity of perspectives, values and assumptions of readers; and, the writer's membership in multiple, diversely constituted readerships in order to make sophisticated claims using reliable evidence and to produce progressive discourse in formal and informal contexts.

Exposition: Composition that demonstrates a detailed understanding of a concept using rhetorical analysis to examine the many facets of the concept in a clear way that enables a reader to understand it.

Argument: Composition that demonstrates a detailed understanding of a concept using sound reasoning, evidence, and analysis to support a reasonable claim that assumes a clear and decisive position with regard to a topic. A strong argument includes: awareness of opposing views, awareness of audience, and avoidance of logical fallacies.

Organization and Development, though separate competencies, both require students to use logic and demonstrate how ideas connect, relate, and build.

- ❑ **Organization** refers to the ability to identify related central ideas; focus these ideas into paragraph form, keeping similar ideas together; avoid digressions and information that is not relevant; and demonstrate logical progression of ideas, with use of transitions that help the reader understand how ideas, explanations, details and examples connect, relate, and build from one another.
- ❑ **Development** refers to the ability to logically and sufficiently advance and support these central ideas using relevant and effective details, examples, and explanations, while avoiding generalization and vagueness.

Critical thinking is the process of dialoging with and identifying patterns in texts; reflecting on and questioning one's own assumptions and those of others; and communicating clearly while thinking deeply and logically. A well-practiced critical thinker engages in a transformative process of assessing information through analysis, synthesis and evaluation. Critical thinking encourages creative exploration, civic engagement as well as academic and professional competence.

Syntax and **usage** refers to the student's competency on the sentence level. This includes not only grammatical accuracy (subject/verb agreement, combining clauses, etc.), but also using a variety of sentence structures and a sophisticated vocabulary and effective punctuation to create emphasis, clarity, and an original writerly voice.