**English Department**
**Composition SLOs**
**2009-2012**

**program-level outcomes**
(i.e., What should *any* English student be able to do?)

1. Understand the relationship between purpose and audience for a given subject. [This works for writing a paper or analyzing a reading.]
   
   1, 3

2. Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading) to any given writing assignment both in the academic and professional spheres.
   
   1, 2, 4

3. Respond critically to reading assignments.
   
   1, 2, 3, 4

4. Develop ideas through reflection and synthesis.
   
   1, 2, 3, 4

**Chaffey College core competencies**
1. communication
2. critical thinking and information competency
3. community/global awareness and responsibility
4. personal, academic, and career development

**course-level outcomes for composition courses**

<table>
<thead>
<tr>
<th>matches program-level SLO</th>
<th>Eng 500</th>
<th>Eng 550</th>
<th>Eng 450</th>
<th>Eng 1A</th>
<th>Eng 1B</th>
<th>year assessed</th>
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</table>
| 1, 2, 4                   | Identify and model the structure of various kinds of writing.  
                            • Fall ’09 = 90%  
                            • Spr ’10 = 88%  
                            Write compositions to specific audiences using an appropriate voice for those readers.  
                            • Fall ’09 = 85%  
                            • Spr ’10 = 85%  
                            Write essays to specific audiences in a variety of genres.  
                            • Fall ’09 = 76%  
                            • Spr ’10 = 82%  
                            Write essays that deliberately connect audience and purpose in a variety of genres.  
                            • Fall ’09 = 77%  
                            • Spr ’10 = 81%  
                            Write essays that synthesize information to support analysis or argument.  
                            • Fall ’09 = 89%  
                            • Spr ’10 = 83%  | 2009-2010 |
| 1, 3, 4                   | Formulate main ideas with supporting details.  
                            Support a central idea with distinct reasons.  
                            Support a clear and specific thesis statement with sufficient evidence.  
                            Support a complex thesis statement with sophisticated evidence.  
                            Support an argumentative thesis with persuasive evidence and reasoning.  
                            | 2010-2011 |
| 2                         | Identify and address a limited number of grammatical error patterns.  
                            Identify and eliminate the majority of grammatical error patterns.  
                            Demonstrate a basic ability to document and integrate sources.  
                            Demonstrate proficiency in evaluating, integrating, and documenting sources.  
                            Demonstrate mastery in evaluating, integrating, and documenting sources.  
                            | 2011-2012 |