

ENG 101

Exit skills performed with competent independence

Academic Reading (Not directly measurable; embedded in written products)

- *Annotate for specific purposes*
- *Outline structure of text*
- *Skim for general overview*
- *Scan for specific information*
- *Identify author's main claim and enumerate supporting points*
- *Distinguish author's voice from other viewpoints in the discussion*
- *Distinguish examples, illustrations, and anecdotes from main points*

Summarize texts

- Restate author's thesis in own words
- Recap in own words author's support points
- Reduce the original text to main ideas in logical, fluent paragraphs with transitional elements
- Use 3rd person voice, present tense, and assertive verbs
- Avoid personal judgment and ascribe ideas to author
- Document text

Analyze texts

- *Write a thesis statement* (draft—from 1st colloquium)
- Articulate author's thesis, purpose, and target audience
- Determine context of discussion
- Assess credibility of author and text
- Recognize bias and its possible influence on message
- Identify and articulate strategies of persuasion
- Draw conclusions about the effectiveness of the text and support conclusions with textual evidence and sound reasoning
- Document text

Facility with language

- Observe sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer
- Demonstrate MLA documentation and citation
- Integrate basic quotes, paraphrases, and summarized ideas accurately and smoothly
- Avoid plagiarism
- Organize texts appropriately for genre, purpose, and audience
- Adapt writing strategies for audience, purpose, and type of task
- Writer's text and purpose can be readily understood by a cold reader

ENG 102

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Academic Reading (*Not directly measurable; embedded in written products*)

- Choose and evaluate sources for
 - Authority
 - Accuracy
 - Objectivity
 - Currency
 - Relevance
- Recognize authors' underlying values and assumptions that inform the text

Analysis

- Develop facility with academic conventions introduced in 101
- Present self-evaluation that identifies, demonstrates, and articulates learning and writing skills

Research

- Locate and use academic sources
- Incorporate variety of sources
- Establish connections, references, and relationships between sources
- Interpret evidence
- Evaluate possible bias and entrenched loyalties of sources
- Document and cite in MLA or APA format

Argument

- Write an arguable thesis statement
- Use reasonable tone that
 - establishes common ground
 - avoids personal attacks
- Respect and grapple with the complexity of issues
- Recognize emotional appeal and logical fallacies
- Sustain progressive, focused, and logical argument that supports thesis
- Acknowledge, accommodate, and refute counter arguments logically and ethically
- Choose and engage target audience that includes skeptical readers
- Avoid stereotyping and over-simplification
- Use reliable and varied evidence to support claims

Facility with language

- Use sources to support claims and develop thesis
- Avoid quote stacking and throw-away quotes
- Foreground writer's argument without overreliance on sources
- Establish purpose and use precise language understandable for any academic reader
- Writer's text and purpose can be readily understood by a cold reader