

# English 101 Outcomes Statement

The fifteen outcomes are divided into five clusters.

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## ***Process and Revision***

**Revision.** Uses collaboration from peers, feedback from instructor, and self-assessment to revise drafts substantively.

**Invention.** Uses a variety of activities and strategies throughout the assignment sequence to develop their arguments and ideas, as well as their rhetorical awareness (purpose, audience, genre).

**Peer Critique.** Provides helpful and thoughtful formative criticism of peers' work, both in class and outside class.

## ***Purpose and Development***

**Purpose and thesis.** Makes essay's purpose is clear and appropriate to the assignment, and the thesis has "tension."

**Problem articulation and development.** Articulates a problematic question and explains why the problem is significant

**Context.** Essay's genre and tone are appropriate to audience and purpose; uses an appropriate tone.

**Development and complexity of ideas.** Shows sensitivity to multi-sidedness of issues and addresses the issue's complexity.

## ***Reading and Working with Texts***

**Summarizing or paraphrasing texts.** Essay accurately and thoroughly summarizes or paraphrases texts.

**Active reading & analysis.** As demonstrated in class work and in essays, reads texts "with and against the grain" and they specify the rhetorical strategies used.

**Conversation among texts and ideas of essay.** Synthesizes multiple texts, putting texts into conversation with each other and with ideas of author.

## ***Presentation and Organization***

**Paragraphing.** Writes unified paragraphs that include transitions, topic sentences, and particulars.

**Overall organization and unity.** Develops a central point, idea, thesis, or claim that is clearly defined and supported by concrete, substantial, and relevant evidence.

**Grammar, mechanics, and other surface features.** Uses conventions of grammar, mechanics, and style associated with English dialects, with particular emphasis on standard written English.

**Responsible use of sources.** Uses at least one system of documentation (e.g. MLA or APA) competently

## ***Style and Voice***

**Style and voice.** Uses Style and voice that are appropriate to the given audience, purpose, genre, and claims..