Greetings, English Colleagues!

As you all know, West faculty members are developing student learning outcomes (at least one) for each course we offer. In my discussion with Todd on Monday, we determined that writing an essay of a certain length, which some of us considered as an outcome for each core English course, is actually more of an assessment than an learning outcome. We established that arguing a point is more the outcome. Please read the contents of the table below and share your feedback by the end of the day tomorrow (Thursday, November 8). We would like to submit the SLO addendums for the English classes at next Wednesday’s Curriculum Committee meeting. We will work on completing the four addendums by Monday and get the signatures Tuesday. Thanks!

Core English Course SLOs

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Clare Norris
Achieving the Dream Faculty Coordinator
Academic Senate Secretary
Assistant Professor of English
Language Arts Division
West Los Angeles College
9000 Overland Ave.
Culver City, CA 90230
(310) 287-4590
It is so much clearer when you explain it, Clare! I get it now.
What you've got below is great; it nicely differentiates the levels.

Do we want to add a statement along the lines of “guided by an implied thesis statement” for 21; “guided by an explicit thesis statement” for 28; “Guided by an explicit and complex thesis statement” for 101 -- or something to that effect? Or, and I appreciate if so, do we want to just keep it simple?

For me, the thesis is integral to the argument; but, simplicity is its own reward, particularly with this sort of task.

Thank you, Clare. Kudos, bravo, and gratitude

~S

-----Original Message-----
From: Norris, Clare
Sent: Wed 11/7/2012 4:58 PM
To: Leonard, Frances T.; Cordova, Luis A.; Bailey-Hofmann, Holly; Goldberg, Bernard (WEST); Lincke-Ivic, Nuala; Williams, Rachel; Boutry, Katherine; Floyd, Suzanne
Cc: Matosic, Todd; Apigo, Mary-Jo J.
Subject: English 21-103 Student Learning Outcomes

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Core English Course SLOs

English Level

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One sentence that describes a major piece of knowledge, skill, or ability that students can demonstrate by the end of the course
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Assessment

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This is great. My personal opinion on Suzanne's point would be to keep it simple. The more we add, the more we are "tied to" a specific teaching methodology and I think we want to leave ourselves as much flexibility as possible.

Dr. Katherine Boutry  
Assistant Professor of English  
West Los Angeles College  
Language Arts Division  
9000 Overland Avenue  
Culver City, CA 90230  
(310) 287-4470

From: Floyd, Suzanne  
Sent: Wed 11/7/2012 9:16 PM  
To: Norris, Clare; Leonard, Frances T.; Cordova, Luis A.; Bailey-Hofmann, Holly; Goldberg, Bernard (WEST); Lincke-Ivic, Nuala; Williams, Rachel; Boutry, Katherine  
Cc: Matosic, Todd; Apigo, Mary-Jo J.  
Subject: RE: English 21-103 Student Learning Outcomes  

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English Level

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Academic Senate Secretary
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West Los Angeles College
Hi, everyone,

This makes total sense Clare. I agree to proceed with what we have below. Thanks!

Please email me and provide hard copies of your final addenda by Monday, 11/12, to get the appropriate signatures and to ensure that we submit them to the Curriculum committee.

Thanks,
Luis Cordova

---

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