

Student Learning Outcomes for English Courses

ENG 100 & 190 Student Learning Outcomes (12/4/19)

By the end of the course, students should be able to:

1. Identify the purpose, audience, major claims, and kinds of evidence offered in a variety of texts;
2. Participate in academic discourse, as well as other forms of writing, by producing text with a clear purpose and audience, supported by evidence acceptable to that audience and, when applicable, using an appropriate citation style;
3. Develop recursive writing and researching processes, including identifying a controversy within a conversation or discourse community, conducting appropriate research, planning, drafting, critiquing, revising, and editing – taking into account written and oral feedback from the instructor and from peers;
4. Demonstrate essential information literacy skills, including discovering subject-specific information and arguments, understanding how information and arguments are produced and evaluated in relevant academic communities, critically evaluating claims in sources, and using source material effectively in creating new knowledge and participating ethically in communities of learning;
5. Locate resources for the continued support of their development as writers; and
6. Develop credibility by using appropriate language and diction, by effectively incorporating source material, and by portraying ideas in clear and clean prose.

ENG 200 Student Learning Outcomes (12/4/19)

By the end of the course, students should be able to...

1. Demonstrate an ability to apply and negotiate specific disciplinary discourse conventions within discipline-specific genres
2. Write for specialist and/or nonspecialist audiences for a variety of purposes
3. Demonstrate facility in creating both written and multimodal projects
4. Demonstrate increased fluency in information literacy

ENG 270, 271, 272, and 273 Student Learning Outcomes (3/1/19)

1. Students will improve their ability to ask questions of and to read, analyze, and interpret complex literary texts, using relevant literary terminology critically and creatively.
2. Students will augment their knowledge of how literature is organized by historical periods, genres, cultures, and cultural formations.
3. Students will improve their ability to express ideas by organizing, developing and supporting a description, analysis, or argument in written formats, within the conventions of academic writing.
4. Students will produce a significant amount of writing such that the course fulfills the requirements of its mandatory W Focus designation (i.e. 4,000 words).

ENG 320 Student Learning Outcomes (2/6/19)

Students will acquire

- an introductory sense of the history and diversity of literary, cultural, and rhetorical forms and genres in the field of English studies;
- an introductory sense of the range and diversity of English studies' issues, problems, and concepts; including English studies as a historically, institutionally, and geographically located practice in Hawai'i.

Students will demonstrate

- the ability to recognize, articulate, and employ literary, cultural, rhetorical, and critical terms utilized in English Studies;
- the ability to conduct a close reading of a primary text;
- the ability to write well, engage with secondary material, and provide proper citation for sources.

ENG 402 Student Learning Outcomes (2/6/19)

Students will acquire

- an advanced sense of the history and diversity of literary, cultural, and rhetorical forms and genres in the field of English studies
- an advanced sense of the range and diversity of English studies' issues, problems, and concepts.

Students will demonstrate

- the ability to conduct literary, cultural, or rhetorical analysis in dialogue with theoretical and critical texts;
- the ability to frame a critical question and understand the issues at stake in trying to answer it;
- the ability to closely read primary and secondary texts at an advanced level;
- the ability to write well, effectively use secondary materials, demonstrate proper citation, and use online sources for original research.