

SCC's English department faculty believe students are best prepared for success in English 101 when they have the following skills and knowledge

Habits of Mind

- Know that metacognitive skills (such as intellectual curiosity, time management, perseverance, and self-advocacy) are essential in college
- Expect that 90% or more of assigned reading and writing will happen independently, outside of class time
- Develop complexity of thought and make new meaning through writing
- Proactively meet with instructors and tutors for assistance on assignments and skill-building throughout the quarter
- Familiarity with computer technology including word processing programs and Canvas

Composition Skills

- Come into 101 with a working knowledge of how to build solid paragraphs (employing unity, topic sentences, adequate development, and coherence) and a working knowledge of thesis-support essay structure
- Are ready to complete at least 20 or more pages of revised writing in new forms and styles such as reflective, multimodal, research, argumentative, and inquiry-based
- Are familiar with citation styles
- Willingness to work independently, outside of class time, on sentence level skill-building and editing

Reading Skills

- Understand how to summarize, analyze, and respond to texts
- Are prepared to read 250 pages or more throughout the quarter from variety of genres such as long and short fiction, non-fiction, essays, reference materials, and academic journal articles

Course-level Student Learning Outcomes are those skills and knowledge students need to demonstrate *by the end* of each course

SCC English 99 Course Outcomes

- Compose paragraphs and thesis-based essays
- Understand the role of purpose, audience, and writer in an academic context
- Practice information literacy
- Develop and apply college reading practices
- Reflect on how your composing process has developed and will continue to develop

SCC English&101 Course Outcomes

- Compose texts in a variety of situations, modalities, & genres;
- Understand the rules and guidelines that define genres in order to make intentional rhetorical choices
- Understand your information needs & evaluate information sources as part of a research process
- Analyze texts (print, media, data, etc.) as part of your own process of composing
- Reflect on how your composing process has developed and will continue to develop

SCC English&102 Course Outcomes

- Analyze your information needs as you develop a line of inquiry
- Evaluate a range of information sources that you located through your research process
- Analyze how multiple texts fit within a broader academic conversation
- Create texts using flexible rhetorical skills that apply the formal rules and informal guidelines of genre, audience, and purpose
- Create an evidence-based project synthesizing your ideas within the context of academic research