

# AmLa Student Learning Outcomes

## Writing Courses 70-1A

[Mt. SAC Student Learning Outcomes](#): A **Student Learning Outcome (SLO)** is a measurable outcome statement about what a student will think, know, or be able to do as a result of an educational experience.

**Course objectives** set the foundation of your course.

### **Weekly Learning Objectives:**

In addition, learning objectives for each chapter, topic or module should relate to course-level objectives.

### **Measurable Objective or Student Learning Outcome:**

At Mt. SAC, SLOs are similar to Measurable Objectives (MOs). MOs encompass the content of a course. Often, they are expressed in statements about the material that will be taught in a course. SLOs build on the MOs of a course; rather than focus on course content, SLOs focus on the learning that will occur as a result of taking the course. It may help to think of a MO as an assignment in and of itself while a SLO is the educational goal an instructor hopes to achieve as a result of giving the assignment to students.

[Mt. SAC How is an SLO Different from an MO?](#)

## Outcomes Committee

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### **Our Meeting Objectives:**

- Align SLO's
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## AmLa 1A

Current: (There were no current SLOs)	Revised:
<ol style="list-style-type: none"> <li>1. Composing (Writing)               <ol style="list-style-type: none"> <li>a. Essays</li> <li>b. Research paper process</li> <li>c. Rhetorical Analysis</li> </ol> </li> <li>2. Reading/Vocabulary               <ol style="list-style-type: none"> <li>a. Strategies for reading</li> <li>b. Critical thinking and analysis</li> <li>c. Strategies for vocabulary</li> <li>d. Academic Word List</li> <li>e. Building a personal corpus</li> </ol> </li> <li>3. Effective Communication Listen, process, contribute, analyze, evaluate, persuade, and create new meaning for learning in the target language.               <ol style="list-style-type: none"> <li>a. Speaking</li> <li>b. Listening</li> <li>c. Collaborative Problem-Solving</li> </ol> </li> <li>4. Connections to self, text, world               <p>Connections to self, text, world: Relate ideas from the class materials to self and world, topics, theme, and the community and ask critical questions to form and use new - making evaluations/judgements</p> <ol style="list-style-type: none"> <li>a. Speaking and listening</li> <li>b. Reading</li> <li>c. Writing</li> </ol> </li> <li>5. Language use and syntax:               <p>Demonstrate sophisticated command of English language grammar, vocabulary, and syntax with critical analysis of feedback for successful editing to complete the writing process</p> <ol style="list-style-type: none"> <li>a. Register</li> <li>b. Word Choice</li> <li>c. Nuance, smooth coherence, style</li> <li>d. Editing strategies</li> <li>e. Using peer input to improve</li> </ol> </li> <li>6. Metacognition and Self-regulation: apply college-level metacognitive and reflective strategies to monitor learning success,</li> </ol>	<p>Entered in TracDat (6/24/2021)</p> <ol style="list-style-type: none"> <li>1. Communication: Listen, process, contribute, analyze, evaluate, persuade, and create new meaning for learning in the target language.</li> <li>2. Language Use: Demonstrate sophisticated command of English language grammar, vocabulary, and syntax with critical analysis of feedback for successful editing to complete the writing process</li> <li>3. Metacognition/Self-Regulation: apply college-level metacognitive and reflective strategies to monitor learning success, address academic challenges, and implement self-regulation techniques</li> </ol> <p>Status: Active            Start date: August 23, 2021            End date: none            Cycle: none</p>

<p>address academic challenges, and implement self-regulation techniques.</p> <ol style="list-style-type: none"> <li>Goal Setting and Analysis</li> <li>Resource use</li> <li>Help seeking as needed</li> <li>Reflection + Monitor/Self-Regulate</li> </ol>	
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AmLa 90	
Current:	Revised:
<ol style="list-style-type: none"> <li>compose clear, well-developed and soundly structured essays on academic topics</li> <li>evaluate a variety of readings (fiction and nonfiction) by critically analyzing, summarizing and responding in speaking and in writing</li> <li>develop well-reasoned essays in a timed class setting</li> <li>synthesize information, summarize, paraphrase, and appropriately quote source materials for use in writing</li> <li>demonstrate a strong command of English language grammar, vocabulary, and syntax with effective editing strategies</li> <li>apply metacognitive strategies to learning and academic challenges</li> </ol>	<ol style="list-style-type: none"> <li>Writing/Composing: Compose a 4-6 page essay in MLA format with properly cited evidence from sources and an accurately formatted WC page <ol style="list-style-type: none"> <li>Structured Essays</li> <li>MLA formatted with WC page</li> <li>Well-reasoned evidence for support</li> <li>Incorporating source materials</li> </ol> </li> <li>Reading/Vocabulary: identify, analyze, and evaluate key ideas from a variety of readings (fiction and nonfiction) at an advanced level <ol style="list-style-type: none"> <li>Strategies for reading</li> <li>Critical thinking and analysis</li> <li>Strategies for vocabulary</li> <li>Academic Word List</li> <li>Building a personal corpus</li> </ol> </li> <li>Effective Communication: Listen, process, contribute, analyze, evaluate, and create new meaning for learning in the target language. <ol style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> <li>Collaborative Problem-Solving</li> </ol> </li> <li>Connections to self, text, world: Relate ideas from the class materials to self, world, and the course theme, and ask critical questions to form and use new concepts in written and spoken responses <ol style="list-style-type: none"> <li>Speaking and listening</li> <li>Reading</li> <li>Write</li> </ol> </li> <li>Language use and syntax: demonstrate sophisticated command</li> </ol>

	<p>of English language grammar, vocabulary, and syntax with successful attempts at employing editing strategies</p> <ol style="list-style-type: none"> <li>Comprehensibility</li> <li>Intelligibility (Codeswitching)</li> <li>Word Choice</li> <li>Nuance, smooth coherence, style</li> <li>Editing strategies</li> <li>Using peer input to improve</li> <li>Using campus resources</li> </ol> <p>6. Metacognition and Self-regulation: apply metacognitive and reflective strategies to monitor learning success, address academic challenges, and promote student independence</p> <ol style="list-style-type: none"> <li>Goal Setting and Analysis</li> <li>Resource use</li> <li>Help seeking as needed</li> <li>Reflection + Monitor/Self-Regulate</li> </ol>
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AmLa 80	
Current: Measurable Course Objectives	Revised SLOs:
<ol style="list-style-type: none"> <li>compose clear, well-developed paragraphs on academic topics</li> <li>evaluate a variety of readings (fiction and nonfiction) at an advanced intermediate level with some critical analysis, summarizing and responding in speaking and in writing</li> <li>develop well-reasoned paragraphs in a timed class setting</li> <li>incorporate some source information into original writing with authorial statements and sentence stems</li> <li>demonstrate a strong command of English language grammar, vocabulary, and syntax with some attempts at employing editing strategies</li> </ol>	<ol style="list-style-type: none"> <li>Compose a five paragraph essay with clear, well developed paragraphs that appropriately answer the prompt               <ol style="list-style-type: none"> <li>Paragraph structure</li> <li>Writing process</li> <li>Timed-Writing</li> </ol> </li> <li>Reading/Vocabulary: identify, analyze, and record key ideas from a variety of readings (fiction and nonfiction) at an advanced intermediate level               <ol style="list-style-type: none"> <li>Strategies for reading</li> <li>Critical thinking and analysis</li> <li>Summarize and respond in speaking and writing</li> <li>Strategies for vocabulary</li> <li>Academic Word List</li> <li>Building a personal corpus</li> </ol> </li> <li>Effective Communication: Listen, process and contribute to learning tasks to collaborate in target</li> </ol>

<ul style="list-style-type: none"> <li>6. apply some metacognitive and reflective strategies to learning and academic challenges</li> <li>7. critically question different texts</li> <li>8. organize a paper with an appropriate introduction, conclusion, and body paragraphs</li> </ul>	<p>language.</p> <ul style="list-style-type: none"> <li>a. Speaking <ul style="list-style-type: none"> <li>i. Listening to classmates' ideas</li> <li>ii. Respond to classmates' ideas</li> <li>iii. Negotiate meaning in the target language</li> </ul> </li> <li>b. Listening <ul style="list-style-type: none"> <li>i. Actively listening</li> <li>ii. Following directions</li> <li>iii. Classroom instructions</li> </ul> </li> <li>c. Collaborative Problem-Solving <ul style="list-style-type: none"> <li>i. Seek input</li> <li>ii. Analyze ideas</li> <li>iii. Negotiate</li> <li>iv. Compromise/Solve</li> <li>v. Present as a team</li> </ul> </li> </ul> <p>4. <b>Connections to self, text, world:</b> Relate ideas from the class materials to self and world, and topics, and ask critical questions to form and use new concepts in written and spoken responses</p> <ul style="list-style-type: none"> <li>a. Speaking and listening</li> <li>b. Reading</li> <li>c. Writing</li> </ul> <p>5. <b>Language use and syntax:</b> demonstrate a strong command of English language grammar, vocabulary, and syntax with some attempts at employing editing strategies</p> <ul style="list-style-type: none"> <li>a. Comprehensibility</li> <li>b. Intelligibility (Codeswitching)</li> <li>c. Word Choice</li> <li>d. Nuance, smooth coherence, style</li> <li>e. Editing strategies</li> </ul> <p>6. <b>Metacognition and Self-regulation:</b> learn and apply metacognitive and reflective strategies to monitor learning success and address academic challenges</p> <ul style="list-style-type: none"> <li>a. Goal Setting and Analysis</li> <li>b. Resource use</li> <li>c. Help seeking as needed</li> <li>d. Reflection + course-correct</li> </ul>
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## AmLa 70

Current MOs:	Revised:
<ol style="list-style-type: none"> <li>1. compose clear, well developed sentences and paragraphs on academic topics using the writing process, and incorporate topic sentences, supporting details, transitions, and concluding sentences (writing)</li> <li>2. apply reading strategies to analyze a variety of readings (fiction and nonfiction) to incorporate ideas and vocabulary for verbal and written discussions, and clearly <b>communicate</b> these ideas in both classroom communications and written assignments (reading)</li> <li>3. develop well-reasoned paragraphs in a timed class setting (writing)</li> <li>4. Interpret information, briefly summarize level-appropriate texts and appropriately refer to these source materials for use in writing (writing)</li> <li>5. demonstrate a growing command of English language grammar, vocabulary, and syntax and begin to strengthen editing skills (language use)</li> <li>6. learn and apply metacognitive reflection in both reading and writing tasks for increased comprehension and growth (metacognition)               <ol style="list-style-type: none"> <li>1. Create sentence clusters to paragraphs based on selected level-appropriate articles, including topic sentence, effective supporting details, conclusion, and basic transitions, using basic MLA conventions.(Composing)</li> <li>2. Construct simple, compound, and complex sentences using clauses of time and reason with consistent accuracy while utilizing level-appropriate grammar and sentence combining techniques. (writing)</li> <li>3. Interpret and write logical responses to level-appropriate texts and multiple media sources using appropriate registers (formal vs informal). (connections/language use)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Writing: Compose clear, well developed paragraph               <ol style="list-style-type: none"> <li>a. Sentence clusters</li> <li>b. Paragraph structure</li> <li>c. Writing process</li> <li>d. Timed-Writing</li> </ol> </li> <li>2. Reading/Vocabulary: apply reading strategies to analyze a variety of readings               <ol style="list-style-type: none"> <li>a. Strategies for reading</li> <li>b. Critical thinking and analysis</li> <li>c. Strategies for vocabulary</li> <li>d. Academic Word List</li> <li>e. Building a personal corpus</li> </ol> </li> <li>3. <b>Effective Communication:</b> Demonstrate listening comprehension by following directions, asking for clarification, and participating in discussions               <ol style="list-style-type: none"> <li>a. Speaking                   <ol style="list-style-type: none"> <li>i. Participate in discussions</li> <li>ii. Provide information to others</li> </ol> </li> <li>b. Listening                   <ol style="list-style-type: none"> <li>i. Participate in discussions</li> <li>ii. Following directions</li> <li>iii. Classroom instructions</li> </ol> </li> <li>c. Collaborative Problem-Solving                   <ol style="list-style-type: none"> <li>i. Seek input</li> <li>ii. Analyze ideas</li> <li>iii. Negotiate</li> <li>iv. Compromise/Solve</li> </ol> </li> </ol> </li> <li>4. <b>Connections to self, text, world: Relate</b> ideas from class materials to self and ask critical questions to form and use new concepts in written responses               <ol style="list-style-type: none"> <li>a. Speaking and listening</li> <li>b. Reading</li> <li>c. Writing</li> </ol> </li> <li>5. Language use and syntax: demonstrate a growing command of English language grammar, vocabulary, and syntax and begin to strengthen editing skills               <ol style="list-style-type: none"> <li>a. Comprehensibility</li> <li>b. Intelligibility (Codeswitching)</li> </ol> </li> </ol>

<p>4. Create sentences demonstrating increased use of words from the General Service Word List. (reading)</p> <p>5. Use level-appropriate pre-writing and planning techniques with some incorporation of textual evidence, leading to drafting and editing for global and local errors and revising while avoiding plagiarism. (Writing)</p> <p>6. Apply basic strategies and reading techniques (preview, scan, skim, basic annotation, supporting details, context clues, literal v. figurative, fact v. opinion) to identify main ideas and increase overall comprehension of level-appropriate materials. (Reading and Vocabulary).</p> <p>7. Compose complete sentences in affirmative and negative question and answer formats using simple tenses and progressive tenses. (Composing; Language Use)</p> <p>8. Relate ideas to self and ask critical questions to form and use new concepts in written responses. (Connections)</p> <p>9. Demonstrate listening and speaking by following directions and/or asking for clarification, and following and participating in classroom conversation. (communication)</p> <p>10. Learn and apply metacognitive strategies for critical thinking in level-appropriate reading and writing (metacognition)</p>	<p>c. Word Choice</p> <p>d. Nuance, smooth coherence, style</p> <p>e. Editing strategies</p> <p>6. Metacognition and Self-regulation: Learn and apply metacognitive reflection in both reading and writing tasks for increased comprehension and growth</p> <p>a. Goal Setting and Analysis</p> <p>b. Resource use</p> <p>c. Help seeking as needed</p> <p>d. Reflection + course-correct</p>
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AmLa 91	
Current MOs:	Revised:
1. Identify words using word forms, affixes, context, and other vocabulary acquisition techniques for abstract words from the Academic Word List.	<p>Reading strategies apply reading strategies to analyze a variety of readings</p> <p>e. Strategies for reading</p> <p>f. Critical thinking and analysis</p> <p>g. Strategies for vocabulary</p> <p>h. Academic Word List</p> <p>i. Building a personal corpus</p> <p>Vocabulary</p>

	<p><b>Effective Communication:</b> Demonstrate listening comprehension by following directions, asking for clarification, and participating in discussions</p> <ul style="list-style-type: none"> <li>j. Speaking <ul style="list-style-type: none"> <li>i. Participate in discussions</li> <li>ii. Provide information to others</li> </ul> </li> <li>k. Listening <ul style="list-style-type: none"> <li>i. Participate in discussions</li> <li>ii. Following directions</li> <li>iii. Classroom instructions</li> </ul> </li> <li>l. Collaborative Problem-Solving <ul style="list-style-type: none"> <li>i. Seek input</li> <li>ii. Analyze ideas</li> <li>iii. Negotiate</li> <li>iv. Compromise/Solve</li> </ul> </li> </ul> <p><b>Connections to self, text, world:</b> Relate ideas from class materials to self and ask critical questions to form and use new concepts in written responses</p> <ul style="list-style-type: none"> <li>m. Speaking and listening</li> <li>n. Reading</li> <li>o. Writing</li> </ul> <p><b>Language use and syntax:</b> demonstrate a growing command of English language grammar, vocabulary, and syntax and begin to strengthen editing skills</p>
2. Identify and comprehend figurative language, fact and opinion and common cultural references <del>usually</del> .	
3. Apply appropriate preview strategies, reading techniques, and reading rate according to reading material and desired level of comprehension.	
4. Use monolingual dictionaries to find the appropriate definition of words with multiple meanings.	
5. Analyze author's purpose, hypothesis, supported opinion, tone, point of view, and theme.	
6. Deduce connotative ideas, associations, and patterns of logical sequencing in persuasion and argumentation.	

7. Distinguish between multiple opinions or points of view.	
<b>NEW:</b> Evaluate sources to determine purpose, intended audience, authority, credibility, accuracy, reliability, currency, timeliness, objectivity, or bias.	
<b>NEW:</b> Develop an awareness of metacognitive strategies for reading success with special attention to affective factors that challenge English language learners	

AmLa 81	
Current MOs:	Revised to SLOs:
1. Predict meaning of short to medium-length texts by applying different reading techniques such as skimming and scanning.	
2. Utilize level-appropriate underlining, highlighting, and annotating strategies in texts for comprehension.	
3. Analyze words using word forms, affixes, and other vocabulary acquisition techniques often for words from the General Service List and the Academic Word List.	
4. Apply reading techniques on simple texts on familiar topics with some fluency and speed and demonstrate awareness of reading rate according to reading material and desired level of comprehension.	
5. Identify and analyze logical patterns of sequencing in narratives, descriptions and expository writing.	
6. Use contextual, morphological, and visual cues, as well as sentence connectors and transitional devices, to comprehend meaning and structures of level-appropriate texts.	
7. Use a monolingual dictionary to discern appropriate meanings and forms of words effectively.	
8. Analyze a range of expository, fictional, and beginning to intermediate level academic texts to increase comprehension and genre awareness.	
9. Distinguish between fact and opinion, and identify patterns of logical sequencing such as compare and contrast and cause and effect	

10. Summarize and paraphrase main ideas and supporting details of level-appropriate texts.	
11. Become familiar with and use campus resources for academic purposes and well-being.	
12. Learn metacognitive strategies for critical thinking in level-appropriate reading and writing.	
Identify and comprehend figurative language and common cultural references.	
Identify a writer's purpose.	

AmLa 71	
Current MOs:	Revised:
1. Apply basic preview strategies and demonstrate reading techniques and skills such as scanning.	
2. Utilize level-appropriate underlining, highlighting, and annotating strategies in texts for comprehension.	
3. Analyze the meanings of words using word forms, affixes, and other vocabulary acquisition techniques for words on the General Service List.	
4. Recognize the central meaning and details of texts when content and language are familiar occasionally, as well as restate simple passages.	
5. Label logical patterns of sequencing in narratives and descriptions.	
6. Use contextual clues such as pronoun referents, sentence connectors and transitional devices to comprehend the meaning and structure of texts.	
7. Identify and interpret level-appropriate figurative language, idioms, and common cultural references.	
8. Apply knowledge of monolingual dictionaries to find meanings of words.	
9. Distinguish fact from opinion for critical reading.	

10. Become familiar with and use campus resources for academic purposes and well-being.	
11. Learn metacognitive strategies for critical thinking in level-appropriate reading and writing.	

AmLa 93 (S)	
Current: Course Objectives	Revised:
<ol style="list-style-type: none"> <li>1. Engage in discussions and apply colloquial language to a variety of topics for appropriate use in social interactions.</li> <li>2. Analyze and oral references from pop culture, music, television, movies, social media, current events, radio, and podcasts.</li> <li>3. Access strategies to gain confidence and to guess meaning and connotation by developing situational awareness using verbal and nonverbal cues.</li> <li>4. Develop competency in understanding language trends and evolution through traditional and evolving reference materials.</li> <li>5. Identify common discourse patterns as models for active and passive language use to communicate clearly.</li> <li>6. Distinguish between regional dialects used in the U.S. and throughout the world.</li> <li>7. Develop an understanding of American college culture including developing strategies to respond to academic challenges including the use of college-based success resources.</li> </ol>	

8. Use authentic language to engage in the college community through student government, volunteer opportunities, and extracurricular activities.	
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	AmLa 92	
Course Objectives	Current:	Revised:
1. <b>Participate</b> in classroom culture through asking and answering questions and contributing to topical conversation. 2. <b>Organize</b> formal speeches, including research and outlining. 3. <b>Apply</b> effective note taking strategies. 4. <b>Analyze</b> pronunciation and language use to determine personal strengths and weaknesses. 5. <b>Practice, self-assess</b> for strengths/weaknesses, and <b>present</b> two formal speeches with emphasis on organization, language, and delivery.	6. <b>self-assess</b> your pronunciation strengths and weaknesses 7. <b>organize</b> and <b>deliver</b> a formal speech 8. <b>demonstrate</b> greater confidence in academic public speaking 9. <b>successfully</b> take notes on the main ideas of an academic lecture 10. <b>rate</b> their organization of impromptu speeches higher on the posttest than on the pre test 11. <b>deliver</b> a two-minute impromptu speech on a given topic using effective delivery,	

	including eye contact, volume, and time.	
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AmLa 82	
<b>Current:</b>	<b>Revised:</b>

AmLa 72	
<b>Current:</b>	<b>Revised:</b>

## Institutional Level Outcomes

### ILO #1 Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

Communication crosses all disciplines and may include a variety of activities, such as:

- Comprehending, analyzing, and responding appropriately to oral, written, and visual information.
- Reading and understanding the content and purpose of written material.
- Speaking or signing to increase knowledge, foster understanding, or promote change.
- Developing and expressing ideas in writing with clarity and fluency.

### ILO #2 Critical Thinking

Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

Critical thinking crosses all disciplines and may include a variety of activities, such as:

- Analyzing content, meaning, and purpose from a variety of texts or materials.
- Developing informed conclusions based upon the collection, examination, and synthesis of evidence.

- Computing and analyzing multiple representations of quantitative information and/or data, including graphical, formulaic, numerical, verbal, and visual.
- Designing, implementing, and evaluating strategies to answer questions or achieve goals.

### ILO #3 Information and Technology Literacy

Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.

Information and Technology literacy crosses all disciplines and may include a variety of activities, such as:

- Locating, evaluating and choosing credible textual and other sources for information.
- Interpreting the social, legal, and ethical uses of information.
- Researching data and drawing conclusions based on an analysis of that data.
- Using technologies to communicate, solve problems, and complete tasks.

### ILO #4 Personal, Social, Civic, and Environmental Responsibility

Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.

Personal, social, civic, and environmental responsibility crosses all disciplines and may include a variety of activities, such as:

- Setting, evaluating, and monitoring academic, career, financial, and personal goals.
- Interpreting and managing physical and mental health needs.
- Developing self-awareness in the areas of personal development, learning styles, and decision-making strategies.
- Recognizing and respecting the beliefs, opinions, and values of other individuals and cultures.
- Being informed about and participating in local, state, national, and global communities.
- Evaluating environmental conservation and sustainability.