English 101 Outcomes and Teaching Guidelines
Updated 3 April 2015
To be applied starting Fall 2015.

Background
During the 2012-13, 2013-14, and 2014-15 school years, a committee of writing instructors in the English department examined the course outcomes and teaching guidelines for English 101.

What follows is an explanation of the changes to English 101 that will be adopted, beginning Fall quarter of 2015.

Revised Outcomes
The following are the course outcomes for English 101. Students who are successful in English 101 will be able to:

- Write texts that demonstrate awareness of audience, purpose, and genre across multiple communities and contexts.
- Analyze, respond to, and document a variety of complex written and visual texts.
- Develop flexible strategies for planning, drafting, revising, and editing.
- Collaborate effectively and respectfully with peers throughout the writing process.
- Reflect on, assess, and articulate writing choices.
- Apply situation-appropriate conventions at the sentence level.

<table>
<thead>
<tr>
<th>English 101 course outcome</th>
<th>Highline College-wide student outcomes</th>
</tr>
</thead>
</table>
| 1. Write texts that demonstrate awareness of audience, purpose, and genre across multiple communities and contexts. | • Think critically  
  • Reason quantitatively  
  • Communicate effectively  
  • Civic responsibility  
  • Information and visual literacy |
| 2. Analyze, respond to, and document a variety of complex written and visual texts. | • Think critically  
  • Reason quantitatively  
  • Communicate effectively  
  • Civic responsibility  
  • Information and visual literacy |
| 3. Develop flexible strategies for planning, drafting, revising, and editing. | • Think critically  
  • Communicate effectively |
4. Collaborate effectively and respectfully with peers throughout the writing process.

- Communicate effectively
- Civic responsibility

5. Reflect on, articulate, and assess writing choices.

- Think critically
- Communicate effectively
- Information and visual literacy

6. Apply situation-appropriate conventions at the sentence level.

- Communicate effectively

**Assessment**

Students need frequent feedback on their writing, both formative (during the process) and summative (on the final product). This feedback may include peer review, brief comments on scaffolded assignments, rubrics, margin comments, end comments, oral feedback, and grades. The department does not mandate a specific form of feedback.

Students should have opportunities to revise high-stakes assignments. Revision may occur before or after a grade is assigned.

Students should self-assess their work throughout the quarter.

Assignments may be graded individually, as part of a portfolio, or as part of a system of contract grading. What’s important is that students have clear feedback throughout the quarter so that they understand their overall grade in the course.

In order to get a 2.0, students should meet the six course outcomes at a satisfactory level. Each individual assignment for a student doesn’t need to meet all course outcomes, but all outcomes should be met by the student by the end of the quarter. The course itself should meet all six outcomes, but it’s logical that some portions of the course will be more focused on some outcomes than others.

**Teaching guidelines**

The following are guidelines for building your individual English 101 course:

- At least 70% of the students' final grades should come from 3,000 to 5,000 “high stakes,” revised words during the quarter. Students will complete major assignments including the following:

  1. A written argument that includes a claim, position, or response representing the student’s views; it must engage at some point with a textual, visual, or audio source that can be summarized, quoted, and/or paraphrased.
2. A written reflection, in which students directly assess and discuss how and to what extent they have met each of the course outcomes.

3. Other revised, high-stakes assignments, which may include:
   - Letter
   - Summary
   - Proposal
   - Analysis
   - Email
   - Response
   - Open letter
   - Critique
   - Review
   - Synthesis
   - Position paper
   - Extended definition
   - Interview
   - Report
   - Others

- Students should also complete ungraded or lower-stakes assignments during the quarter. Possibilities for these lower-stakes words include:
  - Lower-stakes versions of assignments listed above
  - Online discussions and forums
  - Non-graded drafts of major assignments
  - Presentations
  - Peer review
  - Journals
  - Freewriting
  - Narrative
  - Description
  - Timed response
  - Others

- Students should read and analyze a variety of texts such as:
  - Essays
  - Arguments
  - Films
  - Images
  - Graphics
  - Comics
  - Advertisements
  - Speeches
  - Social media
  - College documents
    - Textbooks
Assignment prompts

- Students should develop skills in focusing, developing ideas, organizing, and using language effectively, including improving their skills in editing and proofreading.

- Instructors should promote a growth mindset for students and encourage students to develop college skills and attitudes over time, including rhetorical awareness, collaboration, experimentation, and risk taking.

In order to promote critical thinking and sustained engagement with an idea or concept, the department recommends that instructors focus their course around a theme. Themes have included language/literacy, food, mythology, media, current events, consumerism, personal finance, and education.

If you have any questions about curriculum, assessment, or anything else regarding English 101, contact the department coordinator.