**Translating Student Outcomes**

**BACKGROUND:** You senior English class is actually called CSU Expository Reading and Writing Course. The point of this class is to prepare you to read and write at a college level. Whether or not you decide you want to attend a post-secondary educational institution, you should be prepared to think critically, write efficiently, and read thoroughly.

**DIRECTIONS:** The following learning outcomes are written by professional educators for other professionals to indicate what the ERWC is supposed to teach. They were not written with a student audience in mind. Working with a partner, translate the outcomes in the chart into your own words. Then discuss whether you and your partner know how to do the kinds of tasks the outcome involves.

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| **Reading Rhetorically** |
| **LEARNING OUTCOMES:** | **WHAT DOES IT MEAN IN OUR OWN WORDS?** | **HOW WELL CAN WE DO IT? WHAT ACTIVITIES HAVE WE PREVIOUSLY DONE THAT SOUNDS LIKE THIS?** |
| 1. Cite strong and thorough textual evidence to support analysis of what a text says and implies |  |  |
| 2. Determine an author’s point-of-view or purpose in a text |  |  |
| 3. Analyze an author’s assumptions and appeals (ethos, logos, pathos) |  |  |
| 4. Analyze a writer’s use of rhetorical devices and strategies |  |  |
| 5. Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts |  |  |
| **Writing Rhetorically** |
| 1. Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence |  |  |
| 2. Incorporate the texts of others efficiently and use documentation styles suitable to the task, genre, and discipline |  |  |
| 3. Edit for clarity and for the standard written English, grammar, usage, and mechanics |  |  |
| 4. Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience |  |  |
| 5. Demonstrate the ability to observe, evaluate, regulate one’s development as a writer of expository texts including identification of areas needing further growth |  |  |
| **Listening and Speaking Rhetorically** |
| 6. Initiate and participate effectively in a range of collaborative discussions with peers |  |  |
| **Habits of Mind Outcomes** |
| 7. Act as motivated, self-directed learners |  |  |
| 8. Persist during difficult academic tasks |  |  |
| 9. Consider new ways of thinking and being; see other points of view |  |  |
| 10. Learn to critique one’s own and others’ academic work |  |  |
| 11. Reflect on one’s own learning and on the processes that shake knowledge |  |  |

Be prepared to share out your observations, comments, and examples.

PARTNER NAMES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_