

## Student Learning Outcomes for English

**For English 100/100T** (Note: ENG 100 Composition I (3) or ENG 100T Composition with Tutorial (3) or ESL 100 Composition/ Nonnative Speakers (3) or ESL 100T Composition/Non-native Tutorial (3) is *required for all other English courses*. Any additional prerequisites for courses are indicated as needed.)

Students who successfully complete the course will:

1. Compose a thesis-driven essay using a process approach including,
  - Generating ideas (e.g. mapping, brainstorming, outlines, etc.)
  - Multiple drafts
  - Incorporating feedback at all stages in writing
  - Rewriting
  - Proofreading
2. Identify and compose writing for different purposes and audiences;
3. Analyze and evaluate their own writing;
4. Identify appropriate information needed for their writing assignments;
5. Evaluate sources and information for reliability, accuracy, and bias;
6. Recognize the difference between APA and MLA conventions of documentation;
7. Incorporate multiple sources within an original essay using an appropriate academic convention of documentation;
8. Demonstrate control over syntax and mechanics in their writing.

These learning outcomes are mapped to the Writing Intensive (WI) Program and the rubric for student writing. We encourage programs to use this as a foundational basis for writing specific to disciplines and majors.

### ENG 100 RUBRIC (Reading Comprehension)

|                    |  |
|--------------------|--|
| Level 4 Advanced   | Student clearly understands the passage and can make insightful and nuanced inferences as to content of the reading. The summary is coherent and renders the information in a highly articulate manner.  |
| Level 3: Competent | Student demonstrates a basic understanding of the passages and is able to articulate the key issues in his/her own words in a comprehensible manner.   |
| Level 2: Emerging  | Student appears somewhat unsure about the passages and cannot fully articulate the ideas presented. The student appears to be simply reiterating key terms and exhibits some difficulty comprehending the issues. Cannot easily paraphrase in his/her own words. |
| Level 1: Beginning | The student appears unable to comprehend the paragraphs and cannot elucidate the key ideas or issues. The summary includes ideas or information that is not stated by the reading.   |

### **For the English Major**

Students completing the baccalaureate program in English at UH Hilo will upon graduation be able to:

1. develop original research projects and/or original creative work that communicates ideas/arguments effectively and persuasively—GE RUBRIC FOR WRITTEN COMMUNICATION
2. apply and/or integrate a range of analytical methods and theories (including but not limited to relevant historical, cultural, economic, social, or gendered contexts) to the study of literary texts—DEPARTMENT RUBRIC FOR INTEGRATION OF THEORY
3. analyze various types of texts and genres (including literature, non-fiction, film, and visual media) using appropriate techniques—GE RUBRIC FOR WRITTEN COMMUNICATION (CRITICAL THINKING)
4. write college-level prose (including adhering to proper MLA-Humanities citation format) and use appropriate grammar—GE RUBRIC FOR INFORMATION LITERACY
5. demonstrate mastery in information technology and digital literacy (i.e. formatting in Microsoft Word)—GE RUBRIC FOR INFORMATION LITERACY (FORMAT)
6. critically examine and utilize appropriate and accurate online and textual materials textual sources of information in their writing—GE RUBRIC FOR INFORMATION LITERACY

### **For the TESOL Certificate**

1. Students can utilize Second Language Acquisition Theory and describe how it relates to current practices in teaching ESL/EFL;
2. Student can create formal lesson plans in English as a second language (Reading, Writing, Listening, Speaking and Grammar) while being cognizant of cultural differences;
3. Students will be prepared for possible interview scenarios by compiling a comprehensive teaching portfolio.

Curriculum Matrix for the English Major (I = Introduce; D = Develop/Practice, M = Mastery)

| COURSES  | PLO 1: develop original research projects and/or original creative work that communicates ideas/arguments effectively and persuasively<br><br>GE RUBRIC FOR WRITTEN COMMUNICATION | PLO 2: apply and/or integrate a range of analytical methods and theories (including but not limited to relevant historical, cultural, economic, social, or gendered contexts) to the study of literary texts | PLO 3: analyze various types of texts and genres (including literature, non-fiction, film, and visual media) using appropriate techniques | PLO 4: write college-level prose (including adhering to proper MLA-Humanities or APA—Social Sciences citation format) and use appropriate grammar<br><br>GE RUBRIC FOR INFORMATION LITERACY | PLO 5: demonstrate mastery in information technology and digital literacy (i.e. formatting in Microsoft Word, Turnitin, etc.) | PLO 6: critically examine and utilize appropriate and accurate online and textual materials textual sources of information in their writing<br><br>GE RUBRIC FOR INFORMATION LITERACY |
|--|---|--|---|---|---|---|
| ENG 200 A-G  | I   | I  | I   | I   | I   | I   |
| ENG 201, 202, 204, 205, 206, 257                   | I   | I  | I   | I   | I   | I   |
| ENG 286 A & B—Fiction & Poetry (CW)                | I   | NA   | I   | I (grammar)   | NA  | I   |
| ENG 285, 287, 289 (RHET)                           | I, D  | D  | I, D  | D   | D   | I, D  |
| ENG 300—INTRO TO MAJOR                             | D   | I, D   | D   | D   | D   | D   |
| ENG 314 (RHET)                                     | D   | D  | D   | D   | I, D  | D   |
| ENG 318 – Playwriting (CW)                         | I   | I  | D   | I   | NA  | D   |
| ENG 304 & 305                                      | D   | D  | D   | D   | D   | D   |
| ENG 324 & 350 (TESOL)                              | D   | D  | D   | D   | D   | D   |
| ENG 351 & 352                                      | D   | D  | D   | D   | D   | D   |
| All other ENG 300-level English Lit & Film courses | D   | D  | D   | D   | D   | D   |
| ENG 323 & 430 (HPP)                                | D   | D  | D   | D   | D   | D   |
| ENG 431, 432, 433, 436 (CW)                        | D   | D  | D   | D   | NA  | D   |
| ENG 484 (TESOL)                                    | D   | D  | D, M  | D, M  | D, M  | D, M  |
| All other ENG 400-level English Lit & Film courses | D, M  | D, M   | D, M  | D, M  | D, M  | D, M  |
| ENG 422 (TESOL Practicum)                          | D   | D, M   | D, M  | D, M  | D, M  | D, M  |
| ENG 434 (CW Portfolio)                             | D, M  | D, M   | D, M  | D, M  | NA  | D   |

## RUBRIC FOR PLO 2: INTEGRATION OF THEORY (IN-CLASS WRITING)

|             |  |
|-------------|--|
| 3—ADVANCED  | Student paraphrases or summarizes theory in a highly eloquent and original presentation; student may also make connections to other concepts or theories; paraphrase or summary is strategically used to offer an insightful, logically coherent, and in-depth analysis of a primary text  |
| 2—COMPETENT | Student generally paraphrases or summarized the theoretical concept in his/her own words but may show minor problems in articulating a more comprehensive understanding of the theory; the student can integrate the paraphrase or summary in an analysis of a primary text but the writing may reflect gaps in logic  |
| 1—BEGINNING | Student cannot paraphrase or summarize a theoretical concept in his/her own words—the summary or paraphrase may exhibit significant gaps in logic or a reusing of phrases/vocabulary without any independent thought; paraphrase may also contain errors or misinterpretations; the student cannot integrate the theory into an independent analysis of a primary text |

## TESOL PORTFOLIO RUBRIC

| SCALE       | Second Language Acquisition Theory  | Lesson Plan   | Cultural Difference & Learner-Based Adjustments  |
|-------------|---|---|--|
| 4—Excellent | Student purposefully utilizes a wide range of methodologies and strategies for effective teaching     | Lesson Plan is highly detailed with clear objectives, classroom activities, and well-developed assessments  | Lesson includes engaging activities that is highly relevant to the cultural familiarity and background of the students |
| 3—Competent | Student uses a limited range of methodologies and strategies  | Lesson plan includes basic information with classroom activities and assessments                            | Lesson may use materials that are assumed to be relevant to all students   |
| 2—Emerging  | Student minimally utilizes methodologies and strategies   | Lesson plan may be vague and lack specific activities; assessments may not match the activities             | Lesson is built using materials that may be somewhat irrelevant or foreign to students                                 |
| 1—Beginning | Student teaches without any cognizance of methodologies or strategies for effective TESOL instruction | Lesson plan lack s the basic components—classroom activities and assessments are not specifically developed | Lesson lack any understanding of student backgrounds and their cultural familiarity                                    |