

## Student Learning Outcomes in Accessible Language (In-progress)

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**Instructions:** After each unit, major project, take the time to connect your learning to the course student learning outcomes (SLOs). Look back over the unit and associate the following artifacts with the appropriate SLOs below:

- The process of producing your major project.
- The resulting product of your major project.
- An assigned reading from the unit.
- An in-class activity from the unit.
- An out-of-class activity from the unit.
- One more reading and/or writing activity you have done during the time frame of the unit not explicitly associated with your ENGL107 course.

Each SLO has a bullet point below it; you may find that some SLOs have more than one course/learning examples/artifacts.

### **Goal 1: Rhetorical Awareness.**

*Learn strategies for analyzing texts' audiences, purposes, and contexts as a means of developing facility in reading and writing.*

*I can analyze the audience, purpose, and context of a text in order to improve my own reading and writing skills.*

#### Student Learning Outcomes:

a. Identify the purposes of, intended audiences for, and arguments in a text, as situated within particular cultural, economic, and political contexts.

*a) I can explain how the context (cultural, economic, and political) influences the purpose, intended audience, and points an author chooses to include in a text.*

A profile of person is required to write for project 2 writing to inform. The main idea of a profile is to highlight and describe the traits of a person or a community, for those audience who have not heard of or known of such subject to understand what the writer wants to convey to the audience about the subject. My profile describes a music conductor, whose main accomplishment and his career are included in my profile. My profile is aimed for those who never heard of this musician to understand why he is world-widely well-known and his effort put toward it.

c. Analyze how genres shape reading and composing practices.

*c) I can analyze how understanding a document's genre helps guide our reading and writing.*

The genre of a document determines the content and arrangement. In this project, a profile which is intended to be informing audience about a community or a person, therefore, the context doesn't need to as formal as an academic paper, image sources can be added to make the content more interactive and the reader can be easier to understand writer's idea.

In my profile, I talk about a famous musician called Karajan, and to talk about his background information, I read a couple books to collect resources about his childhood and how did he start his career on conducting.

Additionally, an interview was conducted privately with my former classmate in order to support the point I proposed in the profile.

d. Read in ways that contribute to their rhetorical knowledge as writers.

d) I can identify the rhetorical features (language style/formality, use of appeals (logic, emotion, credibility of the author), design, organization, etc.) used by other writers and I can also use them appropriately in my own writing.

In my essay, I implement my writing style, which is a point by point illustration, I first list an opinion on the basketry art that it was important for its users in both the spiritual and physical meaning, then I examine the modern technology as a comparison to the first I mentioned. Overall, I classify my essay as a formal essay that I propose my perspective on a certain problem

I collected information from the exhibition I attended, and they tend to be written in formal, so I follow the style and shape my essay in a precise style.

**Goal 2: Critical Thinking and Composing.** *Use reading and writing for purposes of critical thinking, research, problem solving, action, and participation in conversations within and across different communities.*

*I will use my writing to practice critical thinking, research, and problem solving skills. Through my writing, I will also join conversations in a variety of communities.*

Student Learning Outcomes:

c. Incorporate evidence, such as through summaries, paraphrases, quotations, and visuals.

c) I can use summaries, paraphrases, quotations to present evidence from other sources.

Incorporating resources is important in this project, since it is necessary to be objective to analyze the subject, therefore, collecting resource from books, journals, and then summarizing, paraphrasing are crucial. In this project, I collected resources from 3 books for depicting the background and childhood of the person, furthermore, an interview is summarized to explain the importance of the conductor in an orchestra.

e. Support ideas or positions with compelling discussion of evidence from multiple sources.

e) I can discuss evidence from other sources to support my ideas.

Multiple resources are involved in my profile; three different books are compared to give the fact that closest the truth. I also use the Internet as my first of gathering source, locate what kind of sources are available and how can I obtain it.

After I using the sources, all the books are listed at the end of the profile as “Reference” in APA style.

**Goal 3: Reflection and Revision.** *Understand composing processes as flexible and collaborative, drawing upon multiple strategies and informed by reflection.*

*I will understand that the writing process is flexible and involves working with others. I will also understand that successful writing uses a variety of strategies and requires reflection.*

Student Learning Outcomes:

b. Produce multiple revisions on global and local levels.

b) I can do, specific, and constructive revisions (global and local).

I modify my profile mainly based on the feedback given by my instructor and classmate during the peer-review section. I firstly recognize my structure of the paper, and modify it to suit my purpose better according the advices given by the instructor. I then fix the grammatical errors with the help of computer software and my instructor.

Four revision were done for this profile, starts with the first draft and ended with the final paper, each version has a specific focus, for example, the first draft generate the basic shape of the profile based on the outline and thesis statement wrote previously; the third draft filled the paper with more specific detail; then the final draft focuses on fixing the minor grammatical errors and improve the thesaurus for a more accurate expression.

c. Suggest useful global and local revisions to other writers.

c) I can suggest global and local revisions to other writers.

I give my advice to my classmate from what I have learned from the book and classes, combined with my personal experience assuming I am reading a paper with no background toward the subject profiled.

e. Evaluate and act on peer and instructor feedback to revise their texts.

e) I can evaluate and revise my own texts based on my peer and instructor feedback.

f. Reflect on their progress as academic writers.

f) I can talk about my understanding of my improvement as a writer in academic courses.

**Goal 4: Conventions.** *Understand conventions as related to purpose, audience, and genre, including such areas as mechanics, usage, citation practices, as well as structure, style, graphics, and design.*

*I will understand genre conventions such as mechanics, usage, citation practices, structure, style, graphics, and design. I will understand how a text's purpose and audience influence the genre conventions it follows.*

Student Learning Outcomes:

a. Follow appropriate conventions of grammar, punctuation, and spelling, through practice in composing and revising.

a) I can demonstrate my knowledge of English, including grammar, punctuation, and spelling, throughout the composing and revising process.

In this profile, I widely used dictionary and thesaurus to help me choose the most appropriate for each expression. With the help of instructor and the computer software, I am able to fix the grammatical errors, such as the use of tense, punctuation and pronouns.

e. Apply citation conventions systematically in their own work.

e) I can apply citation conventions appropriately and consistently in my work.

All citation is done appropriately with the effort of computer software in APA style, I believe all the sources are clearly listed and arranged in the paper.