**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.

In my essay, I explain the significance of the basketry for the ancient American, this includes the spiritual and physical meaning. From that, I make a comparison with the modern art value and the ancient, to praise that the profound influence of basketry to the ancestors who used to live in southwestern America.

If I compare the modern and ancient art in parallel, a change occurs on the purpose of the essay, from praising the antique art, to comparing those side by side, while more points are needed to shape the characteristic of each object.

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.

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.

When I went to the exhibition, I took photography and notes, these are my material I used thoroughly on my essay. I summarized some of the notes I recorded from the exhibition and rewrite in my own word to explain the variety of the material and techniques used on Basketry.

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.

**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 revise my essay based on the feedback I received from peer’s review, what I did is I modify the wording, sentence structure, and add more detail such as visual element like a photography.

On the other hand, based on the feedback from my instructor, I correct many grammatical errors in micro.

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

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

Do the easiest thing first, check for the misspell words and grammatical errors. Then modify the essay according to the feedback you receive from.

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.

Despite there were still several grammatical errors exist in my essay, I however learn and improve myself every time I write an essay.

I first check for the grammatical errors and sentence structure, to see if they make sense to readers. I then focus on the content, to check if I have a strong evidence to support my proposal, and the sentences are connected logically.

e. Apply citation conventions systematically in their own work.

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