

English 109 Learning Outcomes Reflection Chart

Learning Outcomes	Why do you think achieving this learning outcome can help you succeed in college?	Which assignment(s) completed for this course can help you understand and achieve this learning outcome? Why?
<p><u>Identify the kind of knowledge required to write for a scholarly or professional community.</u></p> <p>1. Compare the types of knowledge/concepts writers employ to effectively write for scholarly or professional communities.</p>	<p>For one to be a critical thinker in either an academic/scholarly or professional environment they are encouraged to compare the types of knowledge/concepts other writers (read). Writers are artist, for how can they draw (write) when they don't have any source/inspiration/knowledge/concepts to draw from.</p> <p>Writers, should, have the expectation that they are able to provide critical analysis with respect of the targeted media that the during development of a piece ethos, pathos, and logos have been considered and adjusted for the expected readers.</p>	<p>Project 1, the proposal paper, for it positions the writer to identify a specific problem, its effects, and propose a solution to the issue at hand.</p> <p>This is imposed onto the writer to be critical and consider ethos (the ethical appeal), pathos (emotional appeal), and logos (logical appeal) to the reader.</p> <p>A project like so is not formulaic that in any given topic a writer must have equal 1/3rd effort writing with each key aspects in mind (ethos, pathos, and logos), but have the critical mind so to accommodate the corresponding arguments to be made with most appropriate appeal to the expected reader.</p>
<p>2. Categorize the resources used to develop and evaluate the writing done for a specific scholarly or professional community.</p>	<p>A skill all students in college, across disciplines, should practice and have some level of proficiency by the time they graduate; because, in learning this can help you succeed in both during and after college. Being able to categorize the resources used to develop and evaluate the writing done for a specific academic or professional environment is enable you to utilize the following:</p>	<p>Project 1, the proposal essay, made students quickly assess and filter for quality resources to demonstrate most-up-to-date statistics from reliable resources and trusted peer-reviewed papers to aid in making an argument for or against the writer's chosen topic.</p>

	<ol style="list-style-type: none"> 1. Time management: filtering out good quality versus poor quality resources allows one to invest more time into resources that will yield useful and related information. 2. Organization skills: having the proper resources to utilize in the development of your arguments allows the writer to have structure and link ideas and thoughts from one argument and transition to another. 	
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<p><u>Build knowledge of resources associated with writing in a discipline.</u></p> <p>3. Identify resources that facilitate effective composition of texts for a specific scholarly or professional community.</p>	<p>Learning to identify resources that facilitate effective composition of texts for a specific scholarly or professional community can help you succeed in college; for, it requires the student to not only understand the proper form and syntax of the given composition, but also the expected behavior and delivery of information shared (the authors writings).</p> <p>It's a polite to speak with the audience expectations in mind. In doing so demonstrates one's attention to detail and respect for others.</p>	<p>Project 03, cover letter and resume writing, leverages this learning outcome well; for, one to ever be considered a candidate for hire he or she must meet the expectations of a well written resume.</p> <p>A few examples of a good resume:</p> <ol style="list-style-type: none"> 1. Are void of first-person subjective statements (no "I" statements) 2. Do not follow typical English sentence form or subject-verb-object structure 3. Can be read in a linear scan top-down within 7-10 seconds <p>In following the example above and the ones found in the Sac State's Job & Internship Handbook may improve one's chances to be selected as a</p>

		<p>candidate for an interview phase.</p> <p>Anything outside of the expected form and structure that goes into resume writing can be interpreted as rude and disrespectful of the potential employer.</p>
<p>4. Evaluate resources that facilitate effective composition of texts for a specific scholarly or professional community.</p>	<p>Much like the previous answer for one to identify resources that can facilitate effective composition of text the writer must also have the appropriate evaluation of identified resources.</p> <p>In achieving this learning outcome can help one succeed in college because it's calls attention to quality and appropriate resource management. It boils down to this mantra "if everything is important, then nothing is" in weeding out, filtering, and categorizing useful resources makes one's own source of knowledge stronger and applicable to any given writing effort.</p>	<p>Again, I would attribute this learning applied in project 3 for very much the same reasons mentioned; in addition, each industry have their own expectations and in-tribe jargons, so to tailor a resume corresponding to the appropriate targeted industry makes one's resume stronger than someone else with an engineering specific oriented resume.</p>

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<p><u>Compose and assess texts written for a specific scholarly or professional community.</u></p> <p>5. Compose or revise a collection of original texts for a specific scholarly or professional community.</p>	<p>Achieving this learning outcome to compose or revise a collection of original texts for a specific scholarly or professional community can help you succeed in college because it asks student to step away from the writer mindset, to read the works of another, and then write in collaboration.</p> <p>It is the mutual respect for one-another where we lift-up those around us and grow together. The reader applies their own critical analysis of text and help mold the author of the original text to write more concise and accurately. To</p>	<p>All assignments where we review draft A and B of projects leverage this learning because we intake a peers original work, we (the reviewers) apply critical analysis and comprehension, so to improve the work of our peers by way of catching typos, providing suggestions, calling out arguments that require more support or arguments that don't follow the author's conclusion.</p>

	<p>lift them up to a better state than before.</p> <p>It is up to the author of the original text to take on different viewpoint and make the decision to adopt the suggestions or make more concrete his or her ideas and articulate them in a manner where no confusion or misinformation are accidentally expressed in his or her own writing.</p>	
<p>6. Assess the effectiveness of the process that led to the development of a collection of texts composed for a specific scholarly or professional community.</p>	<p>In achieving this learning to assess the effectiveness of the process that led to the development of a collection of texts composed for a specific scholarly or professional community can help you succeed in college by leveraging writing process/strategies you are most comfortable with means that one does not have to re-invent the wheel when tackling given any given topics.</p> <p>In having a main development strategy, as well as intermittently practicing and exploring others, are tools for the writer to be dynamic and adjust according to target audiences, appeal, tones, mood, and/or genre of writing.</p>	<p>All assignments that involve reading. I use the Zettelkasten process to tackle all writing efforts. Zettelkasten is a process of not taking where notes is not saved in pre-defined folders, but are linked with related topics. The point is to take your readings, make atomic notes (notes that can stand on their own), extract your own understanding, and link them to ideas or notes you've taken in past.</p> <p>If notes were in pre-defined folders like "biology" and "electricity" one is blocked from viewing notes that encompass the relation that is the study of "bio-electricity".</p> <p>A particular assignment that I use to leverage this learning and process was with project 1 (the proposal paper). I read and reviewed the respective source material, extracted core ideas, and let the structure and arguments naturally form from the notes and highlights made.</p>