

Student Learning Objectives	EBS 014	EBS 016	EBS 023	EBS 031 Based on diagnostic testing, use as needed.
Program Learning Goal 1: Use critical reading and thinking skills to analyze college-level texts.				
Use and evaluate active reading strategies.		Scan sample paragraphs and essays.	Scan sample paragraphs and essays.	Use scanning in texts and research done for WRT 101.
	Annotate sample paragraphs and essays.	Annotate college texts and articles used for research paper.	Annotate college texts and articles used for research paper.	Annotate articles used for research paper in WRT 101.
	Identify college-level vocabulary.	Comprehend vocabulary in texts in content courses.	Comprehend college-level vocabulary in reading.	Comprehend college-level vocabulary in texts in WRT 101.
	Predict outcomes from evidence in various texts.	Predict outcomes from evidence in paragraphs and essays in college-level texts.	Predict outcomes from evidence in paragraphs and essays in college-level texts.	Evaluate evidence from reading for use in research paper in WRT 101.
	Comprehend paraphrase and summary.	Use paraphrase and summary to understand reading.	Use paraphrase and summary to understand reading.	Integrate paraphrase and summary in reading and writing for WRT 101.
Use critical reading and thinking strategies.	Differentiate between main idea and support in reading paragraphs and essays.	Analyze main idea and support in college-level reading.	Analyze main idea and support in college-level reading.	Compare inductive and deductive thinking strategies in sample essays from WRT 101.
	Differentiate between facts and opinions in sample passages.	Draw conclusions from facts and use facts to support opinions about reading.	Draw conclusions from facts and use facts to support opinions about reading.	Draw conclusions from facts and use facts to support opinions about research for papers in WRT 101.

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	Draw rudimentary inferences from passages.	Draw inferences from passages.	Draw inferences from passages.	Draw inferences from passages in WRT 101 texts.
	Recognize organizational strategies in paragraphs and essays.	Analyze organizational strategies in paragraphs and essays.	Analyze organizational strategies in paragraphs and essays.	Analyze organizational strategies in reading and writing in WRT 101.
	Identify logical arguments in paragraphs and essays.	Differentiate between logical and illogical arguments in reading, writing, and discussion.	Differentiate between logical and illogical arguments in reading, writing, and discussion.	Develop logical arguments in reading and writing assignments for WRT 101.
	Read and synthesize ideas from different texts.	Draw conclusions based on analysis and evaluation of researched material	Draw conclusions based on analysis and evaluation of researched material	Draw conclusions based on analysis and evaluation of researched material
Use meta-cognitive strategies for reading and learning.	Comprehend meta-cognitive and meta-learning strategies.	Use meta-cognitive strategies in reading and writing assignments.	Use meta-cognitive strategies in reading and writing assignments.	Use meta-cognitive strategies in reading and writing assignments.
	Form questions from reading.	Form thoughtful and affective questions from reading	Form thoughtful and affective questions from reading	Form thoughtful and affective questions from reading
Program Learning Goal 2: Use a variety of computer programs to support and develop language skills.				
Use computers to enhance writing skills.	Create and edit word-processed documents.	Create and edit multi-paragraph word-processed documents.	Create and edit multi-paragraph word-processed documents.	Create and edit word-processed documents in conjunction with assignments for WRT 101

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	Use language tools of word processor.	Use language tools of word processor.	Use language tools of word processor.	Integrate and employ language tools of word processor in conjunction with assignments for WRT 101.
Use computers to synthesize reading and writing skills.	Employ a variety of computer programs, including grammar and writing software, to apply reading and writing skills.	Employ a variety of computer programs, including grammar and writing software, to synthesize reading and writing skills.	Employ a variety of computer programs, including grammar and writing software, to synthesize reading and writing skills.	Employ a variety of computer programs, including grammar and writing software, to synthesize reading and writing skills used in WRT 101.
Program Goal 3: Find and use outside sources in written assignments.				
Find outside sources for written assignments.	Identify reliable sources.	Find and evaluate online sources.	Find and evaluate online sources.	Incorporate research in support of WRT 101 assigned research paper.
Use outside sources in written assignments	Recognize plagiarism.	Recognize and eliminate plagiarism in their writing.	Recognize and eliminate plagiarism in their writing.	Recognize and eliminate plagiarism in their writing assignments for WRT 101.
	Use MLA format for internal documentation of sources.	Make consistent use MLA format.	Make consistent use MLA format.	Make consistent use MLA format, and identifies other documentation systems.
	Use at least one outside source in a research assignment.	Use multiple sources in a short research paper.	Use multiple sources in a short research paper	Introduce and use quotations correctly in assignments for WRT 101.

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Program Goal 4: Write multi-paragraph essays with unity, support, coherence and sentence skills.				
Write multi-paragraph essays with unity.	Compose a clear thesis statement with rudimentary proficiency.	Compose a thesis statement with developing proficiency.	Compose a thesis statement with developing proficiency.	
	Write topic sentences directly related to thesis statement.	Write topic and concluding sentences directly related to thesis statement.	Write topic and concluding sentences directly related to thesis statement.	
	Eliminate sentences and phrases that do not support thesis and topic sentences of paragraphs and essays.	Revise paragraphs and essays so that all sentences are related to the thesis and topic sentences.	Revise paragraphs and essays so that all sentences are related to the thesis and topic sentences.	
Write multi-paragraph essays with support.	Recognize the difference between primary and secondary supporting details.	Compare and contrast primary and secondary supporting details in paragraphs and essays.	Compare and contrast primary and secondary supporting details in paragraphs and essays.	
	Use supporting details appropriate to topic sentences and thesis.	Use primary and secondary supporting details appropriate to topic sentences in paragraphs.	Use primary and secondary supporting details appropriate to topic sentences in paragraphs.	
	Use one outside source for support in paragraphs and essays.	Use at least three outside sources for support in multi-paragraph essays.	Use at least three outside sources for support in multi-paragraph essays.	

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Write multi-paragraph essays with coherence.	Recognize and use transitional devices to connect ideas in paragraphs and essays.	Compare, evaluate, and use transitional devices in paragraphs and essays.	Compare, evaluate, and use transitional devices in paragraphs and essays.	
	Use organizational strategies for narration, description, and illustration in paragraphs and essays.	<i>Use organizational strategies for illustration, comparison and argument in paragraphs and essays.</i>	<i>Use organizational strategies for narration, description, illustration, comparison and argument in paragraphs and essays.</i>	
Write multi-paragraph essays with sentence skills.	Compose error-free sentences with rudimentary proficiency.	Compose error-free sentences with developing proficiency.	Compose error-free sentences with developing proficiency.	Compose error-free sentences with proficiency.
	Demonstrate proofreading and editing skills with rudimentary proficiency.	Proofread and edit writing for sentence level errors, mechanics, etc. with developing proficiency.	Proofread and edit writing for sentence level errors, mechanics, etc. with developing proficiency.	Effectively proofread and edit their writing for WRT 101.
Program Goal 5: Apply writing process to writing assignments.				
Understand the stages of the writing process.	Identify and understand the stages of the writing process including prewriting, drafting, revising and editing.	Use the stages of the writing process including prewriting, drafting, revising, and editing.	Use stages of the writing process including prewriting, drafting, revising and editing	
	Differentiate between writing process and writing products.			

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Use the stages of the writing process.	Differentiate among prewriting strategies.	Evaluate the effectiveness of various prewriting strategies for different writing purposes.	Evaluate the effectiveness of various prewriting strategies for different writing purposes.	
	Identify a variety of strategies to revise written assignments.	Use a variety of strategies to revise written assignments.	Use a variety of strategies to revise written assignments	
	Understand a variety of editing techniques.	Use a variety of editing techniques on written assignments.	Use a variety of editing techniques on written assignments.	
Program Goal 6: Demonstrate academic survival skills.				
Use a variety of study strategies support academic performance.	Comprehend a variety of study strategies.	Use a variety of study strategies for reading and writing assignments	Use a variety of study strategies for reading and writing assignments.	
	Comprehend methods of note-taking for assignments.	Practice note-taking for various academic assignments.	Practice note-taking for various academic assignments.	
	Comprehend strategies for time management.	Practice strategies for time management.	Practice strategies for time management.	
	Identify and use a variety of test taking strategies	Practice a variety of test taking strategies	Use a variety of test-taking strategies for college	
	Manage two simultaneous ongoing academic tasks.	Manage a variety of ongoing academic tasks simultaneously.	Manage a variety of ongoing academic tasks simultaneously.	
Follow written and aural directions.	Comprehend written and aural directions.	Follow written and aural directions.	Follow written and aural directions.	

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Use college resources.	Identify and locate a variety of college resources.	Use and evaluate college resources.	Use and evaluate college resources.	

Program Goals and Student Learning Objectives

	PG1 Use critical reading and thinking skills to analyze college-level texts.	PG 2 Use a variety of computer programs to support and develop language skills.	PG 3 Find and use outside sources in written assignments.	PG 4 Write multi-paragraph essays with unity, support, coherence and sentence skills.	PG 5 Apply writing process to writing assignments.	PG 6 Demonstrate academic survival skills.
Use and evaluate active reading strategies.	X					
Use critical reading and thinking strategies	X					
Use meta-cognitive strategies for reading and learning	X					
Use computers to enhance writing skills		X				
Use computers to synthesize reading and writing skills		X				
Find outside sources for written assignments.			X			
Use outside sources in written assignments.			X			

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Write multi-paragraph essays with unity.				X		
Write multi-paragraph essays with support.				X		
Write multi-paragraph essays with coherence.				X		
Write multi-paragraph essays with sentence skills.				X		
Understand the stages of the writing process.					X	
Use the stages of the writing process.					X	
Use variety of study strategies to support academic performance.						X
Follow written and aural directions.						X

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Use college resources						X