Shared Departmental Course Outcomes Statements for 2000 / 3000 / 4000 level English courses
Approved as “Goals” in May 2014; Revised as “Outcomes” statements in October 2015 (revisions indicated in italics).

Implied phrase to begin each ENGL syllabus “Course Outcomes” section (2000 / 3000 / 4000):

“Students who complete this course will be able to …”

[NOTE: incorporate only the set of outcomes that are appropriate to your specific course and course level on each syllabus]

2000-level courses

• Generate engaged and responsive close readings of texts. [FG]
• Describe and analyze the various ways in which texts reflect and help shape wider cultural conditions. [HC / CC]
• Construct clear spoken and written arguments that demonstrate an awareness of purpose and audience. [RA]

3000-level courses

Form and Genre (Lit / Film)

• Describe and analyze the ways in which generic conventions and motifs work within texts
• Produce analyses of the ways in which literary forms and structures inform meaning and purpose
• Construct clear spoken and written arguments about literary / filmic forms, structures and modes
Form and Genre (Creative Writing)
• Demonstrate a sense of compositional process
• Demonstrate an attention to craft techniques through writing
• Demonstrate creative engagement with a variety of forms, structures and/or modes

History and Context
• Produce arguments that situate texts within key intellectual and aesthetic movements of literary and cultural history
• Produce analyses of the ways in which texts respond to and shape the cultural conditions of their moment
• Write with an awareness of how the present historical moment informs our understanding of the past

Culture and Critique
• Describe and analyze the ways in which differences of identity, culture and/or discipline influence textual production and reception
• Produce analyses of the ways in which texts both create and critique cultural conditions
• Craft written and spoken arguments that reveal a sensitivity to diverse cultural perspectives

Rhetoric and Argument
• Describe and analyze rhetorical situations for specific purposes, audiences, and circumstances
• Use research to craft inter-textual arguments for particular contexts and audiences
• Produce persuasive messages through multiple modes of production and distribution, including print and digital

4000-level courses (Lit / Film)
• Produce sophisticated close readings that attend to multiple dimensions of textual complexity. [FG, CC, HC]
• Generate analyses that situate texts within their historical, cultural, and aesthetic contexts, as well as within literary and theoretical traditions [HC / CC / FG]
• Compose clear and original spoken and written arguments that demonstrate facility with critical approaches and research methods. [RA]

4000-level courses (Creative Writing)
• Demonstrate an ability to develop multiple dimensions of textual complexity
• Write with an awareness of literary traditions, aesthetics, and contexts
• Offer useful and sophisticated critiques of writing by fellow students
4000-level courses (Rhetoric, Writing and Technology)

- Design multimodal arguments and persuasive messages for complex situations, including academic, public, and professional
- Produce arguments that situate various theories of rhetoric, writing, and pedagogy within their own historical contexts and in relation to ours
- Use disciplinary knowledge in rhetorical history, writing theory, and pedagogy, to respond to particular situations and audiences

--Revised Oct. 13 2015 – JRR