

Proposed SLOs for AA Degree in English:

Apply literary and rhetorical concepts in order to critically read, write, think, and research. **(This option closely mirrors what other divisions at GCC have done. For links to what Math and Art History, among other divisions, have written please view the following link:**

<http://www.glendale.edu/program/Program%20Level/Program%20SLO%20Alignment%20Grid.doc> it's the SECOND page of the document)

Proposed Methods of Assessment

Portfolio of Student Work

1. The portfolio should include a combination of at least five pieces of writing done in class and as take home writing assignments; at least three of the essays must be analytical or expository essays of at least three to five pages in length (750-1250 words). The analytical essays can be comparison/contrast, definition, cause/effect analysis, process analysis, argument, position paper, persuasive writing, or close reading or interpretation of a text. At least one of the essays must be a research essay of at least 1250 words or more in length and should make use of at least four sources to support its argument. The research essay must contain a works cited page which makes use of MLA documentation.
2. All essays turned in with the portfolio should include a. the original essay which the student turned in and, subsequently received back from the instructor with the instructor's comments. No grade should be visible on these original pieces of work b. students may, if they wish, choose to revise their essays in light of their instructors' comments. If they do so they should include the original essays as well and clearly label their essays "Original" and "Revised."
3. . The portfolio should include a cover letter which should explain why students have selected each of the essays for the portfolio and describe the process they went through to write them and revise them, if students did choose to revise their work. The letter may also be used as an opportunity to describe students' educational backgrounds and goals and to explain how they used the essay assignments to write about ideas, issues, and experiences that are important to them.
4. The portfolio should be assessed using a rubric which will be designed at a later date.

****If a student is not able to meet these requirements (e.g. if a student has not saved sufficient work, has lost it, etc.) then a method of assessment such as a timed essay, chosen by the Division Chair, shall be used in its place.****

Proposed Methods of Evaluation

Portfolios should be read by two different readers selected by the Division Chair among the Division's faculty. If the readers are not able to reach a consensus on a student's work then a third reader should review the portfolio.