

The full-time members of the English faculty at Kauai Community College have recently agreed to the following SLOs for English 100:

By the end of the term, students will be able to

- 1) Write well-reasoned compositions which adhere to the conventions of academic discourse appropriate to the transfer level, addressing complex issues, achieving a specific purpose, and responding adeptly to an identifiable audience.
- 2) Use the library and other research resources to locate credible sources and negotiate conflicting positions and information by evaluating the quality of evidence for reliability, bias, currency, and relevance.
- 3) Integrate sources effectively into their own writing, using standard disciplinary conventions (such as that of the MLA) to document them.
- 4) Analyze and synthesize information in order to formulate and effectively convey clear, valid, and supported arguments.
- 5) Edit and proofread their own writing, demonstrating control of such features as syntax, grammar, punctuation, and spelling.

We have not worked out all of the assessment issues. We have toyed with using a common grading rubric, but we could not agree on one, though most of us use a rubric of some kind and all the ones that I've seen share several common features.

Further, we appear to be moving toward a capstone project at the end of English 100, which could involve either students turning in a portfolio of their best work or writing a substantial research paper due at the end of the term.