UHCC Developmental English Alignment Project Recommendations

Listed below are alphanumeric designations, course titles, and student learning outcomes recommended by consensus of the UHCC Developmental English Alignment Project Committee comprised of representatives from each UHCC campus:

Developmental Writing One Step Below College Level

ENG 22: Introduction to Composition
To qualify for a “C” or better, students should be able to do the following:
SLO 1: Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
SLO 2: Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
SLO 3: Integrate source material according to academic conventions.
SLO 4: Proofread for effective grammar, word choice, punctuation, and spelling.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 100 when students pass with a “C” or better. By agreement, campuses may opt out of SLO 3.

Developmental Writing Two Steps Below College Level

ENG 19: Writing Essentials
To qualify for a “C” or better, students should be able to do the following:
SLO 1: Use a multi-step writing process that includes drafting, revising, and editing; respond to written and oral feedback.
SLO 2: Write short compositions that have a main point and supporting ideas developed with logically organized details.
SLO 3: Write effective summaries and paraphrase main ideas accurately.
SLO 4: Proofread to identify and correct errors in grammar, punctuation, and spelling.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 22 when students pass with a “C” or better. By agreement, campuses may opt out of SLO 3.

Developmental Writing Three Steps Below College Level

ENG 9: Writing Fundamentals
To qualify for a “C” or better, students should be able to do the following:
SLO 1: Perform basic writing process steps including drafting, revising, and editing.
SLO 2: Write short compositions that have main ideas with supporting details.
SLO 3: Write summaries of basic texts.
SLO 4: Identify and correct basic sentence-level errors.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 19 when students pass with a “C” or better. By agreement, campuses may opt out of SLO 3.
Developmental Reading One Step Below College Level

ENG 21: Introduction to College Reading

To qualify for a “C” or better, students should be able to do the following:

SLO 1: Effectively use entry-level college vocabulary.
SLO 2: Comprehend various types of entry-level written and visual college materials.
SLO 3: Demonstrate application of varied reading strategies to entry-level college texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 102 when students pass with a “C” or better.

Developmental Reading Two Steps Below College Level

ENG 18: Reading Essentials

To qualify for a “C” or better, students should be able to do the following:

SLO 1: Effectively use pre-college-level vocabulary.
SLO 2: Comprehend various types of pre-college-level written and visual materials.
SLO 3: Demonstrate application of varied reading strategies to pre-college-level texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 21 when students pass with a “C” or better.

Developmental Reading Three Steps Below College Level

ENG 8: Reading Fundamentals

To qualify for a “C” or better, students should be able to do the following:

SLO 1: Effectively use basic-level vocabulary.
SLO 2: Comprehend various types of basic-level written and visual materials.
SLO 3: Demonstrate application of varied reading strategies to basic-level texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 18 when students pass with a “C” or better.

Developmental Reading and Writing (Combined) One Step Below College Level

ENG 23: Introduction to College Reading and Writing

To qualify for a “C” or better, students should be able to do the following:

SLO 1: Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
SLO 2: Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
SLO 3: Integrate source material according to academic conventions.
SLO 4: Proofread for effective grammar, word choice, punctuation, and spelling.
SLO 5: Effectively use entry-level college vocabulary.
**SLO 6:** Comprehend various types of entry-level written and visual college materials.

**SLO 7:** Demonstrate application of varied reading strategies to entry-level college texts.

**Note:** Courses with the above SLOs satisfy the prerequisite for ENG 100 and ENG 102 when students pass with a “C” or better.

**Developmental Reading and Writing (Combined) Two Steps Below College Level**

**ENG 20: Reading and Writing Essentials**

To qualify for a “C” or better, students should be able to do the following:

**SLO 1:** Use a multi-step writing process that includes drafting, revising, and editing; respond to written and oral feedback.

**SLO 2:** Write short compositions that have a main point and supporting ideas developed with logically organized details.

**SLO 3:** Write effective summaries and paraphrase main ideas accurately.

**SLO 4:** Proofread to identify and correct errors in grammar, punctuation, and spelling.

**SLO 5:** Effectively use pre-college-level vocabulary.

**SLO 6:** Comprehend various types of pre-college-level written and visual materials.

**SLO 7:** Demonstrate application of varied reading strategies to pre-college-level texts.

**Note:** Courses with the above SLOs satisfy the prerequisite for ENG 21, ENG 22, and ENG 23 when students pass with a “C” or better.

**Developmental Reading and Writing (Combined) Three Steps Below College Level**

**ENG 10: Reading and Writing Fundamentals**

To qualify for a “C” or better, students should be able to do the following:

**SLO 1:** Perform basic writing process steps including drafting, revising, and editing.

**SLO 2:** Write short compositions that have main ideas with supporting details.

**SLO 3:** Write summaries of basic texts.

**SLO 4:** Identify and correct basic sentence-level errors.

**SLO 5:** Effectively use basic-level vocabulary.

**SLO 6:** Comprehend various types of basic-level written and visual materials.

**SLO 7:** Demonstrate application of varied reading strategies to basic-level texts.

**Note:** Courses with the above SLOs satisfy the prerequisites for ENG 18, ENG 19, and ENG 20 when students pass with a “C” or better.

**Explanatory notes:**

1. These SLOs represent the skills students should demonstrate to qualify for a “C” or better in a course. They also describe readiness for the next instructional level.
2. These SLOs do not imply specific instructional methods.
3. These SLOs describe the essential learning outcomes for courses in general language. They should not restrict faculty from developing additional SLOs to meet unique needs of student populations nor from refining these general outcomes with specific language...
for varied purposes such as a list of detailed learning outcomes on a syllabus or criteria for a grading rubric.