

ENGL 108 has four course outcomes, a set of learning goals and expectations. By the time you turn in your Final Portfolio and get ready for the coming academic year, you should be able to say that you have “accomplished” these outcomes. However, think of these outcomes not as a destination—someplace that you arrive at and leave and forget—but rather they will be learning goals that you will continue to use, develop, think about, and refine as you go. Today’s workshop asks you to reflect on the ENGL 108 course outcomes and to reflect on the writing you have done all quarter.

ENGL 108 Learning Goals

1. This course wants you to leave this class more confident of yourselves as writers and more comfortable about the writing skills you will bring to future college writing assignments. To this end you will:

- Write frequently in different contexts and for different audiences and purposes.
- Learn through practice why college-level writing is most successful when it follows a process of inquiry, drafting, and revision.
- Learn strategies for active reading of college-level material, and come to understand how strong writing skills often depend upon strong active-reading skills.

2. This course wants you to leave this class having learned about and experienced specific campus and classroom-based writing resources. To this end you will:

- Learn to make active and effective use of campus writing centers and tutors.
- Become familiar with general writing resources like dictionaries and handbooks, both on-line and hard copy.
- Become familiar with library-based research resources, both physical and electronic.
- Explore how general campus student resources can support you as a learner.

3. This course wants you to leave this class having been introduced both to a series of key learning issues and to how understanding such issues can make them not just better and more successful writers, but better and more successful students as well. To this end you will:

- Become familiar with such writing-connected learning issues as ‘resistance’, ‘difficulty’, ‘authenticity’, and ‘transfer’.
- Learn to recognize the writing strengths you bring to college level work, and learn how to use them effectively.
- Become better aware of your writing difficulties and learn how to manage them.
- Explore how your varied life skills and experiences have prepared you for effective reading and writing at the university.

4. This course wants you to leave this class having learned strategies for writing well by becoming effective members of a university-level learning community. To this end you will:

- Develop strategies for peer collaboration, review, and response.
- Engage in classroom discussions in a spirit of inquiry, respect, and openness.
- Learn to make use of instructor office hours and student-teacher conferences.
- Learn how to practice better self-advocacy.

Part I

As a small group, rewrite each outcome in your own words, summarizing the main goal and sub-goals.

Part II

As a group, go through each of your formal writing assignments and assess the outcomes each assignment hits or focuses on. Though every assignment should technically address all of the outcomes, choose the best ones, the main goals each assignment asks for.

Part III

As a group, discuss how you might use the course learning goals in your Prospective Cover Letter. Each person should volunteer a way he or she might discuss how they might demonstrate that they have addressed and accomplished a particular outcome using a particular assignment as evidence. Discuss outcomes that you might have trouble defining, showing, or supporting in your cover letter.