COURSE OUTCOME MATRIX COURSE SYLLABUS PART 2 of 3

Course Number and Title English 121 Creative Writing

Credit Hours 3

Course Description	Offers students and members of the community an opportunity to practice writing poetry, fiction, and/or drama.
Prerequisite(s)	English 102 or permission from instructor

and/or Corequisite(s)

Required Textbooks/References/Course Materials: None.

	General Education Outcomes					
1	Utilize written and verbal language to discuss and comprehend information, incorporating a variety of technologies, such as text, data, and images (written language, verbal language, and information technology).					
2	Identify and interpret relevant information in order to formulate an opinion or conclusion (critical thinking).					
3	Demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (quantitative literacy and fluency).					
4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).					
	Program/Department Outcomes					
4	Identify alegatify and articulate the content of articles, appays, and literature on the contemporary and historic stage					

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1	Identify, classify, and articulate the content of articles, essays, and literature on the contemporary and historic stage.
2	Analyze written and verbal content and respond effectively with informed interpretations and opinions.
3	Develop the nuanced conclusions about the world and represent thoughts and feelings through written composition and effective articulation.
4	Possess the confidence and linguistic skill required to assess the opinions, arguments, and conclusions of others in both academia and in the workplace in order to form a constructive judgement, defense, or rebuttal.
5	Demonstrate that writing is a process and that by going through varying stages in the composition process, a person's writing improves.
6	Engage with cross-cultural perspectives in assigned readings, written responses, and in the world at large.

Course Outcomes (CO)	Bloom's Domain	_Program/	Written	Verbal	Information	Critical	Quantitative	Intercultural
	for CO (C, A, P), Category, and Level	Department Outcome(s)	Language	Language	Technology	Thinking	Literacy and Fluency	Competence
Identify the major writing genres and have practiced writing in several of them	C Remembering 1	1, 6	1	0	0	2	0	1
Apply the principles of editing to their peers' and their own writing	C Applying 3	1 - 6	2	0	0	2	0	2
Recognize the importance of collaboration and feedback	A Valuing 3	1, 2, 5, 6	2	0	0	2	0	2
Evaluate the strengths and weaknesses in written works	C Evaluating 5	1-4, 6	0	0	0	2	0	2
Compose creative writing that moves people who read or hear it	A Internalizing Values 5	1-6	2	1	2	2	0	2
Employ the concept of revision in order to hone their skills	C Evaluating 5	5	2	0	0	2	0	2
Use writing as a way to interact with their world	A Responding to Phenomena 2	1-4, 6	1	1	0	1	0	2
	Bloom's Domain Legend C = Cognitive A = Affective P = Psychomotor		2 = Include 1 = Introdu	d and Measu ced and/or Mi	rable	sed and Not	Measurable	
	Identify the major writing genres and have practiced writing in several of themApply the principles of editing to their peers' and their own writingRecognize the importance of collaboration and feedbackEvaluate the strengths and weaknesses in written worksCompose creative writing that moves people who read or hear itEmploy the concept of revision in order to hone their skillsUse writing as a way to interact with their world	for CO (C, A, P), Category, and LevelIdentify the major writing genres and have practiced writing in several of themC Remembering 1Apply the principles of editing to their peers' and their own writingC Applying 3Recognize the importance of collaboration and feedbackA Valuing 3Evaluate the strengths and weaknesses in written worksC Evaluating 5Compose creative writing that moves people who read or hear itA Internalizing Values 5Employ the concept of revision in order to hone their skillsC Evaluating 5Use writing as a way to interact with their worldA Responding to Phenomena 2Bloom's Domain Legend C = Cognitive 	for CO (C, A, P), Category, and LevelDepartment Outcome(s)Identify the major writing genres and have practiced writing in several of themC Remembering 11, 6Apply the principles of editing to their peers' and their own writingC Applying 31 - 6Recognize the importance of collaboration and feedbackA Valuing 31, 2, 5, 6Evaluate the strengths and weaknesses in written worksC Evaluating 51-4, 6Compose creative writing that moves people who read or hear itA Internalizing Values 51-6Employ the concept of revision in order to hone their skillsC Evaluating 55Use writing as a way to interact with their worldA Responding to Phenomena 21-4, 6Bloom's Domain Legend C = Cognitive A = Affective1-4, 6	for CO (C, A, P), Category, and LevelDepartment Outcome(s)LanguageIdentify the major writing genres and have practiced writing in several of themC Remembering 11, 61Apply the principles of editing to their peers' and their own writingC Applying 31 - 62Recognize the importance of collaboration and feedbackA Valuing 31, 2, 5, 62Evaluate the strengths and weaknesses in written worksC Evaluating 51-4, 60Compose creative writing that moves people who read or hear itA Internalizing Values 51-62Employ the concept of revision in order to hone their skillsC Evaluating 552Use writing as a way to interact with their worldA Responding to Phenomena 21-4, 61Bloom's Domain Legend C = Cognitive A = AffectiveGeneral Educ 2 = Include A = IntroduGeneral Educ 2 = Include A = Introdu	for CO (C, A, P), Category, and LevelDepartment Outcome(s)LanguageLanguageIdentify the major writing genres and have practiced writing in several of themC Remembering 11, 610Apply the principles of editing to their peers' and their own writingC Applying 31 - 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Reviewed: November 5, 2021