

Developmental Education

The following courses and interventions are developmental and do not result in degree or transferable credit. These courses and interventions may be offered for funding reimbursement.

Developmental educators should consider the application of Cross-Disciplinary Standards, as appropriate, in their courses and interventions. See the *Texas College and Career Readiness Standards*.

Student Success Course

Psychology of learning and success. Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. Includes courses in college orientation and developments of students' academic skills that apply to all disciplines.

Approval Number.....	32.0101.52	12
maximum SCH per student		9
maximum SCH per course		3
maximum contact hours per course.....		96

Developmental Mathematics

The course supports students in developing skills, strategies, and reasoning needed to succeed in mathematics, including communication and appropriate use of technology. Topics include the study of numeracy and the real number system; algebraic concepts, notation, and reasoning; quantitative relationships; mathematical models; and problem solving. This course may be taught in a 3 SCH or 4 SCH format.

Approval Number.....	32.0104.51	19
maximum SCH per student		4
maximum SCH per course		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Use appropriate symbolic notation and vocabulary to communicate, interpret, and explain mathematical concepts.
2. Define, represent, and perform operations on real numbers, applying numeric reasoning to investigate and describe quantitative relationships and solve real world problems in a variety of contexts.
3. Use algebraic reasoning to solve problems that require ratios, rates, percentages, and proportions in a variety of contexts using multiple representations.
4. Apply algebraic reasoning to manipulate expressions and equations to solve real world

problems.

5. Use graphs, tables, and technology to analyze, interpret, and compare data sets.
6. Construct and use mathematical models in verbal, algebraic, graphical, and tabular form to solve problems from a variety of contexts and to make predictions and decisions.

Intermediate Algebra

A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations.

Approval Number.....	32.0104.52	19
maximum SCH per student.....		3
maximum SCH per course.....		3
maximum contact hours per course.....		64

Learning Outcomes

Upon successful completion of this course, students will:

1. Define, represent, and perform operations on real and complex numbers.
2. Recognize, understand, and analyze features of a function.
3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
4. Identify and solve absolute value, polynomial, radical, and rational equations.
5. Identify and solve absolute value and linear inequalities.
6. Model, interpret and justify mathematical ideas and concepts using multiple representations.
7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.

Developmental Reading

Development of reading and higher order thinking skills necessary for college readiness.

Note: For institutions offering more than one level, this course shall be used for lower level(s) only.

Approval Number.....	32.0108.52	12
maximum SCH per student.....		9
maximum SCH per course.....		3
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.

Developmental Writing

Development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of standard English.

Note: For institutions offering more than one level, this course shall be used for lower level(s) only.

Approval Number.....	32.0108.53	12
maximum SCH per student.....		9
maximum SCH per course.....		3
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5. Develop and use effective revision strategies to strengthen the writer's ability to compose college-level writing assignments.
6. Edit writing to conform to the conventions of standard English.

Integrated Reading/Writing (IRW)

Integration of critical reading and academic writing skills. Successful completion of this course if taught at the upper (exit) level fulfills TSI requirements for reading and/or writing.

Note: For institutions offering one or more levels, this course shall be used for upper (exit) level and may be used for lower level(s).

Approval Number.....	32.0108.59	12
maximum SCH per student.....		9
Maximum SCH per course.....		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

Writing for Non-Native Speakers

Focuses on strategies and techniques of writing and composition. Open only to non-native speakers.

Approval Number.....	32.0108.54	12
maximum SCH per student.....		9
maximum SCH per course		3
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.
2. Demonstrate ability to use the writing process by generating ideas, drafting, revising, and editing.
3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.
4. Write coherent and cohesive sentences in a variety of common patterns.
5. Recognize and use proper English mechanics.
6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.

ESOL Oral Communication

Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts.

Approval Number.....	32.0108.55	12
maximum SCH per student		9
maximum SCH per course		3
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate understanding of authentic oral texts (e.g., lectures, news casts, pod casts) that contain sophisticated vocabulary and structures by successfully completing comprehension tasks, such as answering questions, note-taking, outlining, paraphrasing, summarizing, or evaluating the content, etc. [comprehension tasks such as identifying main, supporting ideas, and implied meaning are subsumed.]
2. Plan and deliver formal oral presentations using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, non-verbal cues, and appropriate volume and intonation, and respond appropriately to questions.
3. Speak with fluency, using complex and accurate language, clear pronunciation and prosodic elements (e.g., intonation, rhythm, word and sentence stress).
4. Demonstrate the ability to use a range of formal and informal language appropriate to context.
5. Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments.
6. Assess own language production and use appropriate self-monitoring strategies such as re-phrasing, re-directing, asking for clarification, and circumlocution.
7. Analyze and evaluate oral expression by listening critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
8. Demonstrate knowledge of a wide range of cultural conventions and references in oral and nonverbal communication.

ESOL Reading and Vocabulary

Develops English reading proficiency and vocabulary for academic, career, or personal purposes in speakers of languages other than English and prepares them to function in a multicultural, multilingual society.

Approval Number.....	32.0108.56	12
maximum SCH per student		9
maximum SCH per course		3
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Comprehend and summarize texts, including the identification main idea, supporting details, audience, and purpose of text.
2. Interpret and critically analyze author's bias, purpose, and perspective in academic materials.
3. Make inferences and draw conclusions from a variety of college level texts.

4. Respond critically, orally and in writing, to various kinds of college level texts.
5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.
6. Demonstrate knowledge of cultural and historical references to American society in written materials.

Grammar for Non-native Speakers

Focuses on Standard English grammar usage for academic purposes. Open only to non-native speakers.

Approval Number.....	32.0108.57	12
maximum SCH per student.....		9
maximum SCH per course.....		3
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Use verb tenses and voice with proficiency.
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency.
3. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency.
4. Use appropriate word choice, word form, and word order with proficiency.

Non-Semester-Length/Non-Course Competency-Based Options and Interventions (NCBO)

Note: Approved non-semester-length developmental education interventions became eligible for formula funding beginning fall 2010 and subject to limitations prescribed by law. In order to receive funding, institutions must ensure that for each intervention, student hours are logged and there is an instructor of record who can assist students upon request. Institutions may request reimbursement for non-semester-length interventions within the contact hour parameters identified below for each type of developmental education intervention.

Student Success Course (NCBO)

Psychology of learning and success. Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources

are covered. Includes courses in college orientation and developments of students' academic skills that apply to all disciplines.

Approval Number.....	32.0101.53	12
minimum contact hours per student		4
maximum contact hours per student		96
minimum contact hours per course		4
maximum contact hours per course.....		96

Developmental Mathematics (NCBO)

The NCBO supports students in developing skills, strategies, and reasoning needed to succeed in mathematics, including communication and appropriate use of technology. Topics include the study of numeracy and the real number system; algebraic concepts, notation, and reasoning; quantitative relationships; mathematical models; and problem solving.

Approval Number.....	32.0104.53	19
minimum contact hours per student		4
maximum contact hours per student		288
minimum contact hours per course		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Use appropriate symbolic notation and vocabulary to communicate, interpret, and explain mathematical concepts.
2. Define, represent, and perform operations on real numbers, applying numeric reasoning to investigate and describe quantitative relationships and solve real world problems in a variety of contexts.
3. Use algebraic reasoning to solve problems that require ratios, rates, percentages, and proportions in a variety of contexts using multiple representations.
4. Apply algebraic reasoning to manipulate expressions and equations to solve real world problems.
5. Use graphs, tables, and technology to analyze, interpret, and compare data sets.
6. Construct and use mathematical models in verbal, algebraic, graphical, and tabular form to solve problems from a variety of contexts and to make predictions and decisions.

Intermediate Algebra (NCBO)

A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations.

Approval Number.....	32.0104.54	19
minimum contact hours per student		4

maximum contact hours per student	64
minimum contact hours per course.	4
maximum contact hours per course.....	64

Learning Outcomes

Upon successful completion of this course, students will:

1. Define, represent, and perform operations on real and complex numbers.
2. Recognize, understand, and analyze features of a function.
3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
4. Identify and solve absolute value, polynomial, radical, and rational equations.
5. Identify and solve absolute value and linear inequalities.
6. Model, interpret and justify mathematical ideas and concepts using multiple representations.
7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.

Developmental Reading (NCBO)

Development of reading and higher order thinking skills necessary for college readiness.

Note: For institutions offering more than one level, this NCBO shall be used for lower level(s) only.

Approval Number.....	32.0108.61 12
minimum contact hours per student	4
maximum contact hours per student	288
minimum contact hours per course	4
maximum contact hours per course.....	96

Learning Outcomes

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.

Developmental Writing (NCBO)

Development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of standard English.

Note: For institutions offering more than one level, this NCBO shall be used for lower level(s) only.

Approval Number.....	32.0108.62 12
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minimum contact hours per student	4
maximum contact hours per student	288
minimum contact hours per course	4
maximum contact hours per course.....	96

Learning Outcomes

Upon successful completion of this course, students will:

1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5. Develop and use effective revision strategies to strengthen the writer's ability to compose college-level writing assignments.
6. Edit writing to conform to the conventions of standard English.

Integrated Reading/Writing (IRW) (NCBO)

Integration of critical reading and academic writing skills. Successful completion of this intervention if taught at the upper (exit) level fulfills TSI requirements for reading and/or writing.

Note: For institutions offering one or more levels, this NCBO shall be used for upper (exit) level and may be used for lower level(s).

Approval Number.....	32.0108.60 12
minimum contact hours per student	4
maximum contact hours per student	288
minimum contact hours per course	4
maximum contact hours per course.....	96

Learning Outcomes

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

Writing for Non-Native Speakers (NCBO)

Focuses on strategies and techniques of writing and composition. Open only to non-native speakers.

Approval Number.....	32.0108.63	12
minimum contact hours per student		4
maximum contact hours per student		288
minimum contact hours per course		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.
2. Demonstrate ability to use the writing process by generating ideas, drafting, revising, and editing.
3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.
4. Write coherent and cohesive sentences in a variety of common patterns.
5. Recognize and use proper English mechanics.
6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.

ESOL Oral Communication (NCBO)

Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts.

Approval Number.....	32.0108.64	12
minimum contact hours per student		4
maximum contact hours per student		288
minimum contact hours per course		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate understanding of authentic oral texts (e.g., lectures, news casts, pod casts) that contain sophisticated vocabulary and structures by successfully completing comprehension tasks, such as answering questions, note-taking, outlining, paraphrasing,

summarizing, or evaluating the content, etc. [comprehension tasks such as identifying main, supporting ideas, and implied meaning are subsumed.]

2. Plan and deliver formal oral presentations using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, non-verbal cues, and appropriate volume and intonation, and respond appropriately to questions.
3. Speak with fluency, using complex and accurate language, clear pronunciation and prosodic elements (e.g., intonation, rhythm, word and sentence stress).
4. Demonstrate the ability to use a range of formal and informal language appropriate to context.
5. Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments.
6. Assess own language production and use appropriate self-monitoring strategies such as re-phrasing, re-directing, asking for clarification, and circumlocution.
7. Analyze and evaluate oral expression by listening critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
8. Demonstrate knowledge of a wide range of cultural conventions and references in oral and nonverbal communication.

ESOL Reading and Vocabulary (NCBO)

Develops English reading proficiency and vocabulary for academic, career, or personal purposes in speakers of languages other than English and prepares them to function in a multicultural, multilingual society.

Approval Number.....	32.0108.65 12
minimum contact hours per student	4
maximum contact hours per student	288
minimum contact hours per course	4
maximum contact hours per course.....	96

Learning Outcomes

Upon successful completion of this course, students will:

1. Comprehend and summarize texts, including the identification of main idea, supporting details, audience, and purpose of text.
2. Interpret and critically analyze author's bias, purpose, and perspective in academic materials.
3. Make inferences and draw conclusions from a variety of college level texts.
4. Respond critically, orally and in writing, to various kinds of college level texts.
5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.
6. Demonstrate knowledge of cultural and historical references to American society in written materials.

Grammar for Non-Native Speakers (NCBO)

Focuses on Standard English grammar usage for academic purposes. Open only to nonnative speakers.

Approval Number.....	32.0108.66	12
minimum contact hours per student		4
maximum contact hours per student	288	
minimum contact hours per course		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Use verb tenses and voice with proficiency.
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency.
3. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency.
4. Use appropriate word choice, word form, and word order with proficiency.

Basic Academic Skills Education (BASE) Non-Semester-Length/Non-Course Competency-Based Options and Interventions (NCBO)

The addition of BASE NCBO is part of the Texas Success Initiative (TSI) Operational Plan. These interventions are designed for students assessed at BASE levels 3-4. The learning outcomes are intentionally the same as those for the existing Developmental Education courses and NCBO. The addition of learning outcomes for Developmental Mathematics is not proposed at this time

Developmental Mathematics (BASE NCBO)

The BASE NCBO supports students in developing skills, strategies, and reasoning needed to succeed in mathematics, including communication and appropriate use of technology. Topics include the study of numeracy and the real number system; algebraic concepts, notation, and reasoning; quantitative relationships; mathematical models; and problem solving.

This intervention is designed specifically for students assessed at BASE levels 3-4 and must be part of a student's co-enrollment (co-requisite) enrollment:

- as a mainstreamed intensifier providing contact hours for additional, just-in-time instructional support for the student's success in the developmental math course, or
- as a contextualized and/or integrated basic skills instructional support for a Career/Technical Education course.

Approval Number.....	32.0104.55	19
minimum contact hours per student		4
maximum contact hours per student	288	
minimum contact hours per course		4

maximum contact hours per course..... 96

Learning Outcomes

Upon successful completion of this course, students will:

1. Use appropriate symbolic notation and vocabulary to communicate, interpret, and explain mathematical concepts.
2. Define, represent, and perform operations on real numbers, applying numeric reasoning to investigate and describe quantitative relationships and solve real world problems in a variety of contexts.
3. Use algebraic reasoning to solve problems that require ratios, rates, percentages, and proportions in a variety of contexts using multiple representations.
4. Apply algebraic reasoning to manipulate expressions and equations to solve real world problems.
5. Use graphs, tables, and technology to analyze, interpret, and compare data sets.
6. Construct and use mathematical models in verbal, algebraic, graphical, and tabular form to solve problems from a variety of contexts and to make predictions and decisions.

Developmental Reading (BASE NCBO)

Development of reading and higher order thinking skills necessary for college readiness. This Intervention is designed specifically for students assessed at BASE levels 3-4 and must be part of a student's co-enrollment (co-requisite) enrollment:

- as a mainstreamed intensifier providing contact hours for additional, just-in-time instructional support for the student's success in the developmental reading course, or
- as a contextualized and/or integrated basic skills instructional support for a Career/Technical Education course.

Approval Number..... 32.0108.67 12
 minimum contact hours per student 4
 maximum contact hours per student288
 minimum contact hours per course 4
 maximum contact hours per course..... 96

Learning Outcomes

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.

Developmental Writing (BASE NCBO)

Development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of standard English. This Intervention is designed specifically for students assessed at BASE levels 3-4 and must be part of a student's co-enrollment (co-requisite) enrollment:

- as a mainstreamed intensifier providing contact hours for additional, just-in-time instructional support for the student's success in the developmental writing course, or
- as a contextualized and/or integrated basic skills instructional support for a Career/Technical Education course.

Approval Number.....	32.0108.68	12
minimum contact hours per student		4
maximum contact hours per student		288
minimum contact hours per course		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5. Develop and use effective revision strategies to strengthen the writer's ability to compose college-level writing assignments.
6. Edit writing to conform to the conventions of standard English.

Integrated Reading/Writing (IRW) (BASE NCBO)

Integration of critical reading and academic writing skills. This Intervention is designed specifically for students assessed at BASE levels 3-4 and must be part of a student's co-enrollment (co-requisite) enrollment:

- as a mainstreamed intensifier providing contact hours for additional, just-in-time instructional support for the student's success in the developmental IRW course, or
- as a contextualized and/or integrated basic skills instructional support for a Career/Technical Education course.

Approval Number.....	32.0108.69	12
minimum contact hours per student		4
maximum contact hours per student		288
minimum contact hours per course		4
maximum contact hours per course.....		96

Learning Outcomes

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.