

Prairie View A&M University Core Curriculum Alignment Matrix

Communications (composition, speech, modern language)

The objective of a communication component of the core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

<u>Exemplary Educational Objectives</u>	ENGL 1123 Freshman Composition	ENGL 1133 Freshman Composition II	ENGL 1143 Technical Writing	ENGL 2143 Advanced Composition
a. to understand and demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;	Students use peer editing, outlining; students also submit 2 papers/assignments: peer draft and final draft	Students demonstrate understanding and mastery of the writing process, utilizing various prewriting, drafting, revising, editing, and peer reviewing strategies	In-class writing , homework writing assignments, memos, job application letters; groups edit writing of team members	Students demonstrate understanding and mastery of the writing process, utilizing various prewriting, drafting, revising, editing, and peer reviewing strategies
b. to understand the importance of specifying audience and purpose and to select appropriate communication choices;	Each paper targets a specific audience based on the topic, rhetorical mode, and purpose	Students write according to specific conventions of academic discourse for several assignments	In-class writing, homework writing assignments, brochures, and postcards target specific audience and markets	Students write persuasive arguments on complex topics using relevant secondary sources
c. to understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written and oral communication;	At least 4 modes are covered (and integrated) narrative, persuasion, comparison/contrast, literary analysis	For several written and oral assignments, students successfully incorporate and combine the 4 rhetorical modes from 1123	In-class writing, homework writing assignments, raw statistics transformed into graphs, tables, and charts	For several written and oral assignments, students successfully incorporate and combine the 4 rhetorical modes from the previous composition courses
d. to apply the principles of communicating as process and the analysis of audience and purpose to assignments;	Emphasis on revision of style and connectives	Emphasis on revision of style and connectives	Online discussions, business writing targets specific audience, e.g., boss, co-workers, and the general public	Course assumes ability to select audience based on purpose—given experience in previous courses; discussions on audience and purpose
e. to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;	At least 4 peer-editing sessions per course; visits to writing lab	Students have several peer review sessions for major essays	Online discussions and peer reviews; collaborative writing of memos, brochures, job search guidebook	Students complete a group project that uses various media

f. to understand and apply basic principles of critical thinking, problem solving, and technical proficient in the development of exposition and argument; and	Critical thinking through selection of audience, ways to approach writing assignment through invention, and reading, discussion, and analysis of selected articles given in textbook as examples.	Peer and self evaluations of written work	Online discussions and online peer reviews	Students study and complete challenging interactive exercises on major rhetorical/literary concepts from the text's CD-ROM
g. to develop the ability to research and write a documented paper and/or to give and oral presentation.	Introduction to MLA style guide using a Library Research Worksheet	Students receive library research instruction; complete research activities for a variety of sources, according to different style guides, e.g., MLA and APA; incorporate different quotes from several primary and secondary sources, research-based essay, and annotated bibliography	Collaborative report, job-search guidebook and presentations	Students complete several individual assignments and a group project, including a group presentation

<u>Exemplary Educational Objectives</u>	ENGL 2153 Introduction to Literature	ENGL 2263 English Literature I	ENGL 2273 English Literature II
a) to demonstrate awareness of the scope and variety of works in the arts and humanities;	Cover multiple genres: poetry, nonfiction, fiction, and drama, through class discussions, exams, and logs	Understanding of major and minor English writers and texts, 500-1780, through class discussion, exams, and papers	Understanding of major and minor English writers and texts, 500-1780, through class discussion, exams, and papers
b) to understand those works as expressions of individual and human values within an historical and social context;	Exams, interpretive essays, logs	Understanding of literary periods including Old English, Middle English, Renaissance, Restoration, through exams	Understanding of literary periods including Old English, Middle English, Renaissance, Restoration, through exams
c) to respond critically to works in the arts and humanities;	Exams, interpretive essays, logs	Close reading and written analysis of literary works, through exams and papers	Close reading and written analysis of literary works, through exams and papers
d) to engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the writer or artist;	Students perform poems and dramatic scenes; write in styles of famous writers, change/add parts of texts in logs	Understanding of relations between different authors and texts, through exams, essays, and creative writing assignments requiring the modeling of the original author.	Understanding of relations between different authors and texts, through exams and papers; and creative writing assignments requiring the modeling of the original author.
e) to articulate an informed personal reaction to works in the arts and humanities;	Classroom discussion, personal debate, logs	Quizzes and exams	Quizzes and exams
f) to develop an appreciation for the aesthetic principles that guide or govern the humanities and arts;	Class discussions of various texts using diverse critical approaches; lectures on aesthetic principles of the genre studied, practice with assigning rhyme patterns to poems, practice with meter, and stressed syllables, etc.	Appreciation for how to teach English Literature through class discussions	Appreciation for how to teach English Literature through class discussions
g) to demonstrate knowledge of the influence of literature, philosophy, and/or the arts on cross-cultural interactions.	Analysis of adaptations of literature in film and narrative form (e.g., <u>Raisin in the Sun</u> from the poem “Harlem”), etc.	Class discussions and analyses of film adaptations of literature	Class discussions and analyses of film adaptations of literature

