

Department of English Student Learning Outcomes (SLOs)

Fall 2025

General Education Courses

General Education (GE) courses should include GE Global Objectives (4 items), GE Element-Specific Objective (1 item), and Department of English Common Core Objectives (2 items). For further information about ECU's GE Global and Element-Specific Objectives, please refer to the ECU General Education website: <https://gened.ecu.edu/>. Individual instructors may add course-specific SLOs beyond these required SLOs.

Global Objectives (for all courses in the General Education Program)

After completing the General Education Program at ECU, students will be able to:

1. Use appropriate methods of critical literacy and critical thinking—observation, analysis, interpretation, reflection, and evaluation—to examine issues and identify solutions.
2. Explore the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
3. Recognize diverse perspectives and integrate knowledge that will inform their own choices about issues of personal and public importance.
4. Demonstrate strong professional skills important for future leadership roles in their careers and as engaged citizens.

Element-Specific Goals

For GE Elements 1A, 1B, and 1C (ENG 101, 101R, 101RZ, 102, and 102R)

1. Communicate effectively by applying skills in reading, writing and creating texts, speaking, listening, and information literacy across various media.

For GE Elements 3A (ENG 335) and 3B (ENG 210, 211, 212, 361, 362, 364, and 365)

1. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works.

Department of English Common Core Objectives

1. Students will use critical and creative thinking to communicate effectively.
2. Students will critically read and analyze texts.

Non-General Education Courses

All non-General Education courses must contain two departmental common core Student Learning Outcomes (SLOs), followed by the area specific SLO(s) (see below). Individual instructors may add course-specific SLOs beyond the required common core SLOs.

Composition

1. Students will use critical and creative thinking to communicate effectively.
2. Students will critically read and analyze texts.
3. Students will create and revise texts that show rhetorical awareness across different modes and/or media.

Creative Writing

1. Students will use critical and creative thinking to communicate effectively.
2. Students will critically read and analyze texts.
3. Students will demonstrate progress towards mastery in one creative genre
4. Students will synthesize workshop criticism and apply that criticism in development of a personal aesthetic.

Literature

1. Students will use critical and creative thinking to communicate effectively.
2. Students will critically read and analyze texts.
3. Students will recognize important authors, forms, genres, and movements in English-language literature.

Teacher Education

Use this SLO in addition to composition or literature SLOs, depending on the course.

1. Students will synthesize disciplinary content knowledge in English and pedagogical knowledge in teaching practice.

Technical Writing

1. Students will use critical and creative thinking to communicate effectively.
2. Students will critically read and analyze texts.
3. Students will use technology to create well-designed, audience-appropriate documents.

MFA-Creative Writing

1. Students will create publishable work in a creative genre.
2. Students will evaluate and analyze creative writing using round table workshop.
3. Students will synthesize workshop criticism and apply that criticism in development of a personal aesthetic.
4. Students will apply knowledge of the literary market as they begin submitting creative work to appropriate genres.

MA-English & Writing Professions (EWP)

Program Core

1. Students will be able to synthesize texts produced in different critical discourses, modes and/or media.

2. Students will demonstrate processes for how to undertake such syntheses.
3. Students will produce texts in different critical genres, modes and media.

Foundations and Theories

1. Students will synthesize models of consumption and production for different genres, modes and media.
2. Students will develop strategies for close reading, analysis, and evaluation of a range of texts, including literary, scholarly, popular, and professional texts.
3. Students will create administrative and/or teaching philosophies that reflect current research-backed best practices of linguistics, literacy and writing studies

Historical Contexts

1. Students will compile the major trends and movements in the disciplinary histories of English and writing studies.
2. Students will analyze how the disciplinary histories of English and writing studies have shaped modern practices of reception, production, and criticism.
3. Students will correlate historical contexts with sites of textual production in creative, critical, and/or pedagogical settings.

Methods and Practices

1. Students will analyze how concepts and theories in English and writing studies inform teaching and research methodologies
2. Students will develop strategies through sustained practice and reflection that can be applied to teaching, research, and writing.
3. Students will create informational, critical and/or creative texts in multiple genres, modes and media.