

#	Learning Goal	Your Paraphrase Rewrite each course learning outcome in your own words.	Score 0-5	Evidence of Learning Briefly describe an example (or provide a hyperlink to your work) to demonstrate your level of learning.
1	<u>Examine</u> how attitudes towards linguistic standards empower and oppress language users.	Explore how views on language standards can affect speakers positively and negatively	5	My Synthesis Essay on accent bias in hiring is basically built around this idea. I focused on how accents shape assumptions about competence and belonging and I connected that to real hiring outcomes. My Translation 2 ("same resume... right?") also makes the point in a direct, visual way.
2	<u>Explore and analyze</u> , in writing and reading, a variety of genres and rhetorical situations .	Get comfortable reading and writing in different formats. Adjust based on audience and purpose.	5	I worked across multiple genres -> Language & Literacy Narrative, Synthesis Essay, cover letters, rhetorical situation worksheets, and translations (especially the visual form in Translation 2). Each one needed a different approach.
3	<u>Develop</u> strategies for reading, drafting, collaborating, revising, and editing.	Build and practice a writing process. Draft, get feedback, revise.	5	My Synthesis Essay and L&L went through many and many drafts, and each version involved reorganizing, tightening the claim, and improving how I used sources. The cover letters helped me point out what I changed and why, instead of revising randomly.
4	<u>Recognize and practice</u> key rhetorical terms and strategies when engaged in writing situations.	Actually consider rhetorical concepts like audience, purpose, exigence, genre, and stance when I write.	3	The Amy Tan and June Jordan rhetorical situation worksheets helped me practice the terms. Then I tried applying the same thinking when revising work that was aimed at different groups -> my narrative (writing for classmates) and when writing the synthesis essay (writing for people who might downplay accent bias)
5	<u>Understand and use</u> print and digital technologies to address a range of audiences.	Use tools beyond standard essays, and make choices that would fit different readers/viewers.	4	Translation 2 pushed me into designing a visual argument (layout, what people notice first, being intentional with text). Building the digital portfolio also made me think about how an outside reader moves through the accumulation my work.

6	Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.	Find strong sources and judge whether they're trustworthy and relevant to your topic.	4	For the synthesis essay I used a mix of academic studies and more public-facing sources (like the TED talk and the Accent Bias Britain material). I had to decide what counted as strong evidence for my claim and which sources were more background or limited.
7	Compose texts that integrate a stance with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation.	Make an argument and weave sources into it instead of listing summaries.	4	In early drafts of my Synthesis Essay, I leaned more toward "one source per paragraph." Later I started putting studies in conversation (competence vs. belonging) and explaining what the differences meant, which definitely made the essay feel like one argument instead of a report.
8	Practice systematic application of citation conventions .	Use citations consistently and correctly (in-text + Works Cited) so readers can trace my evidence.	4	My Synthesis Essay includes a full Works Cited and consistent in-text citations across different source types (studies, websites, TED talk). I'm not perfect yet but I'm way more consistent than at the start of the semester.