

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs	PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
CERTIFICATE/PROGRAM:		COMMUNICATION, MEDIA, AND LANGUAGES						
COURSE:	AML-1							
SLO 1	Demonstrate receptive comprehension of basic everyday communications related to oneself, family, and immediate surroundings. These may include, but are not limited to, advertisements, time tables, short personal letters or stories, dialogues, readings, conversations, and video recordings.							
SLO 2	Communicate, using American Sign Language, about familiar topics and activities requiring a simple and direct exchange of information. This communication may include, but is not limited to, simple signed exchanges such as dialogues, paragraphs, and narratives related to oneself, family, everyday activities and immediate surroundings.							
SLO 3	Reflect on and evaluate similarities and differences between the Deaf and hearing cultures and demonstrate an understanding of the grammatical differences between American Sign Language and English.							
COURSE:		AML-2						
SLO 1	Demonstrate comprehension of clear standard discourse in American Sign Language related to oneself, family, academic, work and social experiences, including incorporation of moderately paced fingerspelling and a variety of facial grammar.							
SLO 2	Communicate in American Sign Language, employing appropriate grammatical structures, fluid and clear fingerspelling and accurate facial grammar, describing experiences, relating stories about oneself and others, and/or explaining a process of how something is done.							
SLO 3	Illustrate appropriate cultural behavioral norms during class and discursive interactions.							
COURSE:		ANT-8						
SLO 1	Distinguish the unique characteristics of the discipline of anthropology, the concepts of culture, cultural diversity, and language; the subfield of linguistic anthropology; and the significance of language in acquiring, transmitting, and participating in culture.							
SLO 2	Define the characteristics of human language, grammar, and parts of speech, as they are							

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	manifested in different languages and societies.						
SLO 3	Apply the methods of linguistic analysis to verbal and non-verbal communication events and social situations.						
SLO 4	Assess current debates in the study of human language and culture.						
SLO 5	Discuss the value of linguistic anthropological perspectives and methods for understanding of social and cultural issues.						
COURSE: COM-1							
SLO 1	Demonstrate competence in ethical speech preparation and presentation.	X	X	X			X
SLO 2	Effectively integrate credible evidence and sound reasoning in speech preparation and presentation.	X		X			X
SLO 3	Demonstrate effective management of anxiety during preparation and presentation of speeches.						
SLO 4	Implement ethical standards expected of an audience member by employing effective listening skills and cultural sensitivity.						
SLO 5	Critically evaluate their own and others speeches based on content, composition/organization, delivery, and implementation of ethical standards.		X	X			
SLO 6	Demonstrate the ability to perform audience analysis and adaptation while speaking extemporaneously.		X				
COURSE: COM-1H							
SLO 1	Demonstrate competence in ethical speech preparation and presentation.	X	X	X			X
SLO 2	Effectively integrate credible evidence and sound reasoning in speech preparation and presentation.	X		X			X
SLO 3	Demonstrate effective management of anxiety during preparation and presentation of speeches.						
SLO 4	Implement ethical standards expected of an audience member by employing effective listening skills and cultural sensitivity.						
SLO 5	Critically evaluate their own and others speeches based on content, composition/organization, delivery, and implementation of ethical standards.		X	X			

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SLO 6	Demonstrate the ability to perform audience analysis and adaptation while speaking extemporaneously.		X				
COURSE: COM-2							
SLO 1	Demonstrate competence in effective and ethical speech preparation and presentation while applying rhetorical theory.		X		X	X	
SLO 2	Analyze classical, post-renaissance, and contemporary forms of public address from various theoretical perspectives.	X		X			X
SLO 3	Evaluate the rhetorical contributions of major male and female speakers and speeches.	X	X	X			X
SLO 4	Ethically employ persuasive techniques in various contexts.		X	X			
SLO 5	Effectively evaluate own and other's persuasive speeches.			X			
COURSE: COM-5							
SLO 1	Utilize fundamental principles and rules of parliamentary procedures.						
SLO 2	Ability to perform problem solving in small groups within the context of group discussion as a component of public meeting(s).		X	X			
SLO 3	Demonstrate an ability to engage in proper behavior for one's given role while implementing the use parliamentary procedure to facilitate the effectiveness of a meeting.		X		X		
COURSE: COM-6							
SLO 1	Describe the importance of the role of groups and small group communication in daily life.						
SLO 2	Demonstrate the understanding of small group communication theory in order to identify and manage the factors which may enhance and/or impede effective and ethical group interaction(s).	X				X	X
SLO 3	Develop core communication skills (verbal, nonverbal and listening) and a clear decision framework for choice of skills in order to demonstrate communication competence to facilitate group task(s).		X	X	X		
SLO 4	Design and evaluate group presentations using effective preparation, coordination delivery and assessment while effectively managing group dynamics.						

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COURSE: COM-7							
SLO 1	Define, choose, and synthesize (when applicable) appropriate selections from major genres of literature for preparation and performance in front of an audience.	X					X
SLO 2	Analyze literature, both performed and unperformed, to derive new insight into the text.	X		X		X	
SLO 3	Perform oral interpretation of literature using verbal and nonverbal skills to heighten the literature's effect.		X		X		
SLO 4	Create, demonstrate and transfer varying levels of emotion in an oral performance to an audience.				X		
SLO 5	Critically respond to other people's performance of literature.				X		
COURSE: COM-11							
SLO 1	Explain the origins and history of the oral tradition, the role of storytelling in contemporary society; and articulate a rationale for the use of storytelling in specific disciplines and professions.						
SLO 2	Locate and retrieve folktales from cultural and literary sources.	X					X
SLO 3	Identify and analyze traditional motifs of themes present in stories.						
SLO 4	Demonstrate storytelling skills (e.g., use of nonverbal communication skills such as voice and body language) to create characterization, dramatization and personal storytelling style.		X		X		
SLO 5	Develop a diverse, multicultural and multidimensional repertoire of stories.					X	
SLO 6	Develop listening, critical and evaluative skills and utilize them in class participation.						
COURSE: COM-12							
SLO 1	Define the components which formulate any culture.						
SLO 2	Analyze a variety of intercultural theories.	X					X
SLO 3	Synthesize intercultural communication principles to improve cross-cultural interaction(s).		X		X	X	
COURSE: COM-13							
SLO 1	Identify and distinguish between gender and sex as constructs and analyze their impact on						

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	communication behaviors.						
SLO 2	Demonstrate understanding of the theoretical background of biological, interpersonal, and cultural influences on the interplay between biological sex and gender identification and the impact of these constructs on communication.	X	X			X	X
SLO 3	Evaluate gender as an influence in self-concept/self-esteem, perception, listening, verbal and nonverbal communication in various contexts.				X		
SLO 4	Consider gender variables to select appropriate conflict management style and method in various contexts.						
SLO 5	Analyze the principles of building relationships through engaging in appropriate communication between genders in various contexts.		X				
COURSE: COM-3							
SLO 1	Employ effective critical listening and cultural sensitivity while critically evaluating propositions and arguments.	X		X	X	X	
SLO 2	Identify and avoid flaws in reasoning and argumentation while speaking and writing.	X	X		X	X	
SLO 3	Orally refute oppositional arguments and rebut arguments without personally attacking the opponent.	X	X	X	X	X	X
SLO 4	Gather, analyze, and utilize research compiled from a variety of sources.	X		X			X
SLO 5	Prepare and orally present a well-reasoned, organized debate case utilizing proper time management.	X	X	X	X	X	X
SLO 6	Engage in competent and ethical oral argumentation and debate to influence appropriate decision makers across social contexts including environmental issues.	X	X	X	X	X	X
COURSE: COM-9							
SLO 1	Identify communication foundations including models, myths, principles, and purpose.						
SLO 2	Evaluate the role of listening in dyadic communication in various contexts.						
SLO 3	Analyze the use of verbal and nonverbal communication in dyadic communication in				X		

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	various contexts.						
SLO 4	Analyze the role of perception of self and others while appraising the significance of self-concept/self-esteem, including values, in dyadic communication in various contexts.						
SLO 5	Critically assess the impact of emotion management in relationships in various contexts.						
SLO 6	Analyze theories of dyadic communication (Self-Disclosure, Impression Management, Stage Model, Dialectic Perspective) and synthesize the theories to evaluate relationship development, maintenance and termination.	X				X	X
SLO 7	Analyze conflict in two-person interaction and identify appropriate styles/methods of conflict management in various contexts.		X				
	COURSE: COM-9H						
SLO 1	Identify communication foundations including models, myths, principles, and purpose.						
SLO 2	Evaluate the role of listening in dyadic communication in various contexts.						
SLO 3	Analyze the use of verbal and nonverbal communication in various contexts.				X		
SLO 4	Analyze the role of perception of self and others while appraising the significance of self-concept/self-esteem, including values, in dyadic communication in various contexts.						
SLO 5	Critically assess the impact of emotion management in relationships in various contexts.						
SLO 6	Analyze theories of dyadic communication (Self-Disclosure, Impression Management, Stage Model, Dialectic Perspective) and synthesize the theories to evaluate relationship development, maintenance and termination.	X				X	X
SLO 7	Analyze conflict in two-person interaction and identify appropriate styles/methods of conflict management in various contexts.		X				
	COURSE: ENG-11						
SLO 1	Demonstrate understanding of the elements and processes of creative writing in poetry and short fiction drawn from multiple historical, cultural, and national traditions;					X	
SLO 2	Support interpretations, analyses, and arguments regarding selected examples of poetry and short fiction, informed by understanding of the elements of creative writing and of creative writing theory;		X				

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SLO 3	Apply, analyze, and synthesize elements of short fiction and poetry writing in the context of original writing assignments;		X				
SLO 4	Assess and advise peers on works in progress based upon understanding of the elements, the processes of creative writing, and the application of creative writing theory;		X				
SLO 5	Evaluate and revise original writing specified in outcome #3 based upon self-analysis and/or classmates' and instructor's criticism.		X				
COURSE: ENG-14							
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, trends, and genres in American literature from contact period to civil war, and synthesize ideas that connect them into a tradition.	X				X	
SLO 2	Explain how this literature both reflects and shapes the literary history and cultural assumptions of the United States with an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions with this history.		X			X	
SLO 3	Employ college-level methods of literary analysis to reading and interpreting American literature and literature in general.	X					
SLO 3a	Read literary works closely and recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of various works of literature.	X	X	X			
SLO 3c	Develop an appreciation for works of literature as unique contributions to / reflections of culture.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about literature.	X	X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen thoughtfully and respectfully to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid logical premises in support of an interpretation, analysis of, or argument about	X	X	X			

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	literary works, and support premises with effectively integrated, relevant, thoughtful, and sufficient evidence drawn (as appropriate) from literary texts and the writer's prior experience and knowledge.						
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified, coherent, and stylistically fluent written analyses of literary works.	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE: ENG-15							
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, trends, and genres in American literature from 1860 to the present, and synthesize ideas that connect them into a tradition.	X				X	
SLO 2	Explain how this literature both reflects and shapes the literary history and cultural assumptions of the United States with an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions with this history.		X			X	
SLO 3	Employ college-level methods of literary analysis to reading and interpreting American literature and literature in general.	X					
SLO 3a	Read literary works closely and recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of various works of literature.	X	X	X			
SLO 3c	Develop an appreciation for works of literature as unique contributions to / reflections of culture.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about literature.	X	X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen thoughtfully and respectfully to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid logical premises in support of an interpretation, analysis of, or argument about literary works, and support premises with effectively integrated, relevant, thoughtful, and sufficient evidence drawn (as appropriate) from literary texts and the writer's prior	X	X	X			

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	experience and knowledge.						
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified, coherent, and stylistically fluent written analyses of literary works.	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE:	ENG-1A						
SLO 1	Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers;	X					
SLO 2	Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments;		X	X			
SLO 3	Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge;		X	X			
SLO 4	Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;		X				
SLO 5	Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;		X	X			X
SLO 6	Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality;		X	X			
SLO 7	Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument;		X				
SLO 8	Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.		X				

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COURSE:	ENG-1AH						
SLO 1	Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers;	X					
SLO 2	Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments;		X	X			
SLO 3	Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge;		X	X			
SLO 4	Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;		X				
SLO 5	Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;		X	X			X
SLO 6	Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality;		X	X			
SLO 7	Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument;		X				
SLO 8	Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others		X				
SLO 9	The Honors class emphasizes discussion so students should demonstrate an ability to formulate, consider, and respond to ideas orally in the seminar format.		X	X			
COURSE:	ENG-1B						
SLO 1	Recognize and explain the principles of critical thinking and formal argument	X	X	X			
SLO 2	Read and discuss literary works from a variety of genres (fiction, poetry, drama, and non-fiction prose), as well as from diverse authorial voices and cultural contexts, with understanding and insight.	X				X	

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SLO 3	Analyze and interpret literary works using the formal components of literary analysis toward gaining an appreciation of how principles of critical thinking and formal argument can inform discussions of literature.	X		X			
SLO 4	Synthesize diverse interpretive alternatives gained through formal and informal research activities, and demonstrate an ability to assess those alternatives, both in writing and orally.	X	X	X		X	X
SLO 5	Support premises about literary works by effectively integrating sufficient, relevant, thoughtful evidence drawn (as appropriate) from primary and secondary sources.		X	X		X	
SLO 6	Plan, write, and revise formal essays totaling 10,000 words--using analytic, interpretive, and persuasive strategies to present and support a considered position.		X	X			
SLO 7	Evaluate the relevance, validity and authority of information, and use and cite this information ethically.	X		X			X
COURSE: ENG-1BH							
SLO 1	Recognize and explain the principles of formal argument: a. Principles of effective logical analysis b. Components of argumentation and persuasion in literary and critical works c. Formal and informal fallacies of language and thought that weaken reasoning	X	X	X			
SLO 2	Read and discuss literary works from a variety of genres – fiction, poetry, drama, and non-fiction prose – with understanding and insight. a. Read literary works closely, recognize differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings. b. Recognize and appreciate some of the distinctive features of each genre covered. c. Develop an appreciation for the broad diversity of authorial voices and cultural contexts in works of literature.	X				X	
SLO 3	Analyze literary works with an understanding of how critical thinking and argumentation can inform discussions of literature. a. Synthesize the course reading, mostly primary texts, around a selected theme, understanding the texts' various relationships to each other and the overall theme. b. Distinguish among facts, inferences, and judgments in literary works and discussions of literature.	X	X	X		X	

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	<p>c. Explain assumptions upon which particular conclusions depend in literary and critical texts and within their own arguments.</p> <p>d. Interpret literary works using the formal components of literary analysis</p> <p>e. Synthesize diverse interpretive alternatives and demonstrate an ability to assess those alternatives while engaging in discussions of literature.</p> <p>f. Develop an understanding of diverse political, historical, and cultural viewpoints from the reading and discussion of literature.</p> <p>g. Create and defend independent and persuasive oral arguments about literature within a seminar setting.</p> <p>h. Take ownership of academic discussions by initiating thoughtful responses, synthesizing diverse points of view, and demonstrating intellectual flexibility in formal and informal discussions.</p>						
SLO 4	<p>Apply principles of sound critical thinking to their own interpretive/argumentative essays by composing developed, unified, coherent, and stylistically fluent essays that:</p> <p>a. Analyze, criticize, and advocate ideas about literary works.</p> <p>b. Demonstrate a consistent and persuasive line of reasoning in writing,</p> <p>c. Provide valid logical premises in support of an analysis of or argument about literary works.</p> <p>d. Make inferences about evidence and draw original and bold conclusions in support of an interpretive or argumentative claim</p> <p>e. Support premises about literary works with effectively integrated, relevant, thoughtful, and sufficient evidence drawn (as appropriate) from texts.</p> <p>f. Analyze and interpret evidence so the warrant for using specific textual material as evidence for a particular claim is clear.</p> <p>g. Demonstrate a consideration of alternate interpretations in creation of written literary arguments.</p> <p>h. Demonstrate knowledge of how to acquire and employ new knowledge in the field of literature by researching secondary criticism or cultural contexts related to the primary texts.</p> <p>i. Initiate discussions of writing with professors, tutors, and/or peers in order to explore individualized writing improvements.</p>	X	X	X		X	X
COURSE:	ENG/HUM 23						

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SLO 1	Recognize and identify patterns of Hebrew and Greek literary forms, styles, themes, and genres in the Bible;	X					
SLO 2	Analyze and interpret literary and religious ideas which prevailed during Hebrew Bible and New Testament times;	X				X	
SLO 3	Compare and contrast specific literary genres and stylistic devices by examining the artistic, historical, religious, and cultural trends embodied in the literature.					X	
SLO 4	Apply college-level methods of literary analysis in reading and writing about biblical literature.	X	X	X			
SLO 5	Synthesize knowledge of specific biblical literary forms with a sense of religious / intellectual history and the development of ideas.					X	
SLO 6	Demonstrate critical thinking and writing skills through the process of constructing unified, coherent, and stylistically fluent written responses to, analyses of, and arguments about biblical literature.	X	X	X			
COURSE: ENG-30							
SLO 1	Recognize and identify major works, genres and authors of children's literature from its beginnings to the present.	X				X	
SLO 2	Analyze and interpret literature for children with greater critical understanding and appreciation of the aesthetic, cognitive, and emotional needs of children.	X					
SLO 3	Compare and contrast specific contemporary works in terms of the degree to which they satisfy the aesthetic, cognitive, and emotional needs of children.	X					
SLO 4	Apply college-level methods of literary analysis in reading and writing about children's literature.	X					
SLO 4a	Read literary works closely, recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 4b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of various works of literature.	X	X	X			
SLO 4c	Develop an appreciation for works of literature as unique contributions to / reflections of culture.					X	
SLO 5	Synthesize knowledge of specific types of children's literature with the goal of developing	X	X				

**NORCO COLLEGE
SLO to PLO MATRIX**

		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	distinct standards for distinguishing quality writing in this genre.						
COURSE:	ENG-35						
SLO 1	Recognize and appreciate some of the distinctive features and trends in literary representations of women in works of important literary merit	X				X	
SLO 1a	Compare and contrast depictions of women in literary works by male and female authors and in works from different cultural contexts.					X	
SLO 1b	Synthesize observations into a broad understanding of the positive and negative representations of women.					X	
SLO 2	Explain how this literature both reflects and shapes the cultural history of women, with a clear awareness of how different social markers may shape a writer's representation of women.		X			X	
SLO 2a	Identify cultural assumptions implicit in literary portrayals of women or embedded in an author's gender, time period, or culture, and in the process become aware of their own cultural assumptions.	X				X	
SLO 2b	Analyze the ways in which these assumptions shape external and internal expectations of female behavior.	X				X	
SLO 2c	Understand the general history of feminist theory and criticism and how this movement has affected images of women in literature.					X	
SLO 3	Employ college-level methods of literary analysis to reading and interpreting images of women in literature and literature in general.	X					
SLO 3a	Read literary works closely and recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meaning.	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of various works of literature.	X	X				
SLO 3c	Develop an appreciation of literature as a unique contribution to / reflection of culture.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing and evaluating responses to, interpretations of, and arguments about literature.		X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen thoughtfully and respectfully to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
SLO 4b	Provide valid logical premises in support of an interpretation / analysis of or argument about literary works, and support premises with effectively integrated, relevant, thoughtful, and sufficient evidence drawn (as appropriate) from texts and the writer's prior experience and knowledge.			X			X
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking and literary analysis to their own interpretive / argumentative essays by composing unified, coherent, and stylistically fluent essays.		X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE: ENG-6							
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, trends, and genres in British literature from its beginnings through the 18th century, and synthesize ideas that connect them into a distinctively British tradition or make them characteristic of or unique in the period in which they were written.	X				X	
SLO 2	Explain how this literature both reflects and shapes the intellectual history and cultural assumptions of this period with an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions with this history.		X			X	
SLO 3	Employ college-level methods of literary analysis to reading and interpreting British literature and literature in general.	X					
SLO 3a	Read literary works closely, and recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of the diverse works of literature covered in the course.	X	X	X			
SLO 3c	Develop an appreciation for works of British literature as unique contributions to / reflections of British culture.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about British literature.	X	X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen thoughtfully and respectfully to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid logical premises in support of an interpretation, analysis of, or argument about	X	X	X			

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	literary works and support premises with effectively integrated, relevant, thoughtful, and sufficient evidence drawn (as appropriate) from literary texts and the writer's prior experience and knowledge.						
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified, coherent, and stylistically fluent written analyses of literary works.	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work, one's own life, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE: ENG-7							
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, trends, and genres in British literature from Romanticism through post-modernism, and synthesize ideas that connect them into a distinctively British tradition or make them characteristic of or unique in the period in which they are written.	X				X	
SLO 2	Explain how this literature both reflects and shapes the intellectual history and cultural assumptions of this period with an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions with this history.		X			X	
SLO 3	Employ college-level methods of literary analysis to reading and interpreting British literature and literature in general.	X					
SLO 3a	Read literary works closely, and recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of the diverse works of literature covered in the course.	X	X	X			
SLO 3c	Develop an appreciation for works of British literature of these eras as unique contributions to / reflections of British culture.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of construction responses, interpretations of, and arguments about British literature.	X	X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen thoughtfully and respectfully to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid logical premises in support of an interpretation, analysis of, or argument about	X	X	X			

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	literary works and support premises with effectively integrated, relevant, thoughtful, and sufficient evidence drawn (as appropriate) from literary texts and the writer's prior experience and knowledge.						
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified, coherent, and stylistically fluent written analyses of literary works.	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work, one's own life, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE: ENG-8							
SLO 1	Recognize and appreciate some of the distinctive features of mythology across a variety of cultural, historical, and discursive contexts;					X	
SLO 2	Relate various myths from different cultures and time periods to one another and to theories of the origins and cultural functions of myth;					X	
SLO 3	Evaluate the relevance to and continuity of myths within modern thought, culture, and literature;					X	
SLO 4	Employ college-level methods of literary analysis to reading and interpreting myths.	X					
SLO 5	Demonstrate critical thinking and writing skills through the process of constructing unified, coherent, stylistically fluent written responses to, analyses of, and arguments about mythology.		X	X			
COURSE: ENG-9							
SLO 1	Recognize and appreciate some of the distinctive features of Shakespeare's poetry and plays.					X	
SLO 2	Explain how Shakespeare's works respond to, reflect, and interpret the intellectual history of this period with an awareness of how broader Renaissance negotiations of culture, gender, and other social markers impact his dramatic and poetic art.		X	X		X	
SLO 2a	Identify how Shakespeare's own cultural assumptions and his questions about his culture's assumptions are negotiated in his plays and poetry.					X	
SLO 2b	Relate Shakespeare's works to one another and identify the themes, questions, ideas that					X	

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	embed them in their historical / cultural context, but also recognize the evolution of his artistic techniques and thematic concerns.						
SLO 2c	Understand the range of Shakespeare's works, the conventions of the genres within which he works (tragedy, comedy, history, romance, sonnet cycle, etc), and Shakespeare's complication of such conventions in his works and his unique contributions to these genres.					X	
SLO 3	Employ college-level methods of literary analysis to reading and interpreting Shakespeare's plays and poetry.	X					
SLO 3a	Read Shakespeare's plays and poetry closely, and recognize differences in language use (for example, Shakespeare's modulations between poetry and prose in his plays), understand figurative language, Shakespeare's use of world play, and distinguish between literal and metaphorical meanings.	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of Shakespeare's works.	X	X	X			
SLO 3c	Develop an appreciation for Shakespeare's art and his unique contributions to English and World literature.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about Shakespeare's works.	X	X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen to the ideas of others while taking Shakespeare's plays and poetry as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid logical premises in support of an interpretation, analysis of, or argument about Shakespeare's works and support premises with sufficient evidence drawn (as appropriate) from the literary texts.	X	X	X			
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified and coherent written analyses of Shakespeare's works.	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between Shakespeare's work and contemporary situations.					X	
COURSE:	ENG-10						

**NORCO COLLEGE
SLO to PLO MATRIX**

		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
SLO 1	Explain how this literature develops an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions within a literary, historical, and/or thematic context.		X			X	
SLO 2	Relate literary works from specific authors, genre or literary theme to one another and synthesize ideas that connect them into a tradition.	X					
SLO 3	Employ college-level methods of literary analysis to reading and interpreting a specific author, genre, or literary theme.	X					
SLO 3a	Read literary works closely, recognize differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of various works of literature.	X	X	X			
SLO 3c	Develop an appreciation for works of literature as unique contributions to / reflections of culture.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about literature.	X	X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid logical premises in support of an interpretation, analysis, or argument about literary works, and support premises with effectively sufficient evidence drawn (as appropriate) from literary texts and the writer's prior experience and knowledge.	X	X	X			
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified and coherent written analyses of literary works.	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE:	ENG-40						
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, trends, and genres in World literature—Eastern and Western Europe, the Near East, and Asia—from its beginnings through the Seventeenth Century, and analyze concepts and features that make them characteristic of or unique in the period and culture in which they are written.	X				X	

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
SLO 2	Explain how these literatures both reflect and shape the intellectual history of these periods with an awareness of how differences in culture, gender, and other social markers may shape a writer's interactions with this history.		X			X	
SLO 3	Employ college-level methods of literary analysis and interpreting world literature and literature in general.	X					
SLO 4	Read literary works closely, recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 5	Employ the basic language and terminology of literary analysis in the discussion and interpretation of the diverse works of literature covered in the course.	X	X	X			
SLO 6	Develop an appreciation for works of world literature as unique contributions to/reflections of various world cultures.					X	
SLO 7	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about world literature.	X	X	X			
SLO 8	Synthesize diverse points of view in the classroom and listen thoughtfully to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 9	Provide valid, logical arguments in support of an interpretation, analysis of, or argument about literary works, and support premises with sufficient evidence drawn from literary texts and the writer's prior experience and knowledge.	X	X	X			
SLO 10	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified, coherent, and stylistically fluent written analyses of written work.	X	X	X			
SLO 11	Think creatively within and beyond literary studies, making some connections between the literary work, one's own life, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE: ENG-41							
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, trends, and genres in world literature from the Seventeenth Century through the present, and analyze concepts and features that make them characteristic of or unique to the period and culture in which they are written;	X				X	
SLO 2	Explain how these literatures both reflect and shape the intellectual history of these periods		X			X	

**NORCO COLLEGE
SLO to PLO MATRIX**

		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	with an awareness of how differences of culture, gender, and other social markers may shape a writer's interactions with this history.						
SLO 3	Employ college-level methods of literary analysis to reading and interpreting world literature and literature in general:	X					
SLO 3a	Read literary works closely, and recognize subtle and complex differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings	X					
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of the diverse works of literature covered in the course	X	X	X			
SLO 3c	Develop an appreciation for works of world literature as unique contributions to / reflections of various world cultures					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about world literature:	X	X	X			
SLO 4a	Synthesize diverse points of view in the classrooms and listen thoughtfully to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid, logical arguments in support of an interpretation, analysis of, or argument about literary works, and support premises with sufficient evidence drawn from literary texts and the writer's prior experience and knowledge;	X	X	X			
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified, coherent, and stylistically fluent written analyses of literary works;	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work, one's own life, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE:	ENG-44						
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, and trends in poetry from 1900 to the present day, and synthesize ideas that connect them into a generic tradition.	X				X	
SLO 2	Explain how this poetry both reflects and shapes literary and cultural history with an awareness of how differences in culture, gender, and other social markers may shape a		X			X	

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	writer's interactions with this history.						
SLO 3	Employ college-level methods of literary analysis to reading and interpreting poetry and literature in general.	X					
SLO 4	Read literary works closely, recognize differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					
SLO 5	Employ the basic language and terminology of literary analysis to the discussion and interpretation of various works of literature.	X	X	X			
SLO 6	Develop an appreciation for works of literature as unique contributions to / reflections of culture.					X	
SLO 7	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about literature.	X	X	X			
SLO 8	Synthesize diverse points of view in the classroom and listen to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 9	Provide valid logical premises in support of an interpretation, analysis, or argument about literary works, and support premises with effectively sufficient evidence drawn (as appropriate) from literary texts and the writer's prior experience and knowledge.	X	X	X			
SLO 10	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified and coherent written analyses of literary works.	X	X	X			
SLO 11	Think creatively within and beyond literary studies, making some connections between the literary work, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE: ENG-45							
SLO 1	Recognize and identify some of the distinctive features of the major styles, movements, and playwrights of drama from 1870 to the present.	X				X	
SLO 2	Examine the movements of drama as well as the works of playwrights with attention to traditions and advances in acting, directing, and stage production.	X				X	
SLO 3	Analyze the movements of drama as well as the works of playwrights with an awareness of how differences of culture, gender, and other social markers and the influence of history and culture may shape a writer's art.	X				X	
SLO 4	Employ college-level methods of literary analysis to reading and interpreting modern drama	X					

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	and literature in general.						
SLO 4a	Employ the basic language and terminology of literary analysis and modern drama studies to the discussion and interpretation of various works of modern drama.	X	X	X			
SLO 4b	Develop an appreciation for works of literature, specifically drama, as unique contributions to / reflections of culture.					X	
SLO 4c	Support analyses and arguments with opinion into modern drama as literary form and theatrical expression.		X	X			
SLO 5	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about literature.		X	X			
SLO 5a	Synthesize diverse points of view in the classroom and listen to the ideas of others while taking the dramatic texts as the focus for discussion and analysis.		X	X			
SLO 5b	Provide valid logical premises in support of an interpretation, analysis, or argument about modern drama, and support premises with effectively sufficient evidence drawn (as appropriate) from dramatic texts and the writer's prior experience and knowledge.	X	X	X			
SLO 5c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified and coherent written analyses of modern dramatic works.	X	X	X			
SLO 5d	Think creatively with and beyond literary studies, making some connections between the dramatic work, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE:	ENG-48						
SLO 1	Recognize and appreciate some of the distinctive features of the major writers, literary works, movements, trends and formal features in twentieth and twenty-first century prose fiction, and synthesize ideas that connect them into a generic tradition.	X				X	
SLO 2	Explain how this prose fiction both reflects and shapes literary and cultural history with an awareness of how difference of culture, gender, and other social markers may shape a writer's interactions with this history.		X			X	
SLO 3	Employ college-level methods of literary analysis to reading and interpreting prose fiction and literature in general.	X					
SLO 3a	Read literary works closely, recognize differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.	X					

**NORCO COLLEGE
SLO to PLO MATRIX**

		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
SLO 3b	Employ the basic language and terminology of literary analysis to the discussion and interpretation of various works of literature.	X	X	X			
SLO 3c	Develop an appreciation for works of literature as unique contributions to / reflections of culture.					X	
SLO 4	Demonstrate critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about literature.	X	X	X			
SLO 4a	Synthesize diverse points of view in the classroom and listen to the ideas of others while taking literature as a focus for discussion and analysis.		X	X			
SLO 4b	Provide valid logical premises in support of an interpretation, analysis, or argument about literary works, and support premises with effectively sufficient evidence drawn (as appropriate) from literary texts and the writer's prior experience and knowledge.	X	X	X			
SLO 4c	Demonstrate an ability to apply principles of sound critical thinking to their own interpretive arguments by composing unified and coherent written analyses of literary works.	X	X	X			
SLO 4d	Think creatively within and beyond literary studies, making some connections between the literary work, and the intellectual and cultural forces that shape individuals' lives.					X	
COURSE: FRE-1							
SLO 1	Demonstrate reading and listening comprehension of basic everyday materials related to oneself, family and immediate surroundings. These may include, but are not limited to, advertisements, time tables, short personal letters, dialogues, readings, conversations, and video and audio recordings.	X		X	X	X	X
SLO 2	Communicate, both orally and in writing, about familiar topics and activities requiring a simple and direct exchange of information. This communication may include, but is not limited to, simple verbal and written exchanges such as dialogues and paragraphs related to oneself, family and immediate surroundings.		X	X	X	X	X
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X
COURSE: FRE-2							
SLO 1	Demonstrate listening and reading comprehension of clear standard discourse and authentic	X		X	X	X	X

**NORCO COLLEGE
SLO to PLO MATRIX**

NORCO COLLEGE SLO to PLO MATRIX		PLOs					
		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
	texts in everyday, high frequency language. Topics and materials may include, but are not limited to self, family, friends, academic work, social interactions, newspaper articles, letters, and brief narratives.						
SLO 2	Communicate, both orally and in writing, about familiar topics and activities requiring a simple and direct exchange of information. This communication may include, but is not limited to, brief descriptions detailing experiences and impressions of self, family, academic work, and social interaction.		X	X	X	X	X
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X
COURSE: FRE-8							
SLO 1	Demonstrate comprehension of standard spoken French and short authentic readings.	X	X	X	X	X	X
SLO 2	Apply a range of discourse strategies to maintain dialogue and negotiate meaning while formulating and expressing opinions and wishes, making and refusing suggestions, and debating and defending personal views clearly and accurately in familiar contexts with others.	X	X	X	X	X	X
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X
COURSE: JOU-1							
SLO 1	Employ beginning journalism writing skills through the process of revision the computer.						
SLO 2	Identify grammatical, spelling, style and punctuation errors in news story sentences and understand how to use a stylebook effectively in revising them.						
SLO 3	Demonstrate beginning journalism writing skills through the process of composing news sentences and stories with the computer under deadline pressure.						
SLO 4	Compose sentences including leads, using the applicable tense, voice and transitions for several types of news stories.						
SLO 5	Practice effective paragraph structure for news stories.		X				
SLO 6	Apply effective use of quotations and attribution with beginning level skill.			X			
SLO 7	Compose basic story structures using leads, sentences, paragraphs and quotes.			X			

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SLO 8	Prepare appropriate headlines using applicable voice, tense, length, punctuation and style.						
SLO 9	Demonstrate a basic understanding of media law.						
SLO 10	Distinguish among libel, privacy, access and other basic press law concepts.						
SLO 11	Apply media law concepts in journalistic writing.						
SLO 12	Analyze the basics of journalism ethics.						
SLO 13	Review contemporary journalism ethics issues.						
SLO 14	Critically examine and ethics code.						
SLO 15	Evaluate an ethics code's recommendations for responsible journalistic practice.					X	
SLO 16	Analyze facts from several sources and combine them into beginning level news stories.			X			
SLO 17	Distinguish among news gathering techniques including direct observation, gathering and reading printed and digital government documents and nonprofit reports and interviewing.						X
SLO 18	Synthesize notes, documents and reports and quotes and paraphrases for inclusion in news stories.						
SLO 19	Recognize how copy flows through newsrooms and prepare copy for publication.						
SLO 20	Propose news stories for submission to news media in required formats.						
SLO 21	Demonstrate an ability to freelance with targeted query letters and stories.						
SLO 22	Assess and apply basic principles of beginning level newspaper design.						
SLO 23	Critically examine existing newspaper designs for strengths and weaknesses in contributing to reader comprehension and attraction.						
SLO 24	Produce an effective newspaper page design using the computer and design software.						
COURSE: JOU-20							
SLO 1	Demonstrate journalistic writing skills <ul style="list-style-type: none"> Use the computer to compose professional quality newspaper stories for publication on deadline. 		X		X		X
SLO 2	Demonstrate additional tasks in the production of the newspaper: <ul style="list-style-type: none"> Use a digital camera to take professional quality photographs for publication. Prepare photo captions for publication. 					X	

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SLO to PLO MATRIX**

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SLO 3	Demonstrate competency in newspaper circulation: <ul style="list-style-type: none"> • Employ a plan to distribute the newspaper on campus. 				X		
COURSE: JOU-52							
SLO 1	Demonstrate copy editing, page design, photo editing and/or headline writing skills in journalism.		X				
SLO 2	Use the computer and software to edit a newspaper.						
SLO 3	Recognize and employ design principles used in journalism.						
SLO 4	Create effective page designs on the computer.						
SLO 5	Plan pages and coverage for the newspaper.					X	
SLO 6	Prepare meetings to assign stories, photos, and graphics.						
SLO 7	Select stories and photographs for inclusion in the newspaper.						
SLO 8	Report progress to the editor-in-chief.						
COURSE: JOU-7							
SLO 1	Demonstrate an understanding of the mass communication process. <ul style="list-style-type: none"> • Identify mass media terms, models, and theories. • Discuss the purposes of media. • Examine the differences among print and broadcast/cable/satellite/film media. 						
SLO 2	Evaluate historical and contemporary media. <ul style="list-style-type: none"> • Review media and media trends from colonial newspapers and early magazines to present broadcast/cable/satellite/film media. • Critically examine issues in media, including the ongoing lack of diversity in print and broadcast/cable/satellite media. • Demonstrate an ability to apply principles to media concepts. 					X	
SLO 3	Analyze social effects of media. <ul style="list-style-type: none"> • Critically examine and discuss stimulation, desensitization, and catharsis effects. 					X	
SLO 4	Critically examine media law. <ul style="list-style-type: none"> • Identify and discuss the historical development of the First Amendment, its 						

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	purpose, and threats to its existence. <ul style="list-style-type: none"> Identify and discuss limitations on First Amendment freedom. 						
SLO 5	Critically examine media ethics. <ul style="list-style-type: none"> Compare and contrast principles and apply them in contemporary situations in media 						
SLO 6	Critically examine advertising and public relations. <ul style="list-style-type: none"> Discuss advertising techniques and criticism. Describe advertising effects. Analyze public relations codes. Demonstrate an ability to apply codes and strategies in contemporary public relations situations. Discuss the impact of public relations on the mass communication process. 				X	X	
SLO 7	Critically examine global media, global media theories, and global media issues. <ul style="list-style-type: none"> Compare and contrast ethics codes in other nations with codes in the U.S. Evaluate the strengths and weaknesses of Developmental Journalism Theory. Recognize criticism of Western media by developing nations. 				X	X	
SLO 8	Critically examine the Internet. <ul style="list-style-type: none"> Locate media criticism and scholarship Web sites. Discuss contemporary issues involving the Internet. Identify issues confronting media for the immediate and intermediate future. 				X	X	
COURSE: JPN-1							
SLO 1	Demonstrate reading and listening comprehension of basic everyday materials related to oneself, family and immediate surroundings. These may include, but are not limited to, advertisements, time tables, short personal letters, dialogues, readings, conversations, and video and audio recordings.	X		X	X	X	X
SLO 2	Communicate, both orally and in writing, about familiar topics and activities requiring a simple and direct exchange of information. This communication may include, but is not limited to, simple verbal and written exchanges such as dialogues and paragraphs related to oneself, family and immediate surroundings.		X	X	X	X	X

**NORCO COLLEGE
SLO to PLO MATRIX**

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		PLO 1: Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	PLO 2: Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form.	PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	PLO 4: Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	PLO 5: Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	PLO 6: Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X
COURSE: JPN-2							
SLO 1	Demonstrate listening and reading comprehension of clear standard discourse and authentic texts in everyday, high frequency language. Topics and materials may include, but are not limited to self, family, friends, academic work, social interactions, newspaper articles, letters, and brief narratives.	X		X	X	X	X
SLO 2	Communicate, both orally and in writing, about familiar topics and activities requiring a simple and direct exchange of information. This communication may include, but is not limited to, brief descriptions detailing experiences and impressions of self, family, academic work, and social interaction.		X	X	X	X	X
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X
COURSE: LIB-1							
SLO 1	Determine and articulate information needs						
SLO 2	Find information using a variety of resources						X
SLO 3	Describe and apply criteria for critically evaluating information			X			
SLO 4	Use information effectively to accomplish a specific purpose						
SLO 5	Identify and summarize ethical and social issues related to information and its use						
COURSE: SPA-1							
SLO 1	Demonstrate reading and listening comprehension of basic everyday materials related to oneself, family and immediate surroundings. These may include, but are not limited to, advertisements, time tables, short personal letters, dialogues, readings, conversations, and video and audio recordings.	X		X	X	X	X
SLO 2	Communicate, both orally and in writing, about familiar topics and activities requiring a simple and direct exchange of information. This communication may include, but is not limited to, simple verbal and written exchanges such as dialogues and paragraphs related to		X	X	X	X	X

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SLO to PLO MATRIX**

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	oneself, family and immediate surroundings.						
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X
COURSE: SPA-2							
SLO 1	Demonstrate listening and reading comprehension of clear standard discourse and authentic texts in everyday, high frequency language. Topics and materials may include, but are not limited to self, family, friends, academic work, social interactions, newspaper articles, letters, and brief narratives.	X		X	X	X	X
SLO 2	Communicate, both orally and in writing, about familiar topics and activities requiring a simple and direct exchange of information. This communication may include, but is not limited to, brief descriptions detailing experiences and impressions of self, family, academic work, and social interaction.		X	X	X	X	X
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X
COURSE: SPA-3							
SLO 1	Demonstrate reading and listening comprehension of the substance of (a) standard discourse on familiar topics and (b) clearly-delivered authentic cultural materials. These may include, but are not limited to TV programs, videos, movies, audio files, Internet sources and literary and factual texts which put forward arguments and different points of view.	X		X	X	X	X
SLO 2	Formulate and express opinions, both orally and in writing, on familiar matters as well as on topics related to Hispanic culture, history, current events and daily life. This communication may include, but is not limited to, intermediate-level verbal exchanges and short essays that put forward personal points of view.		X	X	X	X	X
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives	X	X	X	X	X	X
COURSE: SPA-8							
SLO 1	Demonstrate comprehension of standard spoken Spanish and short authentic readings	X	X	X	X	X	X

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SLO 2	Apply a range of discourse strategies to maintain dialogue and negotiate meaning while formulating and expressing opinions and wishes, making and refusing suggestions, and debating and defending personal views clearly and accurately in familiar contexts with others.	X	X	X	X	X	X
SLO 3	Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.	X	X	X	X	X	X