Section I: Language --

Several language skills are listed below. Please rank each on a scale from 1 (not essential) to 10 (most essential) for a student to be successful in the entry-level course you identified in question #3.

7) Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential

8) Use general and specialized dictionaries, thesauruses and glossaries (print and electronic) to determine the definition, pronunciation, etymology, spelling and usage of words.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential

9) Use roots, affixes and cognates to determine the meaning of unfamiliar words.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential

10) Use context to determine the meaning of unfamiliar words.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential

11) Identify the meaning of common idioms, as well as literary, classical and biblical allusions; use them in oral and written communication.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential

12) Recognize nuances in the meanings of words; choose words precisely to enhance communication.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential

13) Comprehend and communicate quantitative, technical and mathematical information.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential
Section II: Literature --

Several skills related to literature are listed below. Please rank each on a scale from 1 (not essential) to 10 (most essential) for a student to be successful in the entry-level course you identified in question #3.

14) Demonstrate knowledge of 18th and 19th century foundational works of American literature.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential  

15) Analyze foundational U.S. documents for their historical and literary significance (for example, The Declaration of Independence, the Preamble to the U.S. Constitution, Abraham Lincoln's "Gettysburg Address," Martin Luther King's "Letter from Birmingham Jail").

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential  

16) Interpret significant works from various forms of literature: poetry, novel, biography, short story, essay and dramatic literature; use understanding of genre characteristics to make deeper and subtler interpretations of the meaning of the text.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential  

17) Analyze the setting, plot, theme, characterization and narration of classic and contemporary short stories and novels.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential  

18) Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential  

19) Identify how elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) articulate a playwright's vision.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential  

20) Analyze works of literature for what they suggest about the historical period in which they were written.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential  
21) Analyze the moral dilemmas in works of literature as revealed by characters' motivation and behavior.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

22) Identify and explain the themes found in a single literary work; analyze the ways in which similar themes and ideas are developed in more than one literary work.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

Section III: Communication --

Several communication skills are listed below. Please rank each on a scale from 1 (not essential) to 10 (most essential) for a student to be successful in the entry-level course you identified in question #3.

23) Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

24) Summarize information presented orally by others.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

25) Paraphrase information presented orally by others.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

26) Identify the thesis of a speech and determine the essential elements that elaborate it.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

27) Analyze the ways in which the style and structure of a speech support or confound its meaning or purpose.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

28) Make oral presentations.

1  2  3  4  5  6  7  8  9  10
1 = not essential 10 = most essential 

29) Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision).

1 2 3 4 5 6 7 8 9 10
1 = not essential 10 = most essential

Section IV: Writing --

Several writing skills are listed below. Please rank each on a scale from 1 (not essential) to 10 (most essential) for a student to be successful in the entry-level course you identified in question #3.

30) Plan writing by taking notes, writing informal outlines and researching.

1 2 3 4 5 6 7 8 9 10
1 = not essential 10 = most essential

31) Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication.

1 2 3 4 5 6 7 8 9 10
1 = not essential 10 = most essential

32) Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.

1 2 3 4 5 6 7 8 9 10
1 = not essential 10 = most essential

33) Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic.

1 2 3 4 5 6 7 8 9 10
1 = not essential 10 = most essential

34) Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context.

1 2 3 4 5 6 7 8 9 10
1 = not essential 10 = most essential

35) Cite print or electronic sources properly when paraphrasing or summarizing information quoting, or using graphics.

1 2 3 4 5 6 7 8 9 10
1 = not essential 10 = most essential
36) Determine how, when and whether to employ technologies (such as computer software, photographs and video) in lieu of, or in addition to, written communication.

1 2 3 4 5 6 7 8 9 10

1 = not essential 10 = most essential

37) Present written material using basic software programs (such as Word, Excel and PowerPoint) and graphics (such as charts, ratios and tables) to present information and ideas best understood visually.

1 2 3 4 5 6 7 8 9 10

1 = not essential 10 = most essential

38) Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay).

1 2 3 4 5 6 7 8 9 10

1 = not essential 10 = most essential

39) Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios).

1 2 3 4 5 6 7 8 9 10

1 = not essential 10 = most essential

40) Please identify any other essential benchmarks that most first time freshmen need to be successful in your entry-level, credit bearing course:

Section V: Research --

Several research skills are listed below. Please rank each on a scale from 1 (not essential) to 10 (most essential) for a student to be successful in the entry-level course you identified in question #3.

41) Define and narrow a problem or research topic.

1 2 3 4 5 6 7 8 9 10

1 = not essential 10 = most essential

42) Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys.

1 2 3 4 5 6 7 8 9 10

1 = not essential 10 = most essential

43) Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites.

1 2 3 4 5 6 7 8 9 10
44) Report findings within prescribed time and/or length requirements, as appropriate.

1 = not essential 10 = most essential

45) Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources.

1 = not essential 10 = most essential

Section VI: Logic --

Several logical thinking skills are listed below. Please rank each on a scale from 1 (not essential) to 10 (most essential) for a student to be successful in the entry-level course you identified in question #3.

46) Distinguish among facts and opinions, evidence and inferences.

1 = not essential 10 = most essential

47) Identify false premises in an argument.

1 = not essential 10 = most essential

48) Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims.

1 = not essential 10 = most essential

49) Evaluate the range and quality of evidence used to support or oppose an argument.

1 = not essential 10 = most essential

50) Recognize common logical fallacies, such as the appeal to pity (argumentum ad misericordiam), the personal attack (argumentum ad hominem), the appeal to common opinion (argumentum ad populum) and the false dilemma (assuming only two options when there are more options available); understand why these fallacies do not prove the point being argued.

1 = not essential 10 = most essential
51) Analyze written or oral communications for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning.

1  2  3  4  5  6  7  8  9  10

1 = not essential 10 = most essential

52) Understand the distinction between a deductive argument (where, if the premises are all true and the argument's form is valid, the conclusion is inescapably true) and inductive argument (in which the conclusion provides the best or most probable explanation of the truth of the premises, but is not necessarily true).

1  2  3  4  5  6  7  8  9  10

1 = not essential 10 = most essential

53) Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions.

1  2  3  4  5  6  7  8  9  10

1 = not essential 10 = most essential

54) Construct arguments (both orally and in writing).

1  2  3  4  5  6  7  8  9  10

1 = not essential 10 = most essential

55) Please identify any other essential benchmarks that most first time freshmen need to be successful in your entry-level, credit bearing course:

Section VII: Media --

Several media-related skills are listed below. Please rank each on a scale from 1 (not essential) to 10 (most essential) for a student to be successful in the entry-level course you identified in question #3.

56) Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor).

1  2  3  4  5  6  7  8  9  10

1 = not essential 10 = most essential

57) Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal.

1  2  3  4  5  6  7  8  9  10

1 = not essential 10 = most essential

58) Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in various media.
59) Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects – if possible – and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).

60) Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems.

61) Identify the main ideas of informational text and determine the essential elements that elaborate them.

62) Summarize informational and technical texts and explain the visual components that support them.

63) Distinguish between a summary and a critique.

64) Interpret and use information in maps, charts, graphs, time lines, tables and diagrams.

65) Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.
66) Synthesize information from multiple informational and technical sources.

67) Draw conclusions based on evidence from informational and technical texts.

68) Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.

69) Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.

70) Evaluate informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal.

71) Please identify any other essential skills that first time freshmen need to be successful in your entry-level, credit bearing course.

Section IX: English subject strands essential for this course --

The following question asks you to consider the eight separate strands of English language skills and the degree to which each is essential for student success in the entry-level course you identified in question #3. (1 = not essential, 10 = most essential)

72) English subject strands essential for this course:

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73) Please identify any other essential skills that first time freshmen need to be successful in your entry-level, credit bearing course.