

# ELA 1010/2010

## Concurrent Enrollment

- PS 1 Students will demonstrate rhetorical awareness of audience, purpose, context, and genres in written and oral forms (papers and class discussions). [UVU course objectives for CE 1010](#)
- PS 2 Students will demonstrate critical reading, writing, and thinking skills, learning to inquire into issues and problems, explore and interrogate multiple perspectives, negotiate meanings across a diverse array of positions, and problematize oversimplifications. [UVU course objectives for CE 1010](#)
- PS 3 Students will demonstrate knowledge of conventions of academic writing and research. [UVU course objectives for CE 1010](#)
- PS 4 Students will craft well-reasoned written and oral arguments derived from personal and public inquiry. [UVU course objectives for CE 1010](#)
- PS 5 Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ([Writing: Standard 1](#))
- PS 6 Students will determine two or more central ideas of a text and analyze their development throughout the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ([Reading: Informational Text Standard 2](#))
- PS 7 Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ([Reading: Informational Text Standard 6](#))
- PS 8 Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation. ([Writing Standard 7](#))

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- PS 9 Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ([Writing Standard 8](#))
- PS 10 Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ([Speaking and Listening Standard 1](#))
- PS 11 Students will come to discussions prepared, having read and researched the material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ([Speaking and Listening Standard 1](#))
- PS 12 Students will work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ([Speaking and Listening Standard 1](#))
- PS 13 Students will propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ([Speaking and Listening Standard 1](#))
- PS 14 Students will respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the task. ([Speaking and Listening Standard 1](#))