



Course Objectives, Student Learning Outcomes, and Promotion Requirements

Interpretation of Achievement Scale – Writing Level 3

The goals of Writing Level 3 are for students to progress from short essay writing to more academic essay writing while gaining increasing confidence in their writing ability and to learn to effectively communicate and organize their ideas in writing. By the end of Writing Level 3, students will be able to:

- Produce a five-paragraph essay. (W3.1-W3.10)
- Effectively use prewriting methods to develop strong supporting details for their essays. (W3.2-W3.3)
- Effectively utilize a variety of sentence types in their essays. (W3.7)
- Correctly use effective transitions and connectors. (W3.4-W3.5)
- Correctly use direct quotations in their essays. (W3.1)
- Understand what plagiarism is and how to avoid it. (W3.1-W3.10)

Writing Level 3 Teaching Objectives:

1. Strengthen students' writing skills:
 - 1.1. Use standard computer formatting.
 - 1.2. Use appropriate transitions.
 - 1.3. Develop and expand ideas with details.
 - 1.4. Demonstrate a control of verb tense in timed writing exercises (modeled after TOEFL iBT).
2. Enable students to obtain proficiency in writing short and longer essays following different rhetorical patterns:
 - 2.1. Produce narrative/descriptive essays.
 - 2.2. Produce opinion/classification essays.
 - 2.3. Produce compare/contrast and cause/effect essays.

Course Evaluation

Drafted Writing Assignments	40%
Assignments/Quizzes	15%
Three Pre-Midterm Timed Writing Assignments	20%
Three Post-Midterm Timed Writing Assignments	25%



Writing Level 3 Student Learning Outcomes to Formally Assess:

Students will be able to:

For both halves of the course

- Use rhetorically appropriate grammar accurately in essays. (W3.1)
- Effectively use prewriting activities to develop ideas for essays. (W3.2)
- Create effective outlines for essays. (W3.3)
- Organize writing in a logical, coherent fashion in essays. (W3.4)
- Correctly use rhetorically appropriate connectors and transitions in essays. (W3.5)
- Develop and expand ideas through the accurate use of detail in essays. (W3.6)
- Demonstrate effective use of sentence variety (simple, compound, and complex) and complexity when writing essays. (W3.7)
- Correctly format typed essays, i.e. headings, margins, font, alignment, spacing, and indentation using MS Word. (W3.8)

For the first half of the course

- Produce short essays in the following rhetorical genres: descriptive, narrative, and opinion demonstrating command of the conventions of level appropriate grammar and usage. (W3.9)

For the second half of the course

- Produce 5-paragraph essays in the following rhetorical genres: classification, compare and contrast, and cause and effect demonstrating command of the conventions of level appropriate grammar and usage. (W3.10)

Grading Scale

EXCELLENT		GOOD		AVERAGE		REPEAT	
A+	98-100	B+	88-91	C+	78-81	R	0-70
A	95-97	B	85-87	C	74-77		
A-	92-94	B-	82-84	C-	71-73		
The student demonstrates level-appropriate English ability that is almost always accurate and is characterized by a strong competence in the SLOs listed above.		The student demonstrates level-appropriate English ability that is generally accurate and is characterized by a competence in the SLOs listed above.		The student demonstrates level-appropriate English ability that is somewhat accurate and is characterized by an emerging competence in the SLOs listed above.		The student does not demonstrate level-appropriate English ability and is incompetent in the SLOs listed above.	

Writing Level 3 Requirements for Promotion

1. Students must pass the class with a cumulative grade of C- (71%) or better.