



UCF

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UNIVERSITY OF CENTRAL FLORIDA

English Language Institute

## Course Objectives, Student Learning Outcomes, and Promotion Requirements

### Interpretation of Achievement Scale – Writing Level 4

***The goals of Writing Level 4 are for students to learn to plan and execute grammatically correct, rhetorical researched essay patterns and to develop strategies that enable them to effectively extract information from academic and other sources and to effectively and accurately communicate information in writing without plagiarism. By the end of Writing Level 4, students will be able to:***

--Write research essays and a research paper. (W4.1-W4.13)

--Effectively use academically-sound search engines to gather information. (W4.8-W4.9)

--Differentiate between primary and secondary sources in their writing research. (W4.8-W4.9)

--Correctly use APA or MLA format, including citations, in their writing. (W4.10-W4.13)

### Writing Level 4 Teaching Objectives:

1. Effectively incorporate key components into students' writing:
  - 1.1. Use clear central and supporting ideas.
  - 1.2. Demonstrate adequate development.
  - 1.3. Demonstrate logical organization.
  - 1.4. Write coherently.
  - 1.5. Use outside sources.
  - 1.6. Use grammar and mechanics accurately.
2. Obtain proficiency in rhetorical essay patterns:
  - 2.1. Produce compare and contrast essays.
  - 2.2. Produce cause and effect essays.
  - 2.3. Produce persuasive essays.
  - 2.4. Produce summary-response essays.
  - 2.5. Produce timed-writing samples (modeled after TOEFL iBT).
3. Utilize various writing techniques in research writing:
  - 3.1. Paraphrase.
  - 3.2. Summarize.
  - 3.3. Synthesize.
4. Develop an understanding of how to search for and cite academic articles for research writing:
  - 4.1. Use search engines.
  - 4.2. Understand and use primary versus secondary sources.
  - 4.3. Format papers according to APA/MLA conventions.

### Course Evaluation

Pre-Midterm Drafted Writing	40%
Summary/Response Essay	15%
Midterm Average of the Three Timed Writings	20%
Research Paper	25%



### Writing Level 4 Student Learning Outcomes to Formally Assess:

Students will be able to:

#### For both halves of the course

- Effectively apply the techniques of paraphrasing, summarizing, and synthesizing ideas from sources for researched essays. (W4.1)
- Clearly express and develop central and supporting ideas in essays. (W4.2)
- Use effective brainstorming and outlining techniques to develop and organize ideas prior to writing. (W4.3)
- Produce logical and coherent essay writing in which the development, organization, and style are appropriate to the task, the purpose, and the audience. (W4.4)
- Use rhetorically appropriate connectors and transitions in essays. (W4.5)
- Use rhetorically appropriate grammar in essays. (W4.6)
- Utilize level appropriate mechanics in essays, i.e. quotation marks, colons, and semicolons. (W4.7)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. (W4.8)
- Evaluate sources and choose acceptable academic sources for writing researched essays. (W4.9)
- Apply correct APA/MLA format to integrate information from academic sources into the text avoiding plagiarism and to document sources. (W4.10)

#### For the first half of the course

- Organize and execute researched essays of the following genres: compare and contrast, cause and effect, and persuasive demonstrating command of the conventions of standard English grammar and usage. (W4.11)

#### For the second half of the course

- Produce an effective summary-response essay in response to a reading. (W4.12)
- Produce a research paper of 5-6 pages following the correct form for American style of a research paper and demonstrating command of the conventions of standard English grammar and usage. (W4.13)

### 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 4 Requirements for Promotion

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