# Course Objectives, Student Learning Outcomes, and Promotion Requirements

## Interpretation of Achievement Scale – Writing Level 3

The goal of Writing Level 3 is for students to learn to write several types of paragraphs following different rhetorical patterns. By the end of Writing Level 3, students will be able to:

--Effectively use and recognize simple, compound, and complex sentences.

--Effectively use transition signals in paragraph writing.

## Writing Level 3 Teaching Objectives:

Develop students’ ability in progressively more advanced writing skills:

1.1. Use proper punctuation and capitalization.
1.2. Use adjectives and adverbs.
1.3. Use prepositional phrases.
1.4. Write simple, compound, and complex sentences.
1.5. Prewrite.
1.6. Outline a paragraph.
1.7. Write a topic sentence.
1.8. Write supporting sentences.
1.9. Write a concluding sentence.

## Course Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraphs</td>
<td>60%</td>
</tr>
<tr>
<td>Spelling Tests/Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

## Writing Level 3 Student Learning Outcomes to Formally Assess:

For Writing 3

- Use proper spelling, capitalization, and punctuation in paragraphs.
- Effectively use prewriting activities to develop ideas for paragraphs.
- Use adjectives and adverbs correctly in sentences and paragraphs.
- Effectively communicate ideas by correctly producing the basic parts of a paragraph: topic sentence, supporting sentences, and a concluding sentence.
- Create accurate outlines to organize ideas for paragraphs.
- Correctly format hand-written paragraphs, i.e. using headers, centering titles, utilizing margins, spacing, and indenting.
- Correctly use appropriate conjunctions and transition signals in paragraphs.
- Effectively revise and rewrite paragraphs based on instructor feedback.
- Correctly use prepositional phrases in sentences and paragraphs.
- Produce space order and listing order paragraphs demonstrating command of the conventions of level appropriate grammar and usage.
<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>REPEAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>B+</td>
<td>C+</td>
</tr>
<tr>
<td>A</td>
<td>95-97</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
<td>B-</td>
<td>C-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>0-70</td>
<td></td>
<td>78-81</td>
<td>74-77</td>
</tr>
<tr>
<td>71-73</td>
<td></td>
<td>71-73</td>
<td></td>
</tr>
</tbody>
</table>

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.