Course Objectives, Student Learning Outcomes, and Promotion Requirements

Interpretation of Achievement Scale – Writing Level 4

The goal of Writing Level 4 is for students to learn to write several types of paragraphs following different rhetorical patterns. By the end of Writing Level 4, students will be able to:

--Effectively use commas for transition signals and in compound and complex sentences.
--Effectively use pre-writing strategies to develop strong paragraphs.

Writing Level 2 Teaching Objectives:

1.1. Use appropriate transition signals.
1.2. Write a listing-order paragraph.
1.3. Write a space-order paragraph.
1.4. Write a time-order paragraph.
1.5. Write a paragraph stating reasons.
1.6. Write an opinion paragraph.
1.7. Use correct paragraph formatting such as indentation and spacing.

Course Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Percentage</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 4 Student Learning Outcomes to Formally Assess:

Students will be able to:

For Level 4

- 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.
- Correctly use a variety of sentence types in paragraphs including simple, compound, and complex.
- Produce paragraphs in the following genres: time order, reasons, and opinion, which demonstrate command of the conventions of level appropriate grammar and usage.
# Grading Scale

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>REPEAT</th>
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<tbody>
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<td>98-100</td>
<td>C+</td>
<td>R</td>
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<td>B</td>
<td>78-81</td>
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<td>B-</td>
<td>C-</td>
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<td>85-87</td>
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<td>B-</td>
<td>71-73</td>
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<tr>
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<td>82-84</td>
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</tr>
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</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 4 Requirements for Promotion

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