



Course Objectives, Student Learning Outcomes, and Promotion Requirements

Interpretation of Achievement Scale – Writing Level 9

The goals of Writing Level 9 are for students to further refine 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 9, students will be able to:

- Write research essays.
--Effectively use academically-sound search engines to gather information.
--Differentiate between primary and secondary sources in their writing research.
--Correctly use APA or MLA format, including citations, in their writing.

Writing Level 9 Teaching Objectives:

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 argumentative essay / mini research paper
2.2. Produce cause and effect essay / mini research paper
3. Utilize various writing techniques in research writing:
3.1. Paraphrase.
3.2. Synthesize.
4. Develop an understanding of how to search for and cite academic articles for research writing:
4.1. Use search engines.(UCF database)
4.2. Understand and use primary versus secondary sources.
4.3. Take part in the UCF Library Class
4.3 Format papers according to APA/MLA conventions.

Course Evaluation

Table with 2 columns: Evaluation Item, Percentage. Rows include Drafted Writing (60%), Prewriting Brainstorms and outlines (20%), and Completion of UCF Library Course (20%).



Writing Level 9 Student Learning Outcomes to Formally Assess:

Students will be able to:

For Writing 9

W9.1 Evaluate sources and choose acceptable academic sources for writing researched essays.

W9.2 Effectively apply the techniques of paraphrasing, summarizing, and synthesizing ideas from sources for researched essays.

W9.3 Produce logical and coherent essay writing in which the development, organization, and style are appropriate to the task, the purpose, and the audience.

W9.4 Use rhetorically appropriate connectors and transitions in essays.

W9.5 Use rhetorically appropriate grammar in essays.

W9.6 Utilize level appropriate mechanics in essays, i.e. quotation marks, colons, and semicolons.

W9.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.

W9.8 Apply correct APA/MLA format to integrate information from academic sources into the text avoiding plagiarism and to document sources.

W9.9 Organize and execute researched essays of the following genres: argumentative and cause & effect demonstrating command of the conventions of standard English grammar and usage.

W9.10 Produce researched and documented essays of 3 to 4 pages following the correct form for American style of a research paper and demonstrating command of the conventions of standard English grammar and usage.

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 8 Requirements for Promotion

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