

**Course Objectives, Student Learning Outcomes, and Promotion Requirements****Interpretation of Achievement Scale – Academic Writing Level 5**

The goals of Academic Writing Level 5 are for students to progress from shorter paragraph writing to longer multi-paragraphed text writing on academically oriented topics.

Academic Writing Level 5 Teaching Objectives:

1. Identify the multi-paragraph text writing process
 - a. brainstorming and outlining skills
 - b. 3-4 multi-paragraph text construction (i.e., process, opinion, and cause/effect).
 - c. self and peer-editing and feedback skills in addition to instructor feedback (punctuation, formatting, spelling, grammatical accuracy, vocabulary use, etc.)
2. Recognize and apply the component parts of cohesion and coherence in a multi-paragraph text
 - a. identify the basic essay structure with an introduction, a body paragraph, and a concluding paragraph.
 - b. write an introduction paragraph
 - i. identify and write a thesis statement
 - c. write 1-2 body paragraphs, applying major and minor details
 - d. write a concluding paragraph
 - e. identify and use transition words appropriate for the rhetorical pattern (e.g., show order of importance, show chronological sequence)
3. Demonstrate an emergent academic language use
 - a. Establish an academic vocabulary base
 - b. Demonstrate sentence variety
 - c. Distinguish formal from informal language (e.g., contractions, formal and informal use of vocabulary)
 - d. Paraphrase information from a simple text, if guided by questions
4. Write about a controlled topic at this level. See the list below:
 - a. Describe experiences, feelings and reactions; write a review of a restaurant, movie, etc.
 - b. Write a story with a simple linear sequence
 - c. Describe a familiar device or product; write instructions on how to operate a device or use a product
 - d. Explain a basic, direct relationship between a simple problem and a solution
 - e. Describe a future event or activity
 - f. Describe a past event, activity or personal experience
 - g. Describe the sequence in a process
 - h. Write about real or imaginary people
 - i. Write about a personal opinion

Course Evaluation

Prewriting and Outlines	20%
Essays: First Drafts	30%
Essays: Second Drafts	25%
2 Timed Writings (including final exam)	25%



Academic Writing Level 5 Student Learning Outcomes to Formally Assess:

Upon successful completion of this course, students will be able to:

1. Given a model, compose a multi-paragraph text (3-4 paragraphs) on an academically oriented familiar topic, following North American conventions in each of these rhetorical modes: process, opinion, and cause/effect.
2. Employ strategies to develop writing processes through planning, writing, and editing three-paragraph essays.
3. Revise based on instructor and peer feedback.
4. Analyze writing for structural and grammatical errors and recommend changes.
5. Recognize and apply the component parts of cohesion and coherence using transitions and other common discourse markers.
6. Integrate B1 vocabulary into writing.

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.	

Academic Writing Level 5 Requirements for Promotion

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