<table>
<thead>
<tr>
<th>Level 1 (High Beginning) Objectives</th>
<th>Level 2 (Low Intermediate) Objectives</th>
<th>Level 3 (Intermediate) Objectives</th>
<th>Level 4 (High Intermediate-Advanced) Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELI 1120 Writing 1</td>
<td>IELI 1220 Writing from Sources</td>
<td>IELI 2320 Writing Authentic Texts</td>
<td>IELI 2420 Writing from Academic Sources</td>
</tr>
</tbody>
</table>

Students learn to communicate meaning in a basic paragraph* by . . .
- using simple, compound and complex sentences
- displaying paragraph and rhetorical skills of organization and development

* Students can perform the writing tasks at a high-beginning level.

Given a topic, students write a well-constructed paragraph* with . . .
- a clear topic sentence
- supporting details
- transitions
- appropriate features for the genre
- a conclusion

* Students can perform the writing task at a low-intermediate level.

Students will write a well-developed and organized composition of 3-5 paragraphs or more that . . .
- uses grammar appropriate to the task, and
- follows the conventions of academic writing

Given a task, students will write a coherent essay/multi-paragraph text that . . .
- follows the appropriate rhetorical mode, e.g., comparison-contrast, cause-effect, classification, etc.
- uses outside sources.

Students display academic research skills by showing in their writing that they . . .
- evaluate sources
- gather relevant information
- use electronic library databases and the Internet for information gathering

Students display academic writing skills by showing in their writing . . .
- a clear focus and overall organization typical of various academic genres
- information that has been paraphrased/summarized from multiple sources
- acknowledgement of others’ ideas through in-text citations and reference lists
- use of language (syntax, grammar, vocabulary) that does not interfere with comprehensibility

MH (02/2022)