

# ENGLISH 110-D AND F--COLLEGE WRITING

Fall, 2005

## Course Description

To address the stated objectives of English 110

To increase students' functional vocabulary by 15 to 20%

To help students think critically and detect logical flaws in the language of others

To give them practice in the construction and expression of argumentation

The course begins with an examination of argument as "the art of influencing others, through the medium of reasoned discourse, to believe or act as we wish them to believe or act."

Questions to be considered include:

- What is the difference between an **argument** and a **quarrel**?
- Why study argument?
- How are **argument** and **persuasion** related?
- What are the major **logical fallacies** and how may they affect argument?
- How important is **credibility** in argument and how can it be attained?

Students will write a minimum of five papers of 3-5 pages each on various issues of personal concern and public controversy such as abortion, animal rights, euthanasia, substance abuse, capital punishment. Some of these papers will involve research in the library and use of the Internet and will need to be documented using acceptable styles which will be made available. Student groups will be used on occasion for peer review of writing. All assigned out-of-class papers are graded with comments. Students will revise their papers as necessary and the final revision graded will be the student's permanent grade for a particular paper. By this means students will be able to work up to their highest potential as writers. Grading is done on a graduated basis with later work counting more than earlier. As a general rule, work before mid-semester will count 40% and work done after mid-semester will count 60% of the final grade.

There will be four vocabulary tests based on our study of the text, *30 Days to a More Powerful Vocabulary*.

Prompt and regular class attendance is required. Over two unexcused absences are considered excessive. Repeated absences or tardies that are unexcused result in reduction of grade.

**STUDENTS ARE EXPECTED TO ATTEND TO THEIR PERSONAL NEEDS BEFORE CLASS BEGINS. LEAVING AND RETURNING TO THE CLASSROOM ONCE CLASS IS UNDERWAY IS STRONGLY DISCOURAGED EXCEPT IN THE CASE OF GENUINE EMERGENCY.**

## Course Objectives

Objectives for English 110-A1 incorporate the following English Department objectives for college composition:

- Students will develop a more sophisticated writing process including methods of invention, peer response, revision, and editing that result in clear, effective, well-edited public pieces.
- Students will develop a more sophisticated understanding of the relationship of purpose, audience, and voice, including an awareness that writing expectations and conventions vary within the academy and in professional and public discourse.
- Students will develop an appreciation of writing's capacity to change the writer and the world.
- Students will experience:
  - ✓ Writing to persuade by analyzing, interpreting, researching, synthesizing, and evaluating a wide variety of facts and claims.
  - ✓ Writing to an academic audience.
  - ✓ Writing to a non-academic audience.
  - ✓ Writing for their own purposes and/or audiences.
  - ✓ Writing on the spot.

## Grading Policy

The following grading standards apply to writing done in and out of class:

- A** Writing of this quality is characterized by originality of thought, felicity of expression and coherence of structure. Writing must not only be free of gross mechanical mistakes, it must also display some sophistication of style marked by syntactical variety and precision of word choice. The writing must be knowledgeable and interesting. The reader may think "I wish I had written that." In short, **A** writing displays a uniform excellence in content and expression.
- B** This writing is expected to display some originality of thought, but it is not held to the same high standard as the above. Writing may have a few errors of usage, but nothing as serious as subject-verb disagreement, dangling modifiers and sentence fragments. Sentences should be somewhat varied to avoid monotony. A definite organization and progression of thought must be evident. While this writing does not measure up to the highest level, it is still obviously above the average in content and expression.
- C** Writing of this level will display a fair number of mechanical problems of usage and organization. There may be a few serious grammatical errors and a lack of syntactical variety, leading to a monotony of expression. Although there is some attempt at

structure, the organization is not as close-knit as in the preceding levels. This writing displays some effort of original thinking but falls far short of honor level work.

- D** As college level writing this is not acceptable. There is minimal or no control of grammar, punctuation and spelling. Little or no attention is paid to paragraphing, and the content is garbled and unoriginal. Sentences, when they are not fragments, are predominately simple, boring and repetitive. This writing is a serious warning sign that something is definitely wrong. Either no effort was put into this essay or the student needs extensive help in the Writing Center.
- F** Unacceptable in all respects. Serious grammatical and punctuation errors abound. Thought is immature, and organization is extremely weak or nonexistent with no attention paid to paragraphing.

### **Academic Integrity**

Students in English 110-A1 are expected to abide by the Elon College Honor Code.

### **Textbooks**

*30 Days to a More Powerful Vocabulary* by Funk and Lewis  
*Current Issues and Enduring Questions*, ed. by Barnett and Bedau  
*Hamlet* by William Shakespeare

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