

# Composition Course Entry Level Skills

## Composition

The student

1. narrows a broad topic and composes an effective thesis statement appropriate to analytical essays of various lengths (750-2,000 words).
2. develops an analytical essay with support paragraphs unified by the thesis statement and begun with topic sentences.
3. frames an essay with effective introductory and conclusion paragraphs.
4. achieves coherence in essays by means of order of ideas, transitions, repetition of key terms, consistency of tense and person, and clear pronoun reference.
5. composes analytical essays using various methods such as argumentation, cause and effect analysis, comparison and contrast, classification, and definition.
6. composes argumentative essays employing valid evidence (facts, stats, reasoning), avoiding fallacies, and

## Conventions

### Entry Level English 110

**Grammar:**

The student

1. has no more than an occasional fragment, comma splice, run-on, or dangling modifier per 750-2,000 words of out-of-class writing.
2. uses correct verb forms in appropriate sequence.
3. observes the rules of subject-verb agreement and pronoun-antecedent agreement and clear reference with only very rare lapses in complicated sentences.
4. can use overlapping conventions--such as punctuation, diction, grammar, usage--to create style in sentences of some sophistication.

**Syntax:**

The student

1. can maintain word order for Standard Written English in long, complicated sentences.
2. very rarely misplaces modifiers.

**Sentence Skills:**

The student

1. can write sentences of varied length and complexity.
2. can incorporate subordinate sentence structures into long sentences.
3. produces logical and unified sentences.
4. avoids mixed sentence structure.
5. does not omit necessary words.
6. uses parallelism with only occasional flaws.
7. distinguishes between direct and indirect discourse and maintains a clear point of view.

**Punctuation:**

The student

1. has only rare errors with commas.
2. uses semi-colons and apostrophes correctly.
3. uses quotation marks correctly.
4. uses dashes correctly.

## Style

The student

1. can write sentences in a variety of structures.
2. can revise sentences for economy of expression.
3. can edit and revise essays for logic and clarity.
4. recognizes that specific sentence structures are options for the expression of ideas within paragraphs and essays.
5. understands how conventions—such as punctuation, diction, syntax, grammar, and usage—can affect the style of the sentence.
6. can write in a formal academic style and informal writing style.
7. maintains consistency in tone and style.

## Composition

- utilizing an appropriate and persuasive tone,
7. composes effective summaries, analytical reports, and objective descriptions,
  8. responds in an organized and effective way to in-class, essay exam questions,
  9. synthesizes information gathered in research and incorporates it smoothly into text,
  10. acknowledges sources and cites according to conventional system such as MLA.

## Conventions

### Diction:

The student

1. rarely misspells words,
2. checks dictionary or handbook to eliminate most errors with homophones,
3. uses precise words most of the time,
4. understands formal usage,
5. can use a dictionary for most reference functions.

### Mechanics:

The student

1. uses correct capitalizations,
2. recognizes the need to use a handbook for usage of abbreviations and numbers,
3. knows uses of italics,
4. is able to follow directions for assigned manuscript form.

## Style

## Entry Level English 110 Continued

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