ENGLISH COMPOSITION II

This exam assesses three aspects of one process: writing an effective research paper. It evaluates students' ability to successfully write such a paper, including knowledge of gathering the necessary information, organizing the information, and writing in clear prose. In addition, the exam assess students' ability to formally document their sources in an appropriate format. (3 credits)

- **Test format:** 5 tasks described in the **sample tasks section** below.
- **Passing score:** 70% (70/100 points).Your grade will be reported as CR (credit) or NC (no credit).
- **Time limit:** 3 hours

OUTCOMES ASSESSED ON THE TEST

- Formulating the thesis for an essay or research paper

- Composing a short research proposal

- Composing effective introductory, body, and concluding paragraphs

- Demonstrating an understanding of college-level research and how its application

- Using quotations and paraphrased information to support the thesis in essays and research papers

- Compiling a Works Cited (MLA) or References list (APA) correctly

- Correcting common grammatical, punctuation and mechanical errors

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TOPICS ON THE TEST AND THEIR APPROXIMATE DISTRIBUTION

The table below indicates the main topics covered by this exam and the approximate percentage of the exam devoted to each main topic. It is important to review these topics to determine how much prior knowledge you have and/or how much additional study is necessary. To assist with refreshing and enhancing your knowledge of the ideas, concepts, and theories for this subject, links to free and openly licensed review materials are included for each topic.

Writing a Research Proposal (10%)
Key concepts: Writing a thesis statement; knowing your audience; addressing counter-arguments; using research to support your position

Resource

Writing for Success
- Chapter 6: Writing Paragraphs: Separating Ideas and Shaping Content
  - Section 6.1: Purpose, Audience, Tone and Content
- Chapter 9: Writing Essays: From Start to Finish
  - Section 9.1: Developing a Strong, Clear Thesis Statement
- Chapter 11: Writing from Research: What Will I Learn?
  - Section 11.2: Steps in Developing a Research Proposal

Handbook for Writers
- Chapter 7: Researching
  - Section 7.1: Organizing Research Plans

The Informed Writer: Using Sources in the Disciplines
- Chapter 10: Writing the Research Paper
  - p. 177: "The Proposal"
  - p. 180: "Sample Proposal"

Writing Commons
- Consider Your Audience
- Thesis Statements
- Textual Research
- Empirical Research

Effective Technical Writing in the Information Age
- Chapter 6: Writing Documents for Classes
  - Proposals

Methods of Discovery
- Chapter 4: Finding and Evaluating Research Sources

Writing an Argumentative Essay (35%)
Key Concepts: Writing an introduction including an essay blueprint; writing a body that supports the thesis; acknowledging objections and limitations; writing a conclusion

Resource

Writing for Success
- Chapter 9: Writing Essays: From Start to Finish
  - Section 9.4: Writing Introductory and Concluding Paragraphs
- Chapter 10: Rhetorical Modes
  - Section 10.9: Persuasion
- Chapter 15: Readings: Examples of Essays
  - Section 15.10: Persuasive Essay

Methods of Discovery
- Chapter 1: [All Writing is Argumentative](#)

Writing Commons
- [The Thesis](#)
- [How to Write an Engaging Introduction](#)
- [How to Write a Compelling Introduction](#)
- [Think Rhetorically](#)

The Informed Writer: Using Sources in the Disciplines
- Chapter 10: [Writing the Research Paper](#)
  - p. 188: "[Sample Research Paper Using MLA Documentation Style](#)"

Using Proper In-Text Citation (15%)
Key Concepts: *Summarizing sources; quoting; paraphrasing*

Resource

The Informed Writer: Using Sources in the Disciplines
- Chapter 3: [Paraphrasing: The Author's Thoughts in Your Words](#)
- Chapter 4: [Summarizing: The Author's Main Ideas](#)
- Chapter 11: [A Guide to Reference and Documentation](#)
  - p. 202: "[Methods of Reference](#)"
  - p. 204: "[Punctuating References](#)"
  - p. 209: "[In-Text Mention](#)"
  - p. 212: "[Modern Language Association Bibliographic Form](#)"
  - p. 216: "[American Psychological Association Bibliographic Form](#)"

Effective Technical Writing in the Information Age
- Chapter 5: Using Sources
  - [Author-Year System: In-Text Citation](#)
  - [Anatomy of a Well-Cited Paragraph](#)
  - [Blending Source Material with Your Own Work](#)

Citing Reference Sources (15%)
Key concepts: *Using MLA or APA format; alphabetizing sources; citing print and online sources*

Resource

Methods of Discovery
- Chapter 5: [Acknowledging Sources and Avoiding Plagiarism](#)
- Unit 2: MLA Citation
  - 2.3: [Citing Websites](#)
  - 2.2: [Formatting a Works Cited Page in MLA](#)

[Referencing and Citation Style Guides: MLA. APA. SCE. Chicago](#)

Recognizing and Correcting Errors (25%)
Key concepts: *Recognizing and correcting grammar, punctuation, and mechanical errors. Error types: noun/pronoun agreement, subject/verb agreement, colon/semicolon usage, comma usage, quotation*

mark usage, verb usage, verb tense, sentence fragment, fused sentence, punctuation, possessive, parallelism, spelling, capitalization.
Resource

Effective Technical Writing in the Information Age
   ● Chapter 1: <u>Improving Your Style</u>
   ● Chapter 2: <u>Punctuation, Mechanics, Capitalization, and Spelling</u>

Rhetoric and Composition   ● <u>Grammar and Mechanics</u>

Writing for Success
   ● Chapter 2: <u>Writing Basics: What Makes a Good Sentence?</u>
   ● Chapter 3: <u>Punctuation</u>

Handbook for Writers
   ● Chapter 15: <u>Sentence Building</u>
   ● Appendix A: <u>Writing for Nonnative English Speakers</u>

STUDY MATERIALS

This is a comprehensive list of the materials used in this test description. We encourage you to explore these resources to make sure that you are familiar with multiple perspectives on the topics above. All of these resources are openly licensed, which means that they are free to be <u>revised, remixed, reused, redistributed, and retained</u>, so long as their unique terms are followed. You can learn more about open licensing <u>here</u>.

Title	License
(2012). *Writing for Success* (v. 1.0). Washington, D.C.: Saylor Academy.	CC BY-NC-SA
(2012). *Handbook for Writers* (v. 1.0). Washington, D.C.: Saylor Academy.	CC BY-NC-SA
Moxley, J. (n.d.) *Writing Commons*.	CC BY-NC-ND
Zemliansky, P. (2014). *Methods of Discovery*.	CC BY-NC-SA
Schall, J. (n.d.). *Style for Students Online*. University Park, PA: Pennsylvania State University.	CC BY-NC-SA

In addition to the materials listed above, you can also prepare for this exam with a writer's handbook, which you can use while testing. Use a current edition. Whatever handbook you select, make sure to familiarize yourself with the sections that cover the test topics. Below is a list of recommended handbooks.

Title
Glen, C., & Gray, L. (Eds.) *Hodges' Harbrace Handbook*. Boston, MA: Wadsworth/Cengage
Lunsford, A. *St. Martin's Handbook*. New York, NY: Bedford/St. Martin's.
Smires, C., & Martin, M. *Research for Writers: Advanced English Composition*. Dubuque, IA: Kendall Hunt.
Pudue Online Writing Lab. West Lafayette, IN: Purdue University.

SAMPLE TASKS

The tasks below are designed to help you study for your TECEP. Completing these tasks does not guarantee a passing score on your exam.

Please note that the tasks below **will not** appear on your exam.

Task 1

Choose **one** of the topics below and write a three-paragraph proposal for a research paper about the topic. The proposal should include a working thesis statement, information about your potential audience, a plan for addressing counter arguments, and an explanation of how you would use research in the paper.

> *Topic #1: Besides eating a healthy diet and exercising regularly, what are the most important habits for leading a healthy lifestyle?*
>
> *Topic #2: Some people argue that countries with severe human rights violations should not receive aid from developed "leader" nations. Other people disagree. Defend a position on either side of this issue.*

Task 2

Write an argumentative essay of at least four paragraphs, using the same topic and some of the information you included in your research proposal. Be sure to acknowledge and address the objections to your argument. Your essay should be written in a formal, academic style and should include an introduction, body, and conclusion.

Task 3

Write a two-paragraph essay based on the two passages below. In the first paragraph, summarize both of the passages. In the second paragraph, provide your own commentary on the topic. You must quote word for word at least two times, and you must paraphrase at least once.

The following passage is adapted from an article titled "The Nightmare of School Lunches" by Ann Cooper. The article was published in Progressive in 2010. The passage below is taken from page 25 of the original article.

Passage 1

We're in the throes of an **obesity** crisis, and diet-related illness is on the rise. The CDC has stated that of children born in the year 2000—those ten-year-old kids in fourth or fifth grade this year—one out of every three Caucasians and almost one out of every two African American and Hispanics will contract diabetes in their lifetime, most before they graduate high **school**.

All because of what we feed them!

And what we do feed children in most **schools** is certainly not the beautiful food of the farmers' markets. In most **schools**, the fare is a mix of chicken nuggets, tater tots, corn dogs, and more depressing stuff (not really food) than I care to mention. Cheap, cheap food that costs less than $1 a day.

As parents and caregivers, we buy our kids the best. The best sneakers, certainly the best car seats, jeans that can cost $50–$100 a pair. We buy our kids swimming lessons, music lessons—I could go on and on.

But for some reason, as a nation we seem unwilling to invest more money into the National **School** Lunch Program. In bills to reauthorize the National **School** Lunch Act, both the Senate and the House are proposing an increase of a measly six cents for **school** lunch, and still reauthorization hasn't happened. You can't buy an apple at any of the farmers' markets for twenty-five cents, yet we seem resistant to increase our children's **school lunches** by even that much.

Our children's health is a priority. We want, we demand, that Congress increase funds for **school** meals.

The following passage was taken from an article titled "The Feud over Food: The Truth about the School Lunch Wars" by Stephane Johns. The article was published in District Administration in 2010. The passage below is taken from pages 21-22 of the original article.

Passage 2

A 2008 survey of middle- and high-school principals in 40 states conducted by the federal Centers for Disease Control and Prevention found that the number of schools limiting carbonated soft drinks had increased to 63 percent from 38 percent in 2006.

While there has been progress, the survey also found large variations in access to junk food in public schools. Self-reported data from the CDC survey found that, in some states, such as Connecticut, Hawaii and Maine, students could not purchase candy and salty snacks at more than 80 percent of schools; however, this was true in only 18 percent of schools in Utah. To bridge that gap, some factions are fighting to increase prohibitions and block student access to less healthy snack foods and beverage options.

"We know that states with laws regulating the competitive food environment are doing well," writes American Heart Association President Clyde Yancy. "Strong public policy initiatives could close the gap in areas that have yet to improve nutrition standards."

On the other hand, some critics decry overarching policies, such as the recent New York City ban on school bake sales. According to various published news reports and blogs on the subject, many parents resent the intrusion the so-called "food police" have made into some classrooms across the nation where birthday cupcakes are now forbidden.

In truth, tackling obesity is more complicated than creating lists of foods that "thou shalt not eat." No studies prove that children who eat more fruits and vegetables are thinner than classmates who eat only french fries and milkshakes. "Poor diet and physical inactivity may not be primary causes of the current obesity epidemic," writes Tom Baranowski in the *International Journal of Behavioral Nutrition and Physical Activity* (2009). Ethnicity, genetics and geography also play a role.

Task 4

Compile a four-source bibliography from the information below, using either MLA or APA format. Use your writer's handbook to help with this task. If you are testing online, use the underscore function just before and after the word(s) you need to underline (e.g., _underlined words_) to indicate underlining. To indicate italics, use asterisks (e.g., *italicized words*).

The Works Cited page (MLA) or Reference List (APA) should be alphabetized by the last names of the source authors.

Life is a Rebellion is a book of articles that examine the life and times of many of the radicals from the 1960's. John Gray collected these articles and McMillan Publishers in New York City published the 2013 collection. The website for the publisher is *mcmillanpub.com*.

Business Communication's current issue (May 2014) focuses on leadership with the first article, "Leading Around the World," discussing the challenges of intercultural communication and the

leadership issues that result. Following the "Letters to the Editor," the article begins on page five and concludes on page twenty-six. This sixth volume, seventh issue of *Business Communication* has been recommended for an award from several professional societies.

If students use *Google Scholar*, they often can find books that have expired copyright dates. Adam Johnson's 1905 book, *The Rules of Grammar,* is an example of such a book. This book, located entirely on the web, was originally printed by Newmann Printing in Boston, Massachusetts. Later editions were printed by Millhouse Printing in New York City.

Many web pages have no authors or dates of publication. These web pages are less reputable as sources because oftentimes, only the web address and web title appear in a References list. *Healthy Eating*, located at *healthyeating.com* is an example of this kind of web page.

Task 5

The following paragraphs contain 10 common grammatical, punctuation, and mechanical errors. Correct the errors. If you are testing online, you will make the corrections in a textbox. If you are testing on paper, you will make the corrections in the test booklet.

Distance education classes for college begins as mail-order courses that had books and tests which were mailed to students. After completing the requirements students would mail there work to the college for grading. This form of education evolved into class lectures recorded audibly onto tapes that students played in their homes or workplaces. With the advent of video recordings, students received the class lecture in a film format and were able to watch lectures as well as hear it. The Internet, however, changed the approach of distance education so that students who do not have access to local colleges began taking college classes via Internet.

Since their inception, Internet classes have changed the face of American college education. In todays world, anyone is able to take college classes as long as they can access the Internet. Ivy League schools, state universities and local community colleges are targeting adult learners with free or for credit classes. Many companies are successfully marketing their learning platforms to these schools so that students are able to complete the following tasks from the comfort of their own homes; exams, writing assignments, discussion forums, and they can view videos about the subject matter of the lesson for that week.

Evaluation

The mentors evaluating your work will focus on the following features:

Task 1: Writing a research proposal

- Includes a clear thesis statement and appropriate supporting arguments
- Identifies an appropriate audience
- Identifies potential counter arguments and a plan for addressing them
- Identifies what research is needed and how different types of research are used
- Uses appropriate grammar, punctuation, and mechanics

Task 2: Writing an argumentative essay

- Includes appropriate content in the introduction
- Presents at least two logical supporting arguments
- Includes potential objections to the thesis and arguments for/against objections
- Uses appropriate grammar, punctuation, and mechanics

Task 3: Using proper in-text citation

- Writes a summary paragraph and a response paragraph
- Quotes correctly at least twice and paraphrases at least once
- Uses appropriate grammar, punctuation, and mechanics

Task 4: Citing reference sources

- Uses citation style (APA or MLA) consistently
- Creates complete citations
- Arranges entries in alphabetical order
- Uses appropriate grammar, punctuation, and mechanics

Task 5: Recognizing and correcting errors

- Corrects ten (10) errors in two (2) provided paragraphs