

**Seattle Central Community College**  
**Credit by Examination**

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**Course Title: ENGLISH COMPOSITION**

**Course Number: ENG 102**

**Credits: 5**

**Instructor: Nada Oakley (206) 587-2928**

**Prerequisite(s): English 101**

Students must have successfully completed English 101. It is assumed that students entering (or challenging) English 102 have competency in all of the learning outcomes for English 101 before beginning the English 102 course work.

**Course Description:**

English 102 focuses on helping students to produce a fully researched and correctly documented analytical/argumentative essay of approximately 15 pages in length. To this end, students learn advanced researching techniques and the Modern Language Association (MLA) citation system. Students must also hone their critical thinking, reading and writing skills.

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**Learning Outcomes with Performance Standards**

At the end of English 102, students should be able to do the following:

1. Recognize and create developed analytical arguments
  - Read critically for ideas, connections and conclusions
  - Analyze various rhetorical strategies
  - Evaluate an essay's intellectual worth
  - Recognize and counter various logical fallacies
  
2. Search out and select balanced, scholarly materials
  - Utilize various tools and approaches to locate material
  - Understand the difference between scholarly and popular materials
  - Evaluate the worth of materials collected from library/Internet searches
  - Compile an array of varied materials to adequately support a 15 page research paper
  
3. Master MLA paper format and citation processes
  - Recognize and avoid plagiarism through proper crediting
  - Understand correct paraphrasing and correct crediting of paraphrases
  - Differentiate paraphrases from summaries

- Use summaries, quotations and paraphrases appropriately in the researched essay
  - Demonstrate the correct use of crediting strategies
  - Show a mastery of the paper's correct, keyboarded physical format as specified by MLA
4. Produce a fully documented research paper with approximately 15 pages of text plus appropriate apparatus as required by the specific project
- Write a suitable and supportable argumentative thesis
  - Plan and execute an academic outline flowing from the thesis statement
  - Develop a sustained argument which both follows the outline and grows from the thesis
  - Employ college-level writing and thinking skills
  - Utilize scholarly sources as appropriate in support of the argument
  - Provide a logical, well-developed conclusion for the research essay
  - Create appropriate supporting appendices and content endnotes, as needed
  - Append a complete works-cited section to the essay

### **Instructional Texts**

*Writing Research Papers* (9th edition) by Lester  
*Bedford Guide to the Research Process* by Johnson  
*Elements of Argument* (5th edition) by Rottenberg  
*World of Ideas* by Jacobus

### **Overview of the Exam Process**

This challenge exam description is intended to be used in conjunction with the English 102 Learning Outcomes and Performance Standards handout. The major learning outcomes listed on the handout constitute a portion of the points that must be earned in order to successfully pass the English 102 challenge examination. The total points possible among the four sections is 100, and the student must earn a minimum of 75 of those points (equivalent to a decimal grade of 2.0) to pass the challenge exam. These four sections are divided into three examinations which must be turned in sequentially and receive a passing grade of at least 75% (2.0) before the student proceeds to the next section.

Once work on the English 102 challenge exam commences, the student must complete the process within one month.

\*Throughout the English 102 challenge exam, it is assumed that the student's writing skills are at the college level. Thus basic sentence structure, grammar, punctuation and spelling are always factors as is the ability to construct an essay (English 101 level skills).\*

## **The Exam Process**

1. The student should contact the instructor to hold a brief (15 minute) interview, either by telephone or in person, to clarify the process and discuss the student's previous writing background.
2. Within one week of the first meeting date, the student must turn in a keyboarded, double-spaced critique of a journal (NOT 'magazine') article that he or she plans to use in support of the research paper. The student will bring the chosen article to the critique portion of the exam. In the critique the student should provide a brief summary of the article and then discuss the author's major assumptions, support, logic and concluding assertions. The student should also include several paragraphs of his or her assessment of the scholarly value of the article. The critique, which should be approximately three pages long, must have a copy of the article appended. This writing is timed and the student will have two hours to complete the work. The critique is worth 20 points and the student must earn a minimum of 15 of those points to proceed to the next step in the process.
3. Within an additional week after successful completion of the critique, the student must turn in a full works-cited page or pages (in correct MLA format), a thesis statement for the argument and an academic outline showing the development of the argument. All together these elements are worth 30 points, and a minimum of 22 points must be earned in order to proceed to the final step.
4. Within two weeks after meeting the minimum requirements for the sources, thesis, and outline, the student must present the completed research paper. The paper should have approximately 15 pages of text (13 to 18 pages is an appropriate range) and be accompanied by a title page, outline, content (not 'citation') endnotes, appendices (if needed), and a works-cited page (or pages). Following receipt of the paper, the instructor will notify the student of which section of the paper the student is to write a precis. The student will have one hour in a timed setting to complete this element. The paper and precis together are worth 50 points and the student must earn a minimum of 38 points to pass this portion of the exam.

## **Exam Evaluation**

Each step of the English 102 challenge exam will be evaluated according to the performance standards listed in the English 102 learning outcomes handout and MLA requirements. The product of each section of the exam will normally be evaluated and the student notified of the results within one to two days of the instructor's receipt of the materials. A point total for the student will be kept and a final decimal grade awarded based on Seattle Central Community College's standards for the conversion of percentages to decimal grades.

## **Other Considerations**

Since MLA crediting and format requirements are quite demanding, the student would be well advised to keep a copy of James Lester's *Writing Research Papers* (9th edition) at hand throughout the process. There are more general handbooks which purport to be guides to MLA, but they do not provide adequate detail and may be insufficient for more complex crediting or format situations. Learning and correctly using MLA rules is one of the central learning outcomes for this course.

It is important to meet the timetable requirements for completing the challenge exam process. Extensions cannot be given for any reason once the process has begun. The times stated in the challenge process explanation are the maximums that can be allowed, but the student is always free to exceed those maximums. (In other words, once one section of the exam has been approved, the student is free to submit the next section as soon as he or she wishes.)