

## ENGLISH COMPOSITION I

This test of basic college-level writing ability in English requires writing a number of short responses, each involving different topics and audiences, and a somewhat longer formal essay. The student's writing is evaluated on the basis of organization, grammatical correctness, clarity of expression, and appropriateness of style to the audience addressed. This examination satisfies the first three semester hours of the College's English Composition requirement. (3 s.h.) ENC-101-TE

The English Composition I examination is a **two-hour** test of your ability to write in English in a manner that is grammatically correct, clear, and appropriate to the particular audience being addressed. The examination calls for four brief responses, one or two paragraphs in length, and one longer and more thoroughly developed response (the essay). A passing score is **70** out of 100 points.

You can take certain steps both before and during the test to make sure that you demonstrate your best level of writing. These are described below:

1. While there are no 'grammar' questions in the test, you will be expected to use standard written English throughout the test. If you are aware of certain points of grammar which always give you trouble, (for example: "lie" vs. "lay," "who" vs. "whom," etc.) or certain words which you often seem to confuse (such as "effect" vs. "affect"), it will be helpful for you to review these in any handbook on English composition.
2. Although spelling is less important than clear thinking and expression, proper spelling clearly will contribute to the overall impression your writing makes. **Therefore, you are encouraged to bring a spelling aid, such as a dictionary or an electronic spelling guide, to use during the examination.**
3. The way in which you write, including your choice of words and the structure and tone of your communication, should be determined in large part by the person or persons you are addressing, or, to use a technical term, by your audience. A type of writing that is suitable for a personal communication may be quite inappropriate for a letter written to a prospective employer. The kind of writing that you address to a group of persons you know well (for example, describing a field trip to your rock collecting club) will differ substantially in content and approach from the kind of writing in a more formal situation (for example, explaining a change in accounting procedures to the shareholders of a small corporation).

Think in some detail about the many kinds of writing that are called for in different situations having different audiences and communicative purposes. A useful 'warm-up' activity would be to imagine a particular situation, and write out a sample paragraph or two in which you attempt to use the vocabulary, style, and overall approach most appropriate to it. If you have access to an English instructor or other qualified individual, you might ask him or her to review your work both on an overall basis and from the viewpoint of "audience appropriateness."

4. You should prepare by obtaining a handbook for English Composition. The *Harbrace Handbook* is an excellent example. Many other college-level handbooks also are available and appropriate.

Whatever handbook you use, read and absorb the following sections. They will help you to prepare for writing the short compositions and the essay.

Working with Paragraphs  
Planning and Drafting Essays

Revising and Editing Essays  
Writing under Pressure

**Bring whatever handbook you have worked with to the test site to use during the examination.**