

Am I Ready to Challenge English 102: Research Writing?

(This document is only for student self-assessment.)

Please read carefully to help you determine if you are ready to take the English 102 Challenge Exam.

Your self-assessment is not a guarantee that you will pass the English 102 Challenge Exam. Faculty with expertise in the subject matter pertaining to academic research writing and course outcomes will evaluate your exam to determine if it provides sufficient evidence that you have demonstrated college-level mastery of the English 102 course content. **Enrolling in English 102 may be your best option.**

NOTE: Part One of the test must be completed successfully before attempting Part Two; Part Two must be successfully completed before attempting Part Three.

Exam Objectives

This exam will test your knowledge and skills related to the following objectives, which are based on the English 102 learning outcomes.

1. Continue to demonstrate competency in the course outcomes for English 101:
 - Read and respond thoughtfully and analytically
 - Control a main idea
 - Develop and organize support for a main idea
 - Develop a logical argument
 - Identify and write for a specific audience
 - Use writing that is appropriate for an academic setting
 - Write clearly, concisely, and vigorously
 - Use correct spelling, punctuation, and grammar
 - Use basic word-processing skill to produce and revise a text written from a prompt
2. Read critically, synthesize, and evaluate information
3. Use selected research tools to locate appropriate information sources
4. Develop a focused thesis to address a guided prompt
5. Conduct a review of the literature for a specific topic
6. Understand what constitutes evidence in a specific academic discipline
7. Use valid evidence to support claims
8. Understand and use MLA and APA formats for organizing a multi-source essay
9. Understand and demonstrate the ethical responsibility of the research writer to explore multiple perspectives on a topic and to cite sources and report findings accurately

The last five objectives (5-9) will be demonstrated through submission of a previously-written **argumentative research essay** that includes sources documented within the body of the text and with a properly formatted Works Cited

or References page attached. (See **rubric** for further explanation of expectations for written work.)

**Rubric for English 102 Challenge Exam: Part One
Summary and Rhetorical Analysis Essay**

Criteria	Meets Expectations	Does Not Meet Expectations
Basic format: Introduces authors and titles of articles/essays addressed in analysis		
Summary: Demonstrates clear understanding of each writer’s main ideas and represents those ideas accurately and fairly		
Rhetorical Analysis: Considers authors’ purpose, audience, tone, and style; shows evidence of critical reading and analysis of texts; cohesiveness of essay shows understanding of thesis with support; organization and language demonstrate understanding of rhetorical practices and purposes		
Citations: Includes internal citations consistent with MLA or APA citation style; includes a Works Cited or References page consistent with MLA or APA citation style		
Grammar and Mechanics: Follows standard grammar and spelling conventions with minimal errors; uses punctuation according to standard practice with minimal errors		

Comments:

**Rubric for English 102 Challenge Exam: Part Two
Annotated Bibliography**

Criteria	Meets Expectations	Does Not Meet Expectations
General: Bibliography contains 6-8 appropriate sources; i.e., peer-reviewed scholarly articles, government documents, books by reputable authors, articles from nationally-recognized newspapers		
Citations: Completed a citation for each source consistent with APA style guidelines		
Annotations: Accompanied each citation with an annotation of 100-150 words that demonstrates an understanding of the author's main points, rhetorical style, and any obvious short-comings or inconsistencies in the text		
Grammar and Mechanics: Demonstrates a command of standard written English grammar and spelling; work exhibits few punctuation errors; annotations are formatted in a consistent style		

Comments:

**Rubric for English 102 Challenge Exam: Part Three
Documented Research Essay**

Criteria	Meets Expectation	Does Not Meet Expectations
Basic: Six to eight (6-8) pages in length		
Sources: Incorporates at least five (5) appropriate sources; i.e., peer-reviewed scholarly articles, government documents, books by reputable authors, articles from nationally-recognized newspapers sources; cite in text and on References page using APA citation style		
Argumentative thesis: Contains a clear thesis that sets up argument supported by incorporation of sources, minimal personal experience and anecdotal evidence		
Rhetorical knowledge: Demonstrates understanding of rhetorical conventions through incorporation of logical, ethical, and pathetic appeals appropriate to topic and stance		
Critical Reading: Demonstrates critical reading skills through accurate representation of source material when used to support own claims		
Summarizing, quoting, paraphrasing: Demonstrates understanding of appropriate and fair use of source materials through summarizing, quoting, and paraphrasing with internal citations using APA citation style		
References page: Includes an APA-style References page, exclusive of minimum page-length requirement for essay		

Criteria	Meets Expectation	Does Not Meet Expectations
Grammar and Mechanics: Demonstrates a command of standard written English grammar and spelling; exhibits few punctuation errors		

Comments:

This rubric is based on the Value Rubric developed at the state level for Written Communication, specifically English 102

English 102	Proficient	Adequate	Entry Level	Not Prepared
	Student has achieved outcomes & understands relevance & application	Student has achieved outcomes but w/minimal awareness of application	Student has entry-level awareness of content and applications	Student lacks fundamental knowledge & concepts
Rhetorical Knowledge				
Adopts strategies & genre appropriate to the rhetorical situation				
Addresses readers' biases & assumptions with well-developed, evidence-based arguments				
Critical Thinking, Reading, & Writing				
Evaluates information & sources critically	Analyzes own & others' assumptions & carefully evaluates relevance of contexts when presenting a position	Identifies own and others' assumptions & several relevant contexts when presenting a position	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than own or vice versa	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position
Uses summary, paraphrase, quotation, & synthesis to present information & arguments				
Process				
Develops inquiry-based strategies for research (to support exploration, not just confirmation)	Develops a logical, consistent plan to solve problem/gather information & recognizes consequences of	Having selected from among alternatives, develops a logical, consistent plan to solve the problem/gather	Considers and rejects less acceptable approaches to solving problems/gathering information	Uses only a single approach to solve a problem/gather information

English 102	Proficient	Adequate	Entry Level	Not Prepared
	solution/analyzes information and can articulate reason for choosing solution	information		
Develops processes for tracking, organizing, & using source material				
Knowledge of Conventions				
Demonstrates control of surface features such as syntax, grammar, punctuation, & spelling				
Documents sources using appropriate citation style & format				
Structures writing to distinguish writer's ideas/voice from ideas/voice of source(s)				
Information literacy				
Accesses information from a variety of sources	Accesses information using effective, well-designed search strategies and most appropriate information sources	Accesses information using a variety of search strategies and some relevant information sources. Demonstrates ability to refine search	Accesses information using simple search strategies, retrieves information from limited and similar sources	Accesses information randomly, retrieves information that lacks relevance and quality