IF YOU DECIDE TO PURSUE THE
DEPARTMENTAL CREDIT BY EXAM,
PLEASE CALL KAREN BURGE

978-6414
DEPARTMENT OF ENGLISH
CREDIT BY EXAM CONSENT FORM

DATE: _______________________________________

NAME: _______________________________________

SOCIAL SECURITY: ____________________________

Has permission to take the English 101 [ ]/ English 102 [ ] Essay Test for Credit by Examination.

_________________________________________________
Karen Burge
Assistant Director of the Writing Program
CREDIT BY EXAMINATION

Individuals admitted to Wichita State University may earn credit for English 101 and 102 by departmental examination. The WSU Catalog provides the following guidelines for credit by examination:

- The grade recorded for credit earned by examination is CrE, and it is recorded on a student’s transcript after enrollment in the University.
- Students may not take a credit-by-examination test for credit in a course in which they have previously enrolled unless they received a W for the course.
- Students may not retake any such examination.
- Students may not request an examination for course credit in a course for which they do not have the stated prerequisite credit.
- Credit earned by examination is treated exactly like that earned by class enrollment for internal purposes at Wichita State (class standing, completion of course prerequisites, college requirements, etc.).
- Fees are assessed to cover the costs of administering examinations and must be paid before the examination is taken.
- All credit by examination is subject to University policies and will be reviewed by the Registrar before being placed on the transcript.

In addition, please note these guidelines:

- A Credit by Exam test will not be administered to a student currently enrolled in the course.
- Credit received cannot transfer to other institutions in most instances.
- The departmental exam for credit is not administered from January 1-15, from May 15 – September 1, or from December 15 – January 1.
- Processing time may be three weeks.

I have read and understand the guidelines above.

Date: _____________________________________

Name: ____________________________________

Social Security #: ___________________________

Phone Number: _____________________________
# Policies Concerning Credit by Examination for English 101 and 102

## I. English 101:
A student may receive credit for English 101 by achieving an acceptable score on one of the following examinations:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SCORE</th>
<th>HOURS</th>
<th>FEE</th>
<th>INFORMATION ON TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>3-4</td>
<td>3</td>
<td>NA</td>
<td>Administered by high schools</td>
</tr>
<tr>
<td>ACT English sub-test</td>
<td>31</td>
<td>3</td>
<td>$21</td>
<td>ACT is the recommended test</td>
</tr>
<tr>
<td>SAT—Verbal</td>
<td>660</td>
<td>3</td>
<td>$23</td>
<td></td>
</tr>
<tr>
<td>Department Exam</td>
<td>80 points</td>
<td>3</td>
<td>$45</td>
<td>See Sections III, IV, VI, VII, IX</td>
</tr>
</tbody>
</table>

## II. English 102:
A student may receive credit for English 102 by achieving an acceptable score on one of the following examinations:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SCORE</th>
<th>HOURS</th>
<th>FEE</th>
<th>INFORMATION ON TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>5</td>
<td>3</td>
<td>NA</td>
<td>Administered by high schools</td>
</tr>
<tr>
<td>Departmental Exam</td>
<td>80 points</td>
<td>3</td>
<td>$45</td>
<td>See Sections III, V, VII, VIII, IX</td>
</tr>
</tbody>
</table>

## III. Procedures for Taking a Departmental Exam for Credit by Exam:

- The student contacts the English Department, 978-3130, for a packet of information about the exam.
- The student discusses the CRE procedures and exam with Karen Burge, 978-6414, and obtains a signed consent form.
- The student pays the Testing Fee at the WSU Cashier’s window on the second floor of Jardine Hall, or in the Counseling and Testing Center, 320 Grace Wilkie Hall, 978-3440.
- The student takes the receipt of that payment and the signed consent form to the WSU Counseling and Testing Center where the Credit Report Form is processed and sent to the English Department.
- The student makes an appointment at the Counseling and Testing Center to take the essay exam and takes the exam as scheduled.
- The student provides Karen Burge, English Department, with a portfolio containing three essays and a cover letter, as described by the department.
- After the essay exam is taken, the department evaluates the portfolio and the exam and completes the Credit Report Form.
- The Credit Report Form is sent to the Counseling and Testing Center for processing and distribution.
The student receives a copy of the completed form in the mail. Processing time after the student completes the exam is three weeks.

The departmental exam for credit in English 101 and 102 is not administered from January 1-15, from May 15 – September 1, or from December 15 – January 1.

IV. COLLEGE ENGLISH 101 CREDIT BY EXAMINATION (revised November 1997):
Credit by Examination for College English 101 is designed to recognize the student’s ability to write superior college academic essays.

To receive credit for College English 101 the student must:

1. **Submit a portfolio** of three essays that meet the following criteria:
   a. Essays must be written expressly for this portfolio or have been evaluated for a college-level course.
   
      1. If the essays submitted were for a college course, the original graded essays with the teacher’s grade and comments must be submitted.
      2. Students may submit any combination of three essays.
   
   b. All essays, whether previously written expressly for this examination, must satisfy these guidelines:
      
      1. One essay must examine one or more aspect(s) of modern American culture, an historical event or a scientific topic.
      2. One essay must be an extended definition of an academic concept from a field in the humanities, social sciences, natural sciences or technology.
      3. One essay must address a contemporary problem and offer a clear rationale for one or more solutions to the problem.
   
   c. The author’s name, the title and type of essay or the number of the course for which the paper was written must appear on each essay.
   
   d. If documentation is appropriate, essays must follow MLA documentation format or the system of documentation appropriate for the academic discipline for which the paper was written (APA, CBE, etc.).
   
   e. Each essay must be stapled in the top left-hand corner.
   
   f. Maximum length for each essay is three pages (750 words).

2. **Submit a cover letter** for the portfolio in which the student provides:
   
   a. A brief overview of the essays in the portfolio that introduces the essays and explains the student’s reasons for selecting these particular essays and, if any essays were written for a specific course, the assignment and guidelines for which the paper(s) were written.
b. An account of the writing process for one of the essays included in the portfolio. This should include the origins of the topic; the selection of the thesis; changes made in the topic, thesis and organization of the essay as the writer progressed from planning the essay through subsequent drafts; and other factors that affected the paper.

c. Identification of the documentation system (MLA, APA, CBE, etc.), if any, on each paper.

d. A summary of the student’s progress as a writer over the course of his or her college career to this point.

3. **Write an essay exam** that follows the format for WSU’s English 102 exit exam. The essay exam is administered in the Counseling and Testing Center. The student is responsible for making arrangements and paying fees to take the exam.

V. **COLLEGE ENGLISH 102 CREDIT BY EXAMINATION** (revised November 1997):
Credit by examination for College English 102 is designed to recognize the student’s ability to write superior documented college-level essays.

To receive credit for College English 102 the student must:

1. **Submit a portfolio** of three **DOCUMENTED** essays that meet the following criteria:

   a. All essays in the portfolio must have been evaluated for a college-level course. The original graded essays with the teacher’s grade and comments must be submitted.

   b. The author’s name, the number of the course for which the paper was written, and the date each essay was written must appear on each essay.

   c. Essays must follow MLA documentation format or the system of documentation appropriate for the academic discipline for which the paper was written (APE, CBE, etc.).

   d. Minimum length for each essay is six pages (1500 words).

   e. At least one essay must have an argumentative or persuasive thesis.

   f. Each essay must be stapled in the top left-hand corner.

2. **Submit a cover letter** for the portfolio in which the student provides:

   a. An overview of the essays in the portfolio that introduces the essays, describes the assignment and guidelines for each essay, and explains the student’s reasons for selecting these essays.

   b. An account of the writing process for one of the essays included in the portfolio. This account should include the origins of the topic; the selection of the thesis; changes made in the topic, thesis and organization of the essay as the writer progressed from planning the essay through subsequent drafts; and other factors
that affected the final paper.

c. Identification of the documentation system (MLA, APA, CBE, etc.) of each paper.

d. A summary of the student’s progress as a writer over the course of his or her college career to this point.

3. **Write an essay exam** that follows the format for WSU’s English 102 exit exam. The essay exam is administered in the Counseling and Testing Center. The student is responsible for making arrangements and paying fees to take the exam.
VI. CREDIT BY EXAMINATION
SAMPLE ESSAY TEST QUESTIONS – ENGLISH 101

QUESTION 1

Instructions: Read the two passages carefully. Then write a well-organized essay in which you show how the situations and the attitudes of the two authors are both alike and different. Support your statements with specific references to the passages.

My life. What can I say about my life: It’s the same as everybody else’s, I guess. I work on the assembly line at Rohr Aviation. My station’s in a dark corner of a hangar two stories high. A man can feel pretty lost in there. Sometimes the noise of the engines firing is so loud I can’t hear my rivets going into the metal sheets. Other times, though, it seems quiet to me—I’ll go for hours without hearing another human voice. I’m scared a lot of the time, worried about getting laid off. I used to have some good buddies who worked down the line from me, but they’re gone now. One’s working construction when he can find it; one’s left town. Don’t know what happened to the others. Sometimes I wonder what I’m doing here. Does my work really matter? What’s the point of all the thousands of welds I make? I’ve never seen a whole plane go together—just the parts of wings which slide by me every day. I can’t help thinking there’s a better way to make a living. I wonder what I’d do if I had a choice. Don’t think I’ll ever have one, though. I got a family to feed and a mortgage to pay, and steady work is hard to find.

-- Anonymous worker at Rohr Aviation

He can only understand the effect of this combat [between Douglass and his master] on my spirit, who has himself incurred something, or hazarded something, in repelling the unjust and cruel aggressions of a tyrant. Covey was a tyrant and a cowardly one withal. After resisting him, I felt as I had never felt before. It was a resurrection from the cark and pestiferous tomb of slavery, to the heaven of comparative freedom. I was no longer a servile coward, trembling under the frown of a brother worm of the dust, but my long-cower spirit was roused to an attitude of independence. I had reached the point at which I was not afraid to die. This spirit made me a freeman in fact, though I still remained a slave in form. He has a domain as broad as his own manly heart to defend, and he is really “a power on earth.” From this time until my escape from slavery. I was never fairly whipped. Several attempts were made, but they were always unsuccessful. Bruised I did get, but the instance I have described was the end of the brutification to which slavery had subjected me.

-- Frederick Douglass, a former slave

*The Life & Times of Frederick Douglass*
Television, with its enormous ability to send messages to so many people, has always been more than mere entertainment. TV is the most powerful teacher of our time. Because television shows are so skillfully styled, they have an air of authenticity about them that makes them believable. We don’t have to use our visual imagination as radio demands, and without the proscenium arch of the theater we aren’t always aware that what we are watching is fiction. Day after day we “learn how the police operate, how doctors save their patients, how families communicate.

Those who are responsible for producing TV drama are in the business of creating a fantasy world of action, humor, and adventure to sell to an audience eager to escape from the frustrations and realities of the everyday world. But because TV daily plays to the largest, most homogeneous, most accessible audience the world has ever known, because so many people accept what they see on TV as reality, the problems brought about by the differences between the real world and the world according to television take on an unprecedented dimension.

If, for example, television through its characters would show more women leading active, forceful lives, if more minority members were portrayed as educated, competent and productive people (or indeed appear at all); then the millions of people who accept television as reality would have a much more realistic range of options on which to model their behavior.
VII. CREDIT BY EXAMINATION
SAMPLE ESSAY TEST QUESTIONS – ENGLISH 102

QUESTION 1:

Instructions: Read the selection carefully; then summarize White’s views on progress and evaluate them.

In resenting progress and change, a man lays himself open to censure. I suppose the explanation of anyone’s defending anything as rudimentary and cramped as a Pullman berth is that things are associated with an earlier period in one’s life and that this period in retrospect seems a happy one. People who favor progress and improvements are apt to be people who have had a tough enough time without any extra inconveniences. Reactionaries who pout at innovations are apt to be well-heeled sentimentalists who had the breaks. Yet for all that, there is always a subtle danger in life’s refinements, a dim degeneracy in progress. I have just been refining the room in which I sit, yet I sometimes doubt that a writer should refine or improve his workroom by so much as a dictionary: one thing leads to another and the first thing you know he has a stuffed chair and is fast asleep in it. Half a man’s life is devoted to what he calls improvements, yet the original had some quality which is lost in the process. There was a fine natural spring of water on this place when I bought it. Our drinking water had to be luged in a pail, from a wet glade of alder and tamarack. I visited the spring often in those first years, and had friends there—a frog, a woodcock, and an eel which had churned its way all the way up through the pasture creek to enjoy the luxury of pure water. In the normal course of development, the spring was rocked up, fitted with a concrete curb, a copper pipe, and an electric pump. I have visited it only once or twice since. This year my only gesture was the purely perfunctory one of sending a sample to the state bureau of health for analysis. I felt cheap, as though I were smelling an old friend’s breath.

-- E.B. White, from “Progress and Change”

QUESTION 2:

Instructions: Read the selection carefully; then summarize what Carlyle says about the relationship of man and religion and agree or disagree with his contentions.

It is well said, in every sense, that a man’s religion is the chief fact with regard to him. A man’s, or a nation of men’s. By religion I do not mean here the church creed which he professes, the articles of faith which he will sign and, in words or otherwise, assert; not this wholly, in many cases not this at all. We see men of all kinds of professed creeds attain to almost all degrees of worth or worthlessness under each or any of them. This is not what I call religion, this profession and assertion; which is often only a profession and assertion from the outworks of the man, from the mere argumentative region of him, if even so deep as that. But the thing a man does practically believe (and this is often enough without asserting it even to himself, much less to others): The thing a man does practically lay to heart, and know for certain concerning his vital relations to this mysterious Universe, and his duty and destiny there, that is in all cases the primary thing for him, and creatively determines all the rest. That is his religion, or it may be, his mere skepticism and no-religion: the manner it is in which he feels himself to be spiritually related to the Unseen World or No-World; and I say, if you tell me what that is, you tell me a very great extent what the man is, what the kind of things he will do is. Of a man or of a nation we inquire, therefore, first of all, What religion they had?

-- Thomas Carlyle, from Heroes and Hero-Worship
VIII. CREDIT BY EXAMINATION
ENGLISH 101 AND 102 PORTFOLIO EVALUATION PROCEDURES

- The essays and cover letter must be submitted in a large manila envelope to the Assistant Director of the Writing Program in the Department of English.

- Essay exams will be forwarded to the Assistant Director by the Counseling and Testing Center.

- Each portfolio will be read and evaluated by two members of the English department Composition Committee or by other readers designated by the Assistant Director.

- Readers will use the Six-Trait Analytical Model to evaluate the portfolio, using a ten-point scale.

- Each essay, the exit exam, and the cover letter are worth twenty points each for a total of 100 points.

- To receive credit for College English 101 or 102, the student must receive a minimum total score of 80.