

REA: THE LEADER IN CLEP® TEST PREP

CLEP® COLLEGE COMPOSITION & COLLEGE COMPOSITION MODULAR



Rachelle Smith, Ph.D.

Associate Professor of English
Emporia State University
Emporia, Kansas

Ken Springer, Ph.D.

Simmons School of Education & Human Development
Southern Methodist University
Dallas, Texas

Dominic Marullo, M.A.

Oriskany Junior/Senior High School
Oriskany, New York



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61 Ethel Road West
Piscataway, New Jersey 08854
Email: info@rea.com

**CLEP® College Composition and College Composition Modular
with Online Practice Exams**

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Let's get started and see how this system works.

Test Yourself and Get Feedback	Assess your strengths and weaknesses. The score report from your online diagnostic exam gives you a fast way to pinpoint what you already know and where you need to spend more time studying.
Review with the Book	Armed with your diagnostic score report, review the parts of the book where you're weak and study the answer explanations for the test questions you answered incorrectly.
Ensure You're Ready for Test Day	After you've finished reviewing with the book, take our full-length practice tests. Review your score reports and re-study any topics you missed. We give you two full-length practice tests to ensure you're confident and ready for test day.

THE REA STUDY CENTER

The best way to personalize your study plan is to get feedback on what you know and what you don't know. At the online REA Study Center (www.rea.com/studycenter), you can access two types of assessment: a diagnostic exam and full-length practice exams. Each of these tools provides true-to-format questions and delivers a detailed score report that follows the topics set by the College Board.

Diagnostic Exam

Before you begin your review with the book, take the online diagnostic exam. Use your score report to help evaluate your overall understanding of the subject, so you can focus your study on the topics where you need the most review.

Full-Length Practice Exams

Our full-length practice tests give you the most complete picture of your strengths and weaknesses. After you've finished reviewing with the book, test what you've learned by taking the first of the two online practice exams. Review your score report, then go back and study any topics you missed. Take the second practice test to ensure you have mastered the material and are ready for test day.

If you're studying and don't have Internet access, you can take the printed tests in the book. These are the same practice tests offered at the REA Study

Center, but without the added benefits of timed testing conditions and diagnostic score reports. Because the actual exam is Internet-based, we recommend you take at least one practice test online to simulate test-day conditions.

AN OVERVIEW OF THE EXAMS

The two CLEP College Composition examinations are designed to measure the writing skills that are taught in most first-year college composition courses. They consist of *Conventions of Standard Written English*, *Revision Skills*, *Ability to Use Source Materials*, and *Rhetorical Analysis*. In addition there are two essays on the College Composition and one or two on the College Composition Modular. (The number of essay questions in this test is determined by the institution.) Following is a breakdown of each test:

CLEP College Composition		
Type of Questions	Number of Questions	Time
Multiple-Choice Questions	50	50 minutes
Essays	2	70 minutes
TOTAL TIME		120 minutes
CLEP College Composition Modular		
Multiple-Choice Questions	90	90 minutes
Essays	2	70 minutes
TOTAL TIME		160 minutes

Each of these tests may contain additional multiple-choice questions that will not be counted toward your scores.

Within the multiple-choice section of each exam, the topics are broken down by the following percentages:

Conventions of Standard Written English: 10%

- Syntax (parallelism, coordination, subordination)
- Sentence boundaries (comma splice, run-ons, sentence fragments)
- Recognition of correct sentences
- Concord/agreement (pronoun reference, case shift, and number; subject-verb; verb tense)
- Diction

A source is not needed for the first sentence of the passage because this sentence does not convey a particularly distinctive idea. Although you may not agree with the idea, you would recognize it as a generalization that many people accept on some level depending on how the words “considerable” and “internal conflict” are interpreted. In contrast, the idea expressed in the second sentence should be attributed to its source, which happens to be the psychologist, Sigmund Freud. Freud held that the human psyche consists of the id, the ego, and the superego, and that these three entities interrelate in the way described in the passage. As this is a very distinctive idea, it should be attributed to the individual who proposed it.

Second, documentation of sources is needed for ideas or facts that are not commonly known, as in the following example:

“There are more than 400,000 species of beetle, and this year 25 new species were found in oak trees in the south of Turkey.”

In this example, the number of species of beetle may be “common” knowledge in the sense of being commonly reported in textbooks and other reference materials, but the discovery of 25 additional species is a new scientific development, and thus in most cases documentation of the source of information about this discovery would be required. The documentation might consist of reference to a scholarly journal, a magazine article, a newspaper report, or some other source.

Third, documentation of sources is needed for ideas and facts that are difficult to verify, as in the following example:

“Parrot Jungle was one of the most popular tourist attractions in South Florida during much of the second half of the twentieth century, but it has since vanished without a trace.”

In this example, the fact that the writer is discussing something that no longer exists calls for documentation of sources. In brief, the writer should indicate exactly where he or she has obtained information about this tourist attraction.

The need for documenting a source is not always as clear cut as in the previous examples. When an idea that was originally distinctive becomes widely accepted, or at least widely known, the source may or may not need to be identified. For example:

“Most bacteria die when exposed to antibiotics. However, a small number of bacteria have mutations that make them resistant to antibiotics. These bacteria survive and reproduce. Thus, through natural selection, the next generation of bacteria will be primarily antibiotic-resistant.”

This passage contains reference to facts about bacteria that were discovered in the 20th century and are now considered to be well-established. Although an

undergraduate writing a term paper may be required to provide sources for these facts, a journalist writing a newspaper article may not have such a requirement. Editorial policy may or may not require the journalist to provide specific citation. Alternatively, the journalist may be able to refer to the sources in a general way (e.g., “Experts agree that most bacteria die when exposed to antibiotics.”) An additional consideration is the journalist’s own level of expertise. The need for a citation may be relaxed for a journalist who is a doctor, or writes regularly about scientific topics.

The passage above also contains reference to natural selection, a distinctive concept formulated by Charles Darwin in the 19th century. In some cases, the writer of this passage would be required to cite Darwin. In other cases, natural selection could simply be mentioned without reference to a source. Although not everyone accepts the phenomenon of natural selection, the concept is widely assumed among scientists and taught as a core concept in biology classes. Here again, the expertise of the journalist may be taken into account.

EVALUATION OF SOURCES

As noted earlier, documentation of sources increases their credibility and persuasiveness, but in some cases a source may be inaccurate, unreliable, or used in a misleading way by a writer. Thus, the ability to evaluate non-fiction writing depends in turn on the ability to analyze and evaluate a writer’s sources.

Readers can evaluate a source by examining it, or at least by examining bibliographic information given by the writer who cites the source. Some of the dimensions on which sources can be evaluated include date of publication, edition, type of source, credibility of source, credibility of author, relevance and scope of coverage, and objectivity of coverage.

Date of Publication

When evaluating a source, readers should consider when the source was published or created.

For some topics, such as science, technology, and current events, up-to-date sources can be critical. Consider the following two passages written in 2010:

“The great philosopher Aristotle was born in Stageira in 384 B.C.E (Jones, 1990).”

“At present a silicon microprocessor chip may contain as many as a million transistors (Smith, 1990).”

In each case, a publication from 1990 is cited as a source. The fact that the source is 20 years old does not seem problematic with respect to the biographical details of