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STANDARDS

IN FRESHMAN

RHETORIC

at the university of illinois

PREPARED BY THE UNIVERSITY OF ILLINOIS SENATE
COMMITTEE ON STUDENT ENGLISH AND THE DEPARTMENT
OF ENGLISH · PUBLISHED BY THE UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS, JANUARY 15, 1956

ACKNOWLEDGMENTS

The University of Illinois Senate Committee on Student English and the Department of English are indebted to the following persons and groups for their counsel and advice in the preparation of the manuscript for this publication:

THE UNIVERSITY OF ILLINOIS COUNCIL ON TEACHER EDUCATION

THE UNIVERSITY OF ILLINOIS COMMITTEE ON THE PREPARATION OF SECONDARY SCHOOL TEACHERS

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Miss Isabel Wood, Edwardsville Senior High School

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Mr. Darrell R. Blodgett, Superintendent of Schools, Wheaton
Mr. Robert H. Carpenter, Principal, New Trier Township High School, Winnetka
Professor John J. DeBoer, College of Education, University of Illinois
Mrs. Marybelle Garrigan, teacher, Kozminski School, Chicago
Professor Robert Hains, Director of the Graduate School, Northern Illinois State Teachers College, DeKalb
Professor J. N. Hook, Department of English, University of Illinois
Mr. Otis Keeler, Assistant Superintendent of Public Instruction, Springfield
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THE SENATE COMMITTEE ON STUDENT ENGLISH

THE DEPARTMENT OF ENGLISH

UNIVERSITY OF ILLINOIS BULLETIN Volume 53, Number 40; January, 1956.
Published seven times each month by the University of Illinois. Entered
as second-class matter December 11, 1912, at the post office at Urbana,
Illinois, under the Act of August 24, 1912. Office of Publication, 207
Administration Building, Urbana, Illinois.

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Standards in Freshman Rhetoric at the University of Illinois

PREPARED BY THE UNIVERSITY OF ILLINOIS SENATE COMMITTEE ON STUDENT ENGLISH AND THE
DEPARTMENT OF ENGLISH · PUBLISHED BY THE UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS, JANUARY 15, 1956

THE PURPOSE OF THIS BOOKLET

American universities, colleges, and high schools have been increasingly concerned with improving the quality of student writing. So widespread is the need for better communication that efforts toward this end require the collaboration of many agencies. It is particularly important that institutions of higher learning and secondary schools cooperate in setting standards and making them known.

Pamphlets and news letters bearing directly or indirectly on preparation for college English have been issued by the Illinois Association of Teachers of English and by the University of Illinois, but no one of these publications has set forth comprehensively what is expected of college freshmen. The present publication is designed to do this for prospective University of Illinois freshmen. The information here presented may prove useful to teachers of English and to high-school students in general.

COURSES IN FRESHMAN ENGLISH

All freshmen must earn credit for two one-semester courses in Rhetoric or in Verbal Communication. Admission to these courses is based on satisfactory completion of a proficiency test in rhetoric. Students failing the test may take a non-credit remedial course, Rhetoric 100. On passing this course they are admitted to Rhetoric 101 or Verbal Communication 111 without further examination. Students doing exceptionally well on the proficiency test are granted exemption from Rhetoric 101 and are given three hours of credit towards graduation.

OBJECTIVES OF FRESHMAN RHETORIC

The *Freshman Rhetoric Manual and Calendar* contains this message for students: Freshman Rhetoric at the University of Illinois has been designed to help you improve your ability to write correctly and effectively, and to read with understanding and appreciation.

Rhetoric 101

OBJECTIVE

Rhetoric 101 is designed to help you improve your ability to write.

PLAN

You will learn to write better by writing one theme a week and by revising and improving each composition after it has been checked and appraised by your instructor and, occasionally, by your classmates. You will study and discuss textbook assignments designed to give you a greater awareness of the skills needed for good writing. You will study and discuss models of good writing, some by freshmen and some by more experienced writers. You will have at least one conference with your instructor about your particular writing problems. With reasonable effort and application on your part, you should be successful in improving your writing ability.

COURSE RULES AND REQUIREMENTS

1. Your enrollment in Rhetoric 101 is probationary for the first three weeks. At the end of the third week you may be advised to withdraw from the course and to enroll in Rhetoric 100 for extra help in overcoming deficiencies.
2. You will receive no credit in the course unless you have done all the required work; this includes study of all textbook assignments and completion and revision of all written work.
3. You will be expected to make a grade of at least 80 on a spelling test to be given during the last week of the semester. Failure to make this grade will lower your semester grade one letter, even to the point of failure in the course. The words on the test will be chosen from the list in the textbook.

Rhetoric 102

OBJECTIVES

Rhetoric 102 is designed to help you improve your ability to read and to write. It will also give you

elementary instruction in research procedures and in logical reasoning.

PLAN

In this course you will learn to read better by studying reading techniques and by reading and studying well-written pieces of factual prose. Your reading skill will be gauged by the discernment you show in class discussion of assigned readings, by occasional tests, and by weekly written compositions based on your reaction to the reading you have done. Your study of the prose produced by writers of distinction will reveal to you ways in which your own prose style could be further improved.

SPECIAL RULES AND REQUIREMENTS

1. You will receive no credit in the course unless you have done all the required work; this includes study and classroom discussion of all assigned readings and completion and revision of all written work.
2. You will not be allowed to make up late themes after the thirteenth week of the semester.
3. You will be required to have at least one conference with your instructor during the semester.
4. You will be required to read and report on two books recommended or approved by your instructor.
5. You will be expected to strengthen and enlarge your vocabulary. Your instructor will give you frequent tests on the meaning and spelling of words used in your assigned reading. You will be expected to make a grade of at least 80 on a spelling and vocabulary test to be given sometime toward the end of the semester. Failure to make this grade will lower your semester grade one letter, even to the point of failure in the course. The words on the test will be chosen from assigned reading in the textbooks.

DGS 111-112: Verbal Communication

The Division of General Studies offers a two-semester course which is equivalent, in terms of college requirements, to the combination of Rhetoric 101, Rhetoric 102, and Speech 101. The course satisfies the University requirements in rhetoric and the speech requirement of those colleges which ask that their students complete one semester's work in speech. Prerequisite: a passing grade on the Rhetoric Placement Test or a passing grade in Rhetoric 100.

OBJECTIVE

The general objective of the two-semester course is to help the student improve his proficiency in the related skills of writing, speaking, reading, and listening.

PLAN

The basic pattern of the work is pretest, instruction, student performance, and retest. In general, the work of the first semester consists of expository speaking and writing, with which is correlated the development of reading and listening skills. The work of the second semester consists of a problem-solving experience in deliberation upon currently unsolved problems of public policy. This project gives training in panel discussion, individual speaking, writing, and the further development of listening skills. Throughout DGS 111-112 classes meet four times a week — three times in small discussion sections and once in a common meeting for all students.

RULES AND REQUIREMENTS

1. Deficiencies in mechanical skills are treated as personal limitations to be remedied by the student's own efforts after consultation with the instructor or with the appropriate university clinic.
2. Each student is required to have at least two conferences with his instructor and is encouraged to ask for further consultation when he feels the need of it.

PROFICIENCY IN WRITTEN ENGLISH AS A REQUIREMENT FOR GRADUATION

Proficiency in the use of written English is a requirement for all undergraduate degrees awarded by the Urbana divisions of the University of Illinois. Students who receive grades of C or D in Rhetoric 102 or Verbal Communication 112 must take an English qualifying examination at the beginning of their junior year. Those who fail to pass this examination must, before graduating, take and pass an extra one-semester course in rhetoric (Rhetoric 200).

Related Proficiencies

So important is the need for proficiency in writing that the University thinks it wise to focus primarily on the development of this ability throughout the first of its courses in communication. In addition the University gives all entering freshmen a reading test

and makes the facilities of its reading clinic available to those with serious deficiencies.

The University also recognizes the value of effective speaking, effective listening, and ability to interpret many kinds of graphic devices. Several colleges, and departments within others, require one or more speech courses, and a considerable number of students also elect first-year work in this subject.

Standards for Judging Freshman Rhetoric Written Work

Grades on written work range from A to E. They are based on content as well as form. Plus and minus signs attached to grades are intended to give warning or encouragement but signify nothing in the final record. Occasionally some instructors give split grades, such as B/E, with the B for content or organization and the E for weakness in mechanics or spelling. Such grades, too, must be resolved at the end of the semester to conform to the University grading system. Ordinarily, if the weaknesses indicated by the lower grade are not cleared up in subsequent themes, the lower grade prevails in the permanent record.

On most theme assignments instructors grade papers according to standards defined below:

A: The A theme shows originality of thought in stating and developing a central idea. Its ideas are clear, logical, and thought provoking; it contains all the positive qualities of good writing listed below:

1. Careful construction and organization of sentences and paragraphs.
2. Careful choice of effective words and phrases.
3. Concentration on a main purpose, with adequate development and firm support.

B: The B theme has a clearly stated central purpose, logically and adequately developed. Its ideas are clear because it contains some of the positive qualities of good writing. It is comparatively free of errors in the use of English. Although indicating competence, the B paper lacks the originality of thought and style which characterizes the A theme.

C: The average theme will receive a grade of C. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids serious errors in the use of English. It may, in fact, have few correction marks on it, but it lacks the vigor of thought and expression which would entitle it to an above-average rating.

D: The grade of D indicates below-average achievement in expressing ideas correctly and effectively. Most D themes contain serious errors in the use of English and fail to present a central idea or to develop it adequately. With more careful proof-reading and fuller development, many D themes might be worth at least C rating.

E: The grade of E usually indicates failure to state and develop a main idea. It may also indicate failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. Freshman Rhetoric instructors are agreed that the following are the weaknesses which characterize E calibre writing:

1. Comma splice, or run-together sentences
2. Sentence fragments
3. Misspelling of three or more different common words
4. Lack of verb-subject agreement
5. Lack of antecedent-pronoun agreement
6. Faulty use of tense
7. Misrelated modifiers
8. Slovenly penmanship
9. Inadequate or illogical paragraphing
10. Inadequate statement or development of main idea

As a general rule, all instructors will follow this formula in grading themes:

1. A theme containing one of the above weaknesses will receive a grade no better than C.
2. A theme containing two of the above weaknesses will receive a grade no better than D.
3. A theme containing three of the above weaknesses will receive a grade of E.

Instructors may occasionally be reluctant to follow this formula in grading a theme which has exceptional merit in style, idea, or content, but you would do well to study all your textbook has to say about the ten particular writing faults listed above and thus learn to avoid them in your own writing. Bear in mind that good ideas deserve good presentation.

Final Examinations and Semester Grades

Final examinations in Freshman Rhetoric are primarily tests of proficiency in English. Your instructor in Rhetoric 101, for example, will expect your final examination paper to demonstrate conclusively that you can, and will henceforth, write correctly and effectively even under pressure. In deciding your semester grade, your instructor does not average

your theme grades and indulge in mathematical calculations involving themes, class discussion, tests, etc. On the basis of all such evidence, he tries to determine just how proficient you are after a semester's study and practice. He will ignore low grades made at the first of the semester if work done later indicates genuine and permanent improvement; and he will likewise ignore high early grades if later work shows increasing carelessness and lack of effort. Your instructor is always willing to explain grades, but he is not allowed to change them.

Typical Freshman Rhetoric Proficiency Test Themes

Each of the following compositions was written by a University of Illinois freshman on a Rhetoric 101 proficiency test. The comment following each theme indicates its chief weaknesses and merits and the grade it would receive in Rhetoric 101. A study of the papers will indicate to a prospective freshman how his own compositions might be rated by University instructors; a study of the comments and criticisms will suggest how he might go about the job of criticizing and improving his own work.

THEME 1. The Greatest man of the Twentieth century

Cap (use capital letter)/Cap

1 It was a cold morning in the middle of Feburary, and a little dark haired man was hurriedly paising up in down they floor of the city hospitle.

*Sp (faulty spelling)
Sp/D (faulty diction)
Sp*

5 Then all of a sudden a figure in white came run out of a room, and shutting it's a boy, it's a boy, the man rushed up to her and said can I see him, can I, The nurse turmed and moved her fingure in his direction and motioned him in the lily white room, The man hurried to the bedside of his wife, Frist looking at her and then both of there eyes took there place on a litte white object lying so
10 snog in warm next to it mother, there eyes then mit, and they each smild, The man turned and walked slowly down the corador. his head high, and his chest high.

*V (verb form)
Sp/Q (quotes)/Cap/CS (comma splice)
Q/P/Sp/Sp
H (hyphen)/CS
Sp/lc (small letter)/P
Sp/Sp/Sp
Sp/D/C (case)/CS/Sp/Sp
Sp/CS/Sp/P
P*

15 And it is the begining of one of your new recrutes in the College Engineereng, In my opinion the greatest man of the twentieth chentury is my Father who is givening me the opertunity to be right here know writing this theme.

*Sp/Sp/Om (omission)
Sp
Sp/lc/P/Sp/Sp
Sp*

COMMENT ON THEME 1

This composition would be graded E by any college instructor, and might be given the following rating on general qualities:

CONTENT	GOOD
ORIGINALITY	GOOD
DEVELOPMENT	FAIR
PARAGRAPHING	POOR
DICTION	FAIR
GRAMMAR	POOR
SENTENCE STRUCTURE	POOR
SPELLING	POOR
PUNCTUATION	POOR

There is a good but undisciplined mind at work here. The writer, meeting the crisis of an important test, can recreate with some dramatic effec-

tiveness and understanding a scene he never saw, and can tie past and present together in his unfortunately hurried conclusion.

Whether the writer can succeed in college and make good use of the opportunity his father has given him will depend on his ability to give more painstaking attention to details of spelling, punctuation, and verb forms. He seems to have picked up most of his English by ear, judging from such spellings as *paising* and *corador* and such phrasing as *up in down* and *snog in warm*. Some of his errors may be accidental slips of the pen — *they floor* instead of *the floor*, for example — but the repeated use of *there* for *their* is inexcusable in writing at the college level.

THEME 2. What I Expect from the U. of I.

Abb (avoid abbreviation)

Sp
S cst (sentence construction)
P ?/P

Ref (vague reference)/Hyphen?
Combine sentences ?/D?/P/Ref.

Frag (sentence fragment)
Ref

P
N (spell out number)
D
P/D

Hyphen

Ss (short, choppy sentences)/Om
D?

1 I am begining four years of higher education. I have chosen the University of Illinois. I made this choice with several things in mind. First is the cost. As a resident of this state I do not have to pay the higher tuition needed at another college or university. Sec-
 5 ond, is the distance from my home. It is a four hour drive over good roads. I can go home on all vacation periods. Third I believe it offers more educational facilities than any other University in the same radius.

10 While attending the University of Illinois, I expect to make many friends. Both at my residence and my classes. College friends have college life in common. This will make interesting conversation in later years. The University, as much as I have seen in one day, offers many opportunities to meet and make friends. There are classes, meetings, dances, parties, sports and other events.

15 I left a high school with an enrollment of 125. The instructors are very familiar with you, your parents, and your friends. At the University where there are some two to three thousand freshmen, there isn't the chance to have the same relationship. I expect to be treated as a student of the University and not like a next door
 20 neighbor.

I expect to get an education to be proud of. I think can get it. It's up to me. I can't expect the school to give me an education if I don't help. There is equipment for my education within my reach. I expect to take it and use it to my advantage.

25 I expect the University to help me change from a high school senior to a man.

COMMENT ON THEME 2

This would be graded D largely because of the childishly short and choppy sentences, the sentence fragment in the second paragraph, and the general lack of originality in both content and style.

CONTENT	FAIR
ORIGINALITY	POOR
DEVELOPMENT	FAIR
PARAGRAPHING	FAIR
DICTION	POOR
GRAMMAR	GOOD
SENTENCE STRUCTURE	POOR
SPELLING	FAIR
PUNCTUATION	POOR

Compared with Theme 1, this composition shows more disciplined mastery of the language but much less imagination and enthusiasm in its use. The sentences are wooden and are put together in the

paragraphs like a child's set of building blocks. With one exception, they are all simple sentences. The paper reveals some sense of structure and organization, but note that practically all of the first paragraph deals with reasons for choosing Illinois rather than with what the author expects from the institution.

The writer of Theme 2 will have to abandon the kindergarten style he uses here; he will have to experiment with combining ideas into complex and compound sentences. He will also need to develop a more effective vocabulary. We can also hope that he will learn to think for himself. What he says here are the standard things that anyone and everyone so situated would say if he were writing off the top of his mind, without much thinking.

THEME 3. The Increasing Demand for Better Teachers

1 Living in this modern land with all its new ideas, I have become
 fully aware of the dire need for better teachers. I realize that all of
 our lives are set at a much faster pace, and in the years to come
 they will become even faster. We have numerous new inventions
 5 not only in our homes but our school systems, too. I believe that one
 of the reasons for the greater demand of teachers is that of inade-
 quate training in the home. Being around children constantly, I
 have noticed that they are becoming more impudent, by trying to
 impress their elders with the fact that they know more than they
 10 actually do.

I am the eldest in a family of four and live only one block from
 a school. Both of my parents are school teachers and this is my
 ambition too. Therefore, all of my life I have taken a great interest
 in children and their welfare. It seems to me that children have
 15 more complexes and their little lives are more complicated than they
 should normally be. For example, I have an eight year old sister
 who has an inferiority complex and needs lots of individual atten-
 tion. But does she get individual attention in school? Up to now she
 has been in a room every year with at least forty other students.

20 A teacher can either "make" or "break" a child. There is a
 greater demand for teachers because of the greater amount of chil-
 dren. I believe that it is more important to have one good teacher
 than it is to have two poor ones. Since I aspire to become a good
 teacher, I have my own conception of a model school teacher.

25 Above all, I think a good teacher should love each and every one
 of her students but not show any favoritism. She should have an
 understanding of all types of people and learn to tolerate new ideas.
 Naturally she should have good morals, an open mind, and, also, an
 alert mind. Last, but not least, I believe she should take a personal
 30 interest in each child's life.

Before the students in education start teaching, I hope they real-
 ize that a great job has been placed on their shoulders. Teachers are
 the back-bone of our land!

W (wordiness)
Coh (lacking in coherence or flow of ideas)
W
Coh

Coh ?

Is it a fact?

P/Ref

Coh
Coh
Coh
Coh (Does this belong in next paragraph?)

Rep ? (repetition?)

Fig ?

COMMENT ON THEME 3

This is a borderline paper; many college teachers would give it a D grade, but most would reluctantly give it a C-.

CONTENT	FAIR
ORIGINALITY	FAIR
DEVELOPMENT	POOR
PARAGRAPHING	POOR
DICTION	FAIR
GRAMMAR	GOOD
SENTENCE STRUCTURE	GOOD
SPELLING	GOOD
PUNCTUATION	GOOD

There is in this paper a considerable show of enthusiasm, originality, and mastery of the mechanics of composition. But, although it shows flashes of in-

sight and good judgment well expressed in effective phrasing, it is disjointed and incoherent at times. The writer is quite glib in tossing off ideas but does not take pains to arrange them or relate them. In the first paragraph, for example, how are fast pace, new inventions, inadequate training in the home, and the impudence of children related to the increasing demand for teachers? In the third paragraph, each of the four separate sentences is a topic worthy of full paragraph development, but, unrelated to each other as they are, they do not now make a single paragraph. In fact, the second sentence seems to say we need more teachers and the third sentence seems to say we would be better off with fewer but better

teachers. Without bothering to clear up this apparent paradox, the author rushes on to the topic of the next paragraph. This jumping from one idea to another reaches a point of absurdity in the anatomical figures used in the concluding sentences.

Actually, the author of this paper does not follow through and develop the announced topic of the increasing demand for better teachers. Only one cause for the increasing demand for teachers is mentioned, and this is the perfectly obvious one that we have more students. Only one result of the shortage

is mentioned, the neglect of one girl with an inferiority complex. There is no mention of ways in which the increasing demand can be met. We get instead some general comments on modern life and a list of qualifications for the ideal teacher, sound enough in themselves, but hardly to the point.

This student shows that she has the intelligence and the verbal fluency to do much better work. She needs to discipline herself to stay strictly to the topic chosen and to map out a thorough and well-proportioned discussion of that particular topic.

THEME 4. Teaching as a Profession

1 Teaching is a profession which continues to attract a surprisingly
large number of young people each year. I say surprisingly large
because of the many disadvantages in this profession. The most ob-
vious one is probably the deplorably low salary which a beginning
5 teacher must expect. The garbage collector in our county seat re-
ceives a higher salary per annum than does a beginning high school
teacher in my home town. The "refuse disposal worker" — if you
prefer that expression — doesn't have to work longer than eight
10 hours per day as does the teacher, who must make up tests, grade
papers, attend faculty meetings, go to a party sponsored by his group,
or any of the innumerable duties expected of him. In small towns
a teacher is expected to be a paragon of virtue; he must not throw
wild parties, smoke excessively, or drink. Still another disadvantage
is the poor opportunity for advancement. Most salary schedules call
15 for small raises for each year and for work toward a higher degree
up to a set level beyond which one cannot advance in that school
system. In our democratic form of government voters who know
almost nothing about school systems or teachers, select the board
directors who have complete dominance over the teachers and ad-
20 ministrative personnel. These directors are frequently farmers or
business men who know very little more about the schools than does
the voting populace, but who govern the school and faculty to please
their conception of how things should go.

What then, considering all these disadvantages, influences young
25 people to choose this profession? There are many advantages in this
profession. One is the knowledge that one is doing a genuine service
to mankind since nothing is more important than teaching our
youngsters to think and to better complete the work of straightening
out this world. Another is the satisfaction and joy derived from
30 working with young people, seeing them grow in learning and learn-
ing power, and knowing that you have in some way helped them. A
teacher may expect that most of his associates will be men and
women of like mental calibre and education with whom he may
have good times. His job is to some extent protected by the state
35 tenure law which says that he cannot be fired if he is on tenure
unless he is "incompetant, immoral, cruel, or for other reasons to
the best advantages of the school."

Whether or not the advantages balance the disadvantages depends

Awk (awkward construction)

Parallel ?

*D/Must one be a paragon to avoid
these excesses?*

P

P?

*D Does one please or displease
a conception?*

Rep (avoid such repetition)

WO (word order)

Shift from one to you

P/P

D ?

Sp

*Parallel? Check your source. Is
this an actual quotation?*

upon the individual. I believe we should all fight to remove some of
 40 the disadvantages and to increase the number of advantages if we
 want our children and our children's children to grow up to be
 better citizens than we are.

Why just some; why not all?

COMMENT ON THEME 4

This is slightly above average and might be given a G+ or a B- grade.

CONTENT.....	GOOD
ORIGINALITY.....	GOOD
DEVELOPMENT.....	FAIR
PARAGRAPHING.....	FAIR
DICTION.....	GOOD
GRAMMAR.....	GOOD
SENTENCE STRUCTURE.....	FAIR
SPELLING.....	GOOD
PUNCTUATION.....	FAIR

Theme 4 is superior to Theme 3 in that its ideas are more systematically arranged and related. Each of the long paragraphs starts with a clearly

stated topic, and nothing unrelated to the topic is allowed to intrude. In the first paragraph, the author should have brought together *all* he had to say about salaries; perhaps Lines 14-16 should have come shortly after Line 7. He might have broken this long paragraph into three paragraphs: one introductory, one on salary and advancement, and one on working conditions.

The paper would be better balanced and more effective if the author had given more space to development of the advantages of the profession and to more specific suggestions for making the profession more attractive.

THEME 5. The Writer as a Craftsman

1 The writer and the craftsman are fundamentally alike. They must
 both begin with a simple idea, perhaps a passing thought, a strong
 feeling, or sometimes an inspiration. They then develop this idea by
 analyzing it and proceed to work on their chosen project. This they
 5 polish until it is truly an expression of themselves. They have taken
 an idea and expressed it in terms of themselves; they have created.

To do their work, both writer and craftsman must have an adequate background. The fine carpenter cannot begin aimlessly to build a desk; he must first have some idea of its size, design, and
 10 particular use. This idea will result from an awareness of structural design which the carpenter has developed by studying other examples of his craft, and often just nature itself. In a similar manner, the writer cannot begin aimlessly to write even a theme; he must first develop an idea. This idea can come only from an active mind
 15 which is constantly perceptive of the activities about it. Whether one is a carpenter, a composer, a writer, or a painter, all work is the result of thought.

In addition to this adequate background, the writer and carpenter must have proper tools, and these tools must be kept in good condition. Just as the craftsman cares for his saw, hammer, and chisel, and views them with pride, so too must the writer establish and value his tools. He soon acquires a knowledge of grammar, punctuation, and spelling, and is constantly building up his vocabulary. With these, his basic tools, the writer can proceed to develop an individual
 20 style in which he can better express to others his own feelings. Faulty tools will always result in faulty craftsmanship.

Might then be a better placed in the following line?

Good sentence.

Is background the right word?

An awkward sentence.

Have you discussed a manner?

Insert creative?

Is establish the word?

Once equipped with tools and an idea, the carpenter plans his project according to its purpose. The size and style of a desk will be directly dependent upon whether it will be used in a doctor's office, the President's den, or a child's playroom. So too must the writer base his plan of development upon the purpose of his idea. Whether his writing is to be technically informative, as in a scientific report, or persuasive, as in a campaign speech, the writer must always keep his reader in mind. No matter how well a theme is written, it will have lost its purpose if it is not well suited for the people for whom it is intended, the readers.

After the project has been planned and executed there results a rough product, which must then be polished. The carpenter must sand his desk until it is perfectly smooth, but he must also be careful not to sand his delicate design work too much lest its vividness be lost. In a similar manner the writer must revise his first draft and sometimes revise it again. Precaution must be taken against too much revising, or else the theme will no longer be lively and appealing but will be just accurate and dull. Perhaps a few "rough edges" would even be more interesting.

Finally the writer and carpenter as craftsmen share the same feeling about their finished products. All people enjoy a feeling of satisfaction after a job well done, but craftsmen are doing more than just working — they are creating; theirs is a feeling of pride.

Is theme the right word?

P

P ?

COMMENT ON THEME 5

Theme 5 displays definitely superior writing, despite its rough edges, and would be graded B+ or A by most college teachers of writing. Such a paper, if written on a placement test and accompanied by a high score on the objective test, would entitle the author to exemption from Rhetoric 101.

CONTENT	GOOD
ORIGINALITY	GOOD
DEVELOPMENT	GOOD
PARAGRAPHING	GOOD
DICTION	FAIR
GRAMMAR	GOOD
SENTENCE STRUCTURE	GOOD
SPELLING	GOOD
PUNCTUATION	GOOD

"The Writer as a Craftsman" was written as an impromptu theme on the final examination in Rhetoric 101. The author was confronted with a list of twenty topics. He selected one and wrote his composition in two hours. His last paragraph may suggest how he felt as he handed his examination paper to his instructor. The instructor was so proud of his student's accomplishment that he submitted the paper to the editors of the *Green Caldron*, a magazine of freshman writing published at the University of Illinois. The editors accepted it for publication in

the May, 1954, issue, and it was read and discussed by the four thousand students then enrolled in Freshman Rhetoric courses. A copy of the issue was sent to the principal of the high school from which the student had graduated.

Despite its obvious merits, the composition has its imperfections, some of which cannot be excused on the grounds that they make the paper more lively, or appealing, or interesting. For example, the first paragraph plainly intended to line up the topics for the paragraphs to follow, to outline a plan of development for the composition as a whole; but there is no suggestion in it of the topic later developed in the third paragraph.

The use of the word *background* in the second paragraph is very likely to mislead the reader, who will think of *setting* or *previous experience and training*. That neither of these meanings is what the author intends is clear enough from the second sentence in the first paragraph and the concluding sentences of the second. The careful, thoughtful craftsman in writing gives his readers no chance for even momentary misreading.

A fellow craftsman would undoubtedly enjoy arguing with the author about whether a writer should *establish* his tools or *acquire* them; about

whether a doctor's desk could be sanded too much, or whether a desk for a den should be sanded at all; and whether faulty tools will *always* result in faulty craftsmanship or might add vividness and appeal. This sort of debate with others and with oneself is what makes writing such an exacting and such an exciting recreation.

A NOTE TO HIGH SCHOOL ENGLISH TEACHERS

Since both testing and course work in freshman English composition at the University of Illinois emphasize writing, it follows that the best preparation for a pre-college student would give him considerable practice in the expression of his own ideas in writing. If he has become accustomed to writing and to having his writing efforts criticized constructively, he need have few qualms about the tests and weekly themes required in most college courses.

In the introduction to the *Freshman Rhetoric Manual and Calendar*, our students are given the following counsel:

"Your Freshman Rhetoric instructor has been employed, first, to help you to analyze the weak points and the strong points of your present ability to give clear expression to sound thinking, and, second, to indicate to you what you need to do to improve. His probing into your shortcomings may be painful at times, especially if your earlier efforts have not

been exposed to searching criticism, but patience and application on your part and on his should eventually result in a product of which you both may be proud."

A TYPICAL UNIVERSITY OF ILLINOIS RHETORIC 101 PROFICIENCY TEST

The test form reproduced on the following pages is one now discontinued; however, the test forms used at present are similar in pattern and in degree of difficulty. The tests are designed for an average score of 75 when taken by college freshmen. Letter grade equivalents and the placement test significance of scores on these tests are as follows:

from 90 to 100	— A —	possible exemption
from 80 to 89	— B —	possible exemption, but unlikely
from 70 to 79	— C —	ordinarily enroll in Rhetoric 101
from 60 to 69	— D —	may be denied admission to Rhetoric 101
below 60	— E —	ordinarily denied admission to Rhetoric 101

If there is a lack of agreement between a student's score on the objective test and the skill he shows in the impromptu composition which constitutes the second part of the examination, the Freshman Rhetoric Staff regards the composition as the more valid evidence of actual writing ability.

University of Illinois RHETORIC PLACEMENT TEST Part 1

1. This is an objective-type test containing one hundred items. You should be able to complete the test in one hour, giving careful consideration to each item.
2. You will receive one point for each correct answer, and your grade on the test will be the total number of correct answers. In other words, you will lose a point for each incorrect answer and a point for each failure to answer.
3. MAKE NO MARK OF ANY KIND ON THE PROBLEM SHEETS WHICH FOLLOW.
4. On the following pages you will find problems which test your vocabulary, your spelling, and your knowledge of what constitutes good usage in sentence construction. For each problem, three possible solutions are given, two of which are incorrect or lacking in effectiveness. You are to determine which is the correct or most effective solution.
5. ON THE SEPARATE ANSWER SHEET, black out completely the circle containing the letter which represents the correct solution to each problem. Your task is, literally, to spot the correct solution.
6. You are reminded that this is a University examination. Dishonesty on such an examination leads to expulsion from the University. KEEP YOUR EYES ON YOUR OWN PAPER AND DO NOT COMMUNICATE IN ANY WAY WITH YOUR NEIGHBORS.

Section A

On the answer sheet, black out completely the letter which indicates the word which is nearest in meaning to the underlined word.

- | | |
|---|--|
| <p>1. The speech was full of eloquent <u>invective</u>.</p> <p>2. He was a <u>verbose</u> lecturer.</p> <p>3. Is he a <u>contemporary</u> writer?</p> <p>4. The <u>prodigal</u> son returned.</p> <p>5. He was in a <u>precarious</u> position.</p> <p>6. His conduct was <u>reprehensible</u>.</p> <p>7. Those are <u>incompatible</u> ideas.</p> <p>8. He led a <u>sequestered</u> life.</p> <p>9. She is an <u>assiduous</u> student.</p> <p>10. He considered it an <u>imperative</u> duty.</p> <p>11. It was plainly a <u>gratuitous</u> insult.</p> <p>12. The sect seemed governed by <u>bigotry</u>.</p> <p>13. He was an <u>avaricious</u> old man.</p> <p>14. They preach a <u>pernicious</u> doctrine.</p> <p>15. An active <u>malevolence</u> moved him.</p> <p>16. He was faced with a profound <u>enigma</u>.</p> <p>17. He understood their national <u>mores</u>.</p> <p>18. He spoke in a <u>furtive</u> manner.</p> <p>19. The <u>fiscal</u> year came to an end.</p> <p>20. Such reading could <u>vitiate</u> the mind.</p> <p>21. One must walk <u>circumspectly</u>.</p> <p>22. That is a dangerous <u>propensity</u>.</p> <p>23. She gave an <u>acquiescent</u> answer.</p> <p>24. He held <u>heretical</u> beliefs.</p> <p>25. His <u>exemplary</u> conduct was noted.</p> | <p>1. a. eulogy b. denunciation c. comparison</p> <p>2. a. learned b. vivid c. wordy</p> <p>3. a. fluent b. objectionable c. current</p> <p>4. a. wasteful b. wandering c. absent</p> <p>5. a. political b. uncertain c. permanent</p> <p>6. a. blame-worthy b. hasty c. admirable</p> <p>7. a. conflicting b. revolutionary c. incomprehensible</p> <p>8. a. strenuous b. isolated c. religious</p> <p>9. a. diligent b. stupid c. dishonest</p> <p>10. a. distasteful b. urgent c. trivial</p> <p>11. a. vehement b. merited c. unwarranted</p> <p>12. a. ignorance b. intolerance c. avarice</p> <p>13. a. deceitful b. pitiless c. greedy</p> <p>14. a. harmful b. ancient c. inspiring</p> <p>15. a. generosity b. pessimism c. hatred</p> <p>16. a. doctrine b. proverb c. riddle</p> <p>17. a. customs b. heroes c. taxes</p> <p>18. a. boisterous b. confident c. sly</p> <p>19. a. cold b. financial c. peaceful</p> <p>20. a. stimulate b. educate c. debase</p> <p>21. a. cautiously b. hastily c. firmly</p> <p>22. a. proposal b. declivity c. tendency</p> <p>23. a. compliant b. rude c. quiet</p> <p>24. a. spiritual b. optimistic c. unorthodox</p> <p>25. a. habitual b. vicious c. commendable</p> |
|---|--|

Section B

On the answer sheet, black out the letter which indicates the correct spelling for each word.

- | | | | |
|---|---|---|---|
| <p>26. a. proclaimed
b. proclaimed
c. proclammed</p> <p>27. a. supress
b. suppress
c. surpress</p> <p>28. a. tendency
b. tendancy
c. tendency</p> <p>29. a. allience
b. aliancce
c. alliance</p> | <p>30. a. fiveteen
b. fifteen
c. fifeteen</p> <p>31. a. undoubtedly
b. undoubtably
c. undoubtbly</p> <p>32. a. enviornment
b. environment
c. envirement</p> <p>33. a. buoyant
b. bouyant
c. buoyent</p> | <p>34. a. writeing
b. writting
c. writing</p> <p>35. a. loneliness
b. lonelyness
c. lonliness</p> <p>36. a. government
b. government
c. government</p> <p>37. a. exagerate
b. exaggerate
c. exaggarate</p> | <p>38. a. indispensable
b. indespensable
c. indispensible</p> <p>39. a. soliquy
b. soliloquy
c. solilloquy</p> <p>40. a. wholely
b. wholey
c. wholly</p> <p>41. a. advantageous
b. advantagous
c. adventageous</p> |
|---|---|---|---|

42. a. conceiveable
b. conceivable
c. concievable

44. a. severely
b. severly
c. sevearly

46. a. conqueror
b. conquror
c. conquerer

48. a. catelog
b. cataloge
c. catalog

50. a. mathemetician
b. mathematician
c. mathematition

43. a. rediculous
b. ridicules
c. ridiouous

45. a. privilige
b. privilege
c. priviledge

47. a. embarassment
b. embarrasment
c. embarrassment

49. a. cigarret
b. cigarette
c. cigarett

Section C

On the answer sheet, black out the letter of the best version of the underlined passage.

51. If old men were playing the contest would be slowed down.
a. were playing the
b. was playing, the
c. were playing, the
52. This is one of many exam-
ples that show the intelli-
gence of animals.
a. examples that show
b. examples that shows
c. examples, that show
53. The contents of the book is interesting.
a. is interesting.
b. is of interest.
c. are interesting.
54. That is a twenty five cent magazine.
a. twenty five cent
b. twenty-five cent
c. 25¢
55. Either you or I are going.
a. you or I are
b. you or me are
c. you or I am
56. What she admires most in her roommates are their manners.
a. are their manners.
b. is their manners.
c. are their manner.
57. We went in the room to hear the speech.
a. in
b. in to
c. into
58. He is older than me.
a. than me.
b. then I.
c. than I.
59. You ought to get up earlier.
a. ought
b. had ought
c. should ought
60. The new position of the United States is the most powerful nation on earth.
a. is the
b. is that of the
c. is of the
61. The starter called out get ready!
a. out get ready!
b. out "get ready!"
c. out "Get ready!"
62. They called Doctor Green.
a. Doctor Green.
b. Dr. Green.
c. Doc. Green.
63. Well, Bill, what do you think?
a. Well, Bill, what
b. Well, Bill what
c. Well Bill what
64. Ones beliefs should be re-
spected.
a. Ones
b. Ones'
c. One's
65. I answer to quick.
a. to quick
b. to quickly.
c. too quickly.
66. Let me try and make this clearer.
a. try and
b. try, and
c. try to
67. When the job was finished, the men moved on.
a. finished, the
b. finished; the
c. finished the
68. Beat the mixture good and then place it in the pan.
a. good
b. well
c. a whole lot
69. You may give the parcel to whomever calls for it.
a. whomever
b. who ever
c. whoever
70. The sponsor of this pro-
gram would be grateful if
you would write.
a. would
b. will
c. could
71. Every girl in the house ex-
cept you and me are invited.
a. me are
b. I are
c. me is
72. They swang their partners in the reel.
a. swang
b. swung
c. swunged

73. The most healthy climate is that of Arizona.

- a. healthy
- b. healthily
- c. healthful

75. He intended to have brought you home with us.

- a. to have brought
- b. to bring
- c. bringing

74. I not only want to read the essay but the letters too.

- a. not only want to read
- b. want not only to read
- c. want to read not only

Section D

On the answer sheet, black out the letter which indicates the best statement in each of the following groups:

76. a. A comma should always be between a town and state.
b. A town and state should always be separated by a comma.
c. One should use a comma between the name of a town and the name of the state.
77. a. There are mists, faint and beautiful and which do not change, that hang over the slopes of some mountains.
b. There are mists, which are faint and beautiful, and which do not change, and which hang over the slopes of some mountains.
c. Mists — faint, beautiful, and unchanging — hang over the slopes of some mountains.
78. a. Between you and me, he acts as if he were intoxicated.
b. Between you and me, he acts like he is intoxicated.
c. Between you and I, he acts as if he was intoxicated.
79. a. The tendency of young people is both to react against the virtues and the defects of their elders.
b. The tendency of young people is to react against both the virtues and the defects of their elders.
c. A reaction both against the virtues and the defects of their elders is the tendency of young people.
80. a. What he says and his actions are no concern of mine.
b. His sayings and his actions being no concern of mine.
c. What he says and what he does are no concern of mine.
81. a. Due to having passed both proficiency examinations, he was exempted from the two semesters of rhetoric.
b. Because he passed both proficiency examinations, he was exempted from the two semesters of rhetoric.
c. Having passed both proficiencies examinations, they exempted him from the two semesters of rhetoric.
82. a. He replied, that in the case of the students who had petitioned, the answer was yes.
b. The students having petitioned, he gave an answer in the affirmative.
c. He replied that the students' petition had been granted.
83. a. The lake is crossed at one end by a bridge, a row of poplar trees bordering it.
b. Poplar trees border the lake, and a small bridge crossing one end of it.
c. The lake is bordered by a row of poplar trees and crossed by a bridge at one end.
84. a. Having studied music in Paris, Mary's singing impressed her friends.
b. Mary's friends were impressed by her singing; she having studied music in Paris.
c. Because Mary had studied music in Paris, her friends were impressed by her singing.
85. a. The jewelled bag lay on the table. The circle of lamplight fell full upon it. Nobody could fail to see it.
b. On the table, in the circle of lamplight and in full view of everybody, lay the jewelled bag.
c. The jewelled bag lay in the circle of lamplight and in full view of everybody on the table, so nobody could fail to see it.
86. a. His three hundred pounds of avoirdupois does not hinder him playing rompingly with the little ones.
b. He weighs three hundred, but which does not prevent his romping with the children.
c. Although he weighs three hundred pounds, he romps with the children.

87. a. The huge oak had an appearance of strength similar to a mighty giant.
 b. The huge oak appeared awfully strong like a mighty giant.
 c. The huge oak had an appearance of strength similar to that of a mighty giant.
88. a. His employees gave him a gold watch.
 b. He was made the recipient of a gold watch from his employees.
 c. He received a gold watch which was given to him by his employees.
89. a. The store has an express elevator to the tower; this makes it very convenient for the sightseers.
 b. The express elevator to the tower of the store is a great convenience to sightseers.
 c. In the store they have an express elevator to the tower, being a great convenience to sightseers.
90. a. The open switch was seen in time when the train swung around the curve; the train was stopped and we rushed from the cars.
 b. As the train swung around the curve, the engineer saw the open switch. He immediately stopped the train, and we rushed from the cars.
 c. We rushed from the cars as soon as the train stopped after the open switch was seen as it swung around the curve.
91. a. A smile flitted over her face, then her attitude grew stern.
 b. A smile flitted over her face; then her attitude grew stern.
 c. Her attitude grew stern after a smile had flitted over her face.
92. a. At twelve years of age, new scenes and new employments were opened to me.
 b. When I was twelve years old, new scenes and new employments were opened to me.
 c. I was twelve years old so new scenes and new employments were opened to me.
93. a. Fred met us at the foot of the hill and he climbed into the front seat and told the driver where to go.
 b. Fred, who met us at the foot of the hill, climbed into the front seat and told the driver where to go.
 c. Fred who met us at the foot of the hill climbed into the front seat and told the driver where to go.
94. a. Margaret and Alice worked together, and they did not do as much as Mary did alone.
 b. Margaret and Alice worked together, they did not do as much as Mary did alone.
 c. Although Margaret and Alice worked together, they did not do as much as Mary did alone.
95. a. He gave up the task being too difficult.
 b. He gave up the task on account of it was too difficult.
 c. He gave up the task as too difficult.
96. a. Tightly I clung to my mother's skirt, who soothed my anxiety with her gentle hand.
 b. While I clung tightly to the skirt of my mother, she soothed my anxiety with her gentle hand.
 c. Clinging tightly to my mother's skirt, she soothed with her gentle hand my anxiety.
97. a. On the roof of the barn roosted some pigeons.
 b. The barn's roof had some pigeons roosting on it.
 c. There were some pigeons roosting on the barn's roof.
98. a. His wife who thought he would be thirsty brought a pitcher of water.
 b. His wife thought he would be thirsty. So she brought a pitcher of water.
 c. His wife, thinking he would be thirsty, brought a pitcher of water.
99. a. He acted like all the rest of us boys.
 b. He acted like all the rest of us boys did.
 c. He acted just the same way as all the rest of we boys.
100. a. We stayed quite late at the Dunes, proving what a good time we had.
 b. Our staying quite late at the Dunes proves what a good time we had.
 c. Since we stayed quite late at the Dunes, the good time we had is proven.

UNIVERSITY OF ILLINOIS
RHETORIC PLACEMENT TEST · ANSWER SHEET

Black out the letter which represents the *correct* answer, completely filling the circle :

PLEASE PRINT:

Name _____

Last

First

College _____

Middle

Instructor _____

Date _____

- | | | | | | | | |
|----|-------------|----|-------------|----|-------------|-----|-------------|
| 1 | (a) (b) (c) | 26 | (a) (b) (c) | 51 | (a) (b) (c) | 76 | (a) (b) (c) |
| 2 | (a) (b) (c) | 27 | (a) (b) (c) | 52 | (a) (b) (c) | 77 | (a) (b) (c) |
| 3 | (a) (b) (c) | 28 | (a) (b) (c) | 53 | (a) (b) (c) | 78 | (a) (b) (c) |
| 4 | (a) (b) (c) | 29 | (a) (b) (c) | 54 | (a) (b) (c) | 79 | (a) (b) (c) |
| 5 | (a) (b) (c) | 30 | (a) (b) (c) | 55 | (a) (b) (c) | 80 | (a) (b) (c) |
| 6 | (a) (b) (c) | 31 | (a) (b) (c) | 56 | (a) (b) (c) | 81 | (a) (b) (c) |
| 7 | (a) (b) (c) | 32 | (a) (b) (c) | 57 | (a) (b) (c) | 82 | (a) (b) (c) |
| 8 | (a) (b) (c) | 33 | (a) (b) (c) | 58 | (a) (b) (c) | 83 | (a) (b) (c) |
| 9 | (a) (b) (c) | 34 | (a) (b) (c) | 59 | (a) (b) (c) | 84 | (a) (b) (c) |
| 10 | (a) (b) (c) | 35 | (a) (b) (c) | 60 | (a) (b) (c) | 85 | (a) (b) (c) |
| 11 | (a) (b) (c) | 36 | (a) (b) (c) | 61 | (a) (b) (c) | 86 | (a) (b) (c) |
| 12 | (a) (b) (c) | 37 | (a) (b) (c) | 62 | (a) (b) (c) | 87 | (a) (b) (c) |
| 13 | (a) (b) (c) | 38 | (a) (b) (c) | 63 | (a) (b) (c) | 88 | (a) (b) (c) |
| 14 | (a) (b) (c) | 39 | (a) (b) (c) | 64 | (a) (b) (c) | 89 | (a) (b) (c) |
| 15 | (a) (b) (c) | 40 | (a) (b) (c) | 65 | (a) (b) (c) | 90 | (a) (b) (c) |
| 16 | (a) (b) (c) | 41 | (a) (b) (c) | 66 | (a) (b) (c) | 91 | (a) (b) (c) |
| 17 | (a) (b) (c) | 42 | (a) (b) (c) | 67 | (a) (b) (c) | 92 | (a) (b) (c) |
| 18 | (a) (b) (c) | 43 | (a) (b) (c) | 68 | (a) (b) (c) | 93 | (a) (b) (c) |
| 19 | (a) (b) (c) | 44 | (a) (b) (c) | 69 | (a) (b) (c) | 94 | (a) (b) (c) |
| 20 | (a) (b) (c) | 45 | (a) (b) (c) | 70 | (a) (b) (c) | 95 | (a) (b) (c) |
| 21 | (a) (b) (c) | 46 | (a) (b) (c) | 71 | (a) (b) (c) | 96 | (a) (b) (c) |
| 22 | (a) (b) (c) | 47 | (a) (b) (c) | 72 | (a) (b) (c) | 97 | (a) (b) (c) |
| 23 | (a) (b) (c) | 48 | (a) (b) (c) | 73 | (a) (b) (c) | 98 | (a) (b) (c) |
| 24 | (a) (b) (c) | 49 | (a) (b) (c) | 74 | (a) (b) (c) | 99 | (a) (b) (c) |
| 25 | (a) (b) (c) | 50 | (a) (b) (c) | 75 | (a) (b) (c) | 100 | (a) (b) (c) |

Classification _____

Score _____

Student should not mark this

Student's signature: _____

University of Illinois
FRESHMAN RHETORIC PLACEMENT TEST

Part 2

The Test: Part 2

You will find listed below twenty topics for composition. Study them carefully; then select one on which you have something to say. Decide before you start writing just what your main idea is to be and how it can best be developed. You may use the back of this sheet to jot down and organize your thoughts. Bear in mind that the composition should be expository (presenting and supporting an idea), not simply descriptive or narrative. You may, of course, use some description and narration to give color and vigor to your exposition. You may design your own title but do not write on a topic not listed.

All compositions will be collected at the end of one hour. You must gauge your time to permit careful checking for errors. There are no length requirements. However, the English Department needs an ample demonstration of your writing ability. Several pages will ordinarily be sufficient. Adequate and well-rounded development of your composition is far more important than its length.

Use a pen if you have one. Leave a one-inch margin on the left and a one-half-inch margin on the right. Do not write in the blank space to the right of the endorsement box on the cover sheet. Write on both sides of each sheet. Write carefully and legibly; you will not have time to make a rough draft and copy it.

BE SURE TO PLACE YOUR ANSWER SHEET FOR THE OBJECTIVE TEST BETWEEN THE PAGES OF YOUR THEME BOOKLET.

BE SURE THAT YOUR NAME AND THE NAMES OF YOUR COLLEGE (L.A.S., AGR., ENG., ETC.), AND HIGH SCHOOL ARE ON THE OBJECTIVE TEST ANSWER SHEET AND THE THEME BOOKLET.

1. How to fight the double feature
2. Dope addicts are dopes
3. New developments on the farm
4. Television's growing pains
5. Athletes for sale
6. Living in a glass house
7. We need better teachers
8. New styles in furniture
9. Are the best things free?
10. Memorable shots in technicolor movies
11. What a job taught me
12. An appraisal of television wrestling
13. I am alone
14. I go Pogo
15. Why choose a coed college?
16. How the draft *should* operate
17. Music for the masses
18. My home town is changing
19. A DP test case
20. I predict that . . .

REFERENCES

The University of Illinois Freshman Rhetoric Manual and Calendar. .50¢

This outlines course objectives and regulations and lists day-by-day assignments for the school year. Order from The Illini Union Bookstore, 715 South Wright Street, Champaign, Illinois.

The Green Caldron, a magazine of freshman writing.25¢

The *Green Caldron* is published four times a year by the Freshman Rhetoric Staff of the University of Illinois. The material is chosen from themes and examinations written by freshmen in the University. Order from C. W. Roberts, 204a Lincoln Hall, Urbana, Illinois.

Selected issues of the *Illinois English Bulletin*.25¢ for each

English teachers who are members of the Illinois Association of Teachers of English receive current copies of the *Bulletin* monthly during the school year. Applications for membership and orders for issues listed below should be addressed to Illinois English Bulletin, 204a Lincoln Hall, Urbana, Illinois.

"A Thousand Topics for Composition," (December, 1951)

"Freshman Composition Courses in Twelve Illinois Colleges," (November, 1951)

"Evaluating Ninth-Grade Themes," (March, 1953)

Twenty themes showing varying degrees of proficiency are evaluated and discussed by nineteen experienced teachers representing various high schools of the state.

"Evaluating Twelfth-Grade Themes," (April, 1953)

Twenty twelfth-grade compositions are evaluated and discussed by twenty-one high school teachers and fourteen college teachers of English, with all types of institutions represented.

"Some of the Best Illinois High School Prose," (published annually)

"Some of the Best Illinois High School Poetry," (published annually)

High school teachers are invited to submit the best of their student compositions for possible publication in these honorary issues. Address manuscripts to the Illinois English Bulletin, 204a Lincoln Hall, Urbana, Illinois.

OTHER SERVICES TO HIGH SCHOOL TEACHERS OF ENGLISH

Permission is granted to reproduce all material in the present publication.

Blank answer sheets and a master correction sheet for the objective test presented above may be ordered by teachers only from C. W. Roberts, 204a Lincoln Hall, Urbana, Illinois. You will be billed for the third class postage needed to ship your order.

Important Announcement

Since the preceding pages went to press, the University of Illinois has announced a revision of its policy and procedures regarding Freshman Rhetoric. On December 20, 1955, the Board of Trustees approved a recommendation of the University Senate that Rhetoric 100 be discontinued after the 1960 summer session. Freshmen entering the University of Illinois in September, 1960, and in the years following, will be given a proficiency test similar to the one described above and will be registered in either Rhetoric 101 or 102, the college-level courses. The Rhetoric 101 and 102 standards described above will be firmly maintained.

The four-year period between this announcement and the inauguration of the new procedure will give all concerned ample opportunity to adjust to the change. A high school freshman of 1956 can, in the four years that lie ahead, so apply himself to his English work that he will be ready to assume the role of college freshman in 1960.

The University of Illinois hopes that this publication and similar efforts to clarify standards will result in better composition instruction at all levels.