

# English exam guidelines given

Guidelines for Grading (1) Themes in English and (2) the English Comprehensive Examination

- I. Content
    - A. title
    - B. thesis statement
    - C. support of the thesis
  - II. Style
    - A. diction
    - B. variety of sentence structure
  - III. Organization
    - A. development of each paragraph
    - B. a minimum of four paragraphs
    - C. development of the paper as a whole
  - IV. Mechanics
    - A. run-on sentences and sentence fragments
    - B. verb errors (incorrect principal parts, incorrect participles)
    - C. pronoun errors (lack of agreement of pronoun and antecedent, incorrect case, vague or indefinite pronoun reference)
    - D. agreement of subject and verb
    - E. dangling and misplaced elements
    - F. errors in adjective and adverb forms (confusion of adjectives and adverbs, errors in comparative and superlative forms of adjectives and adverbs)
    - G. double negatives
    - H. consistency of point of view (1st, 2nd, or 3rd person) and of tenses
    - I. parallel construction
    - J. spelling (All students are expected to use a dictionary)
    - K. punctuation
- Sections III and IV will be weighted most heavily.

#### Note:

The major errors are the following:

- (1) run-on sentences and sentence fragments
- (2) a failure of agreement of subject and verb
- (3) verb errors
- (4) pronoun errors
- (5) a failure of consistency of point of view

Four such errors or combinations of such errors will automatically fail a paper. Chronic problems in organization, coherence, and other areas will also fail a paper.

In the case of the English Comprehensive Examination, the evaluator may stop reading after encountering four major errors.

#### Tally for Grading the English Comprehensive Examination

Student number \_\_\_\_\_

- I. Content
 

_____ good	_____ fair	_____ poor
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- II. Style
 

_____ good	_____ fair	_____ poor
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- III. Organization
 

_____ pass	_____ fail
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- IV. Major errors (Indicate the number.)
  - A. run-on sentences \_\_\_\_\_  
sentence fragments \_\_\_\_\_
  - B. failure of agreement of subject and verb \_\_\_\_\_
  - C. verb errors (incorrect principal parts, incorrect participles) \_\_\_\_\_
  - D. pronoun errors (lack of agreement of pronoun and antecedent, incorrect case, vague or indefinite pronoun reference) \_\_\_\_\_
  - E. failure of consistency of point of view \_\_\_\_\_

Four such errors or combinations of such errors will automatically fail a paper. Chronic problems in organization, coherence, and other areas will also fail a paper.

The evaluator may stop reading after encountering four major errors.

Comments, including the citing of other errors (if desired): \_\_\_\_\_

Evaluator's recommendation: \_\_\_\_\_ Pass  
\_\_\_\_\_ Fail

Evaluator's signature: \_\_\_\_\_

## A.C.E.S. is graduation requirement so, people, don't neglect culture!

by Donna Jones

"Is there an A.C.E.S. program tonight?" is a familiar question heard on the campus.

### New drama production coming up Nov. 17-18

by Terry Lewis

There will be another drama production coming up soon, a major production titled "Plantation."

The performances will be Nov. 17 and 18. "Plantation" was written by Ted Shine who also wrote "Contribution," the Oct. 13 and 14 performance.

The cast of "Plantation" is Josie Hudley, Kathy Lewis, Areatha Tharrington, and Myra Robbins, all Interdisciplinary Studies Program (ISP) majors concentrating in drama, and Carolyn Davis, an ISP communications major.

Denise Troutman, the drama instructor, stated that "Plantation's" theme is entertaining.

After all, it is a requirement for graduation. A student must attend 75% of the A.C.E.S. programs for the semester in order to get a "P" for passing. She must have six semesters of credit to graduate.

According to the A.C.E.S. committee, A.C.E.S. is an academic and cultural enrichment series designed to facilitate communication within the college.

Some students feel differently about this effort. Mary Jennings, a senior student personnel major from Washington, D. C. said of A.C.E.S., "They do not serve the purpose that they set out to serve because students are forced to go." Mary, a senior, said her four years of attending A.C.E.S. "haven't made a measurable difference."

Cynthia Carter, a freshman business major from Greensboro who commutes, said of the program, "The A.C.E.S. are inconvenient for me because they are between classes and at night." She added that she "hates that it's required."

Harold Bragg, dean of Student Affairs, supports the program for several reasons. The first one is academic enrichment. He says, "It will academically enrich students and help them to take leadership roles in all fields." He added, "We want our students who graduate to have exclusive advantage of attending a concert or hearing a world famous speaker." The second reason the dean gave was when an important artist does come to Bennett and attendance is not required, hardly anyone attends. This is not only embarrassing to the artist but to the student body as well," he added.

Peggy Washington, a senior business administration major from East Orange, New Jersey, also supports A.C.E.S. but thinks, "It would be better if they would get more student opinions on what kind of A.C.E.S. should be offered."

All of the programs and activities for A.C.E.S. credit are submitted to the A.C.E.S. committee. The committee members are the dean of Student Affairs, the director of development, the director of the Computer Center, the director of Co-Curricular Activities, the presidents of the Student Union Board and Recreational Council and the associate academic advisor.

But any student can suggest ideas to the committee if they feel A.C.E.S. does not include a varied program, Dean Bragg said, "We will accept student's ideas because we do not want any negative feelings toward A.C.E.S."

## Juniors speak out on English exam

by Carolyn Hazel

When the Banner featured an article on the English Comprehensive Examination last year, apparently a majority of the junior class did not read it.

Although the exam was instituted last year this will be the first year that it will be administered to the students.

Several juniors were asked how they felt about taking the exam. Many said that they were not even aware that the exam was required for graduation. Several juniors did not know that the test would be administered next month.

Opinions about the exam were pro and con. A political science major from Chicago, Ill., felt that the test was a good idea "since a lot of colleges have some type of English Competency Test."

However, she also said, "I don't think that the test should be administered to our class because we should have been told in our freshman year that we would have to take this test and maybe we would have had a better chance to prepare for the exam."

"Correct grammar is something that should be enforced throughout your academic career from grade school on up; but some teachers don't even use correct grammar, so how can they enforce it," she added.

Many juniors agreed with their classmate that the test was a good idea, but they felt that they should have been told in their freshman year that the test was a requirement for graduation.

Another student from New Haven, Conn., an intermediate education major said, "Most students who do not major in English are required to take only English 103-104. They generally do not take Advanced Composition or Advanced Grammar."

"Both of these courses are good electives, but many students feel that their main concern is their major and electives related to that major."

"I feel that the problem lies with the instructors. Many of Bennett's instructors don't care whether you learn or not. They just want you to come to class so that they can talk about their cars, families or anything else that is not relevant to the class."

"These inadequate instructors are the ones who have lowered student motivation. Many students feel that if their instructors are unconcerned, why should they be concerned?"

One student majoring in biology and pre-nursing, from Monroe, N. C., was afraid that she was going to fail the test because, "in my freshman year I took 103-104 English, but I haven't written a thing since."

Although a majority of the junior class was opposed to having the test administered this year, some members felt that the test would be a big help to them in the future.

A business administration major from Newark, N. J., said, "I don't think that I will have any trouble with the exam. It doesn't sound that hard and we will have two hours to do it."

The same opinion was voiced by a student from Charlotte, N. C., majoring in I.S.P., Communications. She said, "We should be glad to take the exam. This test will give us a chance to use our writing skills and besides what type of job can anybody get if she can't write."

## Special Education Club is started to focus on exceptional children

by Donna Jones

A new club for education majors which will focus on special education and the needs of exceptional children had its first meeting Oct. 17.

The club, called the Special Education Club, will concern itself with enhancing the intellect of special ed, psychology and education majors, according to Carolyn Coston, instructor in special education, and founder and advocate of the club.

Ms. Coston hopes to develop a workshop and a roster for visiting professional speakers to speak on the subject of education. "I think

it's beneficial for special ed, psychology or education majors to have the opportunity to hear different views and ideas from a professional speaker," she said.

She feels the club's activities will be a growth process which every education major should include in her college years. But the main purpose of the new club is "for education majors to be more active and have an organization."

The club is looking for a person in any major who is willing to participate in money-making activities and the drive to make the club an institution on the Bennett campus. See Ms. Coston if you are interested.

## Produced by students, 'Contributions' is big success

by Donna Meacham

### A Review

The one-act play "Contributions" was performed in the Little Theater on Friday and Saturday night, Oct. 13 and 14.

Set in the turbulent sixties, it portrayed the on-going struggle of blacks for civil rights during that period.

The cast of three consisted of the grandmother, Mrs. Grace Love, played by Grace Phillips, a freshman drama major from Washington, D. C., the grandson, Eugene Love, played by Regina Watkins, a senior physical therapy major from Baltimore, Maryland, and Katy Jones, a friend of the family, played by Doris Sealy, a sophomore

majoring in psychology, from Fairmont, N. C.

Eugene was very involved in the struggle as a young black man, and doubted his grandmother's ability to do anything to aid, or even to fully understand the "cause," because of her present and prior associations with whites. Was he ever wrong! As their chief adversary's domestic, Mrs. Love was able to fell him with some of his favorite cornbread.

Those in the audience who were familiar with the fabled power of "root-working" knew right away what she had done as she clutched the small leather pouch around her neck. She had made her "contribution," and was last heard planning to move onward to Montgomery, Alabama, where she had heard that her "help" was needed also.

"Contributions" was co-produced by Hattie Purnell, a senior communications major from Berlin, Maryland, and Jennifer Wells, a sophomore drama major from Sumter, S. C.

Commendations to cast and crew on an outstanding production.



Barge residents in Parents' Weekend presentation.

Photo by Myra Davis

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