

## Expository Writing Version Distinctions

### The Writing Requirement

Bentley expects all students to complete Expository Writing I in the freshman year (though not necessarily in the first semester) and Expository Writing II in the sophomore year. There are four versions of each course, but all meet the same objectives and satisfy the requirement. For Expository Writing I, the versions are EXP101, EXP101L, EXP102, and EXP102L. The courses numbered 102 and 102L are reserved for students whose native language is not English and who request such a course. EXP101L and EXP102L are “lab” courses, explained below.

### ESOL (English for Speakers of Other Languages) Courses: EXP 102 and 102L

Students whose first language is not English may be interested in taking a class with other such students. Taught by faculty with backgrounds in TESOL (teaching English to speakers of other languages), these classes fulfill the same three credits, cover similar skills, and are just as rigorous as their 101 and 101L counterparts. Class texts and in-class exercises, however, are designed to help advance the reading and writing abilities of students continuing to strengthen their English.

### The Lab Courses: EXP101L and 102L

The lab courses represent a significant investment by Bentley in the academic and professional success of our students. They are designed like science lab courses, providing additional time each week to work on lessons and engage in writing workshops. The lab approach achieves the goals of the course without imposing the burden of a non-credit preliminary course (required by many other colleges). Completing 101L or 102L satisfies the requirement: there is no need to take EXP101. The course is highly praised by students who have taken it. Here is a letter one lab student wrote to his professor:

*Before I took this class, I was an acclaimed writer, and was used to receiving praise for every piece of work that I churned out of my computer. Indeed, being placed in the top 1% of the country for my writing skills (according to the ACT) and practically receiving an A+ on every paper I wrote set the bar extraordinarily high for me. And so, when I was placed in this class, I took it as a huge insult, and even took the time to speak with the writing department about whether or not it was a mistake. I now see that it was not, and I'm happy to admit that I was wrong. By taking that extra hour and 15 minutes to improve my writing skills, I now see why I didn't achieve the level of perfection that I once thought I was capable. . . . I'm not perfect, and I still do have much to improve upon, but I'm definitely a better writer now than I was before I took the class, and hope to improve upon these writing skills even further as I progress through college, and eventually, through the real world as well.*

## **Placement**

Students are placed on the basis of the placement essays, which are read by a committee of professors who teach expository writing. The essays are evaluated according to carefully developed criteria that have proven to identify the amount of writing instruction students need to read and write at a level acceptable at Bentley. Surprising though it may be, we have found that there is **no correlation** between college writing ability and high school grades, SAT scores, or honors/AP courses.