

Dear Student,

Thank you for taking the AWPE (Analytical Writing Placement Exam). You have placed into English Composition 2i: Approaches to University Writing for Multilingual Students.

What is English Composition 2i?

English Composition 2i is a parallel course to English Composition 2 but is specifically for multilingual speakers. The “i” in 2i stands for “intensive” as this class has an extra weekly hour to focus on building your skills in academic English. In 2i, students will go beyond grammar and accuracy to work on writing style, rhetorical grammar, and using a variety of sentence types to express complex ideas with appropriately complex sentences and paragraphs. This workshop-style course emphasizes argument, coherence, and sentence-level clarity through the revision process.

What will I do in class?

In class, you might:

- Discuss a course reading’s big ideas, purpose, audience, and stylistic features.
- Analyze assignment prompts and practice a variety of pre-writing strategies.
- Complete style exercises that increase your ability to write varied, grammatically correct, and concise sentences.
- Analyze samples of successful student writing.
- Learn and practice a variety of self-editing and revision strategies.

What kinds of assignments will I have?

You will:

- Write essays that use sources more analytically than in English Composition 1B, integrating your ideas and authors’ ideas clearly and creatively.
- Respond to your peers’ writing.
- Reflect on the process and results of your own writing.
- Apply what you’ve learned about academic English style to create polished prose.

By the end of the quarter, you will produce approximately 15 pages of revised prose.

To see a sample writing assignment from Dr. Jeremy Kelley’s course, click [here](#). To see a sample reading from Dr. Kelley’s course, click [here](#).

Does this placement mean I am a bad writer?

No! Many students who take English Composition 2i excelled at writing in high school. University-level writing is different from high school writing in many ways. English Composition 2i is meant to prepare you for the specific requirements and expectations of writing assignments at UCLA.

For example, in high school, you may have learned the 5-paragraph essay structure for organizing essays. In English Composition 2i, you will learn how to choose and develop essay structures that convey your ideas better than the 5-paragraph formula. In high school, you may also have been taught to produce writing under tight constraints with little or no time for revision. In English Composition 2i, you will learn to use writing as an iterative process that involves active reflection and revision in response to feedback. You will receive close attention from your instructor during the drafting process, and you will have the opportunity to revise and edit your writing over time, allowing you to achieve more clarity in your ideas and more control in your use of language and organization of ideas.

In high school, the focus of your writing assignments may have been on summarizing readings. In this course, you will learn to go beyond summary to craft arguments, analyses, and critical comparisons. Through this course, you also will learn critical thinking and analytical strategies that you may not have learned in high school. Students come to university to encounter new ideas or take familiar ideas to new levels. This course will develop your ability to join complex conversations, using writing as a means to explore, discover, and learn.

What do students think about English Composition 2i?

Most students who take English Composition 2i report that they found it to be valuable preparation for writing at the university level.

Students that have taken English Composition 2i at UCLA have commented:

“As an international student, I needed a course where I could learn how to write at the university-level. Through this course, I think I have learned so much about writing and have become a bit more confident in writing.”

“I learned that in the writing I need to put pieces of evidence to support my main argument. Also, I learned that depending on how strong my evidence is determines how effectively I can show my main argument.”

“I think projects were a really good way for me to put the knowledge I would get from the readings into writing. It helped me to understand better which sources and evidence are the best to use in a given topic.”