

Advising Placement Questions for Reading and Writing

These discussion areas/questions may add more specificity to the document – *Advising Notes for Decision Zone*. Additionally, questions regarding study, learning skills, and motivation are closely linked to reading, writing, and college success so this may be a part of the discussion as well. These questions/discussion areas emphasize a strengths approach for the placement discussion.

-Tell me about a course you took in high school that you enjoyed and did well in.

-What made the course enjoyable for you?

-Tell me about the reading and writing requirements you did for the course.

-If a text book was used, how did you use the book? Did you skim the book, answer end of chapter questions, read it thoroughly? What strategies did you use to understand what you read and also recall that information?

-What do you read for pleasure – books, magazines, blogs, internet information?

-Generally speaking, do you usually understand what you read? Is there a difference between understanding reading content for classes and reading for pleasure?

What types of writing assignments did you have? Did you have to do any type of a research project and write about it?

-Do you consider yourself to have strong writing skills?

-Tell me what factors are important for you in being a good writer.

-Are there any writing skills that you feel you could improve on?

-What about any reading skills that you feel you could benefit from learning?

-What about study skills? What works for you? What about studying for a test in a subject that you don't like so much?

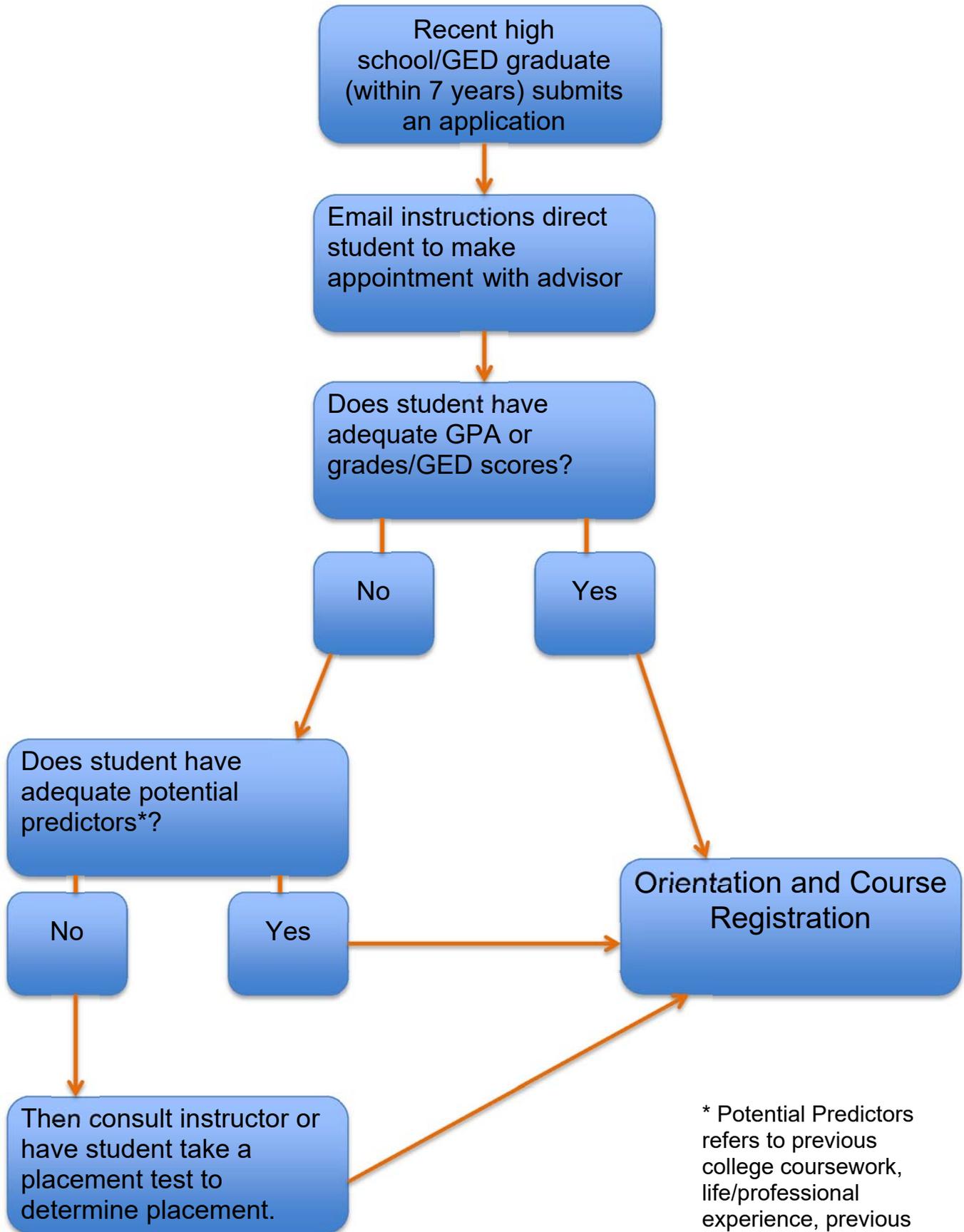
-Let's talk about a class that you did not do as well as you wanted to.

-What was the difference between this class and the class you were successful in?

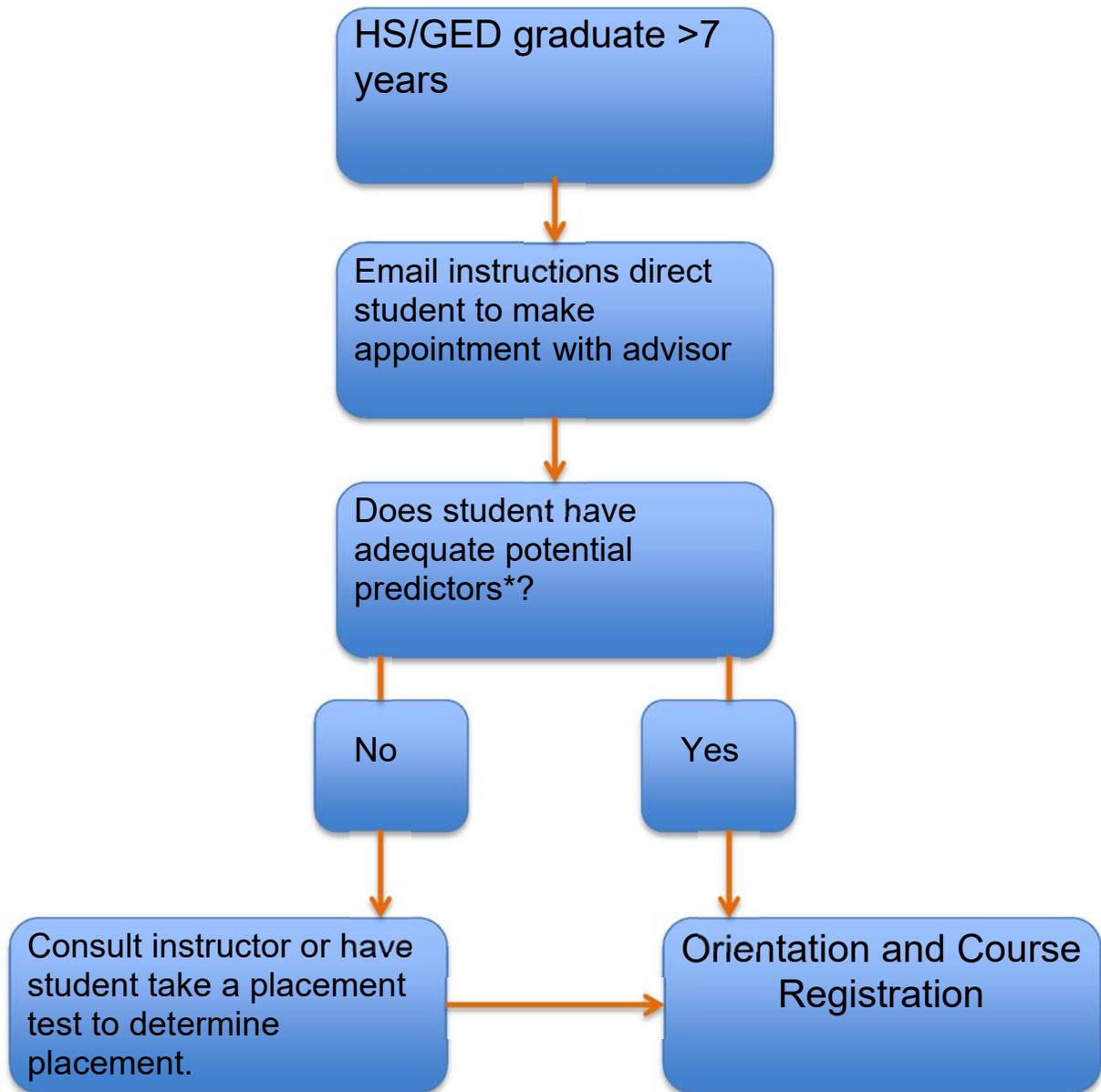
-Ask variations of the above questions.

-Do you believe it was skill level and/or motivation or both that contributed to difficulty in this class?

-What strategies do you use to pass/do well in a course that you're not that interested or that you find difficult?



* Potential Predictors refers to previous college coursework, life/professional experience, previous placement tests, instructor created worksheets, course descriptions, etc.



* Potential Predictors refers to previous college coursework, life/professional experience, previous placement tests, instructor created worksheets, course descriptions, etc.

Statewide Mandate

POTENTIAL PREDICTORS FOR WRITING

*Statewide
Accountability
table.*

*Transc.
or
Self-Rep.*

Predictor	Assessment	WRITING 121	WRITING 115	WRITING 90
Smarter Balanced (English Language Arts)	4	*****RECOMMENDED**	--	Not Recommended
	3	*****RECOMMENDED**	--	Not Recommended
	2	--	*****RECOMMENDED**	--
	1	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
High School GPA (total GPA in English and Writing classes, only)	≥ B	*****RECOMMENDED**	--	Not Recommended
	B- to C	--	*****RECOMMENDED**	--
	≤ C-	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
High School GPA (total GPA in all HS classes)	≥ B+	*****RECOMMENDED**	--	Not Recommended
	B to B-	--	--	--
	B- to C+	--	*****RECOMMENDED**	--
	≤ C-	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
English 4 Grade <i>Senior level English</i>	≥ B+	*****RECOMMENDED**	--	Not Recommended
	B	--	--	Not Recommended
	B- to C+	--	*****RECOMMENDED**	--
	≤ C-	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
English 3 Grade (if last English class taken)	≥ A	*****RECOMMENDED**	--	Not Recommended
	B+ to B	--	*****RECOMMENDED**	--
	B- to C	--	--	--
	≤ C-	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
2014 GED (Reasoning through Language Arts)	≥ 165	*****RECOMMENDED**	--	Not Recommended
	164-155	*****RECOMMENDED**	--	Not Recommended
	154-145	--	*****RECOMMENDED**	--
	≤ 144	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
Accuplacer (Next-Generation Writing)	≥ 263	*****RECOMMENDED**	--	Not Recommended
	262-250	--	*****RECOMMENDED**	--
	≤ 249	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
Accuplacer (Next-Generation Reading)	≥ 263	*****RECOMMENDED**	--	Not Recommended
	262-250	--	*****RECOMMENDED**	--
	≤ 249	Not Recommended	--	*****RECOMMENDED**
		WRITING 121	WRITING 115	WRITING 90
Compass	≥ 80	*****RECOMMENDED**	--	Not Recommended
	79-70	--	*****RECOMMENDED**	--
	≤ 69	Not Recommended	--	*****RECOMMENDED**

7.

Writing

asked to read or describe

Descriptions of the Composition Classes offered at Oregon Coast Community College

WRITING 90 *not transferable but OK for F.A.*

In this class, students will spend a lot of time working on the application of sentence and paragraph structure to college level writing. Through the weeks of the term students develop their ability to more quickly and easily capture their thoughts on paper. Our course includes vocabulary and punctuation basics through a variety of activities and collaborative work in and out of class. This course is tied to Writing 115, so the course material of that class forms the center post around which the fundamentals are taught.

WRITING 115 *- English - intro to ... writing*

This course solidifies students' abilities to write meaningful sentences, paragraphs, and essays. During the term, the content of assigned work moves from personal responses to more formal writing that requires the use of outside source material in support of students' ideas. More practice with grammar trouble-spots, punctuation use, and the conventions of college level writing are embedded in the material of our class time and extends into online work done out of the classroom. The longest essay is roughly 4-6 pages (1000 words).

WRITING 121 *- English Comp*

This course assumes fluency in sentence and paragraph structure. At this level, students' attention is focused on producing college-level writing for specific purposes and to satisfy various audiences. By the end of the term, assignments may reach to 5-7 pages, and require the use of well-chosen source material and the proper citation of the influences of other writers accessed through extensive reading assignments.

use when talking w/ staff

Reading 90 - *not being offered due to low enrollment*

In this class (which is only offered in conjunction with Reading 115), we use the same textbook and focus on the same assignments you'll be given in the higher level class. We split the RD 90 class, meeting before and after the hour-long classes of RD 115. The purpose of this is to preview and review the more advanced and faster-paced material covered in RD 115. It is useful for students at this level to get more time to go over the most complicated topics and assigned work.

0 * Reading 115

This class is designed for students who are relatively new to the rigorous expectations instructors have for college reading. We focus on the process of breaking long textbook reading assignments down into "bite-sized" pieces and how to find the most important passages to study. We also read a full-length novel and a number of scholarly articles and examine the different processes for the varied styles of reading. Quizzes on the novel and on textbook chapters, written summaries of the articles, and an end-of-term presentation make up the majority of assignments in this class. *reading "The Book Thief"*

Read 117 - new course > might do override for 115
High level - see syllabus

Students - getting B's need more reading;
? USJ students - see Linda?