

English Placement at Shoreline

At Shoreline Community College, we are dedicated to helping you succeed in college now and in the workplace in the future. One of the keys to that success is your ability to read, write, and think at the college level. We have designed our English classes to help you develop these important abilities. Your first college English class should be challenging, but it should also start where you currently are with your reading, writing, and thinking skills. As a result, selecting the best class for yourself is a very important process. This questionnaire will help you decide which English class is best for you.

Are you an ESL/ELL student?

If you have not attended high school in the US and have lived in the US (or other English speaking country) for under 5 years, ESL classes may be better for you. Contact Aura Rios-Erickson, ESL Advisor, in Transitional Studies, Room 5202, or at aerickso@shoreline.edu.

Do you have a high school credential (diploma/GED)?

If not, or if you have been out of school for more than 5 years, our Adult Basic Education program may be a good starting place for you. To attend an ESL or ABE orientation, call: (206) 546-4602 or contact Ashley Baird, ABE Navigator, in Transitional Studies, Room 5202, or at abaird@shoreline.edu.

Are you applying to become a Running Start student?

At this time, eligibility for Running Start is determined with high school GPA (2.5 or higher), scores from the Smarter Balanced Assessment, AP and IB exams, SAT or ACT scores, and Accuplacer. We will also honor English 101 placement from another community or technical college in Washington state. Contact Maria Tungol, Running Start Advisor, in Room 5229 or at mtungol@shoreline.edu.

Have you taken any of the following tests?

- Smarter Balanced/ACT/SAT/IB/AP
- If so, you may be able to use your scores to place into English 101

If none of the above questions apply to you, continue with the English self-placement process on the next page.

How does this questionnaire work?

First, answer the questions in **Section I** on the pages that follow. Use the information at the end of Section I to begin the process of selecting your English class.

Next, choose one of the three short readings provided in the links below.

[Short Reading 1](#)

[Short Reading 2](#)

[Short Reading 3](#)

Each reading represents a typical reading in English 101. After reading the essay you've selected, complete **Section II** of the questionnaire. You will read a short essay and assignment prompt (located below), and you will answer some questions about them. This is NOT a test or assignment. Instead, the essay and prompt are examples of what you might see in a college-level English class. We want you to have a clear picture of the kind of work you will be expected to do at the college level. The questions will simply measure your level of comfort and experience with the reading and assignment.

Finally, review the **course and student profiles for English 090, 099, 101, and Adult Basic Education (ABE)**. Then, based on the information provided and your responses to Sections I and II, choose the English class that best suits your skills and abilities. Remember, this is an important decision!

If you have any questions at the conclusion of this process, speak with an advisor for additional assistance.

Directed Self-Placement Reading and Writing Reflection

Section I.

Reflect on your past experiences with reading and writing and answer the following:

- (1) Over the last two years, how often, in high school, another college, or at work have you been assigned to write essays or reports that were longer than three pages?
 - (a) Never
 - (b) Rarely, maybe 1 – 3 times
 - (c) Sometimes, maybe 4 or 5 times
 - (d) Often, more than 5 times

- (2) How often do you read books, articles, reports (online or in print) or other longer written materials in English and/or in another language?
 - (a) Rarely or never
 - (b) A few times a year
 - (c) A few times a month
 - (d) A few times a week

- (3) Let's say that you need to write an essay or other important document; how easy would it be for you to organize your thoughts in writing this document?
 - (a) I frequently struggle with organizing my thoughts when I try to write a document.
 - (b) I sometimes have trouble with organizing my thoughts when I try to write a document.
 - (c) I can usually figure out a good way with organizing my thoughts when I try to write a document.

- (4) When you have to write in English, which statement best describes your use of English grammar?
 - (a) I am often told I need to make corrections.
 - (b) I am sometimes told I need to make corrections.
 - (c) I am almost never told I need to make corrections.

- (5) When you have to write an essay, report, or other important document, how easy is it for you to find and correct problems with spelling, grammar or punctuation?
 - (a) I don't have much experience with this kind of writing.
 - (b) I frequently struggle with finding and correcting spelling, grammar or punctuation mistakes in my writing.
 - (c) I can sometimes find spelling, grammar or punctuation mistakes and correct them, but sometimes I can't.
 - (d) I can usually find spelling, grammar or punctuation mistakes and correct them.

- (6) When you have to write an essay, report, or other important document, how easy is it for you to make other significant changes to the essay besides grammar, like organizing and/or adding details before you submit the final copy?
- (a) I don't have much experience with this kind of writing.
 - (b) I frequently struggle with making changes to my writing.
 - (c) I can sometimes figure out what changes are necessary, but sometimes I can't.
 - (d) I can usually figure out what changes I need to make.
- (7) How would you describe your ability to manage your time and create a schedule, such as making to-do lists, using a planner, and following a schedule?
- (a) I rarely make a plan or follow a schedule for completing my work.
 - (b) I sometimes make a plan or follow a schedule, but may miss assignments or deadlines.
 - (c) I always make a plan or follow a schedule, and I complete my work on time.
- (8) How would you describe the other demands on your time during the time you will be studying English, such as job, family, other classes, or other commitments?
- (a) I have many other demands on my time.
 - (b) I have some other demands on my time.
 - (c) I have few other demands on my time.
- (9) In English 101, students are expected to use a computer word processor (like Word for Windows) to draft and revise their essays. How comfortable are you using a computer to draft, revise, and save a written document?
- (a) I am not comfortable using a computer this way.
 - (b) I am somewhat comfortable using a computer in this way but might need some support.
 - (c) I am very comfortable using word processing programs.

Section I Suggested Placement

Based on your answers for Section I alone (but complete both sections before making your final decision!):

If most of your answers were (a), you should contact a Transitional Studies advisor in Room 5202.

If most of your answers were (b), ENGL 090 might be best for you.

If most of your answers were (c), ENGL 099 might be best for you.

If most of your answers were (c) or (d), ENGL 101 might be best for you.

KEEP GOING! CONTINUE ON TO SECTION II

Section II.

The readings provided in this packet represent typical texts that you may be assigned to read and write about for homework in ENGL 101. Browse the readings, choose one, and read it.

After reading, answer the following questions:

- (1) On a scale of 1-5 (5 being the most challenging), how challenging was **reading** this article for you? Why?
- (2) On a scale of 1-5 (5 being the most challenging), how challenging is it for you in general to read articles like this, especially if it is a subject you are unfamiliar with?

Next, think about your ability to answer the following questions. These are typical questions you may see in an ENGL 101 homework assignment. (You don't have to answer these questions in writing, but you should think about how you would do it if you had to.)

- (1) What are the main ideas of the article?
- (2) Choose one important quote from the article. What do you think this quote means?
- (3) How did you react? What did the article make you think about from your own life?
- (4) College-level English classes frequently require students to speak to each other in small groups and sometimes share opinions or answers with the entire class. Think about what you would like to discuss with fellow students who have also read this article.
- (5) On a scale of 1-5 (5 being the most challenging), how challenging would it be to **write** about this article? Why?

Based on your answers for Section II:

If most of your answers were a 5, you should contact a Transitional Studies advisor in Room 5202.

If most of your answers were a 4, ENGL 090 might be best for you.

If most of your answers were a 3, ENGL 099 might be best for you.

If most of your answers were a 1 or 2, ENGL 101 might be best for you.

Considering all your answers, review the descriptions of each class on the following pages. Then *you* decide which class is best for you!

English and Adult Basic Education (ABE) Course Profiles

| Class | ABE Transitions Reading and Writing | English 090 | English 099 | English 101 |
|-------------------------------|--|--|---|---|
| Credits | 6 credits (\$25 tuition) | 5 + Study Skills 100 (5 credits) | 5 credits | 5 credits |
| Description | Students develop skills in analyzing texts, evaluating arguments, and writing essays to prepare for transition into college-level English. | Students develop abilities for successful reading, writing and learning in college. They learn how knowledge and information are organized in college and how to improve achievement across disciplines. | Students develop analytical reading, writing, and thinking skills necessary for writing college-level essays. | Students write essays that display focus, organization, appropriate style, and technical control. They develop skills in critical thinking and close reading of texts and respond in writing and discussion to assigned topics. |
| Average Reading length | 2-5 pages per day 10-25 pages per week | 3-5 pages per day 15-25 pages per week | 3-5 pages per day 15-25 pages per week | 6-10 pages per day 30-50 pages per week |
| Essays | 2-4 essays per quarter | 2-4 essays per quarter | 2-4 essays per quarter | 3-5 essays per quarter |
| Required Research | Sometimes | Sometimes | Sometimes | Almost Always |

Table 1 Course Profiles for English and Adult Basic Education (ABE)

Student Profiles

Students who are ready for:

| ABE Transitions Reading / Writing | English 090 | English 099 | English 101 |
|--|---|---|--|
| May have written essays before, but they have been short (1-2 pages) | May have never written an essay, or may not have developed a single piece of writing of two or more typed pages in many years | Have written essays before, but they may have been short (1-2 pages) or it may have been many years since they have done so | Have written essays of three typed pages or more on several occasions |
| Have read short printed works, but not regularly or in many years | Haven't read printed works of several pages, or may not have in several years | Have read printed works before, but not regularly or in many years | Have read printed works of several pages on a regular basis in previous educational settings |
| May have grammar and mechanical issues in their writing | May have grammar and mechanics issues in their writing | May have minor grammar and mechanics issues in their writing, but are aware of them to some extent, such as problems with comma splices or sentence fragments | May have minor grammar and mechanics issues in their writing, but are able to edit and correct them when necessary |

Table 2 Student Profiles for Adult Basic Education (ABE) and English Courses

Directed Self-Placement

Now, select the English course this is best for you by circling the course below!

ABE Transitions Reading/Writing

English 090

English 099

English 101