Which reading & writing class is right for you? Letôs find ou

Are you ready to:

- Read and write in English
- Keep track of your assignments using a class syllabus/assignment calendar and turn in work on time
- Use technology to type papers, access readings, and communicate
- Share ideas in small and large discussions & turn those ideas into individual and group writing projects
- Read short pieces (1-2 pages) and build strategies for understanding and using what you read
- Do short written assignments weekly and build strategies to improve your writing with time, feedback, and practice
- Learn about the resources available to help you succeed with writing and college

If you answer **NO** to anything above, no problem! **Adult Basic Skills** or **ESOL** can help you prepare.

Top (blue) box, page 2

If you answer **YES, NEXT, see page 2** for a sample of Week 1 of **WRD-090**.

If the Week 1 sample looks good, you may be ready for **Intro College Reading & Writing 1** (**WRD-090**).

But wait! Are you ALSO ready to:

- Read medium-length pieces (2-4 pages) and prepare notes and questions to discuss with classmates
- Write at least 2 pages analyzing what you read and developing your own ideas
- Learn more about your own writing process to gain confidence, find ideas, organize thoughts, and use feedback
- Find the right on-campus resources to help you succeed with writing and college

If you answer **NO** to anything above, no problem! **WRD-090** can help you prepare.

Middle (pink) box, page 2

If you answer **YES, NEXT, see page 2** for a sample of Week 1 of **WRD-098**.

If the Week 1 sample looks good, you may be ready for **Intro College Reading & Writing 2** (**WRD-098**).

But wait! Are you ALSO ready to:

- Read and analyze pieces of any length (such as articles, essays, chapters, or a book)
- Write and revise drafts to explore and explain your own ideas (starting shorter but 5-8 pages by the end of the term)
- Continue refining your writing process to improve your ideas, organization, and style
- Develop a research process using library tools to find college-level sources and think critically about them
- Start earning transfer-level credit for writing

If you answer **NO** to anything above, no problem! **WRD-098** can help you prepare.

Bottom (yellow) box, page 2

If you answer **YES, NEXT, see page 2** for a sample of Week 1 of **WR-121Z**.

If the Week 1 sample looks good, you may be ready for **Composition 1** (**WR-121Z**) or **Workplace Writing** (**WR-101**).

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Questions? Please contact the Writing Faculty Placement Advisor at pass.writing@clackamas.edu

WRD-090	In Class	For Next Class
Tuesday 1/05	Welcome to the class & introductions Discussion & brainstorm: Learning and being in college	Read: ñ3 Brainstorming Strategies for Generating New Ideas,ò by WWS Daily (1 page) Read: ñFishcheeks,ò by Amy Tan (1 page)
Thursday 1/07	Discussion: ñ3 Brainstorming Strategiesò Discussion: ñFishcheeksò Discuss, brainstorm, & start writing: Paper #1: Good Classroom Memory	Read: ñActive Reading Strategies: Remember and Analyze What you Read,ò by the McGraw Center (2 pages). Write: Good Classroom Memory (**DIRECTIONS**: What is your best classroom memory and why is it such a good one? Describe the experience and give some good reasons. **LENGTH**: 1 page)

WRD-090 Sample of Week 1

WRD-098	What We'll Do In Class	To Do Before Next Class
Tuesday 1/05	Introduction to WRD-098 & each other Discussion & freewrite: how do you feel about reading and writing & why?	Read: ñThe Importance of Writing Badly,ò by Bruce Ballenger (2 pages) *AND* ñLearning to Read,ò by Malcolm X (3 pages)
Thursday 1/07	Discussion: ñThe Importance of Writing Badlyò & ñLearning to Readò Discussion: What is your writing process? Discussion and class brainstorm: Writing Assignment #1: Personal Reading Response	Read from our textbook: ñWhat is a Text?,ò ñRead Effectively, Read Efficiently,ò ñAnnotate and Take Notes,ò & ñDraftingò (about 6 pages total) Write: Personal Reading Response: *DIRECTIONS*: Tell a true story about yourself as a reader and writer, discussing how your experiences are like and unlike Ballenger's or Malcolm X's. Remember to include some brief quotes from the article and explain how you relate to them (*LENGTH*: 2 pages).

WRD-098 Sample of Week 1

WR-121Z	Activities and Topics	Readings and Assignments
Week 1: Tuesday	- Welcome! Introduction to the class - Discussion & freewrite: Writing as a Process & Active Reading	- Read: ñBootstraps: From an Academic of Color,ò by Victor Villanueva (9 pages)
Week 1: Thursday	- Discussion & small group responses to ñBootstrapsò - Discussion: How is writing in college different from other writing? - Discussion and class brainstorm: First Step to Essay #1: Quotation Analysis and Interpretation.	- Read: Section 1: ñWriting in Collegeò (7 pages) - Write: First Step to Essay #1: *DIRECTIONS*: Choose 3-5 quotations from Villanueva's article. Quote it in full, then analyze and respond. Is Villanueva's evidence convincing? Do his words connect to what you already know or believe? What surprised you, inspired you, made you think, and/or made you angry and why? *LENGTH*: 2-3 pages of quotations and responses. We will use this material as a stepping stone for your Essay # 1, due Week 3.

WR-121Z Sample of Week 1

NOTE: If your program requires WR-101 rather than WR-121Z, ask to see a sample of Week 1 of WR-101 .

IN-PERSON & ONLINE CLASSES
What's right for you?

- Can you to get to campus regularly and on time?
- Do you value having a regular structure to help you stay on top of work?
- Do you like to talk and listen to discussions and ask questions in real time?

If you mostly answer ñyes,ò an IN-PERSON class may work for you!

- Are you far from campus or uncertain you can get here on time regularly?
- Can you manage your time independently, to keep up with weekly work without in-person reminders?
- Do you prefer to write out responses to ideas, rather than talking and listening in a shared space?
- Do you have access to and some comfort with technology, so that you can find materials on Moodle, submit work online, and ask questions via email?

If you mostly answer ñyes,ò an ONLINE class may work for you!

What about HYBRID?

Hybrid classes offer the best (and worst) of in-person and online classes. They allow for shared learning and flexible scheduling by having regular but fewer meetings on campus *and* required online work. Doing *both* parts is essential to your learning and to passing the class.

If you value in-person interaction, can get to campus, *and also* can manage your time independently to complete weekly online work, a **HYBRID class may work for you!**

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