

First-Year Student English Course Placement Guide

Students matriculating to Washburn enter with varying levels of writing skill and confidence. This guide will help advisors use test scores and/or student feedback to determine the best courses for student success.

EN101 First-Year Writing:

Study of and practice with the processes of writing for college courses, especially discovering, drafting, reflecting, revising, and editing methods. Further attention given to research: rhetorical reading, citation integration, and effective documentation.

EN101 5-Hour First-Year Writing:

Study of and practice with the processes of writing for college courses, especially discovering, drafting, reflecting, revising, and editing methods. Further attention given to research: rhetorical reading, citation integration, and effective documentation. Students meet an additional two hours each week for supplemental instruction and writing support.

EN103 Academic Reading & Research:

A general education course open to all Washburn students focusing on academic reading, writing, and research. Students will develop skills in interpreting and using academic texts, including syllabi, rubrics, textbooks, and articles. Instruction and assignments will focus on different methods of reading and responding to a variety of academic texts both orally and in writing.

Students who will benefit from developing stronger academic literacy skills and building confidence in textual analysis, should enroll in EN103 their Fall term. After successful completion of EN103, they should move on to an EN101 section in the Spring. Special 5-hour sections of EN101 are available in the Spring term. These sections have built in extra writing time and instructional support designed to improve students' writing confidence and skills. Students in these sections meet 5 hours per week, but only enroll/pay for 3 credit hours.

If possible, advisors should use English ACT scores to determine placement. For students with no listed ACT scores, advisors should use the Advisor-Assisted Self-Placement rubric on the following page to ascertain the best course in which to place the student for the best chance of success.

First-Year Writing Placement Matrix

	Fall Course	Spring Course
Students w/ English ACT <18	EN103	EN101 5-hour Section
English ACT 18-20	EN101 or EN103 (consult advisor-assisted placement guide)	EN101 Standard Section (with designated tutor support)
English ACT Over 20	EN101	N/A
No listed ACT Score	EN101 or EN103 (consult advisor-assisted placement guide)	EN101 if needed

Advisor-Assisted Self-Placement

For students with English ACT scores between 18 and 20, or no listed ACT score, advisors can assist their placement into the most appropriate first-year English course. Discuss the following points with the student to ascertain their aptitude and comfort with writing skills, and use the rubric to place them into the best English course sequence:

	Profile 1	Profile 2
English Course Performance	Earned C or lower in high school English classes.	Earned C+ or better in high school English classes.
Writing/Editing Confidence	Hesitant to share their writing with others and may be unsure of their ability to provide peers with useful feedback for improving their writing.	Comfortable sharing their writing with others and believe they can provide their peers with useful feedback for improving their writing.
Seeking Support	May be hesitant to ask teachers for help.	Comfortable asking teachers for help.
Reading Habits	Seldom read books or articles, including online articles.	Read somewhat regularly--not necessarily books but articles online and in print.
Composition Habits	Often begin writing the night before an assignment is due without reviewing their work before submitting it.	Aware of the need to review and revise work prior to submission.
Composition Experience	May have little to no practice with completing papers of at least two typed pages.	Comfortable with completing papers of at least two typed pages.

If a majority of the student's responses correspond to **Profile 1**, the advisor should encourage them to enroll in **EN103 for the Fall semester**. Upon successful completion, they should then enroll in EN101 in the following Spring.

If a majority of the student's responses correspond to **Profile 2**, the advisor should encourage them to enroll in **EN101 for the Fall semester**.

Non-Native English Speakers

If English is not a student's first language, and they graduated from a U.S. high school, the advisor should use the guide above to help students choose a pathway. If English is not a student's first language, and they didn't graduate from a U.S. high school, advisors should contact the Coordinator of the Intensive English Program Kelly McClendon (kelly.mcclendon@washburn.edu), to discuss which pathway to First Year Writing is most appropriate.