

First-Year Writing Program

Most students will take either one or two writing courses in their first year at NC State. Unless you are exempt from the first-year writing requirement or eligible for portfolio review for possible exemption, according to the placement chart below, then you should complete the self assessment on the back side of this flier to determine the course, either ENG 100 or ENG 101, in which to begin your writing instruction.

SAT-Critical Reading	ACT-Reading ACT-English	AP English Language and Composition Test	Int'l Baccalaureate English: A1/A2 Higher Level	Placement
750-800	33 or above on ACT-English	5	5-7 with Diploma <small>(must submit documentation)</small>	Exempt from requirement
700-740	33 or above on ACT-Reading and 28-32 on ACT-English	4	3-4 with Diploma <small>(must submit documentation)</small>	Eligible to submit portfolio to apply for ENG 101 exemption
All other students should consult NCSU's Directed Self-Placement information to determine whether they should take ENG 100 before enrolling in ENG 101				Directed Self-Placement* <small>(See Reverse Side)</small>

*Students' initial course assignments are tentative. The First-Year Writing Program assesses students' placement during the first week of classes and reserves the right to change course assignments based on those assessments.

This placement chart is effective for new students entering in Fall 2009. If you have taken more than one of these tests, use the score that results in the highest placement.

The following tests are **not** used for credit or placement in NCSU first-year writing courses:
SAT II Writing, AP English Literature and Composition, IB English without a diploma.

Additional Information

Non-Native Speakers of English

If you are a non-native speaker of English, parallel courses of ENG 100 and ENG 101 are offered by the English as a Second Language Program, housed in the Department of Foreign Languages and Literatures. FLE 100 and FLE 101 provide specialized instruction for non-native speakers and fulfill the same requirements as ENG 100 and 101. For further information about these courses and other ESL offerings, see the ESL Program's website at <http://sasw.chass.ncsu.edu/esl/>.

Transfer Students

Transfer students who complete an approved 6-hour first-year composition requirement (two 3.0-hour English 1** transfer courses) at their prior institution will receive four hours of credit for ENG 101 and two hours of free elective or additional credit.

Transfer students with fewer than 6 credit hours of composition credit should consult the Transfer Guidelines at the First-Year Writing Program's website: <http://social.chass.ncsu.edu/fwp/>.

Submitting a Writing Portfolio

If you are eligible to submit a writing portfolio, you'll find instructions, guidelines, and deadlines at the First-Year Writing Program website: <http://social.chass.ncsu.edu/fwp/>.

Contact Us

Direct General Questions to:
Karen VanDreumel, Writing Programs Assistant
919-515-4108, firstyearwriting@ncsu.edu

Transfer Credit & Writing Portfolios:
Roy Stamper, Associate Director
First-Year Writing Program
919-513-1807
roy_stamper@ncsu.edu

Non-Native Speakers:
Toby Brody, Director of ESL
919-515-9299
tpbrody@social.chass.ncsu.edu

Questions? Visit our website at <http://social.chass.ncsu.edu/fwp/> or call 919-515-4108.

WHICH *Writing* COURSE IS RIGHT FOR ME?

Follow the steps below for an answer . . .

Step 1: Study the following course descriptions:

ENGLISH 100 Introduction to Academic Writing

Intensive introduction to critical writing and reading in academic contexts. Exploration of writing processes and academic literacy skills: interpreting assignments; comprehending, analyzing, and evaluating college-level texts; inventing, drafting, and revising; seeking, providing, and responding to constructive feedback; collaborating effectively under varied learning models. Extensive writing practice and individualized coaching. Attention to grammar and conventions of standard written English. Intended as preparation for ENG 101. All sections meet in computer classrooms.

ENGLISH 101 Academic Writing and Research

Intensive instruction in academic writing and research. Basic principles of rhetoric and strategies for academic inquiry and argument. Instruction and practice in critical reading, including the generative and responsible use of print and electronic sources for academic research. Exploration of literate practices across a range of academic domains, laying the foundation for further writing development in college. Continued attention to grammar and conventions of standard written English. Most sections meet in computer classrooms. Successful completion of ENG 101 requires a grade of C- or better. This course satisfies the first-year composition and rhetoric component of the General Education Requirements in Writing and Speaking.

Step 2: In the chart below, circle the statement in each row (A through K) that best describes you:

	OPTION 1	OPTION 2	OPTION 3
A	I am confident in my reading and writing skills and expect to do well in my college classes.	I would benefit from additional support with my reading or writing skills in order to be successful in my college classes.	I am a non-native speaker of English and would benefit from specialized support for my reading and writing.
B	I am comfortable reading complex arguments and taking notes on them.	Reading is challenging for me, and I prefer not to take notes when I read.	I have difficulty understanding when I read in English.
C	I read often, both required material for my classes and for my own enjoyment.	I usually read only what is assigned to me.	I often become frustrated when I read in English because I lack the necessary vocabulary to comprehend what I read.
D	When I read, I make connections to other things I've read or experienced in order to understand or question what I'm reading.	When I read, I often have difficulty identifying the main ideas and explaining how the reading relates to anything else.	When I read in English, I find it challenging to identify the main ideas.
E	I can easily generate topics to write about.	I have trouble coming up with topics to write about.	It's difficult to express my ideas in English, so I don't write a lot.
F	I am confident tackling a longer writing project that involves research.	I am not completely confident in my ability to find or use outside research in my writing.	Research is usually frustrating for me because I don't fully understand what I read.
G	I can easily correct grammatical and mechanical errors when they are identified.	I make frequent grammatical and mechanical errors when I write, and I don't know always how to correct them.	I need help writing effective sentences in English and correcting grammatical and mechanical errors in my writing.
H	My SAT-Critical Reading score is between 480 and 740.	My SAT-Critical Reading score is 470 or below.	I submitted TOEFL scores as part of my admissions application.
I	I was successful in my high school English classes.	My high school English classes were a struggle for me.	I needed support in high school because English is not my first language.
J	I am comfortable asking questions and seeking outside help when I need it.	I do not readily seek outside assistance, even when I'm aware that I would benefit from it.	I know that I will need additional help with my writing in English.
K	I am ready to work at a quick pace with the instructor as my guide.	I would prefer as much assistance as possible with my writing skills.	I prefer a class that specifically addresses the needs of ESL writers.
	Enroll in English 101	Enroll in English 100	Enroll in ECE 100 or ECE 101 (See note for Non-Native Speakers on front of this flyer.)

Step 3: Enroll in the course indicated at the bottom of the column (Option 1, 2, or 3) containing the most circled items.