

WCC Overview

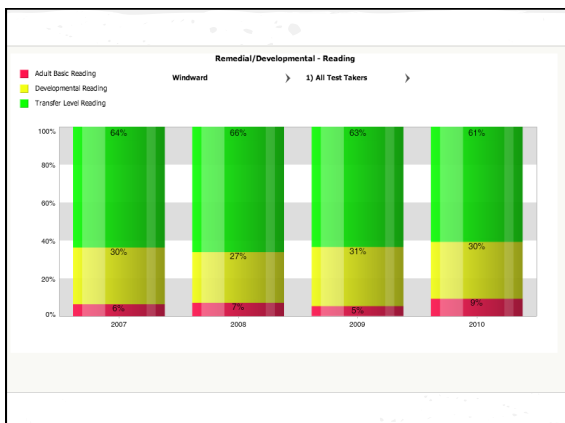
Course levels, common concerns, and college skills needed in reading, writing, and affective areas

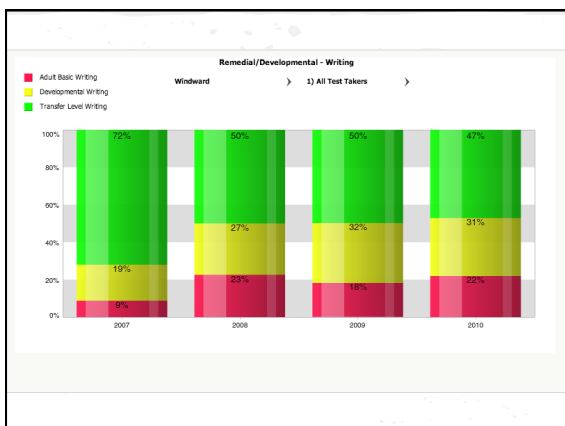
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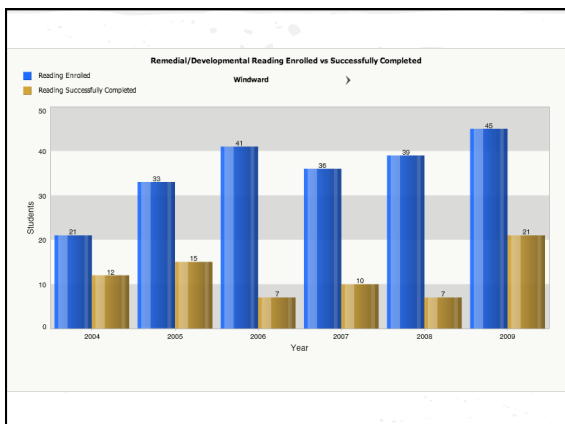
Presentation Agenda

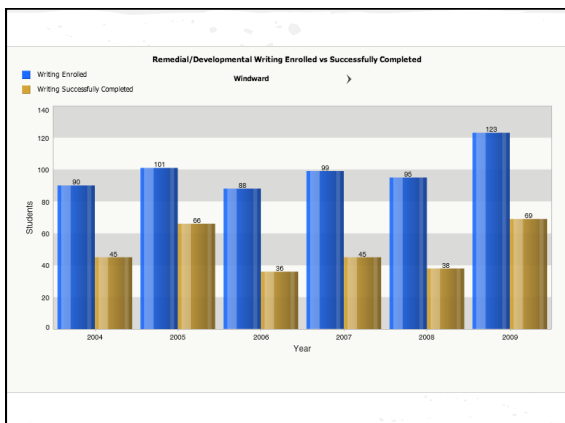
1. Overview of WCC courses
 - a. Developmental and remedial course levels
 - b. COMPASS test placement results
 - c. Costs related to course placements
 - d. Approximate grade level equivalencies
2. Content of WCC courses (very brief)
3. Needs common to WCC students
 - a. in English 100
 - b. in developmental/remedial courses
 - c. in general

COURSE	WINDWARD HS STUDENTS WHO PLACED INTO THIS COURSE (PAST 5 YEARS)	TUITION RELATED TO COURSE PLACEMENT	GRADE LEVEL EQUIVALENT (APPROXIMATE)
ENGLISH 100 Composition	40.09% 56.74	\$318	GRADES 13-12
ENGLISH 22 Introduction to Composition	34.13%	\$636	GRADES 11-8
ENGLISH 21 Intermediate Reading	34.47%	\$954 - \$1272	GRADES 10-7
ENGLISH 19 Writing Essentials	12.59%	\$954- \$1272	GRADES 9-6
ENGLISH 18 Reading Essentials	5.02%	\$1590	GRADES 8-5
ENGLISH 8 Reading and Writing Fundamentals	13.17% 3.75%	\$1908	GRADES 7-4









COURSE	Success Rate 2009-2010	Success Rate 2010-2011	Success Rate 2011-2012
ENGLISH 100 Composition	51%	50%	54%
ENGLISH 22 Introduction to Composition	54%	50%	55%
ENGLISH 21 Intermediate Reading	50%	41%	74%
ENGLISH 19 Writing Essentials	57%	52%	45%
ENGLISH 18 Reading Essentials	50%	50%	60%
ENGLISH 8 Reading and Writing	Not available	62%	77%

COURSE	Course Content. Please refer to your packet for full catalog descriptions and SLOs.
ENGLISH 100 Composition	This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources.
ENGLISH 22 Introduction to Composition	This course prepares students for college-level writing with practice in the writing process, instruction in grammar and mechanics, emphasis on effective paragraphs and essays, and introduction to research techniques.
ENGLISH 21 Intermediate Reading	This course emphasizes vocabulary development, reading comprehension improvement, and a positive attitude toward reading.
ENGLISH 19 Writing Essentials	This course focuses on sentence structure and paragraph development with emphasis on unity, organization, and support.

ENGLISH 18 Reading Essentials	This course provides practice in developing basic reading skills and learning strategies to help students succeed in college.
ENGLISH 8 Reading and Writing Fundamentals	This course focuses on building basic reading, writing, and life skills for college or employment success.

Common Problems in ENG 100

Students have problems with:

- Summarizing/paraphrasing what they've read
- Understanding the research process
- Working with sources
- Grammar/mechanics
- Plagiarism/patch writing
- Reading a range of materials
- Using metacognitive reading strategies

Common Problems one level below college level

- Differentiating main ideas from supporting details (reading)
- Supporting main ideas with specific details (writing)
- Grammar/mechanics:
 - sentence boundaries
 - s/v agreement, verb tenses
 - general coherence
 - capitalization, common punctuation
- Spelling
- Using reading strategies and building

Common Problems one level below college level (cont'd)

- Reading age-appropriate material
- Understanding paragraph and essay structure

Common Problems 2-3 levels below college level

- Using basic reading and writing strategies
- Writing coherent sentences.
- Demonstrating age-appropriate vocabulary knowledge
- Employing strategies to address learning disabilities
- Lack of options for students with severe disabilities
- Writing basic sentences fluently
- Spelling basic words

Common Problems 2-3 levels below college level (cont'd)

- Grammar/mechanics:
 - sentence boundaries
 - s/v agreement, verb tenses
 - general coherence
 - capitalization, common punctuation
- Basic computing--Internet, word processing, email, keeping track of username/password details

Common Problems in all classes

Academic needs/problems

- Grammar/mechanics
- Reading/engaging with reading age-appropriate material
- Writing with specific details
- Writing about non-fiction sources

Common Problems in all classes

Affective needs/problems

- Attending class
- Turning in work on time
- Turning in complete work that meets guidelines
- Giving up too easily
- Balancing school with personal issues
- Having sense of purpose/clear goals

Common Problems in all classes

Affective needs/problems

- Having inaccurate expectations about college-level work
- Knowing they need help but not asking for it

The ideal college-ready student can:

- Fluently read a variety of print and web-based texts, for example, fiction, nonfiction, poetry, and journalism.
- Use active reading strategies, such as surveying, predicting, questioning, annotating, reviewing, and responding.
- Differentiate between general and specific, point and support, and fact and opinion.
- Recognize various modes, such as compare/contrast, illustration, definition, classification, etc.

The ideal college-ready student can:

- Employ a multi-step writing process that includes brainstorming, drafting, editing, and proofreading.
- Respond constructively to oral and written feedback.
- Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
- Locate, evaluate, and integrate source material without plagiarizing.
- Employ strategies to ensure clear sentence structure, appropriate word choice, correct punctuation, and spelling.

Success?

Two-year degree completion rates of students not fully college ready (full-time LCC students):

10% in 3 years (college-ready students = 30%)

18% overall (college-ready students = 41%)

Four-year degree completion rate of WCC TRiO SSS students:

8.5% of all past participants since 2005-6
