

# Writing Course Placement and Information

Many incoming first-year students are ready to take an INQS 125 *Inquiry Seminar + Lab* their first semester. However, some may not be ready, and should take IDST 110 *Introduction to College Writing* to help them prepare. It is important that students take the course most appropriate based on their preparation and their development. This self-assessment tool is designed to help you determine which writing course is most appropriate for you.

The following are four questions to consider when determining the most appropriate writing course for you.

1. What good experiences have you had in writing courses?
2. What is the longest paper that you wrote in high school?
  - a. What was the topic?
  - b. How many pages?
3. Have you ever written a research paper?
  - a. **Yes:** i) What was the topic? ii) How many pages? iii) What citation style did you use?
  - b. **No:** How would you describe your progress in high school English classes?
4. How do you feel about your grammar skills when writing?

If the answers to the four questions above is

- **Limited** experience or **Negative** responses: IDST 110 *Introduction to College Writing* is recommended to help with logical organization, sentence structure, grammar, citation, and essay formats.
- **Mixed** experience or feelings: INQS 125 *Inquiry Seminar + Lab* includes peer writing fellows and tutoring is also available, if needed.
- **Strong** experience or **Positive** responses: INQS 125 *Inquiry Seminar + Lab* recommended. Students should select and register for a section that sounds interesting and fits an open time slot.

More about the course:

**IDST 110 Introduction to College Writing** – Introduction to academic life at Linfield University: instructor-student course expectations, classroom interactions, course terminology, e-mail etiquette, and availability of learning resources. Development of facility in reading academic sources, note taking, synthesizing information, and using complex sentence structure to write academic reports, essays, and research papers. Building fluency in academic vocabulary, competence in classroom discourse and oral presentation skills. *4 credits*.

**INQS 125 Inquiry Seminar** –The overarching goal of the Inquiry Seminar is to introduce students to the practices of inquiry, which form the foundation for the intellectual communities of the academy and the larger society. Students frame key questions important to their own inquiry and to the understanding of a particular area of knowledge about which there is room for interpretation, ambiguity, and/or debate. Students discuss, draft, compose, and reconsider answers to such questions in ways appropriate to the field and compelling to an intended audience. Students engage and incorporate the voices of others to support their own learning and argumentation. In doing so, they will conduct research using library resources cited according to the ethical expectations of their academic community. Students self-consciously and self-critically reflect on their own ways of thinking. We believe this introduction is best accomplished by creating opportunities to conduct real inquiry within the classroom. We also recognize that the Inquiry Seminar is a beginning and that students will continue to develop and refine the skills and habits of inquiry across courses and disciplines during their four years of study. *4 credits + 1 credit (Writing Lab)*.