



Directed Self-Placement: Principles and Practices (Research and Teaching in Rhetoric and Composition)

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Directed Self-Placement challenges two key assumptions - that college writing ability can be effectively measured outside the rich context of classroom assessment practices, and that writing ability alone best predicts success in the college writing classroom. The contributors to this volume describe how and why DSP works - how it honors the high school experiences of entering college students, how it motivates students to do well, how it encourages faculty to main high expectations, how it challenges both faculty and administrators to define and articulate their curricula, and how it helps ensure that students who really want extra help get the help they need. Representing a full range of institutions they explore the principles and practices of this exciting new approach to writing placement.

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