Structure and Advantages of the ENGLISH CO-REQUISITE MODEL
Co-requisite

• Co-requisite education means that
  – Students enroll in college-level and remedial courses in the same subject at the same time
  – the information presented in the remedial co-requisite course helps the student be successful in the college-level course
Co-requisite - What it isn’t

- Does not have its own curriculum
- Does not have additional SLOs
- Does not increase the student workload
Advantages

① Students can complete college-level English in one semester
   – The shortened time means
     • Students start career programs sooner
     • Students are less likely to drop out when they are making progress toward their degrees (better retention)
     • More students are likely to graduate
Advantages

② Students feel they can do college like anyone else
  – Enrolling in college-level classes means
    • Helps students feel they are not inferior to other students
    • Gives students confidence that they can do college work
Eliminates barriers for students to succeed

– Removing the developmental sequence means
  • Students do not need to spend one or two years before starting college classes
  • Students do not have to burn through financial aid completing courses that do not help for graduation
Advantages

④ Provides a chance for students to succeed
   – Gives students an opportunity
     • Students are not penalized by their past records
     • Students have the same chance as every other student
Providing a Chance ...

“As multitudes of non-traditional students seek higher levels of education, they are clearly labeled and sorted according to racialized conceptions of who does and who does not belong at the university.”

“In the process, notions of race, academic ability, and overall worth become intertwined such that minority status and remedial status become one and the same.”

*Basic Writing, CUNY, AND "Mainstreaming": (De)racialization Reconsidered* - Steve Lamos
Providing a Chance ...

“And how many students were discouraged from going on because of the tuition-charging non-credit remedial courses taught by underpaid adjuncts? How many were discouraged by bogus entry and exit exams?”

“The students themselves are tested and declared deficient by the system, which blames the apparently illiterate and cultureless victim, stigmatizing the individual as the problem while requiring BW/comp as the remedy.”

*Our Apartheid: Writing Instruction & Inequality* – Ira Shor
End Use of Traditional Placement

Student Placement Data

<table>
<thead>
<tr>
<th>Remediation</th>
<th>Gateway</th>
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<td>70%</td>
<td>30%</td>
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Structure and Advantages of the English Co-requisite Model
With Co-requisite, Most in College-Level

Student Placement Data

Structure and Advantages of the English Co-requisite Model
ENGLISH MODEL FALL 2016

**ENG 100 + 1 CREDIT** (TE credits = 6)
Students will attend class for four days a week, each class lasting one hour and fifteen minutes, or a total of six hours per week, essentially double the amount of class for traditional ENG 100 without a co-requisite. Students will pay for only four credits for this class.

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| LECTURE | OPTIONS
  • LECTURE
  • TUTORING
  • GROUP WORK | LECTURE | OPTION
  • LECTURE
  • TUTORING
  • GROUP WORK |

**ENG 100 + 2 CREDITS** (TE credits = 6)
Students will attend class for four days a week, each class lasting one hour and fifteen minutes, or a total of six hours per week, essentially double the amount of class for traditional ENG 100 without a co-requisite. Students will pay for only five credits for this class.

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**ENG 100T**
MANDATORY
• TUTORING
• WRITING CENTER

*success rates for ENG 100 + 1 and ENG 100 + 2 will be configured separately from ENG 100 (3 credits)
Co-requisite

• All classes are taught by the instructor
• Instructor decides class content and if lecture, group work, or in-class tutoring
• ENG 100 criteria apply
  – 5,000-word requirement
  – SLOs must be met, including research and research paper
  – No requirement to include ENG 22/60/19 content as in a compressed (accelerated) format
Considerations

• Instructors can share ideas that can be used for teaching 1-below and 2-below, such as tutoring, group work, and other teaching ideas.

• How can a Writer Center help, especially for 2-below?

• Idea sharing is not deciding curriculum – instructors use whatever techniques they believe effective.
Improving Time to Degree

Completing Math & English

• 75% of students testing at 1 level below college ready will successfully complete their college-level English and/or math course within 1 semester

• 70% of students testing at 2 or more levels below college ready will successfully complete their college-level English or math course within 1 year