



English Corequisites: An Overview and Introduction

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Overview of PD series

- **Friday, Nov. 8, 2:00 – 4:00 p.m. — KBOR policy and overview of corequisite English and models**
- Friday, Jan. 31, 2:00 – 4:00 p.m. — Building corequisite instruction: integrating the "Reading Cycle," scaffolding, and teaching & supporting reading
- Friday, Feb. 28, 2:00 – 4:00 p.m. — Supporting students' non-cognitive & affective needs
- Friday, April 4, 2:00 – 4:00 p.m. — Putting it all together: Working time & questions

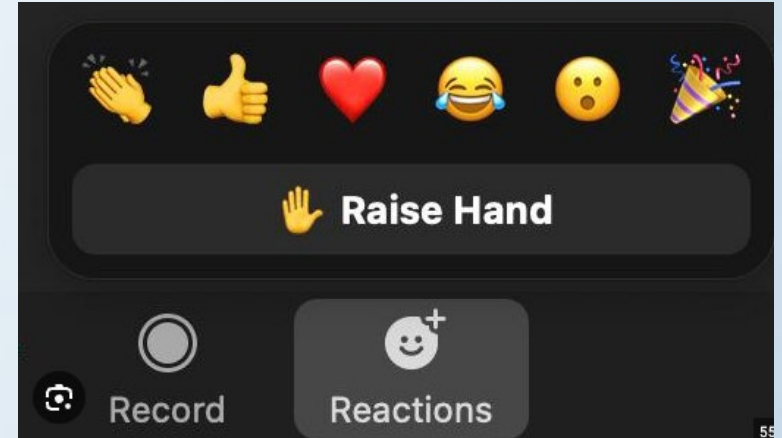
What to Expect Today

Please participate as actively as you are comfortable!

- Cameras on or off
- We will have a 10-min break
- Use the chat
- Use the gestures to raise your hand or share a feeling

We will be sharing a lot of information and occasionally asking you to share a short response.

Unexpected pet and small child zoom bombing are all good.





Help Us Read the (Zoom) Room

1. Please use the link in the chat to access a shared document.
2. Fill in what you already know about co-requisite composition in the "K" column.
3. List any questions you have in the "W" column.
4. If someone has listed something that you also already know or that you have a question about, type an asterisk next to the statement or question.

Today's Objectives

- Learn a short background of the corequisite movement within English and Writing Studies
- Discuss corequisite models with a focus on the Accelerated Learning Program (ALP) model and its implementation at Butler Community College
- Provide an overview of decision-making points for implementing corequisite classes



Background

Origins

2009:

- College completion agenda and 60% college completion rate spurred by Lumina Foundation and the Bill and Melinda Gates Foundation—fund Complete College America (Kelderman, 2020)
- Lumina’s college completion agenda taken up by President Obama’s administration (Kelderman, 2020; Hebel, 2009)
- National Governors Association adopt Complete College America’s (CCA) College Completion Metrics (NGA Center for Best Practices, 2010)
- Corequisite Support becomes one of CCA’s “game changers”—core strategies proposed for decreasing remediation—and rely on Peter Adams’ work at CCBC





Origins cont.

2010-2012:

- 17 states become early adopters of CCA's agenda, including states like Connecticut and Missouri that quickly pass legislation to reduce remediation
- White House hosts multiple summits about community colleges, and remediation is identified as a "reason for low completion" (White House, June 2011, p. 18)





Seminal Approaches/Models

- Boot camps and summer bridge programs
- Stretch (Glau, 1996; Glau, 2007; Peele, 2010; Peele, 2014)
- Studio (Grego and Thompson, 1995; Grego and Thompson, 2008)
- Accelerated models, including co-requisites (Adams, 1993; Adams, et al., 2009; [2016 BWe Special Issue](#); Anderst, Maloy, and Shahar, 2016)
- (Other) Mainstreaming models (Lamos, 2000; McKenny, 2001; Melzer, 2015)
- Integrated reading and writing models (Bartholomae and Petrosky, 1986; Goen and Gillotte-Tropp, 1993; Carter, 2008; Hern, 2011; Edgecombe, et al., 2014)
- Embedded support and intensive labs/workshop time with writing centers



Accelerated Learning Program (ALP)

- Developed by Peter Adams at the Community College of Baltimore County (CCBC).
- ALP is a co-requisite (“mainstreaming”) approach to developmental writing.
- ALP has been studied extensively by the Community College Research Center and many other entities.



Guiding Principles

Students co-enroll in college-level class and support class in the same semester with the goal of supporting students in achieving the college-level course outcomes. The support class

- provides just-in-time instruction synced with and backwards designed from the college-level class, often pre-teaching difficult concepts.
- includes more time for reading, student success curriculum, sentence-level considerations, and writing process.
- incorporates “additional academic and non-academic support, as needed” ([Charles A. Dana Center, 2022](#))



Research-Supported Course Structure

- Same instructor for coreq and first-year writing (FYW) class
- FYW=all students in coreq
- Coreq=2 credit hours (compared with 1 credit) ([Denley 2015, 2021](#)) (Note: CCBC-style ALP is now 3 credit hours)



Break!

20 States and
30+ Years of Coreqs



Selected Benefits: Increased Pass Rates (Adams, 2020)

Community College of Baltimore County

33% passed FYW when placed in traditional pre-req

74% passed first year writing (FYW) in co-req

Tennessee Board of Regents

30.9% passed FYW when placed in traditional pre-req

61.8% passed first year writing (FYW) in co-req



Key Short-term Gains

- Significantly improves completion of first-year writing and math courses ([Miller, Martorell, & Gerber, 2022](#); [Ran and Lee, 2022](#); [Ran and Lee, 2024](#))
- Improves course understanding and engagement ([Cerna, Plancarte, Raufman, Machecha, & Wasserman, 2023](#))
- Decreased attrition rates and increased retention to next semester: 2% at Georgia State ([Christie and Gaillet, 2020](#))



Long-term Losses or Neutral Outcomes

- “most popular reform models (including multiple measures assessment and placement, math pathways, and the co-requisite approach) will indeed improve students’ rate of success in college-level math and English, but they are unlikely to substantially improve graduation rates” (Jaggars & Bickerstaff, 2018, p. 496).
- Effects wash out within 3 years: no significant increase in “persistence, transfer,” or college completion ([Miller, Martorell, & Gerber, 2022](#); Ran and Lee, 2022)
 - Students who previously would have required stand-alone developmental education are more likely to drop out
 - Lowest scoring students are more likely to leave even in short-term certificate programs ([Ran and Lee, 2022](#); [Ran and Lee, 2024](#))

Activity: Thinking about Your Students

- Consider some of the students who have been placed into remedial composition classes at your institution.
- Identify some of the strengths they bring to the classroom and to your institution.
- Type some of these in the chat.



Assets-Based Versus Deficits-Based Models

- How can an assets-based perspective change the climate of the classroom?
- How could it change your pedagogy?



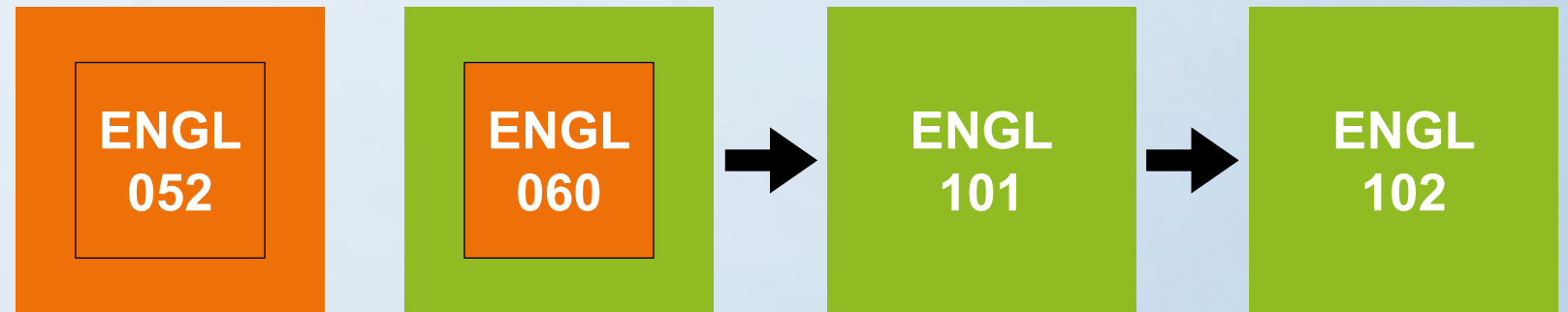
ALP at Butler Community College

Kathy McCoskey
Dev. Ed. Lead, English Dept.



In the past, many Butler students faced a **lengthy pipeline** of English courses. Depending on their original placement at Butler, it took them at least **four** semesters to complete their English requirements. Many students "leaked out" along the way.

Our Original Pipeline





ALP Progression at Butler

- **Pilot Phase**

Spring 2013: 2 sections. Peter Adams training on campus.

Fall 2013: 4 sections

- **Scale Up**

Spring 2016: 35 sections. Online ALP begins. All dev. ed. Placers allowed into ALP.

- **Alternative Placement Measures**

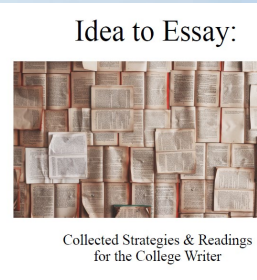
Fall 2018: 3.0 cumulative unweighted GPA placement leads to fewer students in ALP. Approx. 75% of “alternate placers” pass EG 101 with “C” or better even now.

- **Current**

Fall 2024: Offer F2F, online, and blended with first summer sections for 2025.

ALP at Butler CC

- EG 060 (Fund. of English,) + EG 101 (English Comp. I) = 6 cr.
- EG 060 = 12 students; EG 101 = 25 students
- Taught by same professor
- ALP face-to-face classes are scheduled back-to-back. This arrangement advantageously mixes two levels of students in the higher course and provides timely, additional instruction and support for the developmental students in the lower course.
- Both classes use OER texts developed by our dept. and downloadable from class shells. Additional choice of non-fiction book for each ALP section.





One ALP "section"

- **9241** **EG 101** **09:30-10:55 AM** **MW** **Rm 15110 (max. 13 students)**
- **9246** **EG 101 ALP** **09:30-10:55 AM** **MW** **Rm 15110 (12 ALP students)**
- **9426** **EG 060 ALP** **11:00-12:25 PM** **MW** **Rm 201 (12 ALP students)**



Tenants of Butler ALP

- Backward design from EG 101 (and EG 102)
- Curriculum scaffolding
- High challenge; high support
- Attention to non-cognitive & affective issues (includes emphasis on "belonging")
- The Reading Cycle
- Critical Thinking
- Active Learning

ALP Backwards Design & Scaffolding

EG 060 Fund. Of English

Week 1

- Introduce SWA (Reaction & Connection to “A Lightbulb Moment” NPR interview)
- Pre-writing step

Week 2

- Quoting basics instructor notes page
- SWA rough draft—instructor feedback
- MLA formatting & Canvas submission “how to”
- SWA due

EG 101 Composition I

Week 1

- “The Writing Process” instructor video lecture (take notes)

Week 2

- “Essay Structure instructor video lecture (take notes)
- Introduce Essay #1 (illustration)



**What are the main reasons
most students in dev. ed. struggle
and/or drop out?**





can't write a thesis

no concrete examples

subject-verb agreement

none of the above

mla format

confusing words



student becomes discouraged

student loses college material

affective issues

student feels isolated

student feels depressed

stress becomes too great

at home

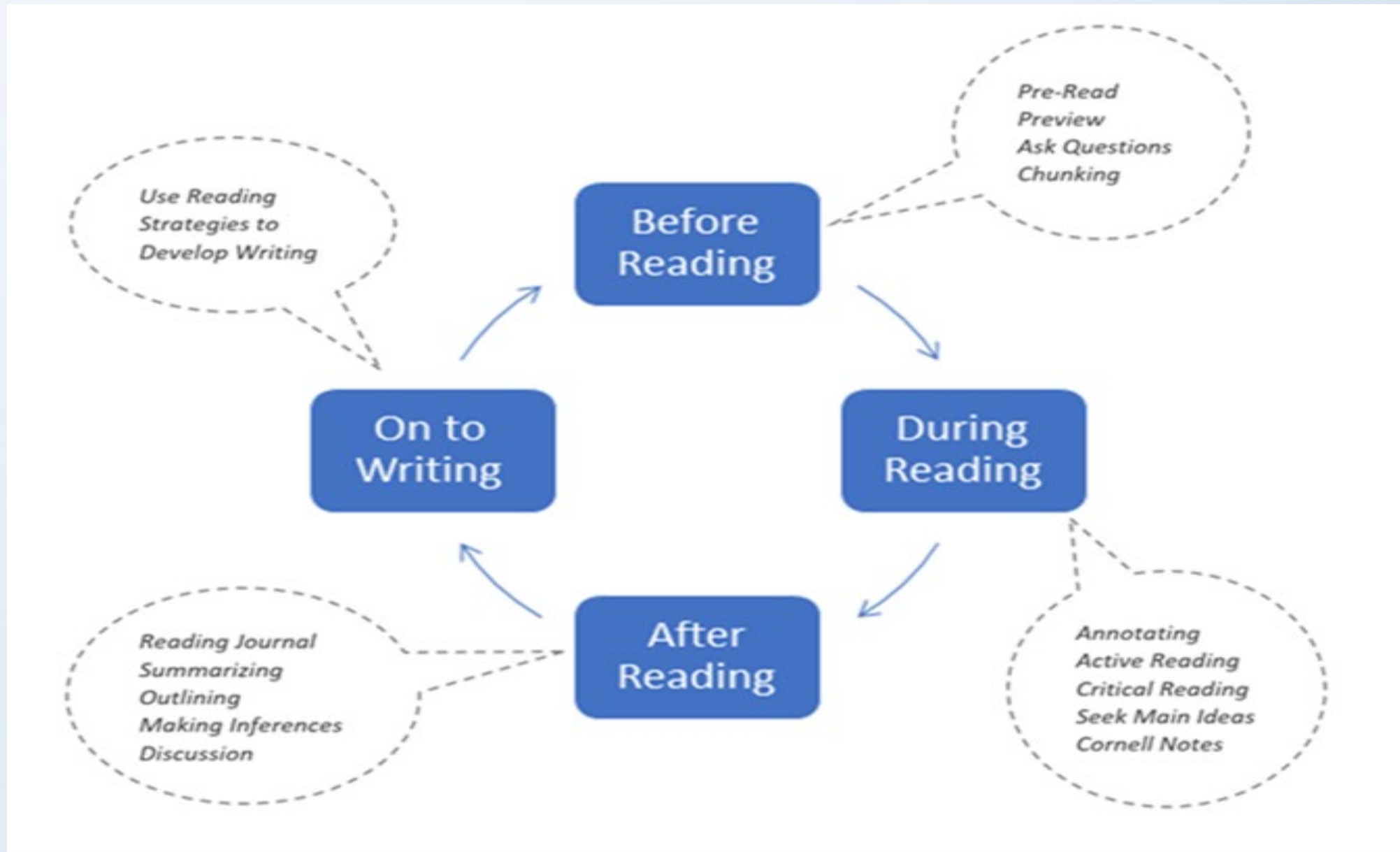




Corequisite Program Built to Support

- Establishing and maintaining positive, supportive relationships between instructor & student, student & student. *
- Providing class time for students to process content & practice skills*
- Intervening when students show signs of struggle or disengagement*
- Regular opportunities for students' metacognitive reflection*
- Emphasis on knowledge and use of campus resources—the professor as one who is aware of these and can introduce students to people, not offices
- Class discussions and writing assignments that allow for reflecting on challenges and growth (Hern, CAP)

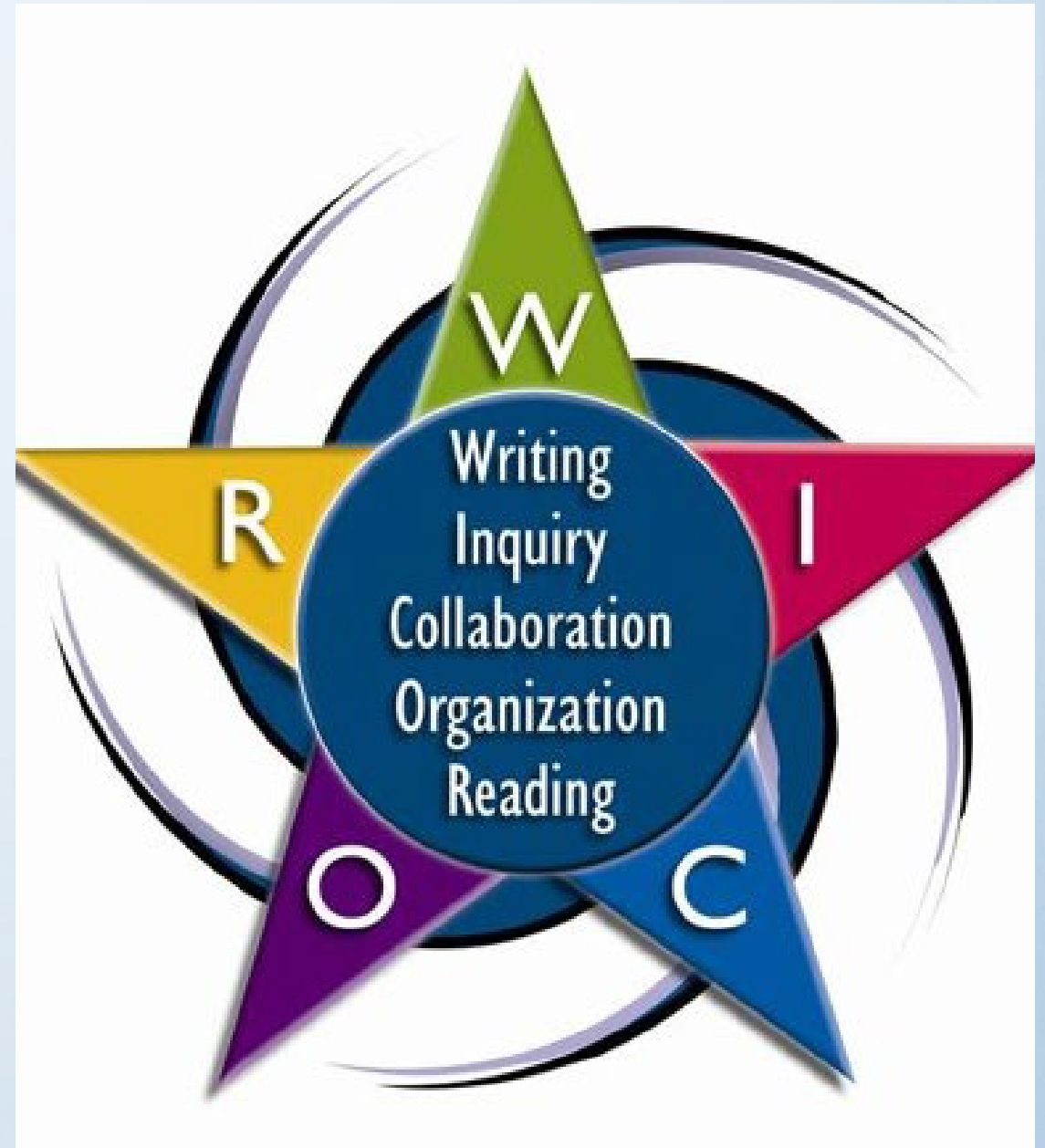
The Reading Cycle*



Emphasis on WICOR Skills

AVID (Advancement Via Individual Determination) training & strategies help anchor our program.

Noted in our ALP Tenants are Critical Thinking (Inquiry) and Active Learning (Collaboration), but we emphasize all WICOR skills regularly.





Faculty Development & Support

- Training and mentoring for new ALP instructors
- Community of Practice: small & large group share & collaborate sessions
- Mentors within our faculty
- Canvas shared-resources shell
- Incentives: during scaling up, now
- New grant-funded positions: ALP Supplemental Instructors, Spring '25



Implementation Considerations



Key Considerations

- Student demographics and needs
- Placement considerations
- Course creation
- Faculty selection and professional development
- Assessment
- Systems issues
- Course spaces, scheduling, and other logistics
- Institutional education and support



Major English Coreq Resource Hubs

- [Accelerated Learning Program \(ALP\)](#)
- [California Acceleration Project](#)
- [Community College Research Center](#)
- National Organization for Student Success (NOSS) [“Resources on Corequisites”](#) List
- [NSHE Corequisite English Professional Development Series](#)
(videos)



Reflection

1. Use the link in the chat to access a shared document.
2. Return to the "W" column, and insert any new questions that came up for during during today's conversation.
3. Fill in one new thing you learned about co-requisite composition in the "L" column.
4. If someone has listed a similar question or topic you learned, type an asterisk next to the question or idea.





Question Time



Spring PD Opportunities

- Friday, Jan. 31, 2:00 – 4:00 p.m. — Building corequisite instruction: integrating the "Reading Cycle," scaffolding, and teaching & supporting reading
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References and Sources to Consider