The Co-requisite Comes to California

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What brought you here?

Why are you co-req curious?

What are you hoping to learn today?
Session Overview

• What is a co-requisite and why is it effective?

• Window into a co-requisite classroom

• Designing your own co-requisite course
  • Necessary components
  • Co-requisite models (including, but not limited to, ours)
  • Start-up issues and advice
Traditional Model

Transfer-level College Composition

Developmental Writing

Developmental Writing

Co-requisite Model

Transfer-Level College Composition

Co-Requisite
Why Is This Model Effective?

• Eliminates exit points

• Assessment often under-places students anyway

• Starts with a belief in student capacity
  • Impacts students’ perception of self
  • Impacts faculty perception of students

• Learning basic skills in the context of college level work is more effective than learning them in isolation in an earlier semester

• More time with a cohort and instructor fosters sense of belonging
Window into a Co-requisite Classroom

Daily activities are always in the context of the assignments for the transfer-level course.

- **Reading** skill development
- Fundamental writing skill development
- Guided practice
- Writing workshops
- Focus on affective issues
Window into a Co-Requisite

Take a couple of minutes to look through our handout.

• Observations?
• Questions?
Designing a Co-Requisite Model for Your Campus

Necessary Criteria:

• Both courses taught by the same instructor
• Transfer-level course maintains its standards
• Remediation is always done in the context of transfer level assignments, rather than through isolated exercises
• Unit load works well for faculty schedules
Co-Requisite Models: Baltimore ALP

- Same instructor
- Half of the students in the TLC don’t need remediation
- Each course is 3 lecture units

Benefits: Attention to individual writing needs
Challenges: Productivity
Current Programs: Baltimore plus several other states—not CA!
Co-Requisite Models: Linked Classes for All

Transfer-level course (3-4 units) + Co-requisite course (2-3 units, lecture or lab)

All students are in both courses

Benefits: Easier to get students in the program; everyone’s in the co-requisite; better productivity

Drawbacks: Less opportunity for individual attention

Current Programs: Solano (lab), San Diego Mesa, Allan Hancock, Porterville, Irvine Valley (lecture)
Co-Requisite Models: Monster TLCs

Transfer-level course and co-requisite are wrapped into one huge 5 unit course

**Benefits:** Easiest to sign students up for the course; scheduling may be easier; one grade; less confusion for students

**Challenges:** Have fun getting this one through your curriculum committee!

**Current Programs:** Modesto, Skyline, Fullerton
Co-Requisite Models: Sacramento City College’s Modified ALP

3 unit transfer-level course with 28 students
3 unit co-requisite course with 20 of those students
Both classes taught by the same instructor, back-to-back
Secondary faculty member works in co-requisite course in mentoring role

Benefits: More individual attention; collaboration between faculty; transfer-level students help ensure that the TL course maintains its standard and can serve as models
Challenges: enrolling students in the course; $; productivity
Results: Completion of Transfer-Level English Course Within Three Years

**Traditional Model**

For students beginning at transfer-level: 62%

For students beginning one level below:

43.2 % (all); 34.8 % (African-American)

For students beginning two levels below:

18.9% (all); 7.4 % (African-American)

**Co-Requisite Model**

81% in 1 semester (no equity gap observed)

← YAY!!
Start-up Questions

• How will you enroll students in the course?
• Marketing to students, counselors, and administrators
• Coordinating with learning communities
• Open access?
• Passing one class but not the other
• What resources can help you?
• Department buy-in and training
Resistance

How can we be sure co-req students are held to the same standards as the transfer-level students?

All of the extra support for the co-req students isn’t fair to the transfer-level students!

So many of my students in one level below are struggling as it is. You’re saying they should be bumped up to transfer-level???

Okay. So. Co-req students may pass the transfer-level course with all of that support, but how do they do in advanced comp? How do they do in other classes that require writing? How do they do once they transfer? Are they successful in their careers? In their marriages? IS ANYBODY TRACKING THIS??????
Advice

✓ Use resistance as opportunities for reflection and inquiry.

✓ Be proactive in making sure counselors understand the course.

✓ Cultivate relationships with A&R folks and be prepared to show appreciation.

✓ Create (or borrow?) a training manual.

✓ Look for ways to fund PD for co-req instructors.

✓ Consider securing reassigned time or a stipend for a “Co-Req Point Person”
Reflection

• Did you learn what you hoped to learn today?

• What other concerns or questions do you have about starting a co-requisite?

• What are your next steps?

• Who can you bring on board from your own campus?
Hey wassup! I missed you since you been dead :( How’d you like the article?

Yo Coates! Haven’t talked in a minute! But I just read your new article on reparations

Some parts were wack like how you said it’s the rich’s job to help out the poor

Uhm lol, no, you trippin’. The rich piggyback off the hard work of the poor, especially Black people

If people have the drive and potential they gonna get stacks on stacks!$$$ You feel meh?