

New English and Reading Courses

060-level



CCR 092

- 5 credits
- 15 weeks
- College ready

New English and Reading Courses

090-level

OR

CCR 093 (Studio D)

- 3 credits
- Link with Discipline or CTE course
- Contextualized

CCR 094 (Studio 121)

- 3 credits
- Link with ENG121
- Mainstream

Researchers at Rutgers's University found that allowing students to struggle with difficult material promotes learning. “We found there is a healthy amount of frustration that is productive,” says Roberta Schorr, associate professor; “though conventional wisdom says certain abilities are innate, a lot of [people’s] talents and capabilities go unnoticed unless they are effectively challenged; the key is to do it in a nurturing environment.”

WHY THESE NEW MODELS?



- A high percentage of Colorado's developmental education students are dropping out due to:
 - the lengthy dev. ed. course sequence
 - a lack of collegiate contextualization
 - multiple occasions to believe that they're not meant for college
 - a belief that college can be just another hobby on the side

Are we “compassionately decelerating” when we create developmental “ghettos” and keep students from participating in college-level classes?

Our *new* model

- Allows students to be enrolled in “real” college courses from the beginning, increasing motivation and buy-in.
- Uses class time teaching skills that are transferrable to other classes—full-length essays, argumentation, critical reading skills.
- Offers “just in time” remediation when students need a particular skill (fixing run-ons, for instance) without holding up other students who may not struggle with that particular issue. Success coaches are also embedded in CCR courses to assist with affective issues.
- Views students as “complete” upon their arrival, not as empty vessels we need to “fill up” with knowledge.
- Asks: “Should reading and writing tasks be separated from *authentic* reading and writing events?”
- **This new approach will not save everyone.** But we didn't before—AND we lost many students who could have been successful.

Research shows

“Primarily, affective issues, not the ability to handle the course content, is the issue. Something happens at a more psychological and emotional level that gets in [the students'] way. When they encounter a difficult task or receive critical feedback, or feel afraid that they're not cut out for college, or start to feel hopeless about their prospect of success, many students will disengage, withdraw effort, avoid turning in work, and even disappear from class.”

(See Rebecca Cox's book, *The College Fear Factor* for more about this dynamic.)