

Investigating an Accelerated Model of English Remediation Using Transfer-Based Teaching in the Ontario College Context

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Our paper presents some challenges and successes of replacing numerous remedial English courses with a single accelerated or co-requisite communications course in an Ontario college context. Because remedial English courses were thought to increase the risk of dropping out because they put students out-of-sync with their program cohorts (Adams et al. 2009; Hearn & Snell 2014), an accelerated model of a pre-existing communication course was implemented with the goal of student success and retention. In September 2019, *COM 111: Communicating Across Contexts* was first implemented. The new course, which prioritizes the transfer of writing skills to new contexts, retained the same learning outcomes, readings and assessments as its companion course - COM101 – with the added enrichment of six hours of class time instead of three. We collected data from COM111 professors and students during Fall 2020 using a mixed-methods surveys to investigate participants' perceptions and experiences of the course. Our data suggests that professors taught COM 111 in the spirit of skills transfer with confidence, despite the unplanned shift to exclusively online schooling, and a vast majority of students felt the course positively affected the way they wrote in other courses and outside of college.

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