Accepted Manuscript

Are Two Subjects Better than One? The Effects of Developmental English Courses on Language Minority and Native English-speaking Students' Community College Outcomes

Michelle Hodara, Di Xu

PII: S0272-7757(18)30262-0

DOI: 10.1016/j.econedurev.2018.07.002

Reference: ECOEDU 1817

To appear in: Economics of Education Review

Received date: 24 April 2018 Revised date: 28 June 2018 Accepted date: 6 July 2018



Please cite this article as: Michelle Hodara, Di Xu, Are Two Subjects Better than One? The Effects of Developmental English Courses on Language Minority and Native English-speaking Students' Community College Outcomes, *Economics of Education Review* (2018), doi: 10.1016/j.econedurev.2018.07.002

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

Highlights

- Developmental reading and writing compared to reading only has differential effects.
- Two subjects compared to one has a positive impact on language minority students.
- Two subjects compared to one has no impact on native English-speaking students.



Download English Version:

https://daneshyari.com/en/article/6840752

Download Persian Version:

https://daneshyari.com/article/6840752

<u>Daneshyari.com</u>