

NROC DEVELOPMENTAL ENGLISH



A COLLECTION OF USE CASES

The NROC Developmental English course is designed to help learners striving to meet college entrance requirements. The course integrates and compresses the standard developmental English curriculum — reading comprehension, writing, vocabulary building, grammar, punctuation, and usage skills — and allows learners to accelerate into college-credit courses. This sequence enables learners to break down a reading passage, analyze rhetorical structures, build vocabulary, and improve writing mechanics.



NROC Developmental English is being used by instructors across the United States to help their students quickly improve their skills to be ready for college credit-bearing English courses.

Texas

SOUTH PLAINS COLLEGE

South Plains College is using the NROC English course in INRW-0300, a co-requisite support course for students concurrently enrolled in ENGL-1301, a credit-bearing course. The college uses NROC English in Blackboard to supplement course activities. Many instructors also use it in non-developmental courses such as Composition I. They report that it helps bring those students who may have not had any writing instruction recently get to the proper level for college composition.

Colorado

COLORADO COMMUNITY COLLEGES ONLINE

Colorado Community Colleges Online (CCCOline.org) uses NROC English in place of a traditional textbook in its college prep English course and has integrated parts of NROC English into a college prep studio course offered as a complement to English composition. These courses are not self-paced, and student learning in NROC is reinforced through regular online discussions scheduled across the course of a semester.

Over 400 students each semester use NROC English to learn active reading and grammar foundations

while learning how to outline and compose various essay genres needed for a range of disciplines. These include the descriptive essay, the compare-and-contrast essay, and the cause-and-effect essay. CCCOnline's courses are asynchronous and rigorously structured, integrating NROC English easily and effectively as the foundation of a scaffolded curriculum. The papers submitted through NROC English are a required component of the class, and comprise approximately one-third of the final grade. Additionally, NROC reviews and quizzes comprise up to another third of the final grade, depending on the course.

Kansas

WSU TECH

At Wichita State University College of Applied Sciences and Technology (WSU Tech), instructors use NROC English in their PACER English course, which is a self-paced developmental course one step away from their English 101 Composition class.

The PACER English course is an in-person course that meets twice a week for 14 weeks in either spring or summer. Students must receive at least a 70% before they can go on to the next unit. WSU Tech requires students to complete nine units of NROC English in order to pass the PACER English course.

“I’ve been teaching English for a very long time, 23 years, and it’s the first thing I’ve ever found that was truly comprehensive.”

— Taffy Graham, Director, Developmental English, Stanley Community College

North Carolina

CENTRAL PIEDMONT COMMUNITY COLLEGE

Central Piedmont Community College is piloting NROC English in its Developmental Reading and English courses. Developmental Reading and English (DRE) is a remedial course for students who do not have the appropriate GPA, SAT, ACT, or Accuplacer scores to move straight into college-level English. These DRE courses are run in a short-session class over eight weeks. In that time, the students cover three of the ten units of NROC English.

One instructor is using Unit 1, Unit 5, and Unit 7 for his DRE 098 course, which is the course students must pass in order to take college-level English I. Students complete much of the material outside of class, then, in class, the instructor gives supplemental instruction on the material in each unit.

ROWAN-CABARRUS COMMUNITY COLLEGE

At Rowan-Cabarrus Community College, also in North Carolina, teachers use NROC English as the main, digital component of ENG-002, the Transition English course, and ENG-011, the Comp I Support course. Each year, hundreds of students use NROC English. In ENG-002, students have sixteen weeks to complete one of two tracks: either NROC English Units 1-6, making them co-requisite-English-ready; or NROC English Units 1-10, making them curriculum-English ready. In ENG-011, students have eight weeks to complete Tier II, Units 7-10. Rowan-Cabarrus students have three graded components per unit: the review quiz, the written assignment, and the unit assessment. Students must pass all three components with an 80/B- or better in order to receive credit.

STANLY COMMUNITY COLLEGE

Instructors at Stanly Community College are using NROC English with students who are entering college but are not quite ready for college-level academic work. Their

Transition English course is broken into two tiers. The first tier contains NROC English units 1 through 6, which gives students the remediation they need to take a gatekeeper English course with a co-requisite support course. The second tier contains NROC English units 7 through 10. Students who complete all 10 units can register for the gatekeeper English course without any additional co-requisite support.

At Stanly, NROC English is delivered both in traditional brick-and-mortar classrooms and online, and instructors have been equally successful with both approaches. The college has also made parts of the foundation lessons – the grammar, punctuation, and usage materials – available as a resource to all of their students. Any student who is enrolled in an online class can click a link and get access to those lessons, which include information critical for any college writer.

LENOIR COMMUNITY COLLEGE

Lenoir is a North Carolina community college using NROC English exclusively with their Reinforced Instructor for Student Excellence (RISE) initiative. RISE helps students who have their high school credential work through the Transition English course.

Lenoir runs the course through their Moodle platform. The course allows students to evaluate their own writing and then have the instructor evaluate it as well. “I think students learn the most when it’s set up that way,” says instructor Dustin Walston. He adds that instructors like the built-in scaffolding of the writing process for students to actually see what the process is supposed to look like.

Alabama

JACKSONVILLE STATE UNIVERSITY

Jacksonville State University is using NROC English with entering freshmen who have ACT scores between 17 and 19. These students take a three-credit-hour Academic Success course. The instructors use NROC English one hour each week in the classroom or assign one unit per week outside the classroom, after which students must pass an assessment before moving on.

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Unit 1: Introduction to College Reading and Writing



Unit 2: Identifying Main Ideas



Unit 3: Discovering Implied Meaning



Unit 4: Interpreting Bias



Unit 5: Analysis through Definition



Unit 6: Learning Across Disciplines



Unit 7: Exploring Comparative Elements



Unit 8: Informed Opinions through Causal Chains



Unit 9: Applied Critical Analysis



Unit 10: Using Sources in Critical Reading and Writing