Thanks for joining us! We will begin promptly at 1:00 p.m. ET.

- Use the "questions" area to submit questions as they arise.
- This webinar will be archived at NROC.org.
  and you will receive a follow-up email with a link to the recording and slides.
- Contribute to the Twitter conversation at #NROCpd.
- Do you need help with GoToWebinar? Email memberservices@NROC.org.

Refreshing Foundational English Skills for College Success

a conversation w/

JENNY BILLINGS
English Department Chair, Rowan-Cabarrus Community College, NC

ASHLEIGH BREWER
Assistant Professor of English, South Plains College, TX

THE NROC PROJECT
NROC collaborates with educators to imagine, develop, test, & refine technologies that improve student success.
## WHAT WE OFFER

### NROC COURSES
- **NROC MATH**
  - Algebra 1
  - Developmental Math

- **NROC ENGLISH**
  - Developmental English

### WEB-BASED TOOLS
- **EdReady**
  - A readiness system (to personalize a learner’s study path)

- **Hippo Campus**
  - A curated repository of learning objects

---

& a new product created in partnership with ACT®...
METHODS OF DELIVERING NROC ENGLISH CONTENT TO STUDENTS:

1. Install in a local Learning Management System (LMS)
2. EdReady
3. Pull discrete learning objects from HippoCampus (to use anywhere)
Developmental English

This course was developed for students striving to meet basic college entrance requirements. The integrated curriculum, spanning reading comprehension, writing, vocabulary building, and grammar skills, allows students to practice strategies for reading and writing effectively.

Installed courses are for use in a Learning Management System (LMS)
<table>
<thead>
<tr>
<th><strong>10 UNITS</strong></th>
<th><strong>Each unit, designed around a unique reading selection and pattern of writing, follows the same sequence of integrated reading and writing experiences.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Introduction to College Reading and Writing</td>
<td>2: Identifying Main Ideas</td>
</tr>
<tr>
<td>5: Analysis through Definition</td>
<td>6: Learning Across Disciplines</td>
</tr>
<tr>
<td>9: Applied Critical Analysis</td>
<td>10: Using Sources in Critical Reading and Writing</td>
</tr>
</tbody>
</table>

*pre-assessment available to customize entry point*
The Penny Debate
By Brad Andrews

Do pennies still make sense? The country’s smallest coin is in big trouble.

The United States has been minting the one-cent piece since 1793. Back then, a penny or two would buy a meal, a dress, even a place to sleep for a night. Today, a penny doesn’t even pay for a single stick of gum. In recent years, Congress has tried and failed to retire the coin several times, but the debate continues. Should we keep the penny, or get rid of it? Is the penny a useful tradition that protects people from rising prices, or a waste of money and resources?

The main argument in favor of eliminating pennies is financial. Pennies are always worth one cent, but the costs of buying metals, manufacturing, and transporting the coins exceed their value.
EdReady

EdReady is a math and English readiness system that employs a knowledge inventory to personalize a learner’s path to subject mastery within the context of a specific educational goal.
WEB-BASED TOOLS

Open and Designed for Institutional Customization

Goals

Knowledge Inventories

Resources

What do you want your students to be ready for?

Data Access

Readiness
Custom content cannot be added to EdReady
Access data for planning, intervention, and evaluation.
QUESTIONS?
Ashleigh Brewer  
Assistant Professor of English  
Email: abrewer@southplainscollege.edu  

Courses Taught:  
NCBI 0100  
ENGL 0301 (Basic Dev. English)  
ENGL 1301 (Comp. I)  
ENGL 1301/INRW 0300 (Co-Req)  
ENGL 1302 (Comp. II)  
ENGL 2321 (British Lit)  
ENGL 2332 (World Lit I)  

Non-Course-Based Integrated Reading & Writing (NCBI)  

Web-Based EdReady English
Important Terms

THECB: Texas Higher-Education Coordinating Board

HB2223: The purpose is “to accelerate underprepared students’ persistence and successful completions” & requires a “certain percentage of underprepared students enrolled in developmental education be reported as enrolled in a corequisite model, which allows the student to enroll in the entry-level college course but requires co-enrollment in a developmental education course/intervention designed to support the student’s successful completion of the college-level course,” as stated by THECB HB2223 FAQ.
Important Terms, Continued

TSI: Texas Success Initiative

- Placement Exam for Math, Writing, and Reading

ENGL 0301: Basic Developmental Education (Traditional 16-week course)

- This course includes a basic review of English grammar, focusing on spelling, punctuation, diction, and various types of sentence construction. It also covers the various types of paragraphs, as well as an introduction to the basic essay.
- Classroom-based; offered in fall and spring semesters.
- Must pass with “C” to advance to corequisite ENGL 1301 + INRW 0300.
- Students who are unsuccessful may repeat the course, retest on TSI writing, or enroll in NCBI 0100.
### Placement & Pathways

<table>
<thead>
<tr>
<th>Basic Level</th>
<th>Essay 0-2 or No Essay Score</th>
<th>MC 310 - 339</th>
<th>ABE 1 - 3</th>
<th>310 - 341 and ABE 1 - 3</th>
<th>ENGL 0301 (must pass with &quot;C&quot; to advance) OR NCBI 0100</th>
<th>READ 0301 + EDUC 1100 (must pass with &quot;C&quot; to advance) OR NCBI 0100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Level</td>
<td>Essay 3</td>
<td>MC 310 - 339</td>
<td>ABE 4 - 6</td>
<td>342 – 350 and ABE 4 - 6</td>
<td>Corequisite ENGL 1301 + INRW 0300 (or stand-alone INRW 0300; must pass with &quot;B&quot;)</td>
<td>Corequisite ENGL 1301 + INRW 0300 (or stand-alone INRW 0300; must pass with &quot;B&quot;)</td>
</tr>
<tr>
<td></td>
<td>Essay 4</td>
<td>MC 310 - 339</td>
<td>ABE 4 - 6</td>
<td>351 - 390</td>
<td>ENGL 1301 Composition I</td>
<td>ENGL 1301 Composition I</td>
</tr>
<tr>
<td></td>
<td>Essay 5 – 8</td>
<td>MC 310 - 339</td>
<td>ABE 4 - 6</td>
<td>351 - 390</td>
<td>ENGL 1301 Composition I</td>
<td>ENGL 1301 Composition I</td>
</tr>
</tbody>
</table>

**TSIA Writing**
- PART 1 Essay Score
- PART 2 Multiple Choice
- PART 3 ABE Level

**TSIA Reading Score and ABE Level**

**Writing and Reading Course Placement**

**ESOL Pathway to College Level**
NCBI: Non-Course Based Integrated Reading and Writing

- This non-course based option is designed for students who have tested at an ABE level below 4 on the TSI reading and/or writing test. This accelerated option provides instruction and practice in reading for a variety of purposes, in correct sentence structure, and in the basics of correct grammar and usage.
- Online-based instruction with accountability to an instructor; 5-8 week sessions; offered as a summer or winter “bridge” course to prepare students to re-test on the TSI or to take the corequisite ENGL 1301 + INRW 0300.
- Students who pass NCBI 0100 may enroll in the corequisite ENGL 1301 + INRW 0300 the following semester.
- Students who do not complete or who are unsuccessful in NCBI 0100 must enroll in ENGL 0301 and/or READ 0301 (depending on TSI-deficient areas) the following semester or pass the TSI reading and/or writing tests.
Why EdReady English?

Provides an accelerated track for our students to become Co-Req prepared via the NCBI and/or acts as an intervention in Co-Req failure.

- Cost-Effective for students
  - No-textbook
  - 1-hour course fee
- Curriculum covers Reading, Grammar, & Writing
  - Customizable Units
- Personalized Mastery
  - Diagnostic determines deficiencies in knowledge
  - Content & Practice allows for Masteries in deficiencies
- Self-Paced
  - Some students complete in 3 weeks, others complete in 5 (or as the semester allows)
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Objective</th>
<th>Course to be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Reading</td>
<td>Use context clues to define unknown vocabulary in a reading.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Reading</td>
<td>Recognize the difference between stated facts and opinions in a reading.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Reading</td>
<td>Use word parts to define unknown vocabulary in a reading.</td>
<td>N/a</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Reading</td>
<td>Identify the author's intended purpose.</td>
<td>Coreq</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Reading</td>
<td>Identify the author's intended audience.</td>
<td>Coreq</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Reading</td>
<td>Identify the topic sentence in a paragraph.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Reading</td>
<td>Identify the author of a reading.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Writing</td>
<td>Revise, edit, and proofread your writing to make it more effective.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Writing</td>
<td>Develop an effective topic sentence.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Grammar</td>
<td>Use prepositional phrases in a sentence.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Grammar</td>
<td>Identify the subject and main verb in a sentence.</td>
<td>All</td>
</tr>
<tr>
<td>Introduction to College Reading and Writing</td>
<td>Grammar</td>
<td>Identify the correct end punctuation to use in a sentence.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Reading</td>
<td>Identify supporting details in a reading.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Reading</td>
<td>Locate the stated main idea by identifying the topic and what the author is saying.</td>
<td>Coreq</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Reading</td>
<td>Use word parts to define unknown vocabulary in a reading.</td>
<td>N/a</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Reading</td>
<td>Use context clues to define unknown vocabulary in a reading.</td>
<td>Coreq</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Writing</td>
<td>Develop a thesis statement with supporting ideas.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Grammar</td>
<td>Identify run-on sentences.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Grammar</td>
<td>Identify comma splices.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Grammar</td>
<td>Correct run-on sentences.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Grammar</td>
<td>Identify sentence fragments.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Grammar</td>
<td>Correct comma splices.</td>
<td>All</td>
</tr>
<tr>
<td>Identifying Main Ideas</td>
<td>Grammar</td>
<td>Correct sentence fragments.</td>
<td>All</td>
</tr>
<tr>
<td>Discovering Implied Meaning</td>
<td>Reading</td>
<td>Identify the cultural context of a reading.</td>
<td>N/a</td>
</tr>
<tr>
<td>Discovering Implied Meaning</td>
<td>Reading</td>
<td>Identify the author's point of view in a reading.</td>
<td>Coreq</td>
</tr>
<tr>
<td>Discovering Implied Meaning</td>
<td>Reading</td>
<td>Use word parts to define unknown vocabulary in a reading.</td>
<td>All</td>
</tr>
</tbody>
</table>
Engaging Students in EdReady

- Email students on first day of class with login information for EdReady, syllabus, and course explanation
- Follow-up email within the first week
- Follow-up & monitor weekly progress
Inside EdReady: Overview
### Unit Detail

**Goal Name**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Most Recent Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCBI - 1745</td>
<td>91</td>
</tr>
<tr>
<td>NCBI - 1745</td>
<td>92</td>
</tr>
</tbody>
</table>

**Data last updated:** 10/30/2019 15:32

**Number of students included:** 2

This report provides progress data as well as other metrics for each student in this study path, delimiting according to the data you are permitted to see (based on goal permissions). Search boxes at the top of each column enable users to filter the results. Additional data are available. The entire dataset can be obtained using the Email Data button or detailed data for each student can be obtained from the Actions column.

**Summary Report For Individual Student Data**

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Time Using EdReady</th>
<th>Goal Name</th>
<th>Scores:</th>
<th>Initial Diagnostic</th>
<th>Most Recently Updated</th>
<th>Time Spent Studying</th>
<th>Target Score</th>
<th>Score Gain</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCBI - 1745</td>
<td></td>
<td>37</td>
<td>91</td>
<td>04:45:35</td>
<td>90</td>
<td>54</td>
<td>Details</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCBI - 1745</td>
<td></td>
<td>54</td>
<td>92</td>
<td>12:20:07</td>
<td>90</td>
<td>38</td>
<td>Details</td>
</tr>
</tbody>
</table>

* Data combined for all study paths (including goals in other EdReady sites, if applicable)

* Data specific to this study path
What’s Next

- Adding a welcome video & instructional walk-through
- Providing additional links & an NCBI playlist in Hippocampus to support instruction
- Identifying students qualifying for the NCBI
  - Failure in Fall 2019 Co-req
  - Failure in ENGL 0301 in Fall 2019
QUESTIONS?
Dr. Jenny Billings

Chair, Curriculum & Developmental English & Study Skills
Instructor, ENG-011 & ENG-111
NROC Specialist for North Carolina, RISE Redesign 2019 - 2020

LMS-Installed NROC English

ENG-002: Transition English
ENG-011: Writing & Inquiry Support (Coreq)
Defining Key Terms

ENG-002: Transition English

● 6 Contact Hours
● Replaced Developmental Reading & English (IRW) courses
● 16-week term in fall & spring; 8-week in summer
● Taught in Web-based/Hybrid Format
  ○ LMS-Installed NROC English

ENG-011: Writing & Inquiry Support

● Coreq of ENG-111, Writing & Inquiry
● Required for Students with HS unweighted GPA of 2.2 - 2.799
● Focuses on revision and the recursive process of writing
  ○ Oh, the stories!
The Rowan-Cabarrus English Story (FA18 - Present)

ENG-002: Transition English

- Was terrified, March 2018 - December 2018
- Always Intended to Use NROC English
  - Decided by the System Office
- 2 Tiers, 10 Units
  - Tier I: Units 1 - 6; Tier II: Units 7 - 10
- Truly ALL the Foundational English Skills

ENG-011: Writing & Inquiry Support

- Wasn’t worried (but should have been!)
- Tried 3 Different Versions/Formats of Class
  - Assignment Mapping, Topic/Genre Mapping, Foundational Skills Mapping
- Been There: no resources, EdReady English, Hippocampus, NROC English
Why All the Change?

ENG-002: Transition English

- Starting New in Fall 2018
- Learning NROC and a New Bb Course
- Training Faculty, Students, & Advisors
- *The Easy Part? NROC English*

ENG-011: Writing & Inquiry Support

- Students Couldn’t Tell the Difference
  - Not Submitting Work, Confusion, No Progress
- Withdrawing More Students
  - Course is P/F since it is a coreq of ENG-111
- The Right Information at the Right Time
- *The Solution? NROC English*
Interpreting Bias

All readers and writers have personal viewpoints that influence their opinions. Recognizing these biases will help you evaluate what you read to make you a more critical thinker. Additionally, recognizing bias as you write helps you present your own ideas more convincingly. In this unit, you will learn how to interpret bias in a reading by making inferences and drawing conclusions. You will also learn how to write an essay that solidly supports your position on a topic.

1. Introduction
2. Pre-Reading
3. Active Reader
4. Post-Reading
5. Review
6. Pre-Writing
7. Writing Center

Foundations are lessons that support your learning for this Unit. These lessons will also help you study for Review and Unit Assessments.

Find Foundation lessons by clicking Resources at any time.

Writing Center Notifications
There are no notifications at this time.

- Menu Page of Unit
- Tracks Student Progress with green checkmarks
- Shows a Flag Where Students Left Off
- Writing Center Notifications
- Direct Tab to Journal & Resources
- Ability to go “Home”
- Resources available to Students and Instructors
- Includes the Foundation Lessons
- Unit Resources provide copies of reading, student samples, and writing assignment & rubric (opens in a separate tab)
- Grammar Videos are also provided
The Awkward Hallway

I work in a private preschool. We pride ourselves on having well-mannered, structured children. We understand that these are children and they need to be children, but we also understand these children need to be taught structure and respect.

I started three years ago after staying home with my twins for five years to raise them. When I started I didn't know many people but that didn't stop me. I am friendly, outgoing, and now one of the main teachers who organize events for the school. There is was more of a positive outlook, but I do have one negative outlook.

I was approached by my principle after an observation of my classroom, he wanted me to go into a co-teachers classroom and do her observation. I was proud that he thought highly of how I ran my classroom, but I was uncomfortable doing what he asked.

I felt that I would be looked at different by my co-workers, especially if something happened to one of the teachers I was observing. I would look like the bad guy and I am not in that position of authority. He didn't see it this way, but I did, and so did my assistant.

I talked to my principle, well he didn't hear me time after time and still proceeded to tell these classroom teachers I would be doing this. I then approached the board, I talked with them and said that I didn't want to be in that situation. I felt bad for having to go to the board but he was putting me in an awkward situation. So here this is all blown over and I feel like there is tension between me and my co-teacher and my principle. This is what I was trying to avoid but here we are, taking the bull by the horns.
Course Management & Reporting or Grade Service
- 6 Tabs
- “Reviews” tab only goes red when reviews are pending
- “Reports” tab has 2 views: Unit Progress Report & Peer Reviews
- Unit Progress Report is where you can reset Writing Center attempts
<table>
<thead>
<tr>
<th>Unit</th>
<th>My Journal</th>
<th>Introduction</th>
<th>Pre-Reading</th>
<th>Active Reader</th>
<th>Post-Reading</th>
<th>Review</th>
<th>Pre-Writing</th>
<th>Writing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Link</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Score</td>
<td>Status</td>
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<td>0.03 16</td>
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<td>Completed</td>
<td>Completed</td>
<td>Completed</td>
<td>Completed</td>
<td>83</td>
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<td>64.37 42</td>
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<td>Completed</td>
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<td>88</td>
<td>--</td>
<td>--</td>
</tr>
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<td>5.39 37</td>
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<td>Completed</td>
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<td>100</td>
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<td>Completed</td>
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<td>94</td>
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<td>Complete Reset</td>
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<td>12.37 24</td>
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<td>Completed</td>
<td>Completed</td>
<td>--</td>
<td>83</td>
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<tr>
<td>64.25 46</td>
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<td>Completed</td>
<td>Completed</td>
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<td>88</td>
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<td>37.06 57</td>
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<td>Completed</td>
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<td>8.12 31</td>
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<td>Completed</td>
<td>--</td>
<td>60</td>
<td>Completed</td>
<td>--</td>
</tr>
<tr>
<td>31.12 48</td>
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<td>Completed</td>
<td>Completed</td>
<td>Completed</td>
<td>--</td>
<td>88</td>
<td>In Progress</td>
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<tr>
<td>23.04 37</td>
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<td>Completed</td>
<td>Completed</td>
<td>Completed</td>
<td>--</td>
<td>94</td>
<td>Completed</td>
<td>Complete Reset</td>
</tr>
<tr>
<td>16.27 18</td>
<td>View</td>
<td>Completed</td>
<td>Completed</td>
<td>Completed</td>
<td>--</td>
<td>83</td>
<td>Completed</td>
<td>Complete Reset</td>
</tr>
<tr>
<td>2.43 51</td>
<td>View</td>
<td>Completed</td>
<td>--</td>
<td>Completed</td>
<td>Completed</td>
<td>22</td>
<td>Completed</td>
<td>First Draft Review</td>
</tr>
</tbody>
</table>

You have completed the Review. Here are your results:

Score: 100, mastered

Correct on 1st attempt: 100%
Correct on 2nd attempt: 0%
Incorrect: 0%

<table>
<thead>
<tr>
<th>Status</th>
<th>Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>1</td>
</tr>
<tr>
<td>Question 2</td>
<td>1</td>
</tr>
</tbody>
</table>

Coming together is a beginning; keeping together is progress; working together is success.

Edward Everett Hale
LET’S GO LIVE!

- NROC English
- Blackboard (since LMS-Installed)
- Integration Between the Two
Transition English: What are Students/Instructors saying?

- “I like how the program is patterned. Once I got used to that, the process got easier and I was able to focus on the content and assignments.” – Student

- “This was a new way to approach grammar and writing for me. My instructor was still there in case I needed her so I liked the blend.” – Student

- “I noticed a drastic change in students’ writing from Unit 1 to Unit 6. Clearly, the program is working. I did not see this drastic of a change in DRE at all.” – Mrs. Teena Boone, ENG-002 Lead Instructor at Rowan-Cabarrus
Lessons Learned

- Video-based instruction, coupled with hands-on mini lessons, is REALLY effective
- When able to streamline technology and resources, DO IT
- NROC English provides ALL of the foundational English skills students require for success in Gateway English
- Create pacing guides and provide “on track” deadlines, even though course is self-paced**
<table>
<thead>
<tr>
<th></th>
<th>Number/Percentage of each Tier(s) passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
</tr>
<tr>
<td><strong>Spring 2019: ENG-002</strong></td>
<td></td>
</tr>
<tr>
<td>16-Week</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2018: ENG-002</strong></td>
<td></td>
</tr>
<tr>
<td>16-Week</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrolled</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Spring 2019:</strong> ENG-111</td>
<td></td>
</tr>
<tr>
<td>8, 14, &amp; 16-Week</td>
<td>610</td>
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<td><strong>Fall 2018:</strong> ENG-111</td>
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<tr>
<td>8, 14, &amp; 16-Week</td>
<td>911</td>
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</tr>
</tbody>
</table>
Contact:
jeny.billings@rccc.edu
QUESTIONS?
<table>
<thead>
<tr>
<th>Product name</th>
<th>HippoCampus (member branded)</th>
<th>Developmental English</th>
<th>EdReady (member branded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
<td>A website boasting more than 6,800 free, multimedia learning objects, including nearly 200 English objects, correlated to state standards.</td>
<td>10-unit curriculum, used as standalone or as a supplement. Each instructional unit follows a sequence of integrated reading and writing experiences.</td>
<td>Provides customized curricular scopes and personalized self-study curricula — a complete diagnostic and intervention system. Study resources may include any NROC course material and / or other collections.</td>
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<tr>
<td>How can it be customized?</td>
<td>Instructors can curate a curricular playlist to share.</td>
<td>Instructors can inject their own content and remove existing content at the unit level.</td>
<td>Extensive customization. Define goals, design curricular scopes, and select study resources.</td>
</tr>
<tr>
<td>How is student progress tracked?</td>
<td>Student tracking is not available.</td>
<td>Progress is available via web-based NROC Course Manager and via native LMS tools.</td>
<td>Progress is available via secure web-based teacher / administrative login.</td>
</tr>
<tr>
<td>How do students access it?</td>
<td>Via a web browser. No student login required.</td>
<td>Course must be installed in institution’s LMS.</td>
<td>Via a web browser with login. Students create their own accounts. SSO available.</td>
</tr>
</tbody>
</table>
# Choosing an English Product

**Questions to Ask Yourself...**

## What are our curricular needs?

- **Individual Learning Objects**
- **Custom Curricular Scopes Paired with Interventions**
- **Full Curriculum as primary or as a supplement**

## How will instruction be paced?

- **Pacing not applicable**
- **Fully instructor paced**
- **Completely student paced**

## What student progress data do we need?

- **No progress data**
- **Unit-level quizzes and exams, placement and summative tests (in LMS)**
- **Diagnostic results, time spent studying, and which resources studied (in the cloud)**
MEMBERSHIP WORKS BEST WHEN PARTNERS:

**Commit**
significant time and staffing to becoming facile with NROC courses and tools

**Adapt**
NROC’s suite of solutions to meet their students’ specific needs

**Contribute**
efficacy stories and original supplemental resources to the broader membership
Special thanks to our presenters:

Jenny Billings
jenny.billings@rccc.edu

Ashleigh Brewer
abrewer@southplainscollege.edu

Thank you for joining us!

You will receive a link to the recording and presentation assets, also available at NROC.org.