

Developed by The NROC Project, with generous funding from the Bill & Melinda Gates Foundation



WHY NROC?

NROC's high-quality courses are **media-rich, adaptable,** and **affordable**, a combination of features not readily available from commercial providers. With rich content, NROC courses can be used with or without a textbook to enhance online, blended, and face-to-face learning environments.

To preview the course, visit NROC.org.



PROGRAM DESCRIPTION

NROC Developmental English is designed to help students meet basic college entrance requirements.

Combining highly sophisticated software with fundamental pedagogy, this online program integrates and reinforces the standard developmental English curriculum—reading comprehension, writing, vocabulary building, and grammar skills—to fully prepare students for credit-bearing courses.

Designed for use in any learning environment, NROC Developmental English provides an integrated curriculum that allows students to practice strategies for reading and writing effectively. Media-rich presentations, comprehension exercises, and the My Journal feature support students through a variety of instructional approaches that engage and enhance a wide range of learning styles.

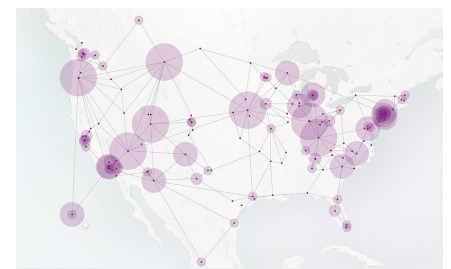
Developed and written by a team of subject matter experts utilizing state-of-the-art technology to deliver crucial pedagogical supports, NROC Developmental English will help enhance and improve student performance and results.

MEDIA-RICH AND DIVERSE EXERCISES HELP STUDENTS ACQUIRE ESSENTIAL SKILLS

Each instructional unit follows a sequence of integrated reading and writing experiences.

Course Components Include:

- ✓ **Unit Introduction:** A short, multimedia presentation that introduces the unit themes and content overview.
- ✓ **Foundations:** Text-based lessons present the unit's core concepts: reading, writing, and grammar, and punctuation and usage, replacing the need for a separate handbook.
- ✓ **Pre-Reading Presentation:** A multimedia presentation that models effective pre-reading strategies.
- ✓ **Active Reader:** Enhances reading skills with self-assessment and supporting pedagogy, including audio narration, vocabulary in context, and grammar lessons.
- ✓ **Post-Reading Presentation:** A multimedia presentation that models post-reading strategies with comprehension exercises, creating a strong bridge from reading to writing.
- ✓ **Pre-Writing Presentation:** Introduces the specific writing assignment for the unit and models effective pre-writing strategies.
- ✓ **Writing Center:** An online writing workspace that supports the steps in the writing process with scaffolding, tips, and reviewing features.
- ✓ **My Journal:** This innovative feature allows learners to build a portfolio of writing in each unit by capturing all annotations to unit reading selections and all responses to comprehension and writing exercises. Thus, a portfolio of writing is waiting for the learners when they are ready to apply it to a specific assignment in the Writing Center. No one starts with a "blank page."
- ✓ **Assessments:** Include an initial diagnostic, mid-unit reviews, unit assessments, and a final summative assessment.



JOIN US!

If you are interested in learning more about how NROC courses, tools, and membership can support your initiatives, contact us today:
membership@NROC.org.

NROC DEVELOPMENTAL ENGLISH – TABLE OF CONTENTS



Unit 1: Introduction to College Reading and Writing

Reading Selection:

“The Penny Debate,” by Brad Andrews (*commissioned*)

Writing Assignment:

Write a one-paragraph response that reflects a personal opinion of “The Penny Debate.”



Unit 2: Identifying Main Ideas

Reading Selection:

“Rice for Thanksgiving,” by Jocelyn Fong (*permissioned*)

Writing Assignment:

Write a summary-response to “Rice for Thanksgiving.”



Unit 3: Discovering Implied Meaning

Reading Selection:

“The Fourth of July,” by Audre Lorde (*permissioned*)

Writing Assignment:

Write a multi-paragraph narrative essay about “The Moment that Changed Everything.”



Unit 4: Interpreting Bias

Reading Selection:

“Social Media: Friend or Foe?” by Kara Woodridge (*commissioned*)

Writing Assignment:

Write a multi-paragraph essay that takes a side to Kara Woodridge’s blog article, “Social Media: Friend or Foe?” Support your belief with varied personal examples.



Unit 5: Analysis through Definition

Reading Selection:

Textbook Title: *Sociology—A Global Perspective*, Chapter 5: “Global Economies,” Source: Excerpts from “Gross National Happiness in Bhutan: A Living Example of an Alternative Approach to Progress,” by Alejandro Adler Braun (*permissioned & adapted*)

Writing Assignment:

Write a multi-paragraph essay providing (defining) your personal criteria for happiness and exploring whether or not you have achieved happiness based on these criteria.



Unit 6: Learning Across Disciplines

Reading Selections:

1. “The Nature of Things: Biomimicry” (Science Textbook)
 2. “Don’t Sink my Battleship!” (History Textbook)
 3. “Razzle Dazzle! Fashion ‘Stars’—in Stripes” (Pop-Culture)
- (all 3 *commissioned*)

Writing Assignment:

Discuss the three reading selections on the use of camouflage in a multi-paragraph analysis essay choosing **three** of the six discipline-specific features to incorporate in your analysis:

- writer’s purpose
- writing tone and style
- reader’s goal
- discipline-specific language
- discipline-specific features
- organization



Unit 7: Exploring Comparative Elements

Reading Selection:

“A Whole New Ballgame,” by Brendan O’Shaughnessy (*permissioned*)

Writing Assignment:

Write a multi-paragraph essay comparing and contrasting the best class you’ve taken with the worst class you’ve taken to show what you learned from the experiences. Include at least three examples of figurative language.



Unit 8: Informed Opinions through Causal Chains

Reading Selection:

“Global warming—this time it’s personal,” by Casey Kennedy (*commissioned*)

Writing Assignment:

Write a multi-paragraph essay identifying at least two of your personal or lifestyle choices, and explain the positive and/or negative effects they have on the environment.



Unit 9: Applied Critical Analysis

Reading Selections:

“Is Happiness the Beginning or the End?” by Jamie Anderson (*commissioned*)

“Your College Major May Not Be As Important As You Think,” by Zac Bissonnette (*permissioned article originally appeared in a NY Times blog*)

Writing Assignment:

Choose one of the reading selections and write a multi-paragraph critical analysis identifying the author’s thesis and purpose, briefly summarizing the selected reading, and evaluating the author’s success, or lack of success, in supporting the thesis and satisfying his purpose for writing.



Unit 10: Using Sources in Critical Reading and Writing

Reading Selection:

“Do Violent Video Games Contribute to Youth Violence?” by Jennifer Jenkins (*commissioned*)

Writing Assignment:

Select a topic from the list provided and write a multi-page essay describing the argument, followed by a personal statement that is persuasive and supported by evidence from the provided sources. Personal or testimonial evidence may also be used as a defense for the argument, but should be secondary in nature.

Student Topics:

- Should performance-enhancing drugs (such as steroids) be accepted in sports?
- Does online dating create longer-lasting relationships than dating people you meet in typical face-to-face situations?
- Should the United States require mandatory national service in the form of a draft or required civil service?