



BREAK THROUGH
To improved results

MyLab / Mastering English

Efficacy results • 2013

From the Pearson Customer Experience: Results and Redesign Team

WE ARE PLEASED TO PRESENT THIS ENGLISH MYLAB EFFICACY REPORT. It is our goal to share both quantitative data from the classroom and qualitative information – stories about how instructors are using MyLabs to improve teaching and learning.

In this report you will discover forty-seven stories that illustrate successful MyLab implementations from many perspectives. Instructors profiled here have voluntarily offered their results and best practices. It is important to note that Pearson does not compensate instructors for their data, and we proudly adhere to the Software and Information Industry Association standards described on pages 6-7.

The stories in this report highlight ways that instructors across the country are using MyLabs to address challenges facing all instructors in today's academic environment. We have included stories that tackle issues such as: increasing class size coupled with decreasing resources; the need to ensure consistency across multiple sections; the need to control costs for students; the need to serve students with varying levels of proficiency; and, finally, the need to provide quality resources and multi-layered feedback to ensure student success.

I would like to extend our gratitude to the instructors who have shared their results and stories for this report. Our participating instructors have donated their time to document accurate and engaging results, stories, and best practices. For this, we thank each of you.

In conclusion, I invite you to contact us with questions about any of the stories included in this report, or to learn more about participating in a Case Study or Success Story. Our Results and Redesign team has many data collection tools and consulting services available to help you measure MyLab results in your classroom. For information, please contact:

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MyCompLab • MyFoundationsLab • MyLiteratureLab • MyReadingLab • MySkillsLab • MyTechCommLab • MyWritingLab



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
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COURSE FORMAT KEY			
	Traditional		Online
	Hybrid		Lab



	Two-year institutions
	Four-year institutions

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COURSE FORMAT KEY			
T	Traditional	O	Online
H	Hybrid	L	Lab

2	Two-year institutions
4	Four-year institutions

Solutions Guide to What's Inside

This Solutions Guide is intended to help you quickly locate the MyLab Case Studies and Success Stories most relevant to the challenges you face.

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I need a resource to support an integrated reading/writing course model

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I want cost and resource savings for my students and university

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I need accommodate students with varying levels of proficiency

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I want my students to have access to practice exercises with instant feedback

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I want to flip the classroom and do more interactive learning activities

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MyLab / Mastering Standards for Efficacy Results

WHAT PEARSON MEANS BY THE TERMS “EFFICACY” AND “EFFECTIVENESS.”

- “Efficacy” describes whether a product or intervention has a positive effect on learning, such as reducing wrong answers, increasing retention rates, or raising final exam scores.
- “Effectiveness” measures the size of the educational improvement from a product or educational intervention.

WHY PEARSON IS INTERESTED IN EFFICACY STUDIES.

To deliver the best educational experience for students, we need to understand how Pearson’s content is performing and verify learning gains associated with the use of our products. Toward that goal, we actively seek out educators who wish to explore educational research questions and investigate the efficacy of MyLab / Mastering products.

WHO IS PEARSON'S EFFICACY RESEARCH TEAM?

Our research team includes Ph.D. level statisticians who provide practical advice about tracking and analyzing student data when redesigning a course to incorporate technology. Our research team also includes experts in psychometrics, educational statistics, and journal publications. These individuals support instructors who want to run an efficacy study; provide our editorial staff with detailed reports on the quality of our online content; and advise our software engineers of new methodologies for collecting and processing student learning data within MyLab / Mastering.

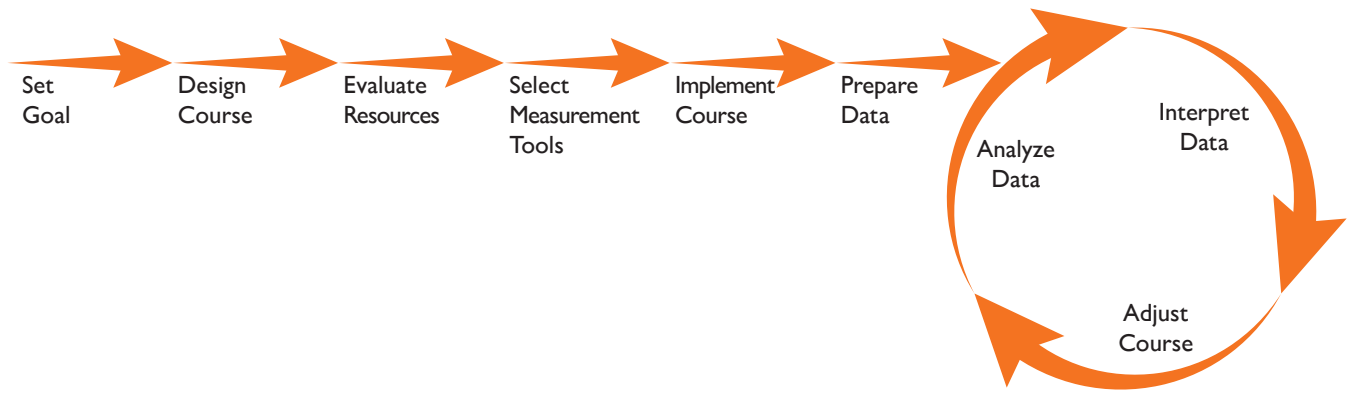
SOME COMMON STUDY DESIGNS

OBSERVATIONAL	HISTORICAL	LONGITUDINAL	EXPERIMENTAL	RETROSPECTIVE
Teacher’s observations	Teacher’s comparison of learning intervention (e.g., MyLab) to prior year(s) without intervention	Teacher’s tracking of students’ performance in subsequent course(s)	Teacher randomly divides students into two groups: control and experimental	Teacher reviews prior year(s) data in a scientific manner to shed light on learning outcomes
Anecdotal or Rigorous	Anecdotal or Rigorous	Rigorous (requires large sample size)*	Rigorous (requires large sample size)	Rigorous (requires large sample size)
Qualitative and/or Quantitative data	Qualitative and/or Quantitative data	Qualitative and Quantitative data	Qualitative and Quantitative data	Qualitative and Quantitative data
Publications: ■ Success Stories ■ Case Studies ■ Video Interviews ■ Surveys	Publications: ■ Case Studies ■ Conference Proceedings ■ Journal Articles	Publications: ■ Case Studies ■ Conference Proceedings ■ Journal Articles	Publications: ■ Case Studies ■ Conference Proceedings ■ Journal Articles	Publications: ■ Case Studies ■ Conference Proceedings ■ Journal Articles
Challenges: None or few challenges in this type of study	Challenges: ■ Obtaining access to equivalent and comparable data (same final exam) ■ Too many variations between years (different teachers, books, programs, etc.) ■ Obtaining benchmark data (for example, were both sets of student groups similar?) ■ Administrative hurdles	Challenges: ■ See Historical challenges ■ Obtaining access to data in subsequent classes, if taught by different personnel	Challenges: ■ See Historical challenges ■ Ethical hurdles (obtaining clearance from Institutional Review Board to experiment on students)	Challenges: ■ See Historical challenges

*In general, sample size is encouraged to be approximately 100 for college classes and 50 for K–12 classes, but we will accept and consider smaller sample sizes.

HOW PEARSON AND INSTRUCTORS WORK TOGETHER.

Every research project is unique. The process takes time—generally a semester or longer. Below is a typical flow chart of the process.



HOW PEARSON CAN HELP INSTRUCTORS GET STARTED.

Pearson can provide templates, guidelines, checklists, and samples on course redesign, efficacy studies, data collection, and more. In order to maintain objectivity, Pearson does not pay for data or participation in efficacy studies.

RESEARCH STANDARDS

Pearson adheres to the SIIA guidelines for evaluating educational technology products.

The key guidelines are:

- Ask the right question
- Support the implementation of the product or service
- Plan a study of sufficient size and duration to demonstrate an effect
- Plan for plausible causal claims
- Avoid (the appearance of) conflicts of interest
- Provide a comprehensive and detailed research report
- Make the research findings widely available
- Accurately translate research for customers

CONTACT YOUR PEARSON REPRESENTATIVE FOR MORE INFORMATION.

MyReadingLab™

CASE STUDY

Reading Area Community College Reading, Pennsylvania

INSTRUCTOR Zelda Yoder, Coordinator of Pre-Developmental Education

COURSE NAME Bridge Reading Skills—A College Readiness Course

CREDIT HOURS 0

COURSE FORMAT Online

TEXT MyReadingLab

CONTRIBUTION OF MYREADINGLAB TO FINAL GRADE MyReadingLab used exclusively, though no final grade given in this non-credit course

TYPES OF DATA REPORTED Improvement in Lexile scores; Improvement in pass rates and retention; Improved grades and pass rates in subsequent credit courses

MYLAB USER SINCE 2010

FACING INCREASING ENROLLMENTS but anemic passing rates in non-credit, pre-developmental reading and writing courses, Reading Area Community College asked Zelda Yoder to analyze the situation and suggest a remedy. Very few students enrolled in RACC's traditional remedial course were persisting through their credit courses and earning a degree or certificate. The program simply was not working adequately. Yoder, an experienced literacy teacher, relished the challenge.

"After a few short minutes exploring MyReadingLab," states Yoder, "I felt that this program could help our students address their individual skills gaps and accelerate their pace into credit-level courses."

TEACHING WITH MYREADINGLAB

Yoder split the writing and reading remediation into separate courses and adopted MyReadingLab for the reading course. Students whose COMPASS® test scores place them below credit-level courses are now required to sign up for the Bridge Reading Skills course. The course is delivered online through MyReadingLab and conducted at each

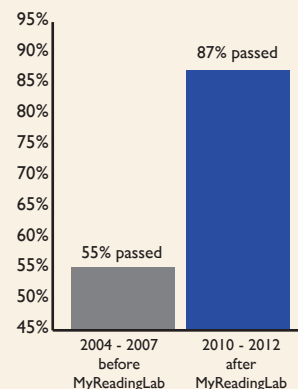
"With MyReadingLab, we are able to accommodate greater numbers of students while providing a personalized program for each."

—Coordinator *Zelda Yoder*

student's own pace. Students take the MyReadingLab Pre-Test diagnostic and then work through their personalized Learning Path. At completion, students retake the COMPASS®.

According to Yoder, "MyReadingLab supplies the personalized Learning Path, lessons, exercises, grading, and feedback for students. As the course facilitator, I am freed from the administrative tasks of course management. Now I can use my time and expertise to monitor students' progress and to intervene with students one-on-one when they encounter difficulties. With MyReadingLab, we are able to accommodate greater numbers of students while providing a personalized program for each."

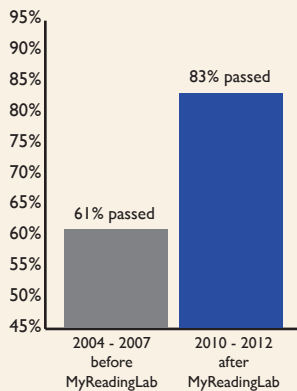
Student Success Rates Before and After MyReadingLab



ANALYSIS

In the three years prior to introducing MyReadingLab, 55% of students enrolled in the traditional remedial reading/writing course passed with a C or better. During a three-year period, only seven students who started in the traditional remedial reading/writing course graduated from RACC. In the redesigned Bridge Reading Skills course with MyReadingLab since 2010, an average 87% of students successfully pass into credit developmental courses or out of developmental courses altogether.

Passing Rates in Subsequent Course Before and After MyReadingLab



ANALYSIS

From 2004-2007, students advancing from the traditional remedial reading/writing course into the basic developmental reading course passed that course at a rate of 61%. In the redesigned Bridge course with MyReadingLab since 2010, student success at the next level is 83%. Students placing into the advanced developmental reading course are passing at a rate of 77%.

CONCLUSION

Students using MyReadingLab succeeded in placing out of developmental courses significantly more than students who did not use MyReadingLab. Furthermore, the MyReadingLab-prepared students went on to pass their subsequent credit courses in higher numbers than the students who did not use MyReadingLab.

LEARNING WITH MYREADINGLAB

Yoder says, "MyReadingLab is personalized and rewarding enough that students want to use it. Some students even work through the unassigned exercises because they enjoy MyReadingLab. Students are getting critical practice using the skills they'll need to process written information and read college texts. With MyReadingLab, students are reading, thinking, and working their way to becoming better readers."

"Not only are students strengthening their reading skills," Yoder points out, "but they are challenged to control the pace of their learning with MyReadingLab. They must be self-directed and disciplined to succeed; MyReadingLab is helping students develop college readiness skills that will serve them well in credit courses and throughout their educational lives."

Yoder also appreciates that MyReadingLab is available at very low cost to her students—especially since the non-credit nature of the course precludes the use of financial aid.

RESULTS

In the redesigned Bridge Reading Skills course with MyReadingLab since 2010, on average 87% of students successfully pass into credit developmental courses or out of developmental courses altogether.

Yoder states, "The data proves that our redesigned course with MyReadingLab is working. The statistic of particular interest to me is the 77 - 83% passing success rate of MyReadingLab-prepared students in their subsequent credit courses. MyReadingLab not only helps students test out of developmental courses, but it helps students develop the skills needed to succeed in their subsequent coursework. MyReadingLab answers a clear need for our students!"

ACCELERATED PROGRESS TOWARD MEETING ACADEMIC GOALS

"With our redesigned Bridge reading course and MyReadingLab, 34% of students are able to skip one developmental level, and 22% of students are able to skip both developmental levels," notes Yoder. "This preserves students' financial aid and makes it vastly more likely that students will achieve their academic and career goals. MyReadingLab has been a major success."

CONCLUSION

Coordinator Yoder sums up, "For students initially testing at a pre-developmental level on the COMPASS® reading test, the redesigned Bridge course, delivered exclusively through MyReadingLab, has proven to be an efficient and effective method to improve reading skills necessary to succeed at the placement test and in subsequent college courses. Collecting and analyzing data has helped to validate this claim."

PEARSON

www.pearsonhighered.com/englishmylabs

For a product tour or to find out more, please visit www.myreadinglab.com

MyReadingLab™

A SUCCESS STORY



Donna Taylor Professor of Reading

Arizona Western College, Yuma, AZ

COURSE NAMES: Reading Essentials; Reading Improvement; College Reading Skills

CREDIT HOURS: 3 • COURSE FORMAT: Traditional

TEXTS: *The Skilled Reader*; *The Effective Reader*; *The Master Reader* by Henry • MYLAB USER SINCE: 2009

“MyReadingLab is integral to my courses; I rely on it to help my students progress.”

COURSE INFORMATION

- I teach six sections per semester with about 22 students per section
- Courses are required for those students who fall below the minimum level on the ACCUPLACER placement test

COURSE OBJECTIVES

Competencies vary slightly for each course. Students will be able to:

- Determine the topic, main idea, supporting details, organizational patterns present, and writer’s purpose from selected texts
- Apply the critical reading strategies to selected reading texts
- Write notes, summarize, and paraphrase selected textbook passages
- Demonstrate study strategies for time management, organization, note-taking, memory, and concentration
- Develop vocabulary; develop speed in reading; develop ability to read a variety of texts
- Understand the difference between summaries and personal responses and write both
- Take responsibility for self-learning

ASSESSMENT

- Quizzes/Assignments (Including Short Answer Paragraphs): 66.6% of grade
- MyReadingLab (includes ~10 Post-Tests, Module Completion, Learning Path Completion, Lexile Tests): 33.3% of grade

MYLAB IMPLEMENTATION I incorporate the MyReadingLab modules with the text chapter we are covering. Students complete the lessons and practices within the modules in

preparation for the test. The MyReadingLab modules reinforce material being studied in the textbook as well as any outside reading.

MYLAB BENEFITS The benefits of MyReadingLab for students include access to more varied practice exercises and opportunities to apply concepts. I face some pretty tough challenges teaching—my students dislike reading. MyReadingLab enables me to oblige students to read in order to achieve mastery on a test, and this helps considerably. The students fight me, but eventually they do the work, and it pays off in the end with a higher grade. Once students begin using MyReadingLab, they realize that the lessons move quickly and aren’t that overwhelming.

Students who embrace MyReadingLab are doing better. I am seeing a rise in the number of students who successfully pass out of the developmental program and into general education courses.

“Students who embrace MyReadingLab are doing better. I am seeing a rise in the number of students who successfully pass out of the developmental program and into general education courses.”

—Professor Donna Taylor

I love assigning the MyReadingLab Post-Tests because this frees up time I previously spent creating my own tests.

CONCLUSION I am discovering that I really like certain aspects of the new MyReadingLab, such as using MyReadingLab’s Post-Tests. I also like the way the modules and practices are set up in the new MyReadingLab—it makes more sense to the students. I absolutely adore this program. MyReadingLab is integral to my courses; I rely on it to help my students progress.

ALWAYS LEARNING

PEARSON

MyReadingLab™

A SUCCESS STORY



Jill Freiling
Developmental Education Instructor
Baker College of Owosso, Owosso, MI

COURSE NAME: College Reading • COURSE FORMAT: Hybrid; Lab; Face-to-face • CREDIT HOURS: 4
TEXT: *Readers Handbook* by Smith • MYLAB USER SINCE: 2007

“MyReadingLab builds confidence and skill level, reducing student anxiety.”

COURSE INFORMATION

- Required course for developmental learners, based on COMPASS scores
- I teach one to two sections per term, averaging 15 students each

COURSE OBJECTIVES

- Equip students to read a variety of materials with comprehension
- Enable students to engage successfully with the different types of reading in their field of study

ASSESSMENT

- Homework: 40%
- Final Project: 10%
- Reader's Handbook: 10%
- MyReadingLab: 40%

MYLAB IMPLEMENTATION

We chose MyReadingLab because we wanted a program that would help students improve their reading skills, build confidence in their abilities, and help prepare them for the COMPASS exit exam.

Class is either held in a computer lab or with a laptop cart, so we spend some class time on MyReadingLab weekly. In the class that meets twice a week, one day is devoted to discussing a particular reading skill through articles students have chosen, then students work individually in MyReadingLab. Students continue working in MyReadingLab outside of class. In a night class, we spend 90 minutes on the same activity.

Students are required to complete 10 Lexile tests for a total of 100 points and 30 lessons in the MyReadingLab Path Builder for an additional 300 points. This totals 400 points, or 40% of the final grade.

MYLAB BENEFITS The students and I discuss a skill or concept in class, and MyReadingLab gives them further practice and reinforcement. I like that MyReadingLab is tailored to each student's learning needs. Students work at their own pace in a program designed for their particular skill level. They can see their progress, and they have no confusion about what to do next. MyReadingLab helps students feel more comfortable about using the computer and taking tests.

Some of my students become discouraged easily and fear taking the exit test at the end of class. MyReadingLab builds confidence and skill level, reducing student anxiety. It helps both non-traditional and traditional students.

“Students can work at their own pace in a program designed for their particular skill level.”

—Instructor Jill Freiling

CONCLUSION My pass rates have always been pretty good, but I see a change in how much more work students are doing in MyReadingLab, and how much less anxiety they have about taking the exit exam. My advice to instructor users is to take the diagnostic and the Lexile tests yourself so you know what your students are doing. Play with the Gradebook and other areas so you know what features are available to you.

MyReadingLab™

A SUCCESS STORY

Christina Mody

Associate Professor

Bakersfield College, Bakersfield, CA

COURSE NAME: Developing Basic Reading Skills • CREDIT HOURS: 3 • COURSE FORMAT: Traditional

TEXT: *Basic Reading Skills* by Krieg and Wintner (Custom) • MYLAB USER SINCE: 2011

“Students appreciate the immediate feedback they get from MyReadingLab.”

COURSE INFORMATION

- I teach three sections per semester with 25 students per section.
- This course is required for students who do not meet the benchmark COMPASS score.
- Students taking this course are typically freshmen, some returning students, both majors and non-majors.

COURSE OBJECTIVES

Students will learn:

- Strategies to increase their reading and comprehension skills
- How to take well-organized notes and expand their academic vocabulary
- To distinguish literary elements
- Methods for conducting research

ASSESSMENT

- MyReadingLab: 15%
- Quizzes/Tests: 30%
- Homework Assignments and Vocabulary: 20%
- Research Project: 20%
- Final Exam: 15%

MYLAB IMPLEMENTATION I chose MyReadingLab so that students could spend time outside of class reading, practicing comprehension, and applying topics presented in class. I assign six modules: Vocabulary; Main Idea; Supporting Details; Outlining and Mapping; Patterns of Organization: Simple Listing; and Cause and Effect. I assign the Vocabulary module first and ask students to come back with questions or concerns. This allows me to clarify any issues before students attempt the remaining modules.

I tell students to first take the Post-Test—mastery is set at

70%. If they pass, they keep going; if they do not pass, I tell them to work through the practice options before they re-take the Post-Test. Students have two chances to pass. If they do not pass the second time, they can ask me to re-set the Post-Test, but I will check to see how much work they did before doing so.

MYLAB BENEFITS Students work in MyReadingLab at home, which frees up class time for more discussion and other activities. MyReadingLab provides students with review and application using a variety of texts. Text comprehension is a challenge for my students. MyReadingLab offers passages at students' individual reading levels. Students appreciate the immediate feedback they get from MyReadingLab. Getting a score instantly encourages and increases their participation. My favorite feature of MyReadingLab is the student communication element. Students can contact me if they experience any difficulties, and I can see exactly where they got stuck.

“Text comprehension is a challenge for my students. MyReadingLab offers passages at students' individual reading levels.”

—Professor Christina Mody

CONCLUSION I recommend that new instructor-users spend time becoming familiar with each module in MyReadingLab. I tweak my implementation of MyReadingLab every semester. I use different modules, create my own material, and experiment. I'm considering changing the program level from intermediate to beginner.

I continue to use MyReadingLab, because without it, students won't engage in reading outside of class! At the end of the semester, I survey my students, and most of them appreciate the extra practice they get from MyReadingLab.

ALWAYS LEARNING

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MyReadingLab™

A SUCCESS STORY



Marsha Senft Reading Instructor

Metropolitan Community College, Omaha, NE

COURSE NAME: College Success Strategies • CREDIT HOURS: 4.5 per quarter

COURSE FORMAT: Traditional; Hybrid

TEXT: *Making Reading Relevant* by Quick, Zimmer, & Hocevar • MYLAB USER SINCE: 2010

“MyReadingLab builds literacy skills through technology.”

COURSE INFORMATION

- Course designed to improve students' reading to proficiency at a 12.0 grade level equivalent with a 70% success rate
- Grades are pass, fail, or re-enroll
- Course required for students who test into the course; available by choice for students wishing to improve reading skills

COURSE OBJECTIVES

Students will be able to:

- Determine word meaning by applying context clues and word/structural analysis skills when reading
- Apply literal, critical, and inferential skills to build comprehension of literacy materials
- Analyze reading rates appropriate for the purpose and difficulty level of diversified literacy materials

ASSESSMENT

- The Test of Adult Basic Education Pre- and Post-Test: 30%
- Chapter Quizzes: 20%
- Greek/Latin Quizzes: 20%
- Homework: 10%
- MyReadingLab: 20%

Note: Participation is important and is factored into students' grades relative to the day's material.

MYLAB IMPLEMENTATION Students must complete at least sixteen readings involving Reading Level and Combined Skills at 70% with a Lexile Diagnostic of 1000+. Students work through the individualized modules indicated on their Learning Path. Students work in MyReadingLab in class one hour per week with additional time required outside of class. I check with students verbally and through the Gradebook each week to support and discuss time management for completion of the requirements.

MYLAB BENEFITS MyReadingLab reinforces literacy skills from classroom instruction and allows me to visit with students individually as they work. The Gradebook helps me follow students' progress. Best of all, I know that my students are working on (and are challenged by) active reading skills at the appropriate level.

Students work at their individual Lexile level; they can see their progress through the Gradebook and progress graph, and “My Study Plan” serves as an organizational tool for managing their reading assignments. Students need multiple avenues to build reading skills; MyReadingLab allows for that experience and is available 24/7.

Many of my students are non-native and are strengthening their English skills. MyReadingLab allows students to work at their own pace, giving them the opportunity to look up unknown words and keep a personal dictionary. MyReadingLab builds literacy skills through technology. Many

“Students need multiple avenues to build reading skills, and MyReadingLab allows for that experience.”

—Instructor Marsha Senft

students have little computer experience, and MyReadingLab merges technology with literacy for real-life experience.

CONCLUSION With MyReadingLab, students are engaged with reading and are motivated to use additional tools to build comprehension and vocabulary. Students enjoy the variety of academic and general interest topics, and they refer to the progress graph to chart their success. I understand the challenges of non-native English speakers, and I have noticed that students' comprehension has increased with MyReadingLab.

MyReadingLab™

A SUCCESS STORY



Amy Woodbeck Reading Faculty

Paradise Valley Community College, Phoenix, AZ

COURSE NAMES: Basic Reading I; Reading Improvement II; College Preparatory Reading III

CREDIT HOURS: 3 • COURSE FORMAT: Traditional

TEXTS: D.J. Henry Series: *The Skilled Reader (I)*; *The Effective Reader (II)*; *The Master Reader (III)*; *Making Reading Relevant* by Quick, Zimmer, and Hocevar (I and II) • MYLAB USER SINCE: 2009

“Students love seeing the graph of their steadily increasing Lexile level!”

COURSE INFORMATION

- I teach four sections of developmental reading per semester with 25 sections per section.
- Students' ACCUPLACER results determine whether they are required to take one, two, or three reading courses.

COURSE OBJECTIVES

Students will:

- develop fundamental reading skills, including basic comprehension and phonics (I)
- become effective and efficient readers, able to comprehend all types of texts (II)
- gain proficiency in reading academic articles and textbooks, and learn to do research (III)

ASSESSMENT

- MyReadingLab: 25%

MYLAB IMPLEMENTATION Adjuncts attend mandatory MyReadingLab training, and once they learn the program, they get so much out of it. Our goal is for all instructors to require a consistent program of MyReadingLab activities and readings.

Students take both the Reading Skills and Reading Level diagnostics in the lab. I set due dates for 18 required modules. Students work on one or more per week and have two chances to pass the Post-Test. Mastery is set at 70%, and their passing grade is counted. I recommend that students do more readings than required and encourage them to do all of the activities in the Skills section of each module. In the Reading Level readings, students receive points for improvement in

their Lexile score. I use the Mastery Check at the end of the semester as an overall assessment of student reading skill.

MYLAB BENEFITS I chose MyReadingLab because information literacy is essential for students— they need to be able to interact with texts in a variety of formats. What differentiates MyReadingLab from other programs is the thoroughness and depth of topics covered. The fact that MyReadingLab is aligned with the textbooks makes for a cohesive package: textbook reading, textbook exercises, direct instruction, classroom activities, and MyReadingLab skill activities.

MyReadingLab enables me to differentiate my instruction because it delivers data on class performance, individual student performance, skill-based success, etc.

MyReadingLab accommodates many different learning

“MyReadingLab enables me to differentiate my instruction because it delivers data on class performance, individual student performance, skill-based success, etc.”

—Instructor Amy Woodbeck

styles. Students can read, listen, watch an animation, practice, and get feedback. Students also have choice among their readings, which gives them a sense of control. With MyReadingLab, students gain important computer skills that benefit them in every future course and in life.

CONCLUSION I'm very pleased with MyReadingLab, and students' feedback is positive. They especially love seeing the graph of their steadily increasing Lexile level!

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MyReadingLab™

A SUCCESS STORY



Barbara Marshall
Developmental Reading Instructor
Rockingham Community College, Wentworth, NC

COURSE NAMES: Introduction to College Reading; Improved College Reading • CREDIT HOURS: 4
COURSE FORMAT: Hybrid • TEXTS: *Breaking Through* by Smith; *Academic Reading* by McWhorter
MYLAB USER SINCE: 2000

“With MyReadingLab, students gained 12-16 points on the COMPASS exam retake.”

COURSE INFORMATION

- Intro course is mandated for a COMPASS reading score between 40-59.
- Improved course is mandated for a COMPASS reading score between 60-80.
- I teach four sections with 20 students per section.

COURSE OBJECTIVES

Students will:

- Develop active reading strategies
- Learn techniques for vocabulary development
- Develop multi-level thinking skills
- Learn to monitor personal reading comprehension
- Learn to think critically about, make inferences, and evaluate written information

ASSESSMENT

- MyReadingLab: 20%
- Quizzes: 35%
- Homework: 5%
- Project (includes papers, research, oral presentation): 20%
- Retake of COMPASS®: 20%

MYLAB IMPLEMENTATION

MyReadingLab gives students an authentic understanding of the level of reading that will be required in their curriculum classes. It also provides discrete knowledge and vocabulary in a variety of fields.

MyReadingLab is an integral part of my classes. Students attend a fifty-minute lab twice a week for the sixteen week semester. The labs are coordinated with the classroom material we are studying. Each student is required to complete modules as well as extra exercises in areas of weakness.

MYLAB BENEFITS With MyReadingLab, I don't have to search for excerpts to illustrate a variety of reading situations and levels.

My students are rarely aware of the rigors of college reading, or that by using learned strategies they can gain more knowledge from their reading in a shorter period of study. MyReadingLab gives students the opportunity to face the challenges of college reading with individual help and in a low-stakes environment.

MyReadingLab allows me to work with individual students during lab time. Many students feel they must “know” an answer rather than reasoning through. By modeling the strategy of asking questions about the material, I encourage students to think through the answers.

CONCLUSION I have used MyReadingLab since its inception, and it has improved considerably over that time.

Each semester, students re-take the COMPASS® exam to determine their progress. This post-test counts 20% of the final

“MyReadingLab gives students the opportunity to face the challenges of college reading with individual help and in a low-stakes environment.”

—Instructor Barbara Marshall

grade and is a significant measure. MyReadingLab contributes significantly to student improvement.

In the spring of 2012 my classes achieved the following improvements on the COMPASS® post test:

- Intro to College Reading (15 students): Average gain of 15.8 points
- Improving College Reading (43 students): Average gain of 11.5 points per class

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MyReadingLab™

A SUCCESS STORY



Gene Gardner Instructor

St. Louis Community College - Forest Park, St. Louis, MO

COURSE NAME: Introduction to College Reading • CREDIT HOURS: 3 • COURSE FORMAT: Traditional
TEXT: *Making Reading Real* by Snyders • MYLAB USER SINCE: 2008

“Students’ evaluation of MyReadingLab is overwhelmingly positive.”

COURSE INFORMATION

- I teach five sections per semester with 20 students per section.
- This course is required for students scoring below the benchmark on the COMPASS placement exam.

COURSE OBJECTIVES Students will develop college-level reading skills, with an emphasis on comprehension, vocabulary, fluency, and critical thinking.

ASSESSMENT

- MyReadingLab Homework: 25%
- Quizzes: 20%
- Final Exam: 5%
- Participation: 50%

MYLAB IMPLEMENTATION I chose MyReadingLab because, after looking at a few systems, I felt it was the most user-friendly. On the first day of class, I schedule training in a computer lab. Students register for MyReadingLab, and I walk them through the program. I hand out a “cheat sheet” which includes step-by-step information on registration, a homework overview, and a homework schedule. In class, I sometimes complete a few questions on the practice exercise to make it real for students.

I assign six modules in MyReadingLab as homework. Students work on one per week for the first six weeks of class. Students get two attempts on both practice tests and Post-Tests, with their highest Post-Test score counting towards their grade. I set the mastery level at 70%.

MYLAB BENEFITS Using MyReadingLab for homework frees up class time to cover more critical thinking and discussion rather than just “skill and drill”. Also, I get detailed information about student effort, including how much time students spend on a particular exercise. I also like the auto grading because it saves me time.

My students are challenged by life issues, poor vocabulary skills, and a lack of motivation and background knowledge. MyReadingLab helps students become more active learners, building their confidence and helping them take charge of their own learning. A final benefit of using MyReadingLab for students is the convenience of working in the program on their own time.

CONCLUSION To other instructors, I recommend demonstrating MyReadingLab in class, as well as de-emphasizing scores, especially at the beginning of the semester. We have

“MyReadingLab helps students become more active learners, building their confidence and helping them take charge of their own learning.”

—Instructor Gene Gardner

a tutoring lab at our school, and if this is available to other instructors, I highly recommend combining MyReadingLab with live tutoring.

I conduct a focus group at the end of the course, surveying students on the tools we used. Students’ evaluation of MyReadingLab is overwhelmingly positive. Even though students may complain during the semester, by the end of the term, they tell me that MyReadingLab was a helpful program and they recommend that I continue to use it!

MyReadingLab™

A SUCCESS STORY



Nita McMillan

Coordinator of Learning Support Reading

Southwest Tennessee Community College, Memphis, TN

COURSE NAME: Learning Support Reading • CREDIT HOURS: 3 • COURSE FORMAT: Computer Lab
TEXT: None • MYLAB USER SINCE: 2007

“MyReadingLab helps students to stay engaged to meet their course goals.”

COURSE INFORMATION

- I teach two sections of 20 students each semester, but I oversee about 60 additional sections.
- We use a coordinator course with MyLabs Plus. All adjuncts attend MyReadingLab training and must turn in specific, required data at the end of the term.
- Students are placed into the course based on ACT® or COMPASS® scores. They work individually to attain skills comparable to 12th grade level reading. Then they may exit the course and enter Composition I.

COURSE OBJECTIVES

- Students will prepare for college level reading by practicing specific reading skills and improving comprehension.
- Skills covered include vocabulary, main ideas, supporting details, organization and relationships, and critical reading.

ASSESSMENT

- MyReadingLab Learning Path: 20%
- MyReadingLab Lexile Readings: 20%
- Second Competency Test: 60%

MYLAB IMPLEMENTATION

Our students work almost totally with MyReadingLab and do not use a textbook. Students complete the diagnostic Path Builder and the Lexile Locator at the beginning of the semester. For topics that students do not master initially, they complete the Overview, Model, Animation, Recall, Practice activities, and the Post-Test. Mastery for the Post-Tests is set at 70%. After students master the Intermediate and Advanced modules and have a Lexile of at least 1200, they take a competency test (designed by our department based on state-mandated competencies). Once they pass, they are eligible to exit the course.

MYLAB BENEFITS MyReadingLab makes it possible for me to meet my students' needs in a way that I could not do in a traditional class. Students work on their personalized topic activities at their own pace and with quite a bit of self-direction. This frees me to work with students who need additional help with particular skills.

The Animations in MyReadingLab are particularly beneficial. Each animation is a “mini-lecture” that helps students with skill review and increases success on the practice and test questions. I also recommend the Extra Practice questions, especially if students have difficulty passing the Post-Tests after completing the practice activities.

CONCLUSION Tennessee is redesigning developmental education to require individualized instruction for students. The redesign also mandates that students should be able

“As our college moves toward the redesign of developmental courses, MyReadingLab meets our course redesign needs with the individualized Path Builder diagnostic and personalized Learning Path.”

—Coordinator Nita McMillan

to get through developmental education as quickly as possible. MyReadingLab meets our course redesign needs with the individualized Path Builder diagnostic and personalized Learning Path.

MyReadingLab helps students to stay engaged to meet their course goals. The individualization of the Learning Path demands more of the students—each student is held accountable for what he or she needs to do to succeed.

MyReadingLab™

A SUCCESS STORY

Karen Harrel

Instructor

Tarrant County College - Northeast Campus, Hurst, TX

COURSE NAME: Reading Techniques • CREDIT HOURS: 3 • COURSE FORMAT: Traditional

TEXT: *The Effective Reader* by Henry • MYLAB USER SINCE: 2007

“With MyReadingLab, our pass rates and grades have increased.”

COURSE INFORMATION

- I teach 5-7 sections per semester with 25 students per section.
- The course is required for students whose ACCUPLACER test scores are below the mandated benchmark.

COURSE OBJECTIVES

Students will be able to:

- Locate explicit textual information, draw complex inferences, analyze and evaluate information
- Comprehend and use vocabulary effectively in speaking, reading, and writing
- Describe, analyze, and evaluate information within and across a range of texts
- Identify and analyze the audience, purpose, and message
- Describe and apply insights gained from reading a variety of texts

ASSESSMENT

- MyReadingLab: 25%
- Class Assignments and Homework: 25%
- Exams and Quizzes: 50%

MYLAB IMPLEMENTATION MyReadingLab is a user-friendly program that offers students the mastery of many basic skills, including vocabulary, main idea, and much more. I assign MyReadingLab in class when we have access to a computer lab and for homework outside of class time.

I require the Learning Path and sometimes the Lexiles. To simplify things, I turn off all the modules except: Vocabulary, Main Idea, Supporting Details, Purpose/Tone, and specific Transitions/Thought Pattern topics. Students study by module and I assign certain skills

in the textbook for additional help. For the skills we don't have time to get to in class, I offer students extra points to complete them as homework. Students must do one practice test and one Post-Test for each module, scoring 70% or better. If they pass and complete the tests on time, they receive 100% for completion. Students have unlimited chances to take the tests, but I take 10 points off per week for modules that are past due. I encourage students to use the Animation and Overview in each module for help. I also encourage them to come to me for help and/or use our writing center. In addition to the assigned modules, I recommend that students work on Inferences and Combined Skills. In class, I show the Study Skills and all the other resources MyReadingLab has to offer.

MYLAB BENEFITS MyReadingLab is a great supplement to the text. I like the new and different readings that the latest version of MyReadingLab offers. MyReadingLab challenges the student to go beyond what we do in class and helps students overcome their weaknesses in identifying main idea, supporting details, and more. With MyReadingLab, I have seen our pass rates and grades increase. My pass rate is higher compared to sections where MyReadingLab is not used.

“MyReadingLab supplements my instruction and has made a positive impact on students' reading skills.”

—Instructor Karen Harrel

CONCLUSION I recommend new instructor-users have a Pearson team member help set up your account. To summarize my success, MyReadingLab supplements my instruction and has made a positive impact on students' reading skills.

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MyReadingLab™

A SUCCESS STORY



Dr. Beverly Hearn Director of Reading Center

University of Tennessee at Martin, Martin, TN

COURSE NAME: READ 100: Strategic Dimensions of Reading • COURSE FORMAT: Traditional
CREDIT HOURS: 3 • TEXT: *The Effective Reader* by D.J. Henry • MYLAB USER SINCE: 2010

“Students like MyReadingLab because it’s interactive.”

COURSE INFORMATION

- Department offers 10 sections in fall; 4 sections in spring, approximately 160 students per year
- Most students are freshmen, with a few nontraditional students
- Some English language learner students—bridging from the Tennessee Intensive English Program to regular college classes

COURSE OBJECTIVES

Course seeks to:

- Assist students to comprehend college-level texts
- Reinforce basic reading skills that support comprehension and retention
- Increase reading speed and vocabulary

ASSESSMENT

- Vocabulary Quizzes: 12%
- Tests: 20%
- Study Plans and Homework: 22%
- Presentations: 16%
- Class Activities: 6%
- MyReadingLab: 24% of overall course grade

MYLAB IMPLEMENTATION We chose MyReadingLab because we wanted to improve fluency through increased reading outside of class, and we needed to assess students’ individual basic reading skills. We also needed the accountability MyReadingLab provides. Our students work in MyReadingLab on iPads in a wireless classroom.

We assign the Pre- and Post-Tests, reading rate, stated main idea, implied main idea, outlining and mapping, nine patterns of organization, active reading strategies, note taking and highlighting, purpose and tone, and inference. Mastery is set at 70%, although we reset the practices if students do not obtain 70%.

Before each weekly lesson, we look at MyReadingLab results to assess how many in class have mastered a given topic. If most of the class has mastered it, we don’t spend as long modeling the topic. If, however, most students did not master the topic (like Implied Main Idea), we spend more class time working through examples. MyReadingLab helps us customize our approach and focus limited class time where students need the help.

My advice to new instructor-users of MyReadingLab is:

- At the start of the course, present in-depth details of how MyReadingLab works
- Assign the components of MyReadingLab, one at a time, in conjunction with what you are teaching
- Be aware that students may test out of certain topics on the diagnostic Pre-Test

“MyReadingLab helps us customize our approach and focus limited class time where students need the help.”

—Professor Beverly Hearn

MYLAB BENEFITS My students like MyReadingLab because it’s interactive. The technology is engaging, and students prefer a multimodal presentation to continually analyzing passages in the textbook. MyReadingLab also gives the students more opportunities to apply the concepts we have studied in class.

CONCLUSION MyReadingLab ensures that students get extra practice and hands-on experience with the topics covered in each chapter of *The Effective Reader*. They have guided practice in class, and then when they work in MyReadingLab at home, they see more examples of paragraphs with main ideas, supporting details, transitions, etc.

MyReadingLab™

A SUCCESS STORY



Leah Lidbury
Senior Lecturer

University of Wisconsin Oshkosh, Oshkosh, WI

COURSE NAME: College Reading Strategies • CREDIT HOURS: 1 • COURSE FORMAT: Traditional
TEXT: *College Reading and Study Skills* by McWhorter (Custom version) • MYLAB USER SINCE: 2011

“Students are motivated when they achieve objective improvement in their scores.”

COURSE INFORMATION

- Mostly first-year students, some nontraditional, some English Language Learners
- I teach seven sections per year with about 30 students per section

COURSE OBJECTIVES

- To enhance students’ comprehension rate, vocabulary, retention, and focus
- To develop students’ critical reading abilities and academic study skills
- Students will be able to identify main idea and key supporting details

ASSESSMENT

- Participation: 20%
- MyReadingLab: 30%
- Other Homework: 20%
- Quizzes and Final: 30%

MYLAB IMPLEMENTATION Although class meetings are held in a traditional classroom, this face-to-face time is combined with application, practice, and discussions, all completed online.

Students take the initial diagnostic Path Builder and then work on their Learning Path over the seven-week class. We conclude with the Post-Test. Additionally students take the Lexile locator and then complete one Lexile assessment a week.

I check in with each student halfway through the term to make sure students have reached the halfway point in their

unit. Students earn points for achieving this goal. Students also earn points for completed assignments that show improvement—this helps to ensure that they spend time on the assignments.

MYLAB BENEFITS Students read at different rates and have different abilities. I feel that MyReadingLab is a good instructional tool because the Learning Path allows for differentiated instruction and can be set in accordance with the learning objectives for a particular class.

MyReadingLab allows students to work at their own pace and get immediate feedback on their work. Students report that they feel positively about MyReadingLab because it is geared to their needs, and they can see their progress clearly as they spend time with the program. Students are motivated when they achieve objective improvement in their scores, and this makes them feel good about the class overall.

“MyReadingLab is a good instructional tool because the Learning Path allows for differentiated instruction and can be set in accordance with the learning objectives for a particular class.”

—Instructor Leah Lidbury

CONCLUSION MyReadingLab is simple to set up and to monitor, and the program enables instructors to demonstrate learning outcomes. I would recommend that instructors use some kind of check-in process to ensure that students reach periodic benchmarks throughout the semester, rather than making everything due at the end of the semester.

MyReadingLab™

A SUCCESS STORY



Karen Cowden
Professor of Reading
Valencia College, Orlando, FL

COURSE NAME: College Preparatory Reading (Levels I & II) • **CREDIT HOURS:** 3

COURSE FORMAT: Traditional; Online; Hybrid; Lab • **MYLAB USER SINCE:** 2007

TEXTS: *The Master Reader* by DJ Henry; *Reading Across the Disciplines* by Kathleen McWhorter

“Students report that MyReadingLab has been most helpful in building their skills.”

COURSE INFORMATION 6 sections per semester, averaging 25 students each

COURSE OBJECTIVES

Support students as they:

- Develop higher-level vocabulary
- Learn to locate the author’s purpose and main ideas in reading selections
- Develop critical thinking

ASSESSMENT

- Quizzes: 20%
- Labs: 20%
- Tests: 20%
- Final: 20%
- Readings: 20%

MYLAB IMPLEMENTATION I chose MyReadingLab because it enables students to review materials as much as needed and it delivers consistent skills instruction to build student comprehension. My students always start with a previewing activity (instructor-designed) and then watch the animation of the skill together (online or in class.) After the viewing, we break into teams and complete practice activities in our book. Then we come back together to perform the “Recall” activity. Students finish by logging in to MyReadingLab again after class, and completing the “Practice” and “Test” activities to build retention.

MYLAB BENEFITS Students get effective skills practice in MyReadingLab. Study Skills videos and reinforcement activities are of particular value. Recent research from Ruby Payne,

Ph.D., supports the need for integrating cultural adaptation guides for students of remedial education, allowing them to “leap” across the continuum of their desire for a degree while understanding the new “rules” of college life and learning.

Students can be easily distracted in class by peer relationships and struggles for power and attention. They can easily feel a false sense of security that they comprehend a concept when completing teamwork assignments. However, when students are able to independently “check-in” and review their skills on MyReadingLab, they are much more introspective. They begin to use metacognition skills, synthesizing their personal understanding of concepts with what they’ve learned from group activities and from the practice activities provided in MyReadingLab.

CONCLUSION Students will want to know why and how MyReadingLab will help them in a practical sense. I recommend that instructors take some time to explain

“MyReadingLab delivers consistent skills instruction to build comprehension.”

—Professor Karen Cowden

MyReadingLab so that students will see its value, rather than just feeling like they are completing assignments for a grade.

I have found students are struggling much more with the cultural assimilation to college than with the simple skills of coming to class daily, etc. MyReadingLab’s positive feedback design, with stars and green checkmarks, makes the program much more encouraging to users, building motivation naturally.

Students report on their final course evaluations that MyReadingLab has been the most helpful in building their skills.

California State University, Bakersfield Bakersfield, California

- INSTRUCTORS** Randi Brummett and Brooke Hughes
- COURSE NAMES** Developmental Reading and Writing, Composition, Humanities, Upper Division Writing Courses, Writing Across the Curriculum
- CREDIT HOURS** 5
- COURSE FORMAT** Online; Hybrid
- TEXTS** Various texts with MyWritingLabPlus
- CONTRIBUTION OF MYWRITINGLAB TO FINAL GRADE** varies
- TYPES OF DATA REPORTED** Improvement in final course grades; Improvement in pass rates and retention; Expedited progress to credit courses; Improved performance in subsequent courses
- MYLAB USER SINCE** 2005

AT CALIFORNIA STATE UNIVERSITY, BAKERSFIELD, the typical student is a non-traditional student. The average age is 23, most students reside off-campus, and many students are balancing work and family responsibilities with their studies. In an enrollment of nearly 9,500 students, 38% are Hispanic American and, of those 3,000+ students, 73% are ESL or Generation I.5. Nearly two-thirds of all freshmen admitted require English remediation. Despite successive budget cuts and strictly limited resources, CSUB nevertheless seeks to become the leading university in the California State University system.

In 2005, instructors Randi Brummett and Brooke Hughes, seeking improved learning outcomes for students and the most effective way to deploy limited space and instructional resources, tested five online learning programs from different publishers. Based on evaluations from both instructors and students, Brummett and Hughes adopted MyWritingLab (updated to MyWritingLabPlus in 2011) and began the process of course redesign. Brummett and Hughes chose to redesign their courses around MyWritingLab in order to:

- Deliver a consistent and high-quality learning experience for all students
- Reliably track student learning outcomes
- Address students' individual learning needs despite class sizes that exceeded optimal limits

Teaching and Learning with MyWritingLab

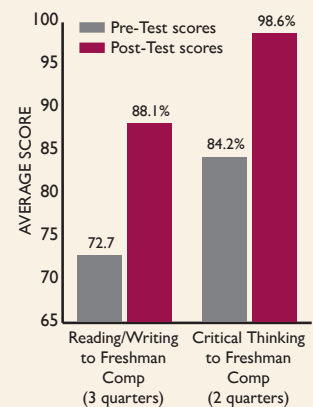
Beginning in 2006, Brummett and Hughes incorporated MyWritingLab in a range of courses, from developmental English to upper-division writing-intensive courses. In each case, strong student performance results and positive feedback from students and instructors led to an increased role for MyWritingLab over time. Here, some snapshots of their course redesign process:

READING AND WRITING

A developmental course

Beginning with one section in Fall 2007, MyWritingLab was integrated into all sections

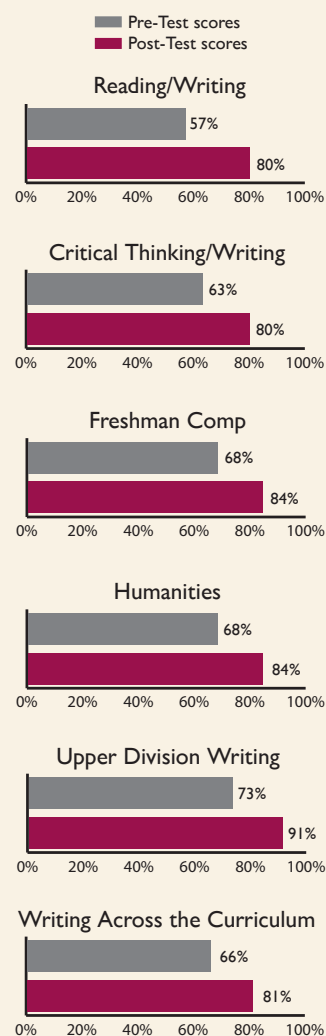
Average Retention (in %) of Students in English Courses with MyWritingLab 2006-2012



ANALYSIS

Retention rates improved significantly with the integration of MyWritingLab.

Pre-Test to Post-Test Comparison with MyWritingLab 2006-2012



ANALYSIS

Students improved average scores consistently across all levels with MyWritingLab.

by Spring 2008. Initially taught in a hybrid format, with MyWritingLab as the grammar workshop component, the course was further redesigned so that students work online independently in MyWritingLab to fulfill the grammar component. Students using MyWritingLab consistently improve an average of 24 points from Pre-Test to Post-Test. Commented Brummett and Hughes, “MyWritingLab allows us to deploy precious instruction resources almost surgically, to one student at a time and at the moment that students express the need. MyWritingLab helps us to transform the challenge of limited faculty into a real positive for both students and instructors.”

“MyWritingLab has improved student performance by all the key measures: improved comprehension scores and final grades, improved retention, and more rapid progression from non-credit developmental courses to for-credit courses.”

—Randi Brummett and Brooke Hughes

CRITICAL THINKING AND WRITING

A developmental course covering essay writing using rhetorical modes

MyWritingLab was introduced as a pilot in Winter 2008 and soon integrated into all sections as a replacement for a mini-lecture component that had proved difficult for many non-resident students to attend. Instead, students work independently in MyWritingLab, achieving mastery of the required grammar topics at their own pace with support, when needed, from instructors. Students using MyWritingLab improve an average of 17 points from Pre-Test to Post-Test.

“Students were previously required to attend ten mini-lectures on grammar topics,” Brummett and Hughes noted, “but since they didn’t find out about these mini-lectures until the first week of class, they often couldn’t attend any of them due to schedule conflicts. Now, the students can do their grammar work on their own time, at their own pace.”

MYWRITINGLABPLUS

A Humanities course offered to assist students with effective writing and grammar skills at any level. Students may elect to sign up or a faculty member may recommend students for the course.

Beginning in 2006, this course was redesigned to incorporate MyWritingLab in a fully online model. Students work independently on their MyWritingLab-generated personalized study plan with access to other resources, such as Pearson Tutor Services, offered through MyWritingLabPlus. Students using MyWritingLab in this Humanities course consistently record 16% mastery gains.

UPPER DIVISION WRITING

Writing-intensive courses varying in multiple disciplines at the Junior/Senior level

WRITING ACROSS THE CURRICULUM

Any courses and level outside of English, excluding upper division writing courses

Beginning in 2010, upper division writing and Writing Across the Curriculum (WAC) courses began using MyWritingLabPlus. These courses use the program in a multitude of ways, varying in choice of topics, mastery level, and workload. Students using MyWritingLabPlus in upper division writing courses average an 18% gain from Pre-Test to Post-Test. Students in WAC courses using MyWritingLabPlus typically score a gain of 25% from Pre-Test to Post-Test.

Benefits of Redesign with MyWritingLab

- Since 2007, redesign has saved \$69,000 and 12,743 teaching and classroom hours.
- Overall, there is an average 17.5% improvement between Pre- and Post-Tests in all classes using MyWritingLab.
- In developmental English, pass rate increased 9% and retention increased 11%.
- Students are spending, on average, one less quarter in remediation.
- Students who were in a redesigned developmental course have a 8% higher pass rate in Freshman Composition than students who were in a traditional developmental course.

Brummett and Hughes report, “We work closely with faculty to track student performance results as well as qualitative measures of MyWritingLab’s effectiveness. MyWritingLab has improved student performance by all the key measures: improved comprehension scores and final grades, improved retention, and more rapid progression from non-credit developmental courses to for-credit courses. Qualitatively, instructors report a great deal of satisfaction with MyWritingLab. Instructors can use class time more productively, can monitor students’ progress more closely, and can provide immediate assistance when students need help. Students gain confidence by taking responsibility for their own learning process. And perhaps most importantly, with MyWritingLab, students are writing better papers.”

MyWritingLabPlus and Writing Across the Curriculum

Brummett and Hughes are partnering with faculty across the university to offer customized MyWritingLab support to students. Instructors can elect either of two models. They can ask students to sign up for the Humanities course or elect to incorporate a MyWritingLab component into their existing course. For instructors who choose the incorporated option, Brummett and Hughes train the instructor and assist him/her in creating a custom course in MyWritingLab for students. Many more faculty across campus are now involved with and trained in MyWritingLab. Brummett and Hughes explain, “More instructor involvement helps with time management, speeds up solutions when students reach roadblocks, and motivates both students and instructors. Some faculty members were initially reluctant to adopt a technology resource, but students loved MyWritingLab so much that instructors fed off students’ enthusiasm and transitioned with ease.”

Writing Across the Curriculum Faculty Evaluations of MyWritingLab:

HISTORY DEPARTMENT:

“This is just what my students needed in this course. The combination of MyWritingLab and PearsonTutor Services is invaluable.”

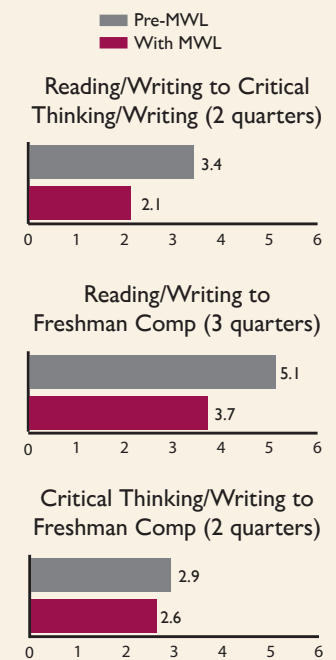
GEOLOGY DEPARTMENT:

“Ever since my students enrolled in Humanities with MyWritingLab, their writing has improved, and it takes me less time to mark up their papers.”

PUBLIC POLICY & ADMINISTRATION DEPARTMENT:

“It’s been a long time since my students have had an English course. MyWritingLab is a good way for them to get that information quickly and painlessly.”

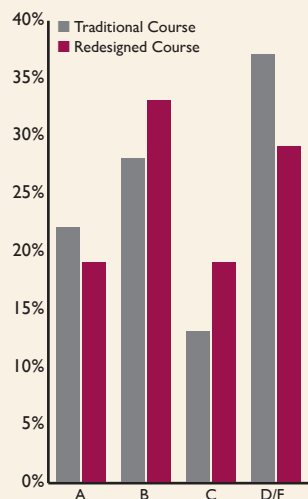
Average Length of Time (in Quarters) Students Spend in English Courses 2006-2012



ANALYSIS

Students progressed more rapidly from non-credit developmental courses to for-credit courses with the integration of MyWritingLab, saving one quarter on average.

Preparedness for Freshman Composition: Grade Comparison between Traditional Course and Redesigned Course with MyWritingLab 2006-2011



ANALYSIS

Overall pass rates increased and the percentage of Ds and Fs dropped significantly in the redesigned course with MyWritingLab.

“Grade inflation was an issue in the traditional course,” state Brummett and Hughes. “For example, students achieved 10% of their grade merely by registering. In the redesigned course, grades are based solely on students’ achieving the desired learning outcomes. Therefore, grades in the redesigned course are a true measure of students’ performance and a much more reliable indicator of their performance in subsequent, for-credit courses.”

BUSINESS DEPARTMENT:

“My students frequently would tell me how easy MyWritingLab was to use and how much they learned from it. I could definitely see an improvement in the first three weeks of them working in MyWritingLab.”

“Since the university elected to make MyWritingLabPlus available to all students, we’re thrilled to see that 57% of students are using MyWritingLabPlus either in a course or on their own to become better writers.”

—Randi Brummett and Brooke Hughes

MyWritingLabPlus in Use University-wide

Brummett and Hughes have expanded the use of MyWritingLab at CSUB, customizing curricula to meet student and instructor needs. In 2011, CSUB elected to adopt MyWritingLabPlus university-wide, giving students customized fee-based access to MyWritingLabPlus. All CSUB students have access to MyWritingLabPlus. In Winter 2012, the MyWritingLabPlus Headquarters opened, staffed by four assistants and open to all students, faculty, and staff five days a week.

Brummett and Hughes report, “The MyWritingLabPlus Headquarters gives us a base for outreach into the entire university community. Since the university elected to make MyWritingLabPlus available to all students, we’re thrilled to see that 57% of students are using MyWritingLabPlus either in a course or on their own to become better writers. We’re excited to facilitate that process.”

CONCLUSION

“We began using MyWritingLab in the English department. Gradually we’ve expanded our focus, partnering with faculty in departments across the university from Music to Business, Chemistry to Social Work. We’ve trained 30% of CSUB faculty to use MyWritingLab and have experienced outstanding success in writing across the curriculum. The student success alone is remarkable, but we are also realizing significant cost savings for the university at the same time that we are accommodating more students—all as a direct result of our using MyWritingLab.”

—Randi Brummett and Brooke Hughes

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For a product tour or to find out more, please visit www.mywritinglab.com

Eastern Gateway Community College Steubenville, OH

INSTRUCTOR Dawn Cable

COURSE NAME Integrated Reading and Writing I & II

COURSE FORMAT Traditional

TEXTS *Mosaics: Reading and Writing Paragraphs; Mosaics: Reading and Writing Essays* by Flachmann

TYPES OF DATA REPORTED Improvement in final course grades; Improvement in pass rates and retention

MYLAB USER SINCE 2011

STUDENTS ENTERING EASTERN GATEWAY COMMUNITY COLLEGE are approximately 40% non-traditional or returning students and 60% traditional students beginning college after high school graduation. Of the traditional students, many enter EGCC from a vocational program, and a significant number are single parents. Eighty percent of students at Eastern Gateway Community College do not test into English Composition 101 and must take at least one course in developmental reading and/or writing.

Dissatisfied with poor student performance results, Instructor Dawn Cable and her colleagues in the Developmental Studies Department redesigned their developmental reading and writing sequence. Their goals were the following:

- improve student performance in the developmental course sequence
- provide a consistent, engaging curriculum and learning experience across all sections
- accelerate students' progress toward credit-bearing courses and toward their ultimate academic goals

Cable and her colleagues opted to combine the previously separate reading and writing courses into an integrated reading and writing sequence, enabling students to complete the entire sequence in eight credit hours instead of twelve. Likewise, students who begin at the upper-level course can now finish in four rather than seven credit hours. The Developmental Studies instructors consulted with the English Department instructors to insure that the new course

“My favorite aspect of MyWritingLab is that everything is packaged in one place—the eText, assignments, Gradebook, and data.”

—Instructor Dawn Cable

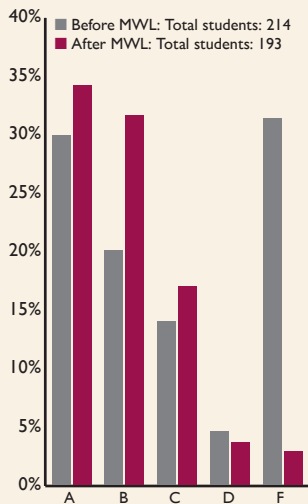
sequence would prepare students for a smooth transition to English Composition 101. They created a common syllabus and adopted MyWritingLab to give students a unified, consistent learning environment with personalized study assistance.

In the new course sequence, Cable teaches the reading process and reading strategies together with writing. “We read and write together in class so that I can model the strategies—like note-taking—that good readers and writers use,” explains Cable. “I might ask students to read an essay for homework and take notes in MyWritingLab. The next

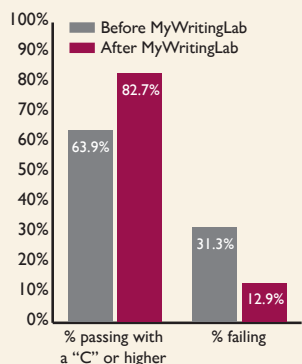
“We teach reading and writing skills together. Daily active practice of reading strategies improves comprehension and fosters the critical thinking that enables good writing.”

—Instructor Dawn Cable

Final Grades Before and After MyWritingLab



Pass Rates Before and After MyWritingLab



Before MyWritingLab: Fall 2010-Spring 2011
After MyWritingLab: Fall 2011-Spring 2012

ANALYSIS

Student performance improved dramatically in the redesigned course sequence using MyWritingLab compared to the previous results before MyWritingLab was introduced. Passing rates increased from 63.9% to 82.7% and failure rates declined from 31.3% to 12.9%.

day, we'll discuss the essay together and then, using their notes, students will write on the topic of the essay. Students often discover that their notes are inadequate as a foundation for writing and, in this way, grasp the integral connection between good reading skills and good writing. We build on this discovery process throughout the course."

Instructor Cable says, "I use a cooperative learning model in my classes; MyWritingLab was the missing link that finally enabled the model to work well for students. Typically, students blindly plow through college textbooks with no idea if they've learned anything until they've failed a test. When we do cooperative learning work in class with MyWritingLab, the students have interventions at all times—from peers and from me. In this way, MyWritingLab helps transform the learning experience from teacher-led to one that places students' thoughts and understanding at the center."

TEACHING AND LEARNING WITH MYWRITINGLAB

"With MyWritingLab, my teaching is improved," says Instructor Cable. "The time I used to spend creating and grading quizzes is now spent actively teaching, performing demonstrations, planning, and addressing individual students' needs one-on-one. Because of the eText, videos, and assessments in MyWritingLab, my students now spend more time truly learning and connecting information prior to completing assignments. My favorite aspect of MyWritingLab is that everything is packaged in one place—the eText, assignments, Gradebook, and data."

"Currently, my students are averaging 88% of classes attended and nearly 83% of students passing. With MyWritingLab, our pass rates have improved by almost 20%!"

—Instructor Dawn Cable

"For students," continues Cable, "MyWritingLab's individualized study plan enables them to pace themselves and to work only on the specific things they need to master. MyWritingLab gives students multiple chances to master the material and provides immediate feedback, all without making more work for the instructor. There is no risk of failing, because MyWritingLab provides ample chances for a motivated student to succeed. Students can even complete the course ahead of schedule."

CONCLUSION

"We are sending students on to credit courses so much better prepared than before," states Cable, "The Developmental Studies instructors recently met with our colleagues in the English Department to assess results of the redesigned course sequence with MyWritingLab, and the English instructors unanimously said 'Don't change a thing; we love it.' An English Composition 101 instructor commented to me that now, when he tells a student to edit for fragments, the student knows exactly how to proceed. These results are very satisfying to us and completely validate our choice of MyWritingLab."

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Marion Technical College Marion, Ohio

INSTRUCTOR David Webster

COURSE NAMES Preparation for College Writing I and II

CREDIT HOURS 3

COURSE FORMAT Hybrid

TEXT *The Writer's World* by Gaetz et al.

CONTRIBUTION OF MYWRITINGLAB TO FINAL GRADE 30%

TYPES OF DATA REPORTED Improvement in final course grades; Improvement in pass rates and retention; Improved performance in subsequent credit-bearing English courses

MYLAB USER SINCE 2007

A MAJORITY OF THE STUDENTS placing into Marion Technical College's developmental writing courses are in their early to mid-20s, with full-time work experience, returning to school for more education to improve their employment prospects. Very few students advance to Marion straight from high school. Enrolling students generally have very little experience with technology.

CHOOSING MYWRITINGLAB TO ADDRESS MULTIPLE NEEDS

Instructor David Webster elected to use MyWritingLab both for its pedagogical effectiveness and to give students the opportunity to acquire crucial technology skills and

"With MyWritingLab, students acquire—and retain—grammar skills that serve as a foundation for effective writing and success in future courses."

—David Webster

experience. The Math department at Marion uses Pearson's MyMathLab with positive results, and Webster felt that developmental writing students would benefit from the MyWritingLab learning experience. Webster teaches in a lab environment and also requires students to complete assignments in MyWritingLab outside of class.

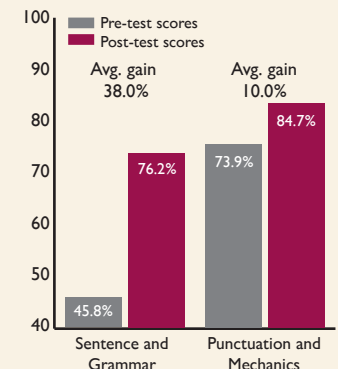
Webster designates 10 grammar modules within MyWritingLab that students must master to pass the class. He selects modules based on students' diagnostic Pre-Test results and also based on advice from the college-level instructors, targeting general areas of skill weakness.

TEACHING WITH MYWRITINGLAB

Webster reports that MyWritingLab frees him to concentrate more on general instruction and on resolving individual students' learning and writing challenges. "Since MyWritingLab automatically grades students' daily grammar assignments, I can concentrate more on in-class activities and writing instruction," he says. "I have time to observe students while we work on MyWritingLab in class, and I can intervene to work with students one-on-one or engage the whole class to work through an exercise together when students experience a rough patch."

Prep for College Writing II with MyWritingLab 2007-2012

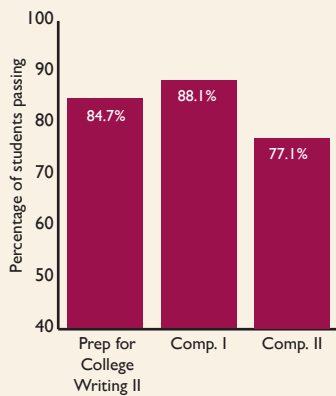
849 students



ANALYSIS

Students using MyWritingLab from fall 2007 through spring 2012 made consistent skills gains in Preparation for College Writing II.

MyWritingLab Gains Fuel Success in Subsequent Credit Courses 2007-2012



ANALYSIS

Student data shows that students who used MyWritingLab in Prep for College Writing II retained their skills and achieved consistent success in subsequent, credit-bearing English courses. With MyWritingLab, 84.7% of students passed Prep for College Writing II with a C or higher. Subsequently, 88.1% of students who used MyWritingLab in Prep for College Writing II passed Composition I with a C or higher; and 77.1% passed Composition II with a C or higher.

LEARNING WITH MYWRITINGLAB

Webster's students volunteer positive evaluations of MyWritingLab. The program, he says, helps students isolate their individual areas of skills weakness so they know precisely what they need to study and can spend their efforts most productively. He asserts, "Students quickly learn that there is an absolute correlation between working through the MyWritingLab assignments and achieving the skills mastery needed to pass the course. Students quickly grasp how to work independently with the program, following the personalized Study Plan MyWritingLab supplies. And students who complete their MyWritingLab assignments succeed."

"MyWritingLab has demonstrated to our students (many of whom are displaced workers) the importance of computer skills. Students are able to work in MyWritingLab anywhere they have internet access so they understand how the Web is affecting all aspects of life," says Webster. "One of the benefits of MyWritingLab is that, while students are working to understand grammar principles, they are simultaneously becoming competent users of a rather sophisticated Web 2.0 technology."

Webster notes that since adopting MyWritingLab, students leave his course with solid confidence in their grammar ability. "Students achieve real mastery with MyWritingLab."

"One of the benefits of MyWritingLab is that, while students are working to understand grammar principles, they are simultaneously becoming competent users of a rather sophisticated Web 2.0 technology."

—David Webster

In the past perhaps they grasped concepts long enough to pass a single test or perhaps they didn't truly grasp the grammar concepts at all. With MyWritingLab, students acquire—and retain—grammar skills that serve as a foundation for effective writing and success in future courses. Students often return to my office to tell me that they are succeeding in Composition I (a for-credit course) and that their success derives from using MyWritingLab in my College Writing II course."

RESULTS

Webster and his fellow instructors in Marion Technical College's developmental English program have used MyWritingLab for five years. During that time, they have noted:

- Improvement in test averages over previous semesters
- Improvement in passing rates
- Increased success among students advancing to credit-bearing courses in English

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St. Petersburg College St. Petersburg, Florida

ADMINISTRATOR Dr. Martha Campbell

COURSE NAMES My Bridge: Basic Writing II; My Bridge: Reading Techniques II (accelerated 8-week courses)

CREDIT HOURS 2

COURSE FORMAT Hybrid

TEXT None

CONTRIBUTION OF MYREADINGLAB/MYWRITINGLAB TO FINAL GRADE varies

TYPES OF DATA REPORTED Improvement in pass rates and retention; Improvement in success rates in subsequent courses

MYLAB USER SINCE 2011

ST. PETERSBURG COLLEGE SERVES 35,000 STUDENTS each year and approximately 40% of entering students place into developmental English and/or reading courses. With so many students in need of developmental courses, St. Petersburg's Dean of Communications, Martha Campbell, was eager to improve students' results and learning experience. Alerted that the state of Florida was making funds available for course redesign through a Developmental Education Initiative grant, Dr. Campbell worked quickly with her counterpart in math to prepare a grant proposal. Funds were awarded in spring 2010 with redesigned courses to launch spring 2011.

The motives for developmental course redesign included:

- dissatisfaction with pass rates in developmental courses
- need to improve retention of developmental students
- need to accelerate students' advancement into credit courses
- desire to improve students' preparation for success in Composition I

Dr. Campbell coordinated the redesign of St. Petersburg's upper-level developmental reading and writing courses based on NCAT (The National Center for Academic Transformation) principles. In particular, the redesigned courses would offer:

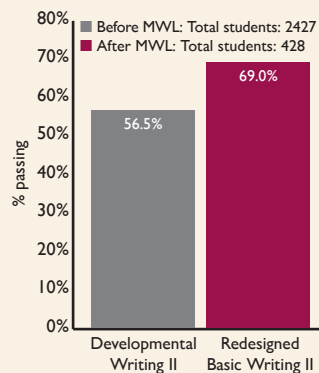
- diagnostic standards for placement into specific instructional modules
- individualized pedagogy grounded in best practices
- the opportunity to exit developmental coursework into college-level courses in the same semester

According to Dr. Campbell, "The rationale for personalized, accelerated learning instruction is to assess and address students' specific, individual weaknesses so that students can move quickly into credit courses and meet their academic goals. We explicitly do not want students languishing in developmental courses for multiple semesters. Developmental courses are not a destination, they are a means to an end. Our goal is to use best practice instruction and MyLab technology to help students move rapidly out of remediation and into college-level courses."

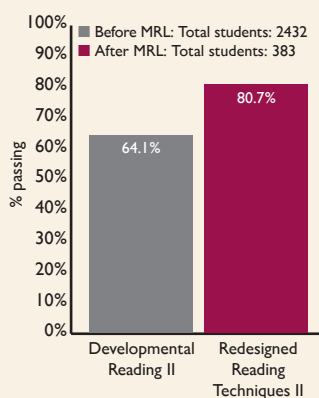
"Our goal is to use
best practice
instruction and
MyLab technology
to help students
move rapidly out
of remediation and
into **college-level**
courses."

—Dr. Martha Campbell

Comparison of Student Performance Results With MyWritingLab and Without



Comparison of Student Performance Results With MyReadingLab and Without



ANALYSIS

Students in the redesigned courses using MyReadingLab and MyWritingLab passed in significantly greater numbers and in less time than students who did not use MyLabs.

She continues, “We adopted MyWritingLab and MyReadingLab for the redesigned Basic Writing II and Reading Techniques II courses, respectively. We launched in spring 2011 on five campuses with 200 students (15 students max per section) so that we could closely monitor students’ progress and make adjustments if necessary. Both courses were transitioned from 16-week, 4-credit hour courses with 22 students per section in online,

“Our persistence data is even more impressive. Tracking students in Basic Writing II with MyWritingLab from spring 2011 to spring 2012, we find that 72% passed the course on first or second attempt and fully 63% completed and passed Composition I by spring 2012. This is a stunning improvement.”

—Dr. Martha Campbell

hybrid, and traditional formats to accelerated 8-week, 2-credit hour courses meeting in computer labs twice a week with no more than 15 students per section. For the 2011-12 academic year, we opened up enrollment to a total of 328 students in Basic Writing II (37 sections) and 294 students in Reading Techniques II (34 sections).”

LEARNING WITH MYREADINGLAB AND MYWRITINGLAB

Students in the redesigned courses work independently in MyReadingLab and MyWritingLab, taking the diagnostic Pre-Test, working through a personalized Study Plan, and then taking the Post-Test. Students have access to course subject tutors in the lab and are allowed multiple attempts to demonstrate 80% mastery on each Post-Test.

RESULTS

“During our transition,” states Dr. Campbell, “we continued to offer the standard developmental courses alongside the redesigned courses. Examining the student performance results side-by-side, it’s clear that we are meeting our goals for the redesigned courses. Students in the redesigned courses passed in higher numbers, had stronger retention, and moved on swiftly to Composition I versus the students in the standard courses. Our persistence data is even more impressive. Tracking students in Basic Writing II from spring 2011 to spring 2012, we find that 72% passed the course on first or second attempt and fully 63% completed and passed Composition I by spring 2012. This is a significant improvement.”

CONCLUSION

Dr. Campbell stresses that the course redesign process is ongoing. “We want to advise students better throughout the process, provide online delivery of our courses, and support the professional development of our faculty as they gain expertise with the redesign model. However, we have made substantial gains toward our goals. The redesigned courses with MyReadingLab and MyWritingLab are addressing students’ remediation needs quickly and effectively, enabling students to advance out of developmental studies and into credit-level courses swiftly, cost-effectively, and with skills mastery that fosters their success in subsequent courses. Our experience with MyLabs has certainly been successful.”

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A SUCCESS STORY



Sonya McCoy-Wilson
Department Chair English and Social Sciences
Atlanta Technical College, Atlanta, GA

COURSE NAME: Fundamentals of English I • CREDIT HOURS: 3

COURSE FORMAT: Traditional; Online; Hybrid; Lab

TEXT: *The Writer's Handbook for College and Career* by Dees • MYLAB USER SINCE: 2010

“With MyWritingLab, I do not have to “invent” practice material in my class.”

COURSE INFORMATION

- I teach three sections per semester. Our department offers 25 sections/semester with 25-35 students per section.
- Fundamentals of English is required for Technical Diploma students.

COURSE OBJECTIVES

 Fundamentals of English I emphasizes

analysis of writing, applied grammar, writing skills, editing and proofreading skills, research skills, and oral communication skills.

ASSESSMENT

- Tests: 60%
- MyWritingLab: 20%
- Essays: 10%
- Final Exam: 10%

MYLAB IMPLEMENTATION A few years ago, instructors found themselves supplementing their course work with various practice exercises and web-based interactive sites. Pearson products have been the answer to all of our needs for supplemental and web-based tools. Pedagogically, the MyLab products are right on target, and they are practical because MyLabs can be bundled with textbooks at a special price.

For Fundamentals of English I, we create a “master” MyWritingLab course that includes all of the pre-packaged modules except research and essay writing. In the new design, we allow the Path Builder to drive each student’s individual Learning Path. As a best practice, I do not recommend trying to “control”

MyWritingLab by assigning and un-assigning modules that are not a part of a student’s Learning Path. This confuses everyone and adds extra, unnecessary work for the instructor.

We demonstrate MyWritingLab to students at the beginning of the course. Most MyWritingLab work is done outside of class.

“Pedagogically, the MyLab products are right on target, and they are practical because MyLabs can be bundled with textbooks.”

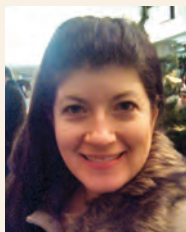
—Professor Sonya McCoy-Wilson

MYLAB BENEFITS With MyWritingLab, I do not have to “invent” practice material in my class. MyWritingLab takes care of that. Also, MyWritingLab has automatic grading, which saves me time.

Basic skill mastery is a problem for so many of our students. If they use MyWritingLab properly, the repetition and scaffolding naturally leads to mastery. For students, MyWritingLab means improved outcomes, leading to improved grades.

CONCLUSION If you want your students to embrace MyWritingLab, you must have a good attitude about the lab. The instructor’s attitude drives the climate of the class. We are expanding our use of MyWritingLab, as we are redesigning our Learning Support Department, and MyWritingLab is an integral part of the redesign.

A SUCCESS STORY



Julie Yankanich
Chairperson, Writing Department
Camden County College, Blackwood, NJ

COURSE NAME: Writing Skills 2 • CREDIT HOURS: 3 • COURSE FORMAT: Traditional
TEXT: *Write Time, Write Place* by Markus • MYLAB USER SINCE: 2009

“MyWritingLab is universally designed and accessible to all kinds of learners.”

COURSE INFORMATION

- I teach two sections each semester with 22 students in each section, mostly freshmen.
- 80% of students at Camden County College take a writing course, and half of those students take Writing Skills 2.

COURSE OBJECTIVES

- This is a paragraph-to-essay level developmental writing course designed to prepare students for the next level of developmental writing, Writing Skills 3.
- Students are graded on content and grammar, and portfolios are used for assessment.

ASSESSMENT

- Seven Papers: 75%
- MyWritingLab: 15%
- Class Journal: 15%

MYLAB IMPLEMENTATION We chose MyWritingLab because we were looking for a way to retain

students. Our department saw technology as one way to address attrition because students could work from home and, in the future, we could redesign our courses and offer online or hybrid courses to accommodate students' schedules. Most of our students are technology natives who enjoy working online—they appreciate the game-like aspects of MyWritingLab. Also, mastery-based learning is important to our department, and MyWritingLab offers this through unlimited exercises and individualized study plans.

At the beginning of the course, I show students how to navigate the site. I require the grammar modules and recommend the writing process and rhetoric modules.

MYLAB BENEFITS MyWritingLab allows me to contact my students instantly. I like being able to monitor their progress on exercises. I feel MyWritingLab is universally designed and accessible to all kinds of learners. When students are absent, they can view the animation and catch up. My favorite features are the Path Builder and the personalized Learning Path, the document sharing, the chat feature, and the email feature.

The benefit for students is that MyWritingLab creates an individualized study plan and tracks their progress. They get unlimited practice to achieve mastery. I see clear evidence of skills transfer in student papers, and I think the Apply exercises are responsible.

“MyWritingLab has helped us streamline our student learning outcomes and quantify an aspect of writing (grammar) that is nearly impossible to quantify.”

—Professor Julie Yankanich

CONCLUSION I recommend that instructors make MyWritingLab part of the total average of the course. Make it simple for students and yourself by assigning due dates, but allow students to work past them if needed.

MyWritingLab has helped us streamline our student learning outcomes and quantify an aspect of writing (grammar) that is nearly impossible to quantify. I love MyWritingLab! It has changed our department and program. I have many ideas for how we can redesign our entire developmental writing program, and we're gradually working towards those.

A SUCCESS STORY



BJ Sunnarborg Adjunct Faculty

Colorado Mesa University; Western Colorado Community College, Grand Junction, CO

COURSE NAME: Developmental English; Basic Writing • CREDIT HOURS: 3

COURSE FORMAT: Lab-based • MYLAB USER SINCE: 2009

TEXT: *Writing for Life: Paragraphs and Essays* by DJ Henry

“I have never had a student NOT improve their scores from Pre-Test to Post-Test.”

COURSE INFORMATION The majority of students are nontraditional students who need to review the basic skills modules to advance to the writing skills modules.

COURSE OBJECTIVES

- Understand and develop writing as a process in college preparatory essays
- Apply knowledge of the writing process to a variety of reading and writing tasks
- Integrate reading, writing, and critical thinking skills at a college preparatory level
- Succeed in a supportive learning environment

MYLAB IMPLEMENTATION Once students complete the Path Builder diagnostic in MyWritingLab, they are on their journey with the Learning Path module. The Learning Path is specifically tailored to each individual student, based on their Path Builder results.

Two great features that I use constantly under Course Tools are the Documents Sharing and Email. I upload all my lessons in Document Sharing, and my students can access them at any time if they missed class.

MYLAB BENEFITS I absolutely love MyWritingLab because it offers so many options for my nontraditional students and my English Language Learners to Read, Recall, and Apply. The multimedia is great to fill the gaps where students might be missing information or having difficulty comprehending English content.

It is important for students to have options in their developmental learning. MyWritingLab gives multiple ways to

enhance learning, including: Overview, Animation, and Extra Practice. MyWritingLab has helped my students improve their basic writing skills and their essay development. The immediate feedback from MyWritingLab really motivates my students by allowing them to go to the next level of performance.

I love how the new version of MyWritingLab is designed for individual tracking of my students' competencies. I can adjust the modules anytime under Course Tools > Activities and Assessment Manager. The accumulated data shows the student exactly what topic they need to improve on; if they master the topic, they can move on to the next level. Giving students time in class to ask questions, while working hands-on with them, builds their confidence.

CONCLUSION I have never had a student NOT improve from Pre-Test to Post-Test. My students' Pre- and Post-Test results show improvement of 20, 30, even 40 points! When students see their scores, their faces are beaming.

“I strive to offer an excellent education for my nontraditional students, and MyWritingLab provides one way to meet that goal.”

—Instructor BJ Sunnarborg

I want to encourage my colleagues to experience the MyWritingLab tools that will help develop our writers of the future. I strive to offer an excellent education for my nontraditional students, and MyWritingLab provides one way to meet that goal.

A SUCCESS STORY



Beverly Neiderman

Professor

Kent State University, Kent, OH

COURSE NAME: Introduction to College Writing • CREDIT HOURS: 3

COURSE FORMAT: Traditional • MYLAB USER SINCE: 2003

“The instant feedback is an extremely helpful feature of MyWritingLab.”

COURSE INFORMATION Required for students who score below the required ACT, SAT, or COMPASS score

COURSE OBJECTIVES Improve basic writing and critical thinking skills needed for students to reach College Writing I standards

ASSESSMENT

- MyWritingLab (Diagnostic, Exercises, Paper): 11%
- Provisional Papers: 8%
- Discussion Posts: 3%
- In-Class and Homework Assignments: 10%
- Portfolio: 55%
- Participation: 13%

MYLAB IMPLEMENTATION The focus of our work is sentence structure. I require a mastery of 70% for all MyWritingLab assignments and allow students to retake any section as often as needed. I assign the diagnostic at the beginning of the semester, and students choose appropriate topics they have not mastered as individual exercises to work on. Students create a MyWritingLab log to list such information as the time spent on each section, what they learned, and the difficulties or successes they encountered. Students also make a list of the “rules” they learned in each section to use when editing their drafts.

MYLAB BENEFITS Many of the students placed in this class do not understand basic sentence structure and tend to write fragmented or run-on sentences. Once students begin to use the skills they’ve learned in MyWritingLab in their own writing,

they become aware of the sentence structures in a different way than they had prior to using MyWritingLab. This retention and carry-over in their work is exactly what is needed. MyWritingLab’s instant feedback—with clear explanation of the error if there is one—is extremely helpful. Students work together in collaborative peer editing sessions and seem to communicate more clearly to each other because MyWritingLab gives them a common experience to rely on.

MyWritingLab is so effective because of the variety of ways it presents information: video, audio, practice exercises, and explanations. Students seem to understand and retain the concepts in MyWritingLab better than in all their previous years learning sentence issues, and this gives us a good base to discuss student strengths and weaknesses.

MyWritingLab has freed my class time to work on other writing process issues while reinforcing the MyWritingLab les-

“MyWritingLab makes students aware of sentence structures in a different way than before. This retention and carry-over in students’ work is exactly what is needed.”

—Professor Beverly Neiderman

sons. I love that it is so easy to explain MyWritingLab and get students working in the program immediately.

CONCLUSION The individuality of MyWritingLab is geared to each student’s needs and specific strengths and weaknesses, giving immediate feedback and clear explanations on each section studied. As the instructor, I like this program because it works to improve student awareness of various sentence structures.

A SUCCESS STORY



Lisa Williams
Associate Professor

Kirkwood Community College, Cedar Rapids, IA

COURSE NAME: Basic Writing • CREDIT HOURS: 3 • COURSE FORMAT: Computer Lab
TEXT: *Writing for Life* by Henry • MYLAB USER SINCE: 2007

“With MyWritingLab, I can spend more time analyzing students’ progress.”

COURSE INFORMATION

- Basic Writing is the lowest level of our four writing courses and is required for students who score below 32 on COMPASS.
- I teach four sections per semester with 20 students per section.

COURSE OBJECTIVES

Students will become proficient in basic writing skills, including:

- Writing to communicate with the reader
- Writing fluency
- Sentence and paragraph structure
- Editing spelling, grammar, and punctuation errors

ASSESSMENT

- Student Writing: 50%
- MyWritingLab: 50%

MYLAB IMPLEMENTATION We chose MyWritingLab to meet the students where they are: online. Students take the Path Builder diagnostic at the beginning of the course, practice in MyWritingLab, and then take the Post-Test for a grade. Some students do better on the Apply section, and some on the Post-Test, so occasionally I average those scores.

For the last few weeks of class, I use Path Builder results in conjunction with COMPASS® Diagnostic results to create an individualized homework plan for each student. I meet with students one-on-one, and we decide together what three areas of greatest need they should work on. I really like this approach, and I plan to do it again.

MYLAB BENEFITS Thanks to MyWritingLab’s auto-graded tests, I spend far less time correcting and more time analyzing students’ progress. I can easily see what concepts we need to spend more time on in class. I like the amount of practice students get before testing, as well as the multi-modes of teaching that cover different learning styles. I like the work-at-your-own-pace nature of the program, too.

My favorite feature is the immediate feedback students receive. MyWritingLab gives students a rationale for why an answer is incorrect, and then students can try again. Some students are challenged by technology, but MyWritingLab is set up exactly the same way for each module, so students quickly become comfortable.

CONCLUSION For new instructor-users, I recommend taking the diagnostic and becoming familiar with each section before assigning it. Experiment, and don’t be afraid to make changes. Have a Pearson team member walk you through the program before you begin teaching—this is invaluable.

“Students who complete the course have an 85% chance of passing with a C or better. Part of this has to be due to the extra practice and knowledge gained from MyWritingLab.”

—Professor Lisa Williams

Students who stay through the 15 weeks in the course have an 85% chance of passing with a C or better. Part of this has to be due to the extra practice and knowledge gained from MyWritingLab.

A SUCCESS STORY



Melissa Dennis Adjunct Faculty

Lone Star College-Montgomery, Conroe, TX

COURSE NAME: Developmental Writing I • CREDIT HOURS: 3 • COURSE FORMAT: Traditional; Lab
TEXT: *Get Writing* by Connelly • MYLAB USER SINCE: 2011

“MyWritingLab reinforces our curriculum and improves student success rates.”

COURSE INFORMATION

- Required for students who do not place into freshman credit English course
- Both traditional and nontraditional students
- I teach 2 sections per semester, averaging 20 students each

COURSE OBJECTIVES To help students prepare for future college courses or work situations by building on the basics of writing, including skills in grammar, sentence structure, and writing paragraphs

ASSESSMENT

- MyWritingLab: 15%
- Major writing assignments: 30%
- Participation (homework, quizzes, etc): 15%
- Midterm: 20%
- Final exam: 20%

MYLAB IMPLEMENTATION Lone Star College was awarded a grant to improve the success of developmental students. The Pearson MyLab programs were adopted as part of the grant and are required in all of our developmental courses.

Our developmental courses are four hours per week, even though students only receive three credit hours for the course. The extra hour in class is dedicated to using MyWritingLab. I usually reserve the last in-class hour of the week for MyWritingLab. For example, for a Tuesday/Thursday class, the goal is to teach a chapter or topic on Tuesday, review during the first hour on Thursday, and then reinforce with the MyLab in the computer lab during the second hour of class on Thursday.

All of the instructors in our department are required to count MyWritingLab as 15% of the overall grade in the course. In my course, I assign one topic from MyWritingLab per week. I record each student’s highest score from the Apply section each week and average those scores to get the 15% MyLab grade for the semester.

MYLAB BENEFITS There are so many benefits to using MyWritingLab. Students are able to work at their own pace. The work in MyWritingLab reinforces the topics taught in class. Students enjoy using technology for learning. MyLab work is graded instantly, and students are able to retake, review, and really learn the material. MyWritingLab reinforces our curriculum and improves student success rates. Simply put, the benefits of using MyWritingLab for students are convenience, reinforcement, and confidence.

“Simply put, the benefits of using MyWritingLab for students are convenience, reinforcement, and confidence.”

—Instructor Melissa Dennis

CONCLUSION My advice to other instructors is to keep strict deadlines for student completion of MyWritingLab assignments. Last semester, I allowed students to have extra time if they were not able to finish during the allotted lab time in class. Most of those students continued to stay behind and always seemed to be playing “catch up”.

My students, especially this last semester, were very successful in the developmental writing course, and all had positive reviews of MyWritingLab. Several students commented how surprised they were by how much they liked (and learned) from the lab portion of the course.

A SUCCESS STORY



Ingrid Keriotis English Instructor

Modesto Junior College, Modesto, CA

COURSE NAME: Basic Composition and Reading • CREDIT HOURS: 5 • COURSE FORMAT: Traditional
TEXT: *The Mercury Reader* (Pearson Custom Library) • MYLAB USER SINCE: 2008

“Pearson Tutor Services saves me a lot of time and improves student writing.”

COURSE INFORMATION

- I teach two sections per semester with about 29 students
- This is a required course for all students

COURSE OBJECTIVES The course is designed to strengthen students' reading skills, writing skills (with particular focus on the thesis-driven essay), and their ability to write using standard English.

ASSESSMENT

- Essays: 52%
- Homework and In-Class Work (including work in MyWritingLab): 8%
- Quizzes: 8%
- Midterm: 12%
- Participation: 5%
- Final Exam: 15%

MYLAB IMPLEMENTATION I initially chose to use MyWritingLab so that my students could get feedback from

Pearson Tutor Services. Students must submit three out of the four essays they write to be reviewed by the online tutors. They also must complete weekly assigned exercises on topics like run-on sentences, thesis statements, and faulty parallelism. I recommend that students use the MyWritingLab Path Builder, and in class we occasionally go over the grammar/MLA overviews.

MYLAB BENEFITS MyWritingLab gives students extra practice in areas of grammar and mechanics. I especially appreciate the contribution made by Pearson Tutor Services. It's beneficial to know that student drafts are being read and commented on by someone with a Master's degree in English. The tutor comments are helpful with essay organization and focus, and as a result, the quality of student papers is higher. Pearson Tutor Services saves me a lot of time and improves student writing.

My students struggle with English grammar and punctuation. MyWritingLab exercises help them focus on their weak areas on an individualized basis. Students like being able to work on their own, to do additional exercises for extra practice, and to submit papers to tutors on their own schedule.

“Since using MyWritingLab, I have found that I write D and F grades on papers much less frequently.”

—Instructor Ingrid Keriotis

CONCLUSION I love that my students get to experience some of my class online even though it is a traditional class. I think it sets them up very well for education and work in the 21st century. Since using MyWritingLab, I have found that I write D and F grades on papers much less frequently.

A SUCCESS STORY



Katrina Jensen Writing Instructor

Montana State University-Billings, Billings, MT

COURSE NAME: Developmental Writing • CREDIT HOURS: 3 • COURSE FORMAT: Traditional
TEXT: *Writing for Life* by Henry • MYLAB USER SINCE: 2012

“MyWritingLab gives students immediate feedback and a chance for mastery.”

COURSE INFORMATION

- I teach three sections per semester with 15-20 students per section.
- This course is required for students whose COMPASS® score is below 87.
- To pass this class and enter Composition I, students must receive a C or better or get an 87 or higher when they re-take the COMPASS®.

COURSE OBJECTIVES We work on sentence, paragraph, and essay structure to help students get prepared for college writing.

ASSESSMENT

- Essays: 40%
- Paragraphs: 18%
- MyWritingLab: 16%
- Homework and In-class Work: 18%
- Final Exam: 8%

MYLAB IMPLEMENTATION In the fall of 2012, we standardized our curriculum and incorporated MyWritingLab to bring consistency to our

Developmental Writing course, improve the writing program, and implement best practices.

We pared down our MyWritingLab course so not to overwhelm students or instructors. We focus on an instructor-led classroom, assigning 17 lessons. For each lesson, students complete the Overview, the Animation, and two Recalls before taking the Post-Test. They have two attempts to achieve an 80% or higher on the Post-Test. If they do not reach 80%, they must visit our academic support center for

tutoring. After this, the module is re-opened and they have another two chances to achieve 80%. Students receive 10 points for each lesson they complete with mastery, but if they do not master the lesson, they do not receive credit.

To ensure that all our instructors are implementing MyWritingLab consistently, we have made sure that everyone is on the same page regarding our late policy. Students have one week to work on a lesson, no exceptions. In the future, I'm sure we will tweak certain ways we implement MyWritingLab, but we are quite happy with how things are going.

MYLAB BENEFITS MyWritingLab gives students ample practice, a chance for mastery, and immediate feedback. It also reinforces good study skills and encourages students to build a relationship with our tutoring lab. My favorite feature of MyWritingLab is having the ability to set mastery levels.

A lot of students come into developmental education thinking they know things they actually do not, like what a subject or verb is. MyWritingLab is great because it reinforces all the grammar skills students need to know.

“Since using MyWritingLab, students come to class knowing the subject material better.”

—Instructor Katrina Jensen

CONCLUSION I have noticed that since using MyWritingLab, students come to class knowing the subject material better, and they can identify certain items better than they could before we assigned work in MyWritingLab. I also surveyed my students and for the most part, they really like MyWritingLab and think it's a good tool.

A SUCCESS STORY



Curtis Harrell

Academic Skills Reading and Writing Coordinator

Northwest Arkansas Community College, Bentonville, AR

COURSE NAME: Intermediate Writing • CREDIT HOURS: 3 • COURSE FORMAT: Hybrid
TEXT: *Along These Lines: Writing Paragraphs and Essays* by Biays • MYLAB USER SINCE: 2008

“MyWritingLab is an indispensable tool that helps us stay on top of student progress.”

COURSE INFORMATION

- I teach one section per semester with 18-22 students
- Required course for students who test into the upper-level developmental writing course
- Students include both recent high school graduates and returning students in every major

COURSE OBJECTIVES

- Use grammar rules to improve proofreading techniques
- Write good sentences and analyze sentence components for clarity, variety, and coherence
- Demonstrate techniques for writing structured paragraphs as well as a multi-paragraph essay with a focused thesis statement
- Use specific detail to support thesis for expository writing
- Choose standard English for writing assignments

ASSESSMENT

- Essays (including a final portfolio): 70%
- Homework: 10%
- MyWritingLab: 20%

MYLAB IMPLEMENTATION I chose MyWritingLab because of its integration with content from the textbook. I assign the MyWritingLab Pre-Diagnostic at the beginning of the semester and the Post-Diagnostic at the end of the semester as a final exam. I assign all of the grammar and rhetoric assignments and use the videos to enliven our class discussion of grammar and rhetoric topics.

MYLAB BENEFITS MyWritingLab enables me to closely monitor students' progress. If students are struggling with a particular grammar topic, I dedicate extra time to that topic in class. I

appreciate the way MyWritingLab personalizes instruction for each student and, at the same time, gives me a better understanding of individual student needs. I am pleased with the expanded capabilities of the new MyWritingLab, especially the functionality to set due dates.

Most of my students are challenged by the basics of grammar and sentence construction, and MyWritingLab provides them with easily-managed practice in these concepts. MyWritingLab allows the student to work at his or her own pace, and, because it is web-based, according to his or her own schedule.

This past spring, I asked our institutional research department to analyze the different assessment scores I gather each semester: the MyWritingLab Pre- and Post-Diagnostics, the COMPASS eWrite (a state-mandated exit exam), the portfolio grade, and the final grade. The institutional research analysis determined that the MyWritingLab Post-Diagnostic test is the most accurate at measuring student success in the composition sequence.

“MyWritingLab personalizes the instruction for the students and, at the same time, provides me with a better understanding of individual student needs.”

—Professor Curtis Harrell

CONCLUSION My best practices are first, to closely monitor student progress in MyWritingLab so that students do not fall behind, and second, to space assignments evenly throughout the semester.

I and the majority of my colleagues find MyWritingLab to be an indispensable tool that helps us stay on top of student progress.

A SUCCESS STORY



Jason M. Cowan English Instructor

Three Rivers College, Poplar Bluff, MO

COURSE NAME: Transitional College Writing • CREDIT HOURS: 4 • COURSE FORMAT: Hybrid
TEXT: *Along These Lines* by Biays • MYLAB USER SINCE: 2011

“MyWritingLab individualizes grammar instruction and streamlines skills assessment.”

COURSE INFORMATION

- Transitional College Writing is a developmental course for incoming freshmen to hone their writing skills.
- This class is required for students who place into the transitional education program by scoring below a 70 on the COMPASS test or below 18 on ACT English Placement. Students with scores above these benchmarks enter freshman composition.

COURSE OBJECTIVES More than 90% of our incoming freshmen require remediation in either math or English. Our objective is to strengthen students’ mechanical, grammatical, and written skills so they may progress to credit courses as quickly as possible.

ASSESSMENT

MyWritingLab:

- 5 modules completed—eligible to earn a C
- 6 modules completed—eligible to earn a C or B
- 7 modules completed—eligible to earn a C, B, or A
- Actual grade earned determined by writing assignment scores

MYLAB IMPLEMENTATION

I am one of three lead faculty members who are redesigning the writing program through a Title 3 grant, so I am involved in every section. I use MyCompLab in our freshman composition class and thought that the MyLabs could work well in our redesign. After surveying the options, we determined that MyWritingLab would be the best online instructional platform for our needs. We are piloting MyWritingLab in four sections this semester; I am teaching one section. We currently enroll 23 students per class, but

hope to drop that to 20 or even 15 in upcoming semesters.

Students work in MyWritingLab on lab days (50% of class time), completing modules in 14 content areas (verbs, modifiers, etc.). Students work independently, watching tutorials, completing exercises, and writing according to their week one Learning Path placement.

MYLAB BENEFITS MyWritingLab individualizes grammar instruction and turns skill assessment into a thorough and manageable data set. MyWritingLab’s level of individual assessment and instruction keeps students engaged far longer on targeted concepts than the traditional lecture approach where a significant number of students may already know the skill. One great feature is that students who are hesitant to ask for supplemental instruction in a traditional classroom can contact instructors and tutors privately and immediately to ask for help without appearing to ask for help.

CONCLUSION We will implement the redesign with MyWritingLab campus-wide in spring 2013 and system-wide fall 2013 and will assess the program each semester. The next

“MyWritingLab’s level of individual assessment and instruction keeps students engaged far longer on targeted concepts than the traditional lecture approach.”

—Instructor Jason Cowan

step in the writing program development involving MyLab will be creating early semester review assignments in MyCompLab for the freshman composition course which highlight the major skills in Transitional College Writing and MyWritingLab.

Cleveland Community College Shelby, North Carolina

INSTRUCTOR Wes Anthony

COURSE NAMES Reading & Writing Foundations; Reading & Composition Strategies

COURSE FORMAT Hybrid

TEXTS *Writing for Life: Sentences and Paragraphs*; *Writing for Life: Paragraphs and Essays*
by Henry

CONTRIBUTION OF MYSKILLSLAB TO FINAL GRADE 100%

TYPES OF DATA REPORTED Improvement in final course grades; Improvement in pass rates and retention;
Improvement in Lexile scores

MYLAB USER SINCE 2010

AT CLEVELAND COMMUNITY COLLEGE, based on placement exam results, approximately 500 students per year are required to complete one or more courses in developmental studies before progressing on to credit-bearing courses in their desired degree programs. Students at Cleveland Community College range in age from 18 to 50+ and are approximately 60% traditional students entering after high school graduation and 40% non-traditional students returning for additional education. Wes Anthony, recently named Western Regional Chair of NCADE (North Carolina Association for Developmental Education) coordinates the developmental reading and writing course sequence and its ten instructors.

Three years ago, Anthony and his colleagues took a critical look at the developmental reading and writing course sequence and their students' performance. Concluding that students needed a more rapid path to credit courses and that student success rates could

"We adopted MySkillsLab because we believed it offered our students the highest-quality, personalized, always-available learning resource we could choose."

—Adjunct Coordinator Wes Anthony

and should improve, Anthony and his colleagues reorganized the developmental courses. They combined reading and writing instruction and reduced the number of courses students could be required to take from a maximum of four to a maximum of two. They implemented a hybrid (lecture/lab) format and adopted MySkillsLab.

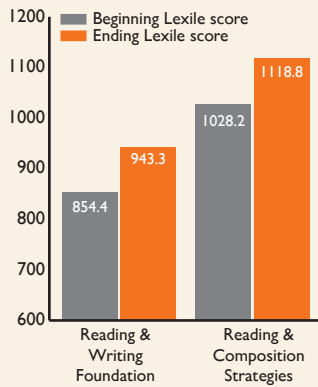
"We felt strongly that we could offer our students a better outcome by restructuring the developmental course sequence," says Anthony. "We took a very deliberate approach to creating common course modules that integrate reading and writing process and strategies. We knew that the pedagogical foundation was sound, but at the same time, we recognized that we could not cut the effective contact hours in half without adding an additional instructional component. We adopted MySkillsLab because we believed it offered our students the highest-quality, personalized, always-available learning resource we could choose."

*"MySkillsLab fosters
accountability
and helps students
take control
of their learning and
their **SUCCESS.**"*

—Wes Anthony

A note on Lexile scores: The Lexile framework is a scientific approach to reading measurement that matches readers to text. Both reader ability and text difficulty are quantified on the same Lexile scale. The Lexile scale is both an assessment tool for measuring increasing reading comprehension and a motivational index to encourage students' progress.

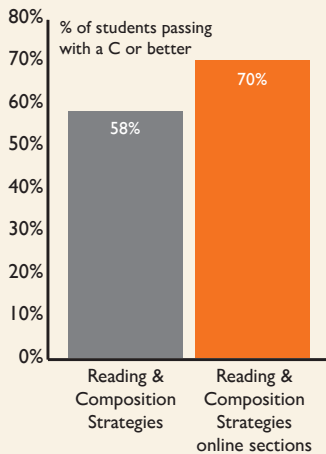
Lexile Score Improvement with MySkillsLab



ANALYSIS

Students using MySkillsLab in 2011-2012 academic year demonstrated significant, measurable increases in Lexile scores.

Improved Pass Rates with MySkillsLab



ANALYSIS

Students using MySkillsLab in 2011-2012 academic year achieved significantly increased pass rates. An average of 64% of students in all sections passed with a C or better and proceeded to College Composition.

LEARNING WITH MYSKILLSLAB

Students begin with the MySkillsLab diagnostic Pre-Test. From the results, MySkillsLab generates a personalized Study Plan for each student. For any skills on which they do not achieve mastery, students perform the Recall, Apply, and Write exercises.

Anthony explains, “MySkillsLab enables students to work at their own pace and on precisely the skills they need to strengthen. We allow students to work ahead if they wish, but they must continue to attend class until all of the course requirements are met.”

“Students are very positive about MySkillsLab. They love the pacing guides that show them where they are and where they need to be. If students are not hitting the benchmarks we’ve established, they know that they need to ask for help. MySkillsLab fosters accountability and helps students take control of their learning and their success.”

TEACHING WITH MYSKILLSLAB

“MySkillsLab is like having a teaching assistant with you in the class,” comments Anthony. “First of all, MySkillsLab is targeting each student’s learning needs with a personalized Study Plan. We can use class time to work through issues that all or most of the students are having rather than marching through a lecture on skills that students have already

“Since the beginning of our redesign process at CCC and our use of MySkillsLab, student success rates in Developmental English have risen thanks to the standardization of the program and the effectiveness of MySkillsLab.”

—Adjunct Coordinator Wes Anthony

mastered. What I really appreciate about MySkillsLab is that the program communicates to students in a way they understand. If students are struggling with, for example, comma splices, they’ve struggled with comma splices for years, never quite getting it. With MySkillsLab, students can make as many attempts as they need to truly master each concept. Students are so motivated when they master these skills that have bedeviled them their entire academic lives.”

CONCLUSION

“We’ve learned a great deal through our experience, and we continue to integrate more features of MySkillsLab,” notes Anthony. “Our streamlined course sequence with MySkillsLab has students succeeding in greater numbers and progressing to credit courses faster.”

He continues, “And there is clear evidence that the gains our students make with MySkillsLab are translating to success in their subsequent credit courses. I’ve spoken with colleagues teaching the credit courses who tell me that students’ writing skills have improved tremendously since we introduced MySkillsLab.”

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For a product tour or to find out more, please visit www.myskillslab.com

San Diego City College San Diego, California

INSTRUCTORS Professor Christopher Baron and Adjunct Professor Gavin Brown

COURSE NAME Basic English Review; Basic Composition Review

CREDIT HOURS 2

COURSE FORMAT Hybrid

TEXTS *Pearson Custom Handbook* by Brown

CONTRIBUTION OF MYSKILLSLAB TO FINAL GRADE 100%

TYPES OF DATA REPORTED Improvement in final course grades; Improvement in standardized test scores; Improvement in retention rates

MYLAB USER SINCE 2009

BASIC ENGLISH REVIEW AND BASIC COMPOSITION REVIEW are required for students needing to repeat a traditional English course, but are open to all students on campus to supplement traditional courses offered across the curriculum. Through a grant funded by the Gates Foundation, these courses are also open to area high school students.

The college and high school students who take these courses are traditional and non-traditional; majors and non-majors; and English-Language Learners, Basic-Skills students, and transfer-level students. Some students take these courses to better prepare for various standardized and assessment tests such as ACCUPLACER, TEAS, and CAHSEE.

“We chose MySkillsLab because it offers our students a robust diagnostic system and includes both writing and reading materials,” states Professor Baron. “MySkillsLab is both

“Our goal with MySkillsLab is to focus on acceleration in basic skills courses, minimize the time our students spend in lower-level basic skills courses, and help students move swiftly to transfer-level courses.”

—Professor Chris Baron

versatile and customizable to meet the multiple needs of our diverse student population. For high school students, we want to expose them to college courses while also assisting in their preparations for mandatory state examinations. For our college students, we want to offer targeted, rapid skills improvement that will enable students to move quickly into credit courses.”

MySkillsLab forms the core curriculum for the two self-paced courses. Professor Baron explains, “We require all students to complete the Writing and Reading Skills Path Builders and all eleven sections in Reading Skills. Basic English Review students need to complete the Basic Grammar, Usage and Style, Sentence Skills, and Punctuation, Mechanics, and Spelling sections in Writing. Basic Composition Review students need to complete the Craft of Writing, Paragraph Development, Essay Development, and Research sections in Writing. We encourage students to seek assistance from instructors and our tutoring staff to address any questions.”

“We are definitely seeing an improvement in test scores with MySkillsLab.”

—Professor Gavin Brown

Student performance improvement with MySkillsLab 2009 - 2012

- Increased college assessment scores
- Reduced remediation in basic skills English courses by 1-2 semesters
- 15% average increase in success and retention from diagnostic Path Builder to Post-Test

ANALYSIS

Students using MySkillsLab are consistently demonstrating significant skills gains and retention, improved final course scores, and improved passing rates with superb retention rates.

"Anecdotal evidence reveals that MySkillsLab helps increase students' confidence in their reading and writing abilities as they move into credit courses on campus," notes Professor Brown.

TEACHING WITH MYSKILLSLAB

"One of the clearest benefits of MySkillsLab," insists Brown, "is being able to immediately see what class materials students are having the most difficulty understanding. I highly value the diagnostic Path Builder results which allow me to tailor more appropriate lectures based on areas of specific need."

He adds, "Because we do not use MySkillsLab in a traditional lecture setting, it allows me greater flexibility to meet with students on an individual basis and deliver precisely the instructional assistance they need. Our goal with MySkillsLab is to focus on acceleration in basic skills courses, minimize the time our students spend in lower-level basic skills courses, and help students move swiftly to transfer-level courses."

LEARNING WITH MYSKILLSLAB

MySkillsLab supports a range of learning styles. "Students appreciate the personalized Learning Path that takes into account material they already know and targets their skill deficiencies most effectively. Many of our students lack confidence in their own

"MySkillsLab has helped some Basic Skills students to re-enter a regular course of study. And, we are seeing high school students who were at risk of failure able to pass the CAHSEE thanks to MySkillsLab."

—Professor Chris Baron

abilities and desire to improve their skills so they can be more successful in traditional courses. MySkillsLab helps students address these issues through the personalized Learning Path." notes Baron.

Brown says that MySkillsLab fosters collaboration among students and that this collaboration helps develop essential interpersonal skills. He says, "I have noticed, especially among the high school students, that MySkillsLab allows for greater opportunities for students to work together and help each other."

RESULTS

Professor Baron says, "MySkillsLab counts for 100% of a student's final grade. In evaluating the successful completion of the course, we are looking at the correlation between the diagnostic Path Builder, the successful completion of the course work assigned in the personalized Learning Path, and the skills retention rates shown in the diagnostic Post-Test. We are definitely seeing an improvement in test scores with MySkillsLab."

FUTURE

Professor Baron says, "We are always evaluating the material available in MySkillsLab so we can present the best independent learning experience possible for our diverse student population. We are currently in the planning stages to offer several more course levels of Basic English Review and Basic Composition Review to better assist English-Language Learners and other student populations."

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For a product tour or to find out more, please visit www.myskillslab.com

A SUCCESS STORY



Eric Hibbison

Professor, Program Head for Developmental English

J. Sargeant Reynolds Community College, Richmond, VA

COURSE NAME: Preparing for College Reading and Writing I • CREDIT HOURS: 8 • COURSE FORMAT: Lab
TEXTS: *In Concert* by McWhorter; *The Pearson Textbook Reader* by Novins • MYLAB USER SINCE: 2010

“Pass rates have increased by about 10% since I started using MySkillsLab.”

COURSE INFORMATION

- I teach two sections per semester with 20 students per section
- Course required for students who place into developmental English with the new Virginia Placement Test for English. Students may also place into a pre-developmental course, Language Arts I, covering basic reading, writing, and study skills, plus college readiness.

COURSE OBJECTIVE Help students build the academic reading, writing, and study skills they need for college success

ASSESSMENT

- In-Class and Homework Assignments: 40-53%
- Essays: 37%
- MySkillsLab: 10-23%

MYLAB IMPLEMENTATION My students take the Reading Path Builder and the Lexile Locator. Within the Reading Learning Path, students must score 80% or higher on the Post-Test for Active Learning, Graphics and Visuals, Test Taking, Note-taking, and Reading Textbooks. The last five Study Skills lessons are also required. In addition, each student must summarize and highlight one of the lessons in the Writing Learning Path—Essays. We work through all pieces of the Research Process together. The exception is the Post-Test, which students must complete at 80% or more.

MYLAB BENEFITS MySkillsLab content is rigorous. I depend on MySkillsLab to review the basics and to help individualize and differentiate instruction as students move to more advanced required skills. A major benefit of MySkillsLab is

that students spend time on relevant tasks. Since students can test out of units, they can focus on the skills that aren't automatic to them yet. As a result, class time can be spent on more advanced developmental work.

MySkillsLab requires metacognition from students—they have to be strategic. Since I only give points for successful completion, students must study enough of the whole lesson to earn 80% or more. I am pleased to hear some students complain that MySkillsLab is “hard,” because I know the program will prepare them for college-level multiple-choice questions, the primary means of assessment in students' first-year courses.

CONCLUSION MySkillsLab 2.0 is more robust. The “Review” feature allows both instructor and students to see students' actual performance on practices and tests. The Gradebook displays completed work by each student from most recent

“I depend on MySkillsLab to review the basics and to help individualize and differentiate instruction as students move to more advanced required skills.”

—Professor Eric Hibbison

to least—and offers a menu of options for each practice and Post-Test.

Pass rates have increased by about 10% since I started using MyReadingLab and MySkillsLab, and a new course configuration suggests that number can go higher once all of the curricular changes are done. When I field-tested a competing software alongside MyReadingLab, students preferred MyReadingLab by a score of 18 to 10.

A SUCCESS STORY



Angela Senigaglia

Lead English Instructor – Adult High School Diploma Program

MiraCosta College, Oceanside, CA

COURSE NAME: English Skills Lab • CREDIT HOURS: 5 • COURSE FORMAT: Computer Lab

TEXT: *The Mercury Reader* + *Expanding Horizons* (Custom Workbook) • MYLAB USER SINCE: 2009

“With MySkillsLab, success rates are higher.”

COURSE INFORMATION

- MiraCosta’s Adult High School Program serves the community with tuition-free courses; students pay for course materials only.
- The class is an independent course taught in a computer lab. There is no lecture.
- Four instructors cover ten sections each semester, with 35 students per section.

COURSE OBJECTIVES

Students will:

- Achieve reading competency and six grammar competencies
- Be better prepared to enter into credit-bearing college courses
- Attain technology literacy to succeed in college and in life

ASSESSMENT

- MySkillsLab: 80%
- Exams/Paper Competency Tests: 20%

MYLAB IMPLEMENTATION Students must spend 48 hours in MySkillsLab over the course of eight weeks. Students may come to the computer lab at any time, log in to the attendance tracking system, and complete their hours.

All students take the reading and writing Path Builders and the Lexile locator; then follow their individual Learning Paths. Currently, we are using a majority of the reading modules and the grammar modules on the writing side of the program, although we plan to add the automated writing assessment tool soon. Mastery for the Post-Test is set at 70%; students have two chances to pass. I created a custom workbook for this course, combined

with *The Mercury Reader* grammar handbook. The workbook forces students to buy the access code, and after the course is completed, they have a grammar handbook they can keep.

In a typical class session, students work independently in MySkillsLab and the workbook. They take the Post-Test, answer questions in the workbook, record their Post-Test scores, and turn in their scores to the instructor on duty. Since this is an independent lab course, and there is no lecture, this “mini-meeting” with students serves as an automatic check-point and holds students accountable. The workbook confirms that students are doing their work and not just clicking through. It also forces them to use their note-taking skills.

MYLAB BENEFITS The instructor tools in MySkillsLab allow me to see how much time students spend working in the program. This data makes it easy to have a conversation with students about how their study efforts correlate with success or failure.

I like the accessibility of MySkillsLab. While most students work in the lab, many want tools available outside of class. We allow students to work on everything except the Post-Tests outside of the lab. MySkillsLab gives students important experience navigating the online world.

“MySkillsLab gives students important experience navigating the online world.”

—Instructor Angela Senigaglia

CONCLUSION In our first implementation of online learning with an unaccustomed student demographic, pass rates have temporarily dipped; however, success rates are higher. MySkillsLab is a more rigorous program, and I feel confident that students are leaving the program prepared for the future.

A SUCCESS STORY



Crystal Echols
Professor of Academic Foundations
Sinclair Community College, Dayton, OH

COURSE NAME: Advanced Developmental Reading and Writing • CREDIT HOURS: 5
COURSE FORMAT: Hybrid • TEXT: *Text and Thought* by Lester and Resnick • MYLAB USER SINCE: 2007

“Students who work hard in MySkillsLab do better overall in the course.”

COURSE INFORMATION

- Three sections are offered per semester—I teach one section with 12 students.
- Students who need both reading and English remediation (based on ACCUPLACER scores) can take two 3-credit courses or this new, 5-credit combined course.
- We have several initiatives to help students accelerate through developmental education; many are targeted at students who test near the top and need little remediation. This course is different in that it is open to all levels of developmental learners.
- This course enables students to finish faster; it’s less expensive because it is five credits instead of six; students purchase one textbook instead of two; and students get more one-on-one time with the instructor.

COURSE OBJECTIVES

Students will be able to:

- Apply reading and grammar skills
- Understand main idea and context clues
- Write strong, relevant essays

ASSESSMENT

- MySkillsLab: 20%
- Reading Journal: 10%
- Chapter Quizzes: 10%
- Three Papers: 40%
- Final Exam: 20%

MYLAB IMPLEMENTATION Students take the Path Builder diagnostic in MySkillsLab and then work through their personalized Learning Path. The Post-Test score is what counts for their MySkillsLab grade—mastery is set at 70%. I would like students to work in MySkillsLab outside of class, but because we

meet for 85 minutes three times a week, I give students part of class time to work in MySkillsLab. This ensures that they work on their Learning Path weekly.

MYLAB BENEFITS Teaching integrated reading and writing is brand new for me. Having the support of MySkillsLab is a great benefit. With MySkillsLab, I don’t spend much class time on grammar. If a student is struggling, I recommend exercises in MySkillsLab.

MySkillsLab gives me a lot of data on the students. I can look at scores and drill down to see what students are having trouble with. I can control the level of content and competency levels. As the course coordinator, once we increase the number of sections offered, I will appreciate having a global view of students’ progress.

For students, the low-stakes testing in MySkillsLab is a real benefit. My students are challenged to be disciplined in their work—they tend to be procrastinators. After students take the Path Builder, they must be disciplined to work through their Learning Path. I plan to experiment with due dates to see what works best.

“MySkillsLab has a lot of resources, and I am excited to learn all of the things it can do to foster student success.”

—Professor Crystal Echols

CONCLUSION Students who work hard in MySkillsLab do better overall in the course. MySkillsLab is a wonderful resource and an important part of the class. The program has a lot of resources, and I am excited to learn all of the things it can do to foster student success.

A SUCCESS STORY



Ken Holliday Assistant Professor

Southern State Community College, Wilmington, OH

COURSE NAME: Preparation I and II for College Composition

CREDIT HOURS: 3, each course • COURSE FORMAT: Traditional

TEXT: *The Writer's World* by Gaetz and Phadke • MYLAB USER SINCE: 2007

“Students’ scores rise an average of 20 points per term with MySkillsLab.”

COURSE INFORMATION

- Course required for students who score low on placement test
- Previously used MyWritingLab but moved to MySkillsLab to introduce additional learning resources
- I teach 4-6 sections per year; classes are capped at 15 students

COURSE OBJECTIVES

Course objectives vary by student but our main goals include:

- Give students a smooth transition to English 1101 (Composition)
- Help students develop an understanding of the writing process
- Help students understand different writing purposes
- Help students attain proficiency with grammar and punctuation

ASSESSMENT

- MySkillsLab Quizzes and Homework: 20%
- MySkillsLab Tests: 10%
- Writing Assignments: 70%

MYLAB IMPLEMENTATION The Pre-Test grammar diagnostic is one of the first assignments. It gives me a baseline measure for each student. The averages are often very low, validating the students’ placement in this course. Students take the Post-Test at the end of the semester to see how they have progressed.

Throughout the semester, I use MySkillsLab primarily for grammar practice and quizzes. Students take Recall and Apply exercises to test out of certain topics once they have mastered

them. The interactive videos are particularly useful for students as they review specific skills.

MYLAB BENEFITS Students get instant feedback on mistakes they make in MySkillsLab; the delay of a pencil/paper workbook is a thing of the past. Most importantly, my students are improving their skills. Last fall, I had two sections of developmental writing students who took Pre- and Post-Tests in grammar. The average Pre-Test scores were 59% and 56%. Post-Test scores jumped to 78% and 76% respectively. Students are learning.

CONCLUSION I find MyWritingLab, and now, MySkillsLab, to be intuitive for the instructor with regard to designing a class. I thought students would like working on their grammar exercises online as well as using a print workbook, and this has proved to be true.

While I am still getting accustomed to the differences between MyWritingLab and MySkillsLab, and to the design changes made to the technologies this summer, I feel my students are benefiting from the technology. I am turning our

“Students are leaving my class with a better understanding of grammar. That is a huge benefit.”

—Professor Ken Holliday

developmental English courses into hybrid courses this coming year, and my hope is to not use any course management system other than MySkillsLab.

North Dakota Center for Distance Education Fargo, North Dakota

INSTRUCTOR Tammy Fitting

COURSE NAME College Readiness

COURSE FORMAT Online

PROGRAM MATERIALS MyFoundationsLab

CONTRIBUTION OF MYFOUNDATIONS LAB TO FINAL GRADE 100%

TYPES OF DATA REPORTED Improved scores on the ACT College Entrance Exam

WITH A MISSION to “ensure that all North Dakota middle and high school students regardless of location have access to educational opportunities that meet or exceed expectations,” the North Dakota Center for Distance Education seeks to bolster student learning outcomes. The NDCDE is one of many academic partners who advised Pearson during development of the new MyFoundationsLab. Upon the launch of MyFoundationsLab, the NDCDE identified a student population and conducted a pilot to assess the efficacy of MyFoundationsLab to improve actual student learning outcomes. This case study describes the 2011 pilot and analyzes student performance results.

PURPOSE OF THE PILOT

For its MyFoundationsLab pilot, the NDCDE identified 12th grade students who had taken the ACT College Entrance Exam as high school juniors. The NDCDE sought to determine “the extent to which an online course originally intended to remediate college freshmen in content areas that paralleled the ACT test sections and subsections could be used to assist students to prepare for and improve their performance (as determined by test scores) relative to an ACT test retake.”

In its letter to prospective participants (high schools and students), the NDCDE said, “Unlike most test prep programs, this program is much more than a few practice tests

“The results of the pilot indicate to NDCDE that the MyFoundationsLab course should be offered to all students who are seeking to increase their performance on the ACT exam.”

—North Dakota Center for Distance Education

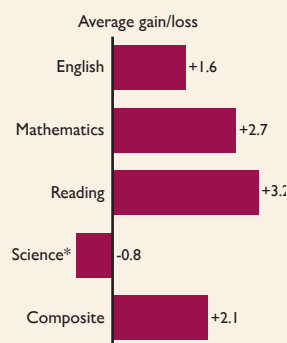
and a testing acclimation tool. MyFoundationsLab is a program that makes use of the latest in online technology, including front end diagnostic testing, multiple types of formative testing, several types of interactivity, help with pacing, ACT practice tests, and access to and guidance provided by a NDCDE teacher.”

Students were motivated to improve their individual ACT scores but may not have been aware of further implications of improved test scores, i.e. admission to certain universities, access to scholarships, placement out of remedial courses and directly into credit sequences, etc.

“Unlike most test prep programs, MyFoundationsLab is much more than a few practice tests and a testing acclimation tool.”

—North Dakota Center for Distance Education

December 2011 ACT Exam Retake Results After MyFoundationsLab Pilot



* Note: The ACT exam assesses students in English, Mathematics, Reading, and Science. MyFoundationsLab does not contain a section on Science. Students were given access to ACT practice tests; the ACT practice tests included the Science section.

ANALYSIS

Students who completed the MyFoundationsLab pilot course achieved across-the-board gains in the ACT exam. The average gain for ACT exam sections and subsections preceded by a student-completed MyFoundationsLab set of modules was four points. The only area where students did not improve was Science—the one subject area not covered in MyFoundationsLab.

Features of the ACT Exam Preparation pilot course based on MyFoundationsLab:

- Fully online
- Self-paced, with tutoring support from NDCDE teachers
- 10 weeks in duration
- Conducted prior to the December 2011 ACT retake exam

IMPLEMENTING MYFOUNDATIONS LAB

Students begin working in MyFoundationsLab by completing the Path Builder diagnostic Pre-Test for each section: Reading, Writing, Mathematics, and Study Skills. Based on the results of the assessment, MyFoundationsLab provides a personalized Learning Path for each student. Students then work independently in MyFoundationsLab, pursuing their personalized Learning Path with highly interactive learning activities designed to build mastery of the required skills. When ready, students can attempt the Post-Test for each section, achieving mastery by scoring 70% or higher.

RESULTS

Students who completed the MyFoundationsLab pilot and retook the ACT exam achieved consistent gains in three of four sections of the ACT exam: English, Mathematics, and Reading. The fourth section of the ACT exam, Science, is not covered in MyFoundationsLab. Students were given access to ACT practice tests to prepare for the Science section.

CONCLUSION

The NDCDE concluded that “MyFoundationsLab has a positive impact on the performance of a student retaking the ACT exam. That conclusion is derived from the overall gains attained by the students in the pilot and is confirmed by their performance in the one test section, Science, not specifically addressed in the MyFoundationsLab course.”

Deploying MyFoundationsLab to help 12th grade students become more college-ready is an innovation based on the NDCDE’s understanding that raising students’ ACT scores can increase students’ options for admission to certain universities, improve students’ chances to win scholarships, and propel students directly into credit-bearing course sequences, bypassing remedial studies. MyFoundationsLab is a modest intervention with potentially enormous benefits for students.

Based on these positive results, the NDCDE summed up, “The results of the pilot indicate to NDCDE that the MyFoundationsLab course should be offered to all students who are seeking to increase their performance on the ACT exam. It can be marketed in particular to those students who wish to qualify for the ND scholarship which has as one of its requirements a 24 composite on the ACT exam and/or to those students who have not achieved a college admission score of 22. The pilot indicates that those two motivating factors appear to produce the highest gains.”

PEARSON

For a product tour or to find out more, please visit www.myfoundationslab.com

A SUCCESS STORY



Dr. David Heredia
College Prep Reading Faculty
Miami Dade College, Miami, FL

COURSE NAME: Developmental Reading • COURSE FORMAT: Lab • CREDIT HOURS: 3
TEXT: D. J. Henry, *The Master Reader*

“Students felt engaged due to personalized modular instruction.”

COURSE INFORMATION

- NAME OF PROGRAM: College Preparatory Developmental Studies
- PROGRAM TYPE: College Success / Tutoring Support / Accelerated Remediation / Early Intervention

ASSESSMENT

- Students prescribed a modular, personalized Learning Path in MyFoundationsLab
- On completing their personalized Learning Path, students reassessed using the ACCUPLACER diagnostic Post-Test

MYLAB IMPLEMENTATION MyFoundationsLab was selected to reform instructional practices at Miami Dade. Faculty and administrators have been actively seeking alternative forms of instruction and remediation to make the developmental programs more efficient and effective. We adopted MyFoundationsLab to help each student engage actively with his or her own personalized learning experience and to achieve proficiency more rapidly. As a result, we expected improved completion rates at Miami Dade.

MyFoundationsLab was presented to students in Spring 2012 as a tutorial lab component of a developmental reading course. The class consisted of 25 students with various ability levels. The implementation of MyFoundationsLab focused on the modularized reading remediation. Each module contains an overview of skills, model of skill, animations, skill recall (quiz), practice applications, and mastery quizzes. These features were used continuously throughout the pilot program.

MYLAB BENEFITS Overall, students enjoyed working with MyFoundationsLab and, as a result, showed progress within various academic skills. Students felt engaged due to personalized modular instruction that was geared towards their academic needs. Students had the desire to succeed based upon improving their own individualized learning.

Through data analysis and ACCUPLACER diagnostic score reports, students showed accountability and motivation to improve scores within their assessments. Students were kept motivated and engaged within personal goals that fostered academic success within reading competencies.

CONCLUSION Students who did better on the pre-ACCUPLACER diagnostic tended to have had a richer experience than those who scored poorly. Students who scored poorly needed much more assistance. They felt more overwhelmed and needed a great deal of reinforcement and assistance to succeed within the modules.

Overall, students were independently engaged with MyFoundationsLab and showed significant growth in all areas of reading comprehension. MyFoundationsLab has improved student preparedness for college credit courses by enhancing critical

“Students had the desire to succeed based upon improving their own individualized learning.”

—Dr. David Heredia

thinking and study skills and by fostering active student engagement and motivation leading to improved student performance.

Further data analysis is forthcoming on the correlation between time spent in MyFoundationsLab and test scores and the difference in Pre- and Post-ACCUPLACER diagnostic scores.

Texas A&M International University Laredo, Texas

INSTRUCTOR Deborah M. Scaggs, Ph.D.

COURSE NAME College Composition I and II

CREDIT HOURS 3

COURSE FORMAT Hybrid

TEXTS *The Curious Writer* by Ballenger; *The Mercury Reader*; *The Little, Brown Handbook*, Brief Version by Aaron

CONTRIBUTION OF MYCOMPLAB TO FINAL GRADE 10-15%

TYPES OF DATA REPORTED Improvement in final course grades

MYLAB USER SINCE 2006

AT TEXAS A&M INTERNATIONAL UNIVERSITY, approximately 1000 freshmen take College Composition I and II, in 35-40 sections of no more than 30 students each. The student population at TAMIU is 95% Hispanic, and the vast majority of students represent the first generation in their families to attend college. Approximately half of students speak Spanish at home; the other half speak both Spanish and English at home. All speak English at school and are verbally articulate. Most, but not all, of Professor Scaggs' students experience difficulties with possessives, subject/verb agreement, and comma splices—challenges that are typical for ESL/ELL/HLL (Heritage Language Learner) students.

MyCompLab was already in use in TAMIU's composition courses when Professor Scaggs arrived in 2006. She notes, "I can't take credit for choosing MyCompLab, but it was definitely the right decision."

TEACHING WITH MYCOMPLAB

Professor Scaggs focuses her courses around genre-based writing and the writing process with an emphasis on strengthening students' critical reading, writing, and thinking skills. Classes are conducted in a hybrid format with one day in the lab and one day in lecture. Students begin by taking the MyCompLab diagnostic Pre-Test to assess their relative areas of strength and weakness.

Professor Scaggs asserts, "My students are ready to write, but they need targeted assistance with grammar, punctuation, and mechanics before they can really express their thoughts

"My philosophy is to let the technology (MyCompLab) do what it does best so that I can do what I do best—teach writing."

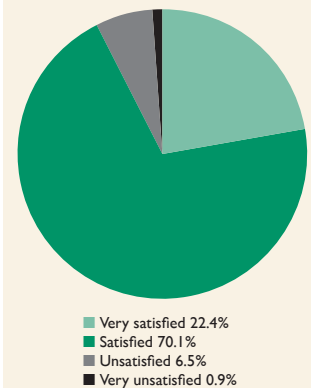
—Professor Deborah Scaggs

effectively in writing. MyCompLab's personalized Study Plan is the perfect solution. Students take the diagnostic Pre-Test and receive an assessment of areas they need to strengthen along with a personalized Study Plan that guides them through varied exercises."

Scaggs believes strongly that "decontextualized grammar instruction accomplishes nothing. If I focus on ideas in my teaching, I know that MyCompLab will

Student responses to MyCompLab

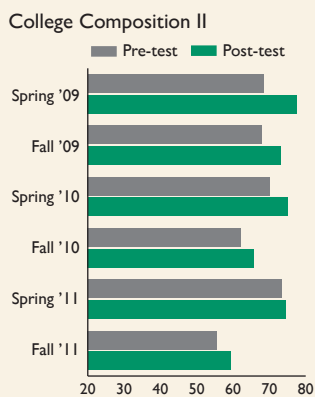
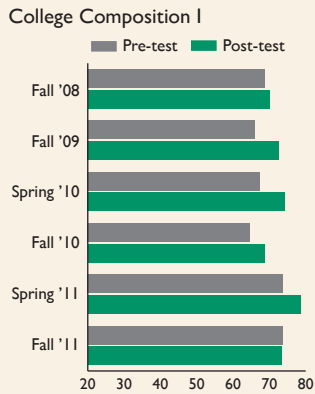
What is your overall level of satisfaction with MyCompLab?



ANALYSIS

92.5% of students either satisfied or very satisfied with MyCompLab!

Learning Gains Fall 2008 - Fall 2011 with MyCompLab



ANALYSIS

Students achieved consistent increases in scores from Pre-Test to Post-Test with MyCompLab. Also, instructors assessed students' actual writing and noted significant improvement in students' focus, organization, and development as well as in grammar mastery.

"MyCompLab unquestionably has an important role in helping students to achieve stronger overall writing skills."

—Professor Deborah Scaggs

give students the personalized, targeted help that will help them master the grammar component."

She continues, "MyCompLab is the perfect complement to my teaching. I want to spend valuable class time focusing on writing, not lecturing on grammar concepts that some students already understand. Meanwhile, MyCompLab offers an individualized study program that helps students master the fundamentals. My philosophy is to let the technology (MyCompLab) do what it does best so that I can do what I do best—teach writing."

Professor Scaggs appreciates that MyCompLab tracks each student's progress automatically. She says, "With MyCompLab, I can monitor each student's progress toward mastery of the designated grammar topics. Meanwhile, I observe that students' grammar skills mastery translates into improved writing—and that is, after all, the goal of the course. I base 85-90% of students' final grades on evaluation of their written work."

LEARNING WITH MYCOMPLAB

"Students absolutely love MyCompLab," Scaggs asserts. "Believe it or not, they love doing grammar exercises online. They love it because, with MyCompLab, they can make as many attempts as they need to achieve mastery on each concept, and they receive feedback every step of the way. This motivates them to persevere—and their test scores show that the approach works."

"MyCompLab gives students a great deal of control over their learning," says Scaggs. "The multi-media component is extremely effective because it allows students to choose to learn about a topic in the way that best fits their particular learning style."

RESULTS

Professor Scaggs cautions, "The Pre- and Post-Test scores do show improvement, but looking at these scores in isolation doesn't give a complete view of students' actual improvement. At TAMU, we've assessed students' actual writing and found significant improvement not just in grammar and mechanics but also in focus, organization, and development. We're striving for improvement in both grammar and the higher order writing skills. MyCompLab unquestionably has an important role in helping students to achieve stronger overall writing skills."

"MyCompLab made me a better writer. I believe it will continue to help me over time."

—Student, TAMU

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West Chester University of Pennsylvania West Chester, Pennsylvania

INSTRUCTOR Michelle Blake

COURSE NAME Effective Writing

COURSE FORMAT Traditional

TEXT *Writing Today* by Johnson-Sheehan and Paine

CONTRIBUTION OF MYCOMPLAB TO FINAL GRADE 5%; all assignments and papers completed and submitted in MyCompLab except final drafts

TYPES OF DATA REPORTED Improvement in final course grades

MYLAB USER SINCE 1999

PROFESSOR MICHELLE BLAKE'S SECTIONS of the Effective Writing course at West Chester University are populated by students in the Academic Development Program (developmental studies). Working in MyCompLab, students build competence at developing content and organizing ideas to address different audiences and purposes. The course also aims to build and reinforce strong academic skills.

Professor Blake says, "I use MyCompLab in this course and also in my Critical Writing course. The more I learn about MyCompLab, the more I use it. MyCompLab works so effectively to help students understand the benefits of the writing process and also to strengthen grammar skills where students need that support."

"Students are required to complete the MyCompLab diagnostic Pre-Test at the start of the term. They then work independently on their personalized Study Plan and on writing assignments. At the end of the term, students complete the diagnostic Post-Test." She

"Fundamental to its effectiveness is the way MyCompLab facilitates the giving and receiving of feedback on students' writing."

—Professor Michelle Blake

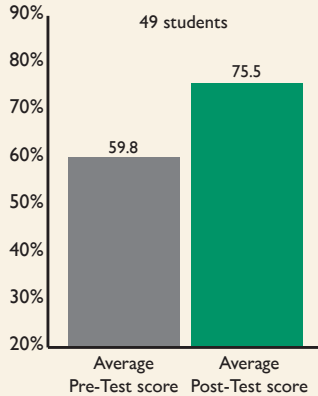
continues, "MyCompLab is technically a small percentage of students' final grade but is at the center of how I manage the course, of how I teach, and of how students experience the course. I post all course assignments in MyCompLab; students complete and submit all non-paper assignments, outlines, drafts and revisions in MyCompLab. Likewise, I use MyCompLab to post feedback about students' work and to respond to students' questions. The only hard copies that students submit all term are the final drafts of their major papers."

"Fundamental to its effectiveness is the way MyCompLab facilitates the giving and receiving of feedback on students' writing," explains Blake. "By the time students write a final draft on each of their papers, they have received feedback from me on their outline, feedback from a peer through peer review, feedback from Pearson Tutor Services, and optional feedback from me during office hours. Students also see how much a text can change from start to finish. MyCompLab helps students actively experience the power of the writing process."

"MyCompLab helps students **succeed** at both goals—**strengthening** grammar and study skills and also **accomplishing clear, effective** writing."

—Professor Michelle Blake

Comparison of MyCompLab Grammar Pre-Test and Post-Test Scores



ANALYSIS

Students using MyCompLab in spring 2012 improved an average of 15.7 points or 26.25% from Pre-Test to Post-Test. Calculating the learning effect returns a result of 1.3. (In an educational setting, a result higher than 0.8 is significant; 1.3 is a clear indication of students' measurable progress.)

“MyCompLab helps students actively experience the power of the writing process.”

—Professor Michelle Blake

PEARSON TUTOR SERVICES

“Pearson Tutor Services is one of the most important aspects of MyCompLab for my class,” says Blake. “Students love it, and I love it. Feedback is so important for student writers. Pearson Tutor Services gives students the opportunity to submit three papers for review by qualified writing experts. The feedback students receive from Pearson Tutor Services is always concrete and helpful. Pearson Tutor Services demonstrates to students that feedback is essential and that good writing takes time.”

LEARNING WITH MYCOMPLAB

“Students feel that MyCompLab is very efficient and streamlined, and they appreciate working in a paperless environment,” notes Blake. “Over time, I have noted a change in students as they use MyCompLab. They are more engaged—both in the classroom and outside. Students apply themselves to homework because they receive immediate feedback. MyCompLab helps to motivate students to persevere and to make progress.”

TEACHING WITH MYCOMPLAB

“I know that MyCompLab makes my teaching stronger,” states Blake. “The program allows me to respond in a very timely manner to students' work; they get rapid feedback on outlines and drafts. I often pull up student assignments on the Smart Board and together, we discuss and edit the students' actual writing in class. The Gradebook shows me immediately if there are students struggling, so I can email those students and get them the help they need. With MyCompLab, it's easy to focus the entire course around the students' writing.”

RESULTS

Student results from the most recent term of Effective Writing show clearly that students strengthened their writing skills with MyCompLab. Post-Test scores were an average of 15.7 points or 26.25% higher than Pre-Test scores. According to Blake, however, these numerical measures indicate a deeper success. Blake states, “These gains from Pre-Test to Post-Test confirm that students are building the foundational skills for good writing. What is perhaps even more compelling is that these gains correlate to solid improvement in students' actual writing. MyCompLab helps students succeed at both goals—strengthening grammar and study skills and also accomplishing clear, effective writing.”

CONCLUSION

Blake concludes, “My message to instructors considering MyCompLab is that MyCompLab is so much more than grammar exercises. The grammar component is exceptionally well done and gives students a personalized Study Plan to master the grammar concepts. But the real power of MyCompLab from an instructional and course management perspective is the consistent interaction with writing. Students' real writing—not rote exercises or dry examples—is at the center with MyCompLab. This focus makes the course so much more engaging and relevant for students.”

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MyCompLab®

A SUCCESS STORY



Sonya McCoy-Wilson
Department Chair of English and Social Sciences
Atlanta Technical College, Atlanta, GA

COURSE NAME: Composition and Rhetoric • CREDIT HOURS: 3
COURSE FORMAT: Traditional; Online; Hybrid; Lab
TEXT: *The Reader* by McDonald • MYLAB USER SINCE: 2010

“The Composing Space and the Pearson Tutor Services are an invaluable part of MyCompLab.”

COURSE INFORMATION

- I teach three sections/semester. Our department offers 10 sections/semester with 25-35 students per section.
- Required for all Associate Degree students
- Both traditional and non-traditional majors take this course

COURSE OBJECTIVES

- Course explores the analysis of literature and articles about issues in the humanities and in society.
- Students practice various modes of writing, ranging from exposition to argumentation and persuasion.
- Course includes a review of standard grammatical and stylistic usage in proofreading and editing.

ASSESSMENT:

- First Drafts: 10%
- Final Drafts: 60%
- MyCompLab Exercises: 20%
- Peer Review/Class Participation: 10%

MYLAB IMPLEMENTATION A few years ago, instructors in our department found themselves supplementing their course work with various practice exercises and web-based activities. When we met with Pearson, we discovered their products were the answer to all of our needs for supplemental, web-based tools. Pedagogically, the MyLab products are right on target, and they are practical because the labs can be bundled with textbooks.

In MyCompLab, we use the Composing Space and the individual skill-building exercises that are generated in MyCompLab. We demonstrate MyCompLab for students at the beginning of the course. Most MyCompLab work is done outside of class.

I would recommend that instructors use the Composing Space for first drafts only, because if you use the Composing Space for all essays, students will be less likely to come to class.

MYLAB BENEFITS The Composing Space and the Pearson Tutor Services are an invaluable part of MyCompLab. The automatic grading of exercises is a favorite feature for obvious reasons. Grading essays is time-consuming enough! Basic skill mastery

“If students use MyCompLab properly, the repetition and scaffolding naturally leads to mastery. Improved outcomes equal improved grades.”

—Professor Sonya McCoy-Wilson

is a problem for so many of our students. If students use MyCompLab properly, the repetition and scaffolding naturally leads to mastery. Improved outcomes equal improved grades.

CONCLUSION If you want your students to embrace MyCompLab, you must have a good attitude about it. The instructor’s attitude drives the climate of the class.

MyCompLab®

A SUCCESS STORY



Danielle Mehlman
Adjunct Professor of English
Belmont College, Saint Clairsville, OH

COURSE NAME: Composition I • CREDIT HOURS: 3; 4 in summer • COURSE FORMAT: Traditional; Online
TEXTS: *The Brief Penguin Handbook* by Faigley; *At a Glance* by Brandon • MYLAB USER SINCE: 2010

“Pearson Tutor Services helps me and my students. It’s a win-win.”

COURSE INFORMATION

- Required for all students
- Mostly first-year students
- 10-22 students in each section

COURSE OBJECTIVES

Students will learn:

- every type of essay including: compare/contrast, cause and effect, narrative and persuasive
- different modes of writing and parallelism
- how to develop thesis statements
- how to write and how to connect ideas together so that they flow properly

ASSESSMENT

- 100% of the final grade is based on essay writing, but 25% is dependent on students submitting three essays to Pearson Tutor Services through MyCompLab.

MYLAB IMPLEMENTATION

My department chose MyCompLab specifically for the Pearson Tutor Services feature. Students already know what their writing weaknesses are. When they use Pearson Tutor Services, students can focus on topics they specifically need help with—for example, content or grammar—and they like having the choice.

I pull up MyCompLab on the smart board in the classroom for teaching grammar lessons. I print out the podcasting notes as a reference and use those in class, too.

Every other week, students write a 5-paragraph essay, and the following week, they revise that essay. They submit three of

their essays to Pearson Tutor Services, and once the tutor sends an essay back, they revise and edit. After students submit essays, receive feedback, and then revise, I definitely see their writing improve.

Students have a corresponding homework assignment to work on based on the essay from that week. Before I lecture, students must read the corresponding handout and complete a worksheet.

MYLAB BENEFITS MyCompLab provides specific feedback through the Pearson Tutor Services, which allows students to focus on the areas where they need the most improvement. Most of my students lack confidence in their writing. They are anxious about taking a writing course, especially in college. Many of my students have been out of high school for at least 10 years and may not have written anything in a while.

Pearson Tutor Services always gives positive feedback first, and then some critical feedback for improvement. This

“MyCompLab tutors are very encouraging because they give you positive feedback first and then help perfect your writing by providing constructive remarks.”

—Deborah, Student, Belmont College

approach really helps with students’ confidence level.

CONCLUSION MyCompLab saves time for me. I do read through students’ essays, but it would be difficult for me to have to check word usage, for example, on every single essay. Pearson Tutor Services helps me and my students. It’s a win-win.

ALWAYS LEARNING

PEARSON

MyCompLab®

A SUCCESS STORY



Ann Bukowski Adjunct Instructor

Bluegrass Community and Technical College, Lexington, KY

COURSE NAME: Writing II • CREDIT HOURS: 3 • COURSE FORMAT: Online

TEXT: *Good Reasons with Contemporary Arguments* by Faigley and Selzer • MYLAB USER SINCE: 2004

“With MyCompLab, students improve 25-35% from Pre- to Post-Test.”

COURSE INFORMATION

- I teach 2 to 4 sections each semester with 27 students per section
- This course is required for students seeking a two-year degree and for some certificate programs.
- This course serves a diverse student population.

COURSE OBJECTIVES Students will learn to communicate effectively, think critically, learn independently, and examine relationships in complex and diverse environments.

ASSESSMENT

- MyCompLab Assignments: 20%
- Papers: 80%

MYLAB IMPLEMENTATION I chose to use MyCompLab because it allows students to improve their writing on an individual basis. The program is available 24/7, so students may spend as much time as they wish, on their own schedule, to improve their writing.

Since this is an online class, I begin the term by showing a video that walks students through the features of MyCompLab and shows them how to get started. Students are required to take the MyCompLab Pre-Test, work through weekly assignments, and then complete the Post-Test. I recommend that students spend time in MyCompLab doing as much grammar work as possible to improve their writing.

MYLAB BENEFITS MyCompLab really helps my students to improve their writing. My favorite feature of MyCompLab is the self-directed nature of the program. MyCompLab is available to students whenever they choose to do their assignments or get extra practice. The self-motivated students go far and then are rewarded all throughout the semester. Students who have particularly weak skills or are really far behind can use MyCompLab to catch up on their skills in grammar and MLA style.

In my classes, I see a consistent, 25%-35% improvement from Pre- to Post-Test among students who work in MyCompLab throughout the semester.

CONCLUSION My recommendation for new instructor-users is simply to play with MyCompLab to see what it has to offer.

I plan to expand my use of MyCompLab. Next term, I will use the online tutoring as an extra credit option for my stu-

“My favorite feature of MyCompLab is the self-directed nature of the program. MyCompLab is available to students whenever they choose to do their assignments or get extra practice.”

—Instructor Ann Bukowski

dents. Thank you for allowing my students to be independent adult learners!

MyCompLab®

A SUCCESS STORY



Denise Donaghue Adjunct Instructor of English Neumann University, Aston, PA

COURSE NAME: Rhetoric and Writing II • CREDIT HOURS: 3 • COURSE FORMAT: Blended
TEXTS: *Global Issues, Local Arguments: Readings for Writing* by Johnson; *Prentice Hall Reference Guide* by Harris
MYLAB USER SINCE: 2010

“Pearson Tutor Services provides a tremendous feedback resource for students.”

COURSE INFORMATION

- Required core curriculum course
- I teach two sections per semester, with 20 students each
- Blended class is either one day lab / one day lecture, or two days in the lab

COURSE OBJECTIVES To obtain competency in research and information literacy skills, critical thinking skills, writing skills, and reflective thinking

ASSESSMENT

- Homework: 10%
- Research Papers: 70%
- Portfolio: 10%
- Reflective Writing: 10%

All homework assignments, papers, peer reviews, and labs are completed in MyCompLab.

MYLAB IMPLEMENTATION

MyCompLab provides a centralized learning environment for all of the research and writing coursework. MyCompLab facilitates student lab work, skill development, compos-

ing, and revising, and it enables me to provide students with an individualized study plan and feedback. Specific resources such as “Avoiding Plagiarism” help prepare students to write the required assignments: Annotated Bibliography, Comparative Review, Critical Analysis, and Final Researched Argument.

Students are required to access: Cite Sources, Check Sources, Peer Review and Pearson Tutor Services. In addition to the syllabus, all course documents that students are required to access are made available in the conveniently located Document Share. The Office Hours videos are fre-

quently viewed in class to reinforce the skills of peer review and researching to avoid plagiarism.

MYLAB BENEFITS MyCompLab enables me to organize all assignments and learning resources. Additionally, I can grade a high volume of papers in a timely manner. My two favorite features in the MyCompLab student composing space are Cite Sources and Pearson Tutor Services. Cite Sources enables the students to create correctly formatted reference lists, annotated bibliographies, and note cards through Noodle Bib. Pearson Tutor Services allows my students to submit their best possible first draft with complete confidence. What’s more, I have full access to the tutor comments.

My students must summarize and paraphrase without plagiarizing. “Source Check” and lab practices validates that students adhered to requirements prior to submitting their papers.

Students become fully engaged in the course by seeing all

“MyCompLab is a centralized, efficient, and paperless learning environment that enables me to organize all assignments and learning resources.”

—Professor Denise Donaghue

the course documents and resources in a centralized learning and writing environment. They value the opportunity to receive efficiently delivered feedback in one space from multiple reviewers for each assignment.

CONCLUSION My use of Class Prep continues to expand each semester. This valuable teacher resource compiles skill building, videos, and other teaching tools, and it provides countless opportunities to scaffold student learning, equipping them with the necessary skills to become effective writers.

ALWAYS LEARNING

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MyCompLab®

A SUCCESS STORY



Ann Hall
Professor of English
Old Dominion University, Norfolk, VA

COURSE NAME: College Writing I and II • CREDIT HOURS: 3 • COURSE FORMAT: Lab
TEXTS: *Quick Access* by Troyka & Hesse; *Common Culture* by Petracca & Sorapure
MYLAB USER SINCE: 2008

“MyCompLab shows students that they can learn how to write well.”

COURSE INFORMATION

- College Writing I and II are required freshman writing courses
- Both classes take place in a campus computer lab
- I teach two sections per semester, averaging 20 students each

COURSE OBJECTIVES

- Introduce students to college-level writing; get students engaged with and responding to texts
- Teach students argumentation, using textual support
- In the second half of the year, we work on the long research paper and teach students how to go about researching, evaluating, and incorporating websites and other sources

ASSESSMENT

- MyCompLab: 20%
- Writing Assignments: 80%

MYLAB IMPLEMENTATION

I chose MyCompLab because students were having grammar and basic writing issues. I assign the MyCompLab diagnostic Pre-Test at the beginning of class to see how students are doing, and I assign the Post-Test at the end of class so students can see their progress.

Throughout the semester I primarily use the grammar and punctuation exercises in MyCompLab, and I choose specific areas in MyCompLab based on assignments. For example, our first assignment of the semester is to write an analysis of an advertisement. I ask students to review the analysis section in MyCompLab before writing their first draft.

I ask students to use the Pearson Tutor Services as a source of extra (professional) feedback on their drafts and, this past year, we began using WriteClick. I have already noticed students who use WriteClick and review it favorably are doing better on their writing assignments.

MYLAB BENEFITS The benefits of MyCompLab are the abundance and variety of practice exercises and the program's accessibility. Students can access MyCompLab from home. I even joke with them, “You can do grammar exercises while you're on vacation, isn't that great?!”

CONCLUSION I would advise a new instructor-user to make a commitment to incorporate one or two new MyCompLab features every semester. MyCompLab has so much to offer. Just press a button and try something! If

“I have noticed improvement—students write longer sentences and longer paragraphs based on a combination of using MyCompLab and the in-class writing assignment.”

—Professor Ann Hall

you only do one activity, have students take the diagnostic Pre-Test at the beginning of the class, and then take the diagnostic Post-Test at the end of the term so they can see how they have improved.

MyCompLab shows students that they can learn how to write well. It encourages them to keep working and not give up. Students learn that writing is a lifetime practice.

ALWAYS LEARNING

PEARSON

A SUCCESS STORY



Tara Foster

Professor of English, Composition, and Film

Portland Community College, Portland, OR

COURSE NAME: Introduction to Expository Writing • CREDIT HOURS: 4

COURSE FORMAT: Traditional • TEXT: *Nexus: A Rhetorical Reader for Writers* by Flachmann and Flachmann

MYLAB USER SINCE: 2012

“Students learn grammar at their own pace, on their own time.”

COURSE INFORMATION This is a required course for all students who test into Introduction to College Composition. All types of students take this course—traditional, non-traditional, freshmen, majors, non-majors, and certificate-seeking students.

COURSE OBJECTIVES

- Introduces college-level skills in reading critically, exploring ideas, and writing.
- Students compose essays which support a thesis through structure appropriate to both thesis and reader and learn to revise for clarity and correctness.

ASSESSMENT

- MyCompLab and In-Class Writing: 20%
- Final Exam: 20%
- Essay: 60%

MYLAB IMPLEMENTATION I use the diagnostic in MyCompLab to help each student determine his or her weaknesses in writing. MyCompLab assesses and creates a Study Plan for each student. I like the Study Plan because it offers many learning options for students, such as kinesthetic exercises, audio podcasts, and visual pages. Every other week, I assign grammar or research and documentation assignments through MyCompLab. Students do these exercises before I lecture about the content and, as a result, they seem more engaged in the discussion. They take partial ownership in the teaching and all ownership in learning the lecture content.

MYLAB BENEFITS In using MyCompLab, I spend less time lecturing about grammar, research, and documentation basics, and more time focusing on organization and composition strategies. My favorite part of using MyCompLab is that it does the grading work for me. It is very easy to set up assignments, and I don't have to grade those assignments!

With MyCompLab, students can learn grammar at their own pace, on their own time, and they don't have to listen to a massive grammar lecture every time they attend class. They also get specialized attention for specific grammar issues. The students who submit their work to the tutor service through MyCompLab also see that feature as a huge benefit.

CONCLUSION My advice to new instructor-users is to be patient with your students. MyCompLab is a new experience for many of them and some take awhile to get the hang of it. Also, be sure to tell your students how important it is to work

“In using MyCompLab, I spend less time lecturing about grammar, research, and documentation basics, and more time focusing on organization and composition strategies.”

—Professor Tara Foster

off the calendar, as I have had students mistake their study plan for their assignments due.

I do plan on expanding my use of MyCompLab by having students turn in all essay assignments through MyCompLab. I also plan to use it a lot more to teach research and documentation. I will be implementing MyCompLab in my English composition courses next.

MyCompLab®

A SUCCESS STORY



Kami Hancock Instructor

Saint Louis University, St. Louis, MO

COURSE NAMES: Introduction to Composition; Advanced Strategies of Rhetoric and Research

CREDIT HOURS: 3 • COURSE FORMAT: Traditional

TEXT: *Writing For College and Beyond* and *Guide to Writing* by Faigley • MYLAB USER SINCE: 2005

“MyCompLab gives students authority over their growth as a writer.”

COURSE INFORMATION

- Advanced Strategies of Rhetoric and Research is a core requirement for all first-year students
- Introduction to Composition is required for students whose ACT/SAT score is below the required level
- Class meets once a week in lab. University is 100% wireless and almost all students carry laptops

COURSE OBJECTIVES

Students will be able to:

- Produce clear writing
- Understand research and documentation for their particular field of study
- Have an effective argument or discussion on varied topics
- Possess a sense of authority in their writing

ASSESSMENT

- Four Papers: 40%
- Research Project: 40%
- Portfolio: 20%
- MyCompLab required: all work completed online

MYLAB IMPLEMENTATION

Students use MyCompLab to compose, to create bibliographies, to understand methods of research and MLA styles, and to submit their papers and portfolios. We work up to writing essays with writing prompts and skill-building exercises in MyCompLab. For example, last week I chose a MyCompLab writing prompt with a photo comparing Marilyn Monroe to Lady Gaga. Students wrote a response in a composition exercise and also completed a related skill-building exercise on commas and subordinate conjunctions.

Students take the diagnostic Pre- and Post-Test in MyCompLab and follow their personalized Study Plan. We have an on-campus writing service, but I also encourage them to use Pearson Tutor Services.

MYLAB BENEFITS The major benefits of MyCompLab are its 24/7 availability and flexibility. The calendar feature and ease of uploading assignments help in managing the classroom. Also, the composing space and online portfolio allow me to respond to student work immediately. MyCompLab enables more dialogue and discussion, and I have a clear assessment of each student's skill and ability.

MyCompLab adapts to each student's pace and level. Students are in control of making the changes they need and want to make in their writing. With MyCompLab, students have a resource and a means to continue growing as writers after the course is over.

Students work through and understand the MyCompLab skill-building exercises more than if I were to lecture about the same topic. This frees up class time to discuss larger rhetorical principles.

“With MyCompLab, we typically see a 30% improvement in student Pre-Test to Post-Test scores. As we use MyCompLab more, we see larger percentage improvements.”

—Instructor Kami Hancock

CONCLUSION In the course of a year, I have seen students improve dramatically with MyCompLab. MyCompLab is a win-win for the instructor and for students.

ALWAYS LEARNING

PEARSON

A SUCCESS STORY



Natasha Whitton Instructor

Southeastern Louisiana University, Hammond, LA

COURSE NAME: Critical Reading and Writing • CREDIT HOURS: 3 • COURSE FORMAT: Online
TEXT: *Little, Brown Handbook* by Fowler and Aaron; *Word and Image: Invitations to a Culture of Writing*
by Wiemelt, Whitton, and Slawson (a custom rhetoric/reader) • MYLAB USER SINCE: 2008

“MyCompLab has changed the way that I teach writing in the online environment.”

COURSE INFORMATION

- I teach 2-5 sections per semester with 20-25 students per course
- Required course for all students

COURSE OBJECTIVES

Students will:

- Improve their skills as writers, readers, and critical thinkers
- Read and write about literature and other essays
- Practice writing expository papers
- Learn the use of primary and secondary sources, basic documentation skills, and how to use research in writing
- Develop an ability to write for various audiences and purposes
- Develop productive planning and revising processes for their papers
- Review punctuation, mechanics, grammar, and sentence structure

ASSESSMENT

- Papers (submitted through MyCompLab): 60%
- Midterm Exam: 15%
- Quizzes & Assignments (including MyCompLab diagnostics and Study Plan): 25%

MYLAB IMPLEMENTATION Students take the MyCompLab Pre- and Post-Diagnostics and work through their personalized Study Plan. I use the assignments on writing and research, as well as the literature components and Longman lectures. The videos work well both online and in-person. They help me open discussion on topics like planning, drafting, revising, and editing.

Students submit all rough drafts and final drafts through MyCompLab, and MyCompLab automatically grades their work. I

use MyCompLab for peer review, and students can submit drafts to Pearson Tutor Services for additional feedback.

MYLAB BENEFITS I chose MyCompLab because when you teach 100% online, you need more than just course management software—you need a discipline-specific tool that helps students stay on track.

I love being able to conduct peer review online and to assign the personalized Study Plan for students. I find that the MLA diagnostic really helps students to stay on track with formatting.

My students are trying to improve their writing while conducting research. The MyCompLab Study Plan enables students to improve their grammar skills and take ownership of their learning path. They can see their improvement and have multimodal opportunities to engage with material. Students really benefit with MyCompLab.

“I am learning a lot on my MyCompLab Study Plan. I feel I have a much better perspective on what I have studied thus far (planning and drafting). I have basically thrown away my original rough draft, and I am starting over hoping to write with more continuity and direction.”

—Student, Southeastern Louisiana University

CONCLUSION MyCompLab has changed the way that I teach writing in the online environment. I can no longer imagine teaching 100% online courses without MyCompLab’s easy-to-use composing space, automated grading, peer review, source location and identification, and tutoring. All of my students comment on the improvement that they see in their work after working in MyCompLab.

MyLiteratureLab®

A SUCCESS STORY



Keming Liu

Professor of English

Medgar Evers College/CUNY, Brooklyn, NY

COURSE NAME: Introduction to Literature • CREDIT HOURS: 3 • COURSE FORMAT: Hybrid; Online
TEXT: eAnthology in MyLiteratureLab • MYLAB USER SINCE: 2009

“MyLiteratureLab forces students to take responsibility and control of their own learning.”

COURSE INFORMATION

- Course required of all majors
- Mainly sophomores take this course

COURSE OBJECTIVES

Students will learn to:

- Analyze a range of literary genres and texts by authors of diverse cultures and periods
- Analyze literal and figurative language using appropriate terminology
- Analyze how the cultural, political, and economic contexts relate to the production of literature
- Make statements of fact and interpretation about literature and provide and evaluate evidence and reasoning for such statements
- Develop the ability to think critically, discuss, write about, and research literature
- Work effectively as a member of a learning community engaged in intellectual inquiry

ASSESSMENT

- Quizzes/Tests: 25%
- Low-Stakes Writing Assignments/Portfolio: 35%
- High-Stakes Assignments: 40%

MYLAB IMPLEMENTATION MyLiteratureLab is an integral part of every assignment. All assignments are posted to MyLiteratureLab. Each student must complete online lectures, videos, and related materials built into each low- and high-stakes assignment. I also require that students build an ePortfolio in MyLiteratureLab—a wonderful way for students to track their progress. Students also use the document sharing

function to collaborate on assignments. Without full participation in MyLiteratureLab activities, a student will not receive a passing grade.

I appreciate the all-in-one-place course administration features of MyLiteratureLab including a built-in course calendar, the ability to customize the course menu, a live chat feature, a document sharing feature (for group collaboration), and WriteClick (an application that encourages students to critically think about their writing, and then edit accordingly).

MYLAB BENEFITS I chose MyLiteratureLab because its rich online resources encourage full participation in active reading and thinking. MyLiteratureLab also enables me to cater to students at all levels and with different learning styles. Fully online

“I chose MyLiteratureLab because its rich online resources encourage full participation in active reading and thinking. MyLiteratureLab also enables me to cater to students at all levels and with different learning styles.”

—Professor Keming Liu

classes can feel anonymous, and the Live Chat feature connected me with my students personally.

I spend less time designing course materials because MyLiteratureLab has so much to offer. For example, I can strategically assign readings that have related resources in MyLiteratureLab including videos, contextual/background information, lectures, quizzes, tests and exercises.

CONCLUSION The resources in MyLiteratureLab afford students rich contextual information and promote analytical and critical thinking. MyLiteratureLab sharpens students’ meta-cognitive skills and awareness—it forces students to take responsibility and control of their own learning.

ALWAYS LEARNING

PEARSON

MyLiteratureLab®

A SUCCESS STORY



Winnie Melinda Kenney
Associate Professor of English Composition
Southwestern Illinois College, Belleville, IL

COURSE NAME: World Literature I • CREDIT HOURS: 3 • COURSE FORMAT: Traditional
TEXT: *Gateways to World Literature* by Damrosch • MYLAB USER SINCE: 2006

“MyLiteratureLab has so many tools and resources to help students.”

COURSE INFORMATION

- I teach one section each fall semester with a maximum enrollment of 30 students.
- This course fulfills a humanities elective.

COURSE OBJECTIVES

Students will be able to:

- Identify different literary genres and forms
- Apply various critical approaches to literature
- Explain how literary texts reflect and are shaped by their social, historical, and cultural contexts
- Demonstrate an appreciation of the perspectives, whether culturally specific or individually unique, of other people via literary texts
- Reflect upon their own preconceptions, values, and choices

ASSESSMENT

- Presentations: 18-26%
- Readings: 7-11%
- MyLiteratureLab: 66% (Annotated Reviews 42%; Drafts and Final Drafts 18%; Peer and Instructor Reviews 6%)
- Professionalism: 5%

MYLAB IMPLEMENTATION Based on feedback from my former composition students, I looked for one-stop shopping for an online resource and chose MyLiteratureLab. MyLiteratureLab offers composition, collaboration, peer review, and portfolio assignments, as well as resources on world literature, introduction to literature, writing, grammar, and research. Students can complete all of the various required assignments as well as access the support they need.

I use composition assignments in MyLiteratureLab for annotated reviews and essays. For essays, I assign peer review of

the first draft. I recommend the world literature resources to students, and in class, I show the Introduction to Literature and Literary Theory links so that students know where they are and may refer back to them when completing assignments.

MYLAB BENEFITS I like being able to offer in-text feedback as well as holistic feedback on student essay drafts and peer reviews in MyLiteratureLab. Getting feedback from peers and from the instructor in MyLiteratureLab is a huge benefit to students. Having the students upload their drafts in the Composing Space eliminates issues of students having different word processors. Students can view comments placed in the draft to see what and where changes could be made. Also, comments through the “View Drafts” and “Comments” buttons allow a student to see the changes separate from his/

“I like having the ability to offer in-text feedback as well as holistic feedback on student essay drafts and peer reviews in MyLiteratureLab.”

—Professor Winnie Melinda Kenney

her own draft, thereby leaving ownership with the writer over which suggestions to heed.

Some additional benefits include the Gradebook, which keeps students posted on their progress. I love how all the writing prompts I have used are archived in MyLiteratureLab for re-use or revision.

CONCLUSION The greatest challenge students face in my course is using literary theory as a lens through which to read a work. MyLiteratureLab has so many tools and resources to help students meet this challenge, including information on writing a literature research paper and sample research papers.

MyCompLab®

MyFoundationsLab®

MyLiteratureLab®

MyReadingLab™

MySkillsLab®

MyTechCommLab™

MyWritingLab™