

# NCEN 400: ENGLISH BRIDGE

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2024
<b>Units:</b>	0
<b>Hours:</b>	2 lecture per week (24 total per quarter)
<b>Advisory:</b>	Not recommended for students in the ESLL pathway, or those who have already taken ENGL 1A or higher.
<b>Degree &amp; Credit Status:</b>	Non-Degree-Applicable Non-Credit Course Basic Skills, 3 Levels Below Transfer
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	None
<b>Grade Type:</b>	Non-Credit Course (Receives no Grade)
<b>Repeatability:</b>	Unlimited Repeatability

## Description

Introduction to college-level English coursework, providing awareness of and access to college resources and pathways, and instruction in and review of reading comprehension, writing, critical thinking, metacognition, and study strategies. Students develop techniques for understanding, discussing, and writing about college-level texts; practice sentence-combining, grammar, and mechanics; reflect on their own reading and writing process; evaluate and create strategic approaches for college-level assignments across the disciplines; practice metacognitive and mindfulness activities designed to engage self-reflection and improve self-efficacy; and learn tactics for approaching high-stakes assignments. Emphasis is placed on developing positive attitudes and methods when tackling challenging texts and high-stakes writing assignments, such as timed exams, text-based essays, research essays, and presentations. Focus on collaboration with instructors, counselors, embedded tutors, and fellow students, to build confidence and gain the tools to succeed in college.

## Course Objectives

The student will be able to:

1. Navigate the college campus, access resources, and gain an awareness of college pathways.
2. Improve proficiency in critical reading.
3. Improve proficiency in academic writing.
4. Develop strategies for tackling high-stakes assignments across the curriculum.
5. Gain meta-cognitive awareness of personal attitudes and behaviors necessary for college success.
6. Develop personal strategies to overcome obstacles and persist through academic and institutional challenges.
7. Engage in service leadership by developing and planning future presentations on learning experiences, success strategies, and/or projects for the class, campus, or community.

## Course Content

1. Navigate the college campus, access resources, and gain an awareness of college pathways
  - a. Identify, locate, and begin to access campus resources
    - i. Student support services, such as:
      1. Counseling
      2. EOPS
      3. Financial Aid
    - ii. Academic support services, such as:
      1. The Learning Resource Center (LRC)
      2. Writing and Language Center (WLC)
      3. STEM Center
      4. Pass the Torch
      5. Foundations Lab/The Garden
      6. Library
    - iii. Course management and materials resources, such as:
      1. Canvas
      2. Zoom
      3. Studio Tools
      4. Google Docs
2. Identify and explore potential pathways for success and achievement of academic goals, such as:
  - a. Academic paths for transfer, certificates, and degrees at the 2-year college
  - b. Guided Pathways Maps
  - c. The English sequence and learning communities, such as:
    - i. Puente
    - ii. Umoja
    - iii. Science Learning Institute
    - iv. Humanities Mellon Scholars
  - d. University and 4-year colleges
3. Begin to develop a personal path for success, for example:
  - a. Determine a major, or area of study or interest
  - b. Create an Educational Plan with a counselor
  - c. Visit a university for a campus tour
  - d. Explore courses of interest across the curriculum
4. Improve proficiency in critical reading
  - a. Develop meta-cognitive awareness of reading as a process of engagement between the reader, the text/author, and the world, such as:
    - i. Reflect on the "Ongoing Conversation" within academic texts and discourse
    - ii. Explore models of Integrated Reading & Writing (IRW)
    - iii. Visualize the intersection of reader, author, and world through Venn Diagram Questioning Circles
  - b. Gain and express personal agency as a reader, such as:
    - i. Opinions of agreement and disagreement with an author's argument
    - ii. Debate with classmates on a topic, issue, or situation within a text
    - iii. Personal preference for different texts or genres
    - iv. Individualized reading strategy chosen to fit a learning style
    - v. Reader-response activities focused on bridging personal experience with textual analysis
  - c. Learn and explore a variety of active reading strategies, such as:

- i. Annotation
  - ii. Freewriting
  - iii. Think-pair-share
  - iv. Questioning the author
  - v. PPPC (Preview, Predict, Pre-read, Code)
  - vi. KWL+ (What do you know, what do you want to know, what did you learn, what else?)
  - vii. IRW Questioning Circles & Question Stems
- d. Strengthen academic textual literacy and practice identifying critical elements of expository texts, such as:
  - i. Genre
  - ii. Form
  - iii. Essay structure
  - iv. Paragraph structure
  - v. Thesis
  - vi. Main ideas
  - vii. Supporting details
- e. Develop basic strategies to discover a writer's or speaker's argument and purpose, such as:
  - i. Previewing the text
  - ii. Researching the author
  - iii. Investigating logos, ethos, and pathos within the text
  - iv. Identifying diction and tone
- 5. Improve proficiency in academic writing
  - a. Develop meta-cognitive awareness of the writing process
    - i. Understand the reading-writing connection, and that academic texts serve as models and information for student writing
    - ii. Understand writing as a recursive process with stages for development and refinement
    - iii. Recognize the power of personal voice and writer's purpose in effective argumentation, persuasion, and academic writing
  - b. Identify and practice important stages and techniques in the writing process, such as:
    - i. Pre-writing: brainstorming, freewriting, debating, clustering, and mapping
    - ii. Planning and outlining
    - iii. Drafting
    - iv. Peer review
    - v. Revising
    - vi. Editing
  - c. Practice crafting a basic thesis statement and topic sentences in response to direct questions or tasks for college-level assignments
  - d. Practice crafting and organizing paragraphs and essays
  - e. Practice sentence level skills, including sentence-combining, grammar, and mechanics
- 6. Develop strategies for tackling high-stakes assignments, including timed exams, text-based essays, research essays, tests, and presentations in English and across the curriculum
  - a. Practice reading and understanding the criteria and requirements for a variety of writing assignments across the curriculum, such as:
    - i. Prompts from English composition and literature, psychology, sociology, biology, history, health, art history, media, and child development
    - ii. Gain class experience and practice for high-stakes settings or assignments, such as:
      - i. Challenging essay topics
      - ii. Text-based or research-based papers
    - iii. In-class exams or tests
    - iv. Taking notes on lectures or films
    - v. Oral presentations
  - c. Apply reading and writing strategies to develop a process for responding to difficult tasks
- 7. Develop meta-cognitive awareness of attitudes and behaviors necessary for college success
  - a. Reflect on past experiences to identify personal challenges posed by reading, writing, and college
  - b. Use mindfulness practices to cultivate strategies for managing stress and anxiety while increasing focus
  - c. Evaluate models of successful students and programs to identify existing and newly developing strengths and strategies within the student that could be applied to challenges
  - d. Reflect on and begin to apply personal strengths in communication, critical thinking, reading, and writing to academic activities
- 8. Present strategies for academic success to others in order to internalize skills and mindsets, for example:
  - a. Class presentations: group and individual
  - b. Multi-media presentations for campus and community audiences, including video, blogs, websites, slides, webtoons, etc.
  - c. Campus-wide presentations in groups, for example:
    - i. Student Orientations, Day on the Hill, Opening Day activities, Guided Pathways events
    - ii. Research & Service Leadership Symposium
- 9. Explore opportunities for campus and community engagement, and interdisciplinary activities, for example:
  - a. Student Leadership programs and projects within the ASFC, including CAP
  - b. Clubs and Heritage Month events
  - c. Research & Service Leadership Symposium
  - d. Humanities Mellon Scholars
  - e. Science Learning Institute (SLI)
  - f. Business Innovation Challenge
  - g. Internships
  - h. Journalism in [The Script](#)

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught on campus: smart classroom; internet access; transportation for university tours, as required; embedded tutor.
2. When taught virtually: ongoing access to computers, internet, Zoom, and email.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

In-class reading and writing  
Study skills practice

Peer and group work  
 Class discussion and participation  
 Practice exams  
 Final presentation of student learning  
 Service leadership and creative projects

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture and direct instruction on topics  
 Class discussion (whole class and small group) on readings, topics, and strategies  
 Small group and individual work on reading and writing skills  
 Instructor-guided, workshop-based development of written work  
 Presentations followed by in-class discussion, peer and instructor evaluation  
 Experiential learning through campus engagement followed by class presentations  
 Independent, supported, online learning in course modules  
 Regular group and/or individual tutoring with instructor and embedded tutors

## Representative Text(s) and Other Materials

Graff, Gerald, Cathy Birkenstein, and Russel Durst. They Say, I Say: The Moves That Matter in Academic Writing, with Readings, 5th ed.. 2021.

Altman, Pam, Lisa Metge-Egan, and Mari Caro. Sentence-Combining Workbook, 5th ed.. 2018.

While some of these texts are older than 5 years, they continue to provide the necessary skills for critical reading, writing, and thinking needed to succeed in college-level English and courses across the disciplines.

Instructor should provide a selection of appropriate, college-level readings sampling from representative texts across the disciplines, as well as reference materials focused on the strategies for integrated reading and writing and sentence-level skills. Above are two works that exemplify this blend of resources. The Graff, et al., text is an example of an anthology of readings across the disciplines with writing strategies, and the Altman, et al., text an example of a sentence combining or grammar workbook.

Open educational resources (OER) are also available for class and independent student work, including the following support materials and tutorials through the Foothill Library, academic websites, and YouTube Videos:

EBSCO Learning Express. Core English Skills. 2022. (library subscription database)

Academic reading skills:

1. <https://students.dartmouth.edu/academic-skills/learning-resources/reading>
  2. <http://www.uefap.com/reading/readfram.htm>
  3. Writing an Essay: <https://lklivingston.tripod.com/essay/links.html>
  4. Essay structure: [http://www.custom-essays.org/Essay\\_Structure.html](http://www.custom-essays.org/Essay_Structure.html)
  5. Citation styles:
- a. MLA FAQs: <https://style.mla.org/sections/ask-the-mla/>

b. APA FAQs: <https://apastyle.apa.org/learn/faqs/index>

6. YouTube videos should also be utilized - search for study skills, note-taking, time management, etc.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

Supplementary assignments may be undertaken at the request of the student, including: completion and revision of in-class writing assignments; reading of a full-length book; meeting with embedded, peer, or faculty tutors; practice in sentence combining and construction; presentations; guided placement or development of an Educational Plan with counselors.

## Discipline(s)

English