

NCEN 400: ENGLISH BRIDGE

Foothill College Course Outline of Record

Heading	Value
Units:	0
Hours:	5 lecture per week (60 total per quarter)
Advisory:	Not recommended for students in the ESLL pathway, or those who have already taken ENGL 1A or higher.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 3 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	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, test-taking 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; and learn tactics for improved test-taking. Emphasis is placed on developing positive attitudes and methods when tackling challenging texts and high-stakes writing assignments, such as timed in-class exams or the English placement test. 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:

- A. Navigate the college campus, access resources, and gain an awareness of college pathways
- B. Improve proficiency in critical reading
- C. Improve proficiency in academic writing
- D. Develop strategies for tackling high-stakes assignments and tests in English and across the curriculum
- E. Gain meta-cognitive awareness of personal attitudes and behaviors necessary for college success

Course Content

- A. Navigate the college campus, access resources, and gain an awareness of college pathways
 1. Identify, locate and begin to access campus resources
 - a. Student support services, such as:
 - 1) Counseling
 - 2) EOPS
 - 3) Financial Aid
 - b. Academic support services, such as:
 - 1) The Teaching and Learning Center
 - 2) Pass the Torch

- 3) Foundations Lab
- 4) STEM Center
- 5) Library
- c. Course management and materials resources, such as:
 - 1) Canvas
 - 2) Turnitin.com
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. The English sequence and learning communities, such as:
 - 1) FYE
 - 2) Puente
 - 3) Umoja
 - 4) ENGL 1S/1T
 - c. University and 4-year colleges
3. Begin to develop a personal path for success, for example:
 - a. Create an Educational Plan with a counselor
 - b. Visit a university for a campus tour
- B. Improve proficiency in critical reading
 1. Develop meta-cognitive awareness of reading as a process of engagement between the reader, the text/author, and the world
 - a. Gain and express personal agency as a reader, such as:
 - 1) Opinions of agreement and disagreement with an author's argument
 - 2) Debate with classmates on a topic, issue or situation within a text
 - 3) Personal preference for different texts
 - 4) Individualized reading strategy chosen to fit a learning style
 2. Learn and explore a variety of active reading strategies, such as:
 - a. Annotation
 - b. Freewriting
 - c. Think-pair-share
 - d. Questioning the author
 - e. PPPC
 - f. KWL+
 3. Strengthen academic textual literacy
 - a. Practice identifying critical elements of expository texts, such as:
 - 1) Genre
 - 2) Form
 - 3) Essay structure
 - 4) Paragraph structure
 - 5) Thesis
 - 6) Main ideas
 - 7) Supporting details
 - b. Develop basic strategies to discover a writer's or speaker's argument and purpose
 - C. Improve proficiency in academic writing
 1. Develop meta-cognitive awareness of the writing process
 - a. Understand the reading-writing connection, and that academic texts serve as models and information for student writing
 - b. Understand writing as a recursive process with stages for development and refinement
 2. Identify and practice important stages and techniques in the writing process, such as:
 - a. Pre-writing: brainstorming, freewriting, debating, clustering, and mapping
 - b. Planning and outlining
 - c. Drafting
 - d. Peer review
 - e. Revising
 3. Practice crafting a basic thesis statement and topic sentences in response to direct questions or tasks for college-level assignments
 4. Practice crafting and organizing paragraphs and essays

5. Practice sentence level skills, including sentence-combining, grammar, and mechanics

D. Develop strategies for tackling high-stakes assignments and tests in English and across the curriculum

1. Practice reading and understanding the criteria for a variety of writing assignments across the curriculum

2. Gain class experience and practice for high-stakes settings or assignments, such as:

a. Challenging essay topics

b. Lengthy or research-based papers

c. In-class exams or tests, such as:

1) Placement test

d. Taking notes on lectures or films

e. Oral presentations

3. Apply reading and writing strategies to develop a process for responding to difficult tasks

E. Develop meta-cognitive awareness of attitudes and behaviors necessary for college success

1. Reflect on past experiences to identify personal challenges posed by reading, writing and college

2. 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

3. Present strategies for success to others

Lab Content

Not applicable.

Special Facilities and/or Equipment

A. Smart classroom

B. Internet access

C. Transportation for university tours, as required

D. Testing Center accommodations for placement re-testing

E. Embedded tutor

Method(s) of Evaluation

A. In-class reading and writing

B. Practice tests

C. Study skills practice

D. Peer and group work

E. Class discussion and participation

F. Final presentation of student learning

Method(s) of Instruction

A. Lecture and direct instruction on topics

B. Class discussion (whole class and small group) on readings, topics and strategies

C. Small group and individual work on reading and writing skills

D. Instructor-guided, workshop-based development of written work

E. Presentations followed by in-class discussion, peer and instructor evaluation

Representative Text(s) and Other Materials

A. Anthology of readings with writing strategies, such as:

1. Graff, Gerald, Cathy Birkenstein, and Russel Durst. They Say/I Say: The Moves That Matter in Academic Writing: With Readings. 3rd ed. Norton, 2015.

B. Sentence combining or grammar workbook, such as:

1. Altman, Pam. Sentence-Combining Workbook. 4th ed. Wadsworth, 2015.

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; re-taking the placement test; and development of an Educational Plan.

Discipline(s)

English