NCEN 401A: BRIDGE TO TRANSFER ENGLISH

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
Units:	0
Hours:	2 lecture per week (24 total per quarter)
Advisory:	When enrolled in ENGL C1000, concurrent enrollment in NCEN 401A is required for students who do not meet the prerequisite requirement for ENGL C1000.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 1 Level Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes Description

This course incorporates and contextualizes basic skills reading and writing strategies aligned with transfer level coursework. When taken as a corequisite to ENGL C1000, students receive additional basic skills support for success in ENGL C1000 by practicing and reinforcing critical reading, thinking, and writing skills to engage further in the processes of expository and argumentative writing.

Course Objectives

The student will be able to:

1. Practice integrated reading and writing strategies to support the writing process as applied to transfer level reading requirements.
2. Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in transfer level writing courses.

Course Content

1. Practice reading and writing strategies to support the writing process as relevant to student needs in transfer level courses and/or ENGL C1000:
   a. Reading strategies for comprehension and critical reading, such as:
      i. Activating schema: previewing, predicting, prior knowledge
      ii. Think aloud
      iii. Talking to the text (e.g., double entry journals, annotation)
      iv. Sectioning and reverse outlining
      v. Vocabulary in context
      vi. Summary for comprehension
      vii. Questioning
      viii. Graphic organizers
      ix. Text-based discourse, including class discussion strategies
      x. Create and foster personal connections to the texts
      xi. Establish a community of readers who are able to discuss texts with ease and critical attention (e.g., think/pair/share, response cards, idea gallery, "Cocktail Party")
   b. Writing strategies for all stages of writing process, such as:
      i. Understanding and responding to a prompt
      ii. Brainstorming: free-write, concept mapping, listing
      iii. Outlining
      iv. Thesis statements: closed vs. open
      v. Evaluation of evidence
      vi. Drafting
      vii. Understanding and incorporating feedback
      viii. Revision: essay level, paragraph level, sentence level
      ix. Sentence combining, such as coordination, subordination, correlatives, modifiers (noun phrases, adjective clauses, verbal phrases)
      x. Proofreading to identify and eliminate errors, such as comma splices, fragments, spelling (e.g., homophones)
2. Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in transfer level writing courses and/or ENGL C1000:
   a. Reflect on the student's own learning to identify and overcome difficulties during the reading and writing process
   b. Develop meta-cognitive awareness of the range of reading and writing strategies and when to employ them
   c. Apply writing rubrics to evaluate the effectiveness of writing artifacts at essay, paragraph, and sentence levels

Lab Content

Not applicable.

Special Facilities and/or Equipment

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:

Midterm and final self-assessment

Method(s) of Instruction

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

Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing

Representative Text(s) and Other Materials

Behrens and Rosen. Writing and Reading Across the Curriculum. 2019.

Graff and Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing. 2021.

While some of these texts are older than 5 years, these works continue to provide direct instruction in the critical reading, thinking, and writing skills that are necessary for all college students across the disciplines.

When this course is used as a corequisite for ENGL C1000, the course should primarily focus on texts assigned in ENGL C1000; however, the Representative Texts may be considered for additional assignment.

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

1. Reading of books and/or articles on the process and purpose of reading and writing in an academic setting
2. Reading and evaluation of student work (self and that of peers)
3. Written reflections and self-evaluations

Discipline(s)

English