

# NCEN 401A: BRIDGE TO TRANSFER ENGLISH

## 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>	When enrolled in ENGL 1A, concurrent enrollment in NCEN 401A is required for students who do not meet the prerequisite requirement for ENGL 1A.
<b>Degree &amp; Credit Status:</b>	Non-Degree-Applicable Non-Credit Course Basic Skills, 1 Level 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

This course incorporates and contextualizes basic skills reading and writing strategies aligned with transfer level coursework. When taken as a corequisite to ENGL 1A, students receive additional basic skills support for success in ENGL 1A 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 1A:
  - 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 1A:
    - 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 1A, the course should primarily focus on texts assigned in ENGL 1A; 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