

## NON-CREDIT: ENGLISH (NCEN)

### NCEN 400 • ENGLISH BRIDGE

<b>Units:</b>	0
<b>Hours:</b>	4 lecture per week (48 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 and Credit</b>	Non-Degree-Applicable Non-Credit Course
<b>Status:</b>	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

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.

### NCEN 401A • BRIDGE TO TRANSFER ENGLISH

<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 and Credit</b>	Non-Degree-Applicable Non-Credit Course
<b>Status:</b>	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

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.

### NCEN 442A • CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT

<b>Units:</b>	0
<b>Hours:</b>	2 lecture per week (24 total per quarter)
<b>Degree and Credit</b>	Non-Degree-Applicable Non-Credit Course
<b>Status:</b>	Basic Skills, 1 Level Below Transfer
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	None
<b>Grade Type:</b>	Pass/No Pass Only
<b>Repeatability:</b>	Unlimited Repeatability

A survey of basic theory, design, and implementation strategies for the student-managed formative portfolio. Students write at least 750 words, with emphasis on the reflective and evaluative processes necessary for portfolio development. Practice in managing and maintaining the information and artifacts of a portfolio as a comprehensive analysis of the student learning experience. Use of portfolio development to increase meta-cognitive awareness of the integration between reading and writing processes; the student's location within discourse communities, including the campus community; and the behaviors necessary for college success across disciplines.

### NCEN 442B • CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION

<b>Units:</b>	0
<b>Hours:</b>	2 lecture per week (24 total per quarter)
<b>Degree and Credit</b>	Non-Degree-Applicable Non-Credit Course
<b>Status:</b>	Basic Skills, 1 Level Below Transfer
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	None
<b>Grade Type:</b>	Pass/No Pass Only
<b>Repeatability:</b>	Unlimited Repeatability

Application of basic theory, design, and implementation strategies for the student-managed summative portfolio. Students write a total of at least 750 words, with emphasis on the reflective and evaluative processes necessary to enable them to meet the objectives of transfer level courses. Management and publication of the artifacts of a summative portfolio as a comprehensive demonstration of the student learning experience across the curriculum. Use of portfolio publication to demonstrate meta-cognitive awareness of the integration between reading and writing processes; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success. Students will demonstrate ability to transfer knowledge and learning across disciplines.