UA ESL Undergraduate Academic Bridge Program Description

The University of Arizona’s Academic Bridge Program is a hybrid program where ESL students take academic courses with the support of CESL teachers in a corresponding CESL bridge course. The courses are all designed for pre-academic students who are non-degree seeking and enrolled in the Center for English as a Second Language at the University of Arizona. The undergraduate courses are offered through and granted credit by the UA’s Outreach College, the extension arm of the University designated as a 901 section. The total number of contact hours per week is 18 clock hours, and the focus is on language training and meeting the minimum requirements for admission to any undergraduate program at the University of Arizona while building a record of success that is transferable to any undergraduate program. (Note: Other academic courses will be added with the 901 section as the program grows.) All sessions are 10 weeks long. As students progress, they are allowed to take more credit-bearing courses and can transfer up to 15 credits to the University of Arizona upon completion of the program.

UA Academic Undergraduate Courses offered through Outreach College (901)

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<th>Session 1</th>
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<td>Engl 107 901</td>
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<td>Engl 107 901</td>
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Elective Academic Courses:

None

UA ESL Undergraduate Academic Bridge Program Description

Core Academic Courses:

English 107 901 English Comp for ESL Students I (3 cr, 4.5 hrs/wk)

English 107 is designed for international students and taught by instructors with a background in second-language teaching. This course emphasizes close reading and written analysis of a wide range of texts, which can include literary works such as short
stories, poems, novels, and plays; nonfiction prose, historical documents, film, speeches, web sites, and visual images such as photographs and advertisements. Through both formal and informal writing assignments, students practice a variety of methods for reading and analyzing these texts. They consider how both personal experience and other contexts shape a reader’s understanding of a text, and they examine how language reflects the values and structures of the culture within which it is produced. Students learn how to select and use research to effectively support a sustained critical analysis that takes into account contextual influences. Students also practice organizing their essays according to the rhetorical expectations of American academic readers.

**English 108 901 English Comp for ESL Students II (3 cr, 4.5 hrs/wk)**

English 108 is designed for international students and taught by instructors with a background in second-language teaching. This course builds on the close-reading and research strategies introduced in English 107, but focuses more on the craft of writing and developing arguments in the students’ own fields of interest. Students continue to practice organizing their essays according to the rhetorical expectations of American academic readers to refine editing skills so that they produce writing in Standard Written English (SWE). The key concepts and skills taught in 108 are rhetorical analysis, research, reflection, and revision.

**English 160D 901 Critical Cultural Concepts: Western Civilization (3 cr, 4.5 hrs/wk)**

This course is an introduction to Western tradition and culture through the exploration of a selected school of thought or line of inquiry characteristic of Anglo-European civilization and its development over time. Students will explore a selection of texts critical to the development of the course topic and fundamental to the evolution of Western society to gain a better understanding of today's political, social, and cultural events. The line of enquiry in the Fall 2012 version will be “Conceptions of How People Know Things – and How These Change Over Time.” The texts studied over several centuries will therefore concern different ideas about epistemology, the study of how human knowledge occurs and what it involves.

**Elective Academic Courses:**

**Anthropology 150b1 901 Many Ways of Being Human (3 cr, 4.5 hrs/wk)**

This general education course is an anthropological perspective on humans and culture. The focus is on introducing anthropology to ESL students destined for all undergraduate majors. The latest anthropological theories and research make up the corpus of readings for this lecture class. This course introduces the student to anthropological perspectives on cultural diversity. The course focuses on gender, race, ethnicity and class through readings by and about peoples of the non-western world.

**History 150c3 901 US Society and Institutions since 1877 (3 cr, 4.5 hrs/wk)**

This class is a survey of U.S. history since Reconstruction. It will seek to analyze various political, economic, and cultural movements within the United States and place them in a global context. Subjects of study will include: the post-Reconstruction South, Progressivism, the World Wars, the Vietnam War, the Civil Rights Movement and the Counter-Culture, post-modern Conservatism, Terrorism, and current trends in American society. Issues of special emphasis will include: racism, gender, immigration, and attendant pluralism dynamics.

**CESL Course List and Descriptions**

**CESL Academic Bridge Engl 107 (4.5 hrs, ABP, Academic Bridge Program)**

The CESL 107 bridge class is designed to help students succeed in ENGL 107. In this class, students will examine the readings and assignments of ENGL 107, and learn strategies for reading and writing critically.

**CESL Academic Bridge Engl 108 (4.5 hrs, ABP, Academic Bridge Program)**

The CESL 108 bridge class is designed to help students succeed in ENGL 108 (English Composition 2). In this class, students will examine the readings and assignments of ENGL 108, and learn strategies for reading and writing critically.

**CESL Academic Bridge Engl 160D (4.5 hrs, ABP, Academic Bridge Program)**
This course focuses on preparing you for university-level lecture-style courses through weekly lectures, group projects, whole-class discussions, extensive readings, presentations, and academic writing. We will take the ENG 160d course. After the lectures, we will meet to review the concepts and vocabulary from the lectures and readings. You will do the weekly homework (usually readings) assigned by the professor and prepare presentations for class based on those readings. You will also complete reading assignments which I provide. You will do periodic written summaries of the lectures and concepts and maintain notes taken from the lectures. You will be tested over the material. By the end of this 10-week course, you should be able to follow the university-level lecture with 75% comprehension and take enough notes in the class to recall most of the lectures’ content. You should be able to write out the weekly homework assignments in clear, accurate English and be able to read the class text with 75% comprehension. You should be able to answer the test and essay questions in clear, detailed, and accurate English. You should also be able to discuss and debate academic content with a high level of fluency and clarity.

CESL Academic Bridge Anth 150b1 (4.5 hrs, ABP, Academic Bridge Program)

This course focuses on preparing you for university-level lecture-style courses through weekly lectures, group projects, whole-class discussions, extensive readings, presentations, and academic writing. We will attend Anthropology 150b1 Many Ways of Being Human. After the lectures, we will meet to review the concepts and vocabulary from the lectures and readings. You will do the weekly homework (usually readings) assigned by the professor and prepare presentations for class based on those readings. You will also maintain a notebook of vocabulary words and will be quizzed over the material in my class. You will do weekly written summaries of the lectures and concepts and maintain notes taken from the lectures. You will be tested over the material. By the end of this 10-week course, you should be able to follow the university-level lecture with 75% comprehension and take enough notes in the class to recall most of the lectures’ content. You should be able to write out the weekly homework assignments in clear, accurate English and be able to read the class text with 75% comprehension. You should be able to answer the test and essay questions in clear, detailed, and accurate English. You should also be able to discuss and debate academic content with a high level of fluency and clarity.

CESL Academic Bridge Hist 150c3 (4.5 hrs, ABP, Academic Bridge Program)

This course focuses on preparing you for university-level lecture-style courses through weekly lectures, group projects, whole-class discussions, extensive readings, presentations, and academic writing. We will be attending History 150C3: U.S. Society and Institutions Since 1877. After the lectures, we will meet to review the concepts and vocabulary from the lectures and readings. You will do the weekly homework (usually readings) assigned by the professor and prepare presentations for class based on those readings. You will also complete reading assignments which I provide. You will do periodic written summaries of the lectures and concepts and maintain notes taken from the lectures. You will be quizzed over the material. You will answer weekly reflections questions on D2L and respond to the comments of two other classmates. By the end of this 10-week course, you should be able to follow the university-level lecture with 75% comprehension and take enough notes in the class to recall most of the lectures’ content. You should be able to write out the weekly homework assignments in clear, accurate English and be able to read the class text with 75% comprehension. You should be able to answer the test and essay questions in clear, detailed, and accurate English. You should also be able to discuss and debate academic content with a high level of fluency and clarity.

Bridge A Written Communications (4.5 hrs, ABP, Academic Bridge Program)

This course’s main goal is to further develop and polish advanced academic writing skills to mastery. While its main objective is to support the writing requirements of the Academic Bridge course offered concurrently, its secondary objectives are to hone the critical reflection of students as expressed in their writing and to make them experts in the citations necessary in their chosen fields. Writing projects include the demonstration of the ability to produce well thought out writing of undergraduate-level research paper(s), essays, and short-answer paragraphs without substantial or consistent errors in cohesion, structure, spelling, or punctuation and in a shorter period of time.

Bridge B Written Communications (4.5 hrs, ABP, Academic Bridge Program)

This course’s main goal is to finalize advanced academic writing skills and results in full mastery. While its main objective is to support the writing requirements of the Academic Bridge course offered concurrently, its secondary objectives are to polish off the critical reflection of students as expressed in their writing and to make them experts in the citations necessary in their chosen fields.
fields and aware of citations in other fields. Writing projects include the demonstration of the ability to produce well thought out writing of undergraduate or graduate-level research paper(s), essays, and short-answer paragraphs without consistent errors in cohesion, structure, spelling, or punctuation and in a shorter period of time than established in the 80 WC course.

**Bridge A Oral Communications (4.5 hrs, ABP, Academic Bridge Program)**
This course’s main goal is to further develop and polish advanced, academic oral and aural communication skills. Its main objective is to hone the critical reflection of students as expressed in their academic speaking, discussion and presentations. Presentation projects include demonstration of the ability to produce well argued academic presentations in preparation for undergraduate public speaking. Short presentations are void of substantial or consistent errors in pronunciation, grammar or structure and should be accompanied by visual aids developed by the student.

**Bridge B Oral Communications (4.5 hrs, ABP, Academic Bridge Program)**
This course’s main goal is to bring students to mastery of advanced, academic oral and aural communication skills. Students engage in critical reflection and present expert academic presentation and lead discussions on academic topics. Presentations and discussions include demonstration of undergraduate level expertise in academic settings and topics. Grammar and pronunciation to do not impede understanding and never intrude upon message conveyed.

**Bridge A News and Views (4.5 hrs ABP, Academic Bridge Program)**
This course is focused on news media stories and covers both students’ ESL receptive skills (processing news stories through reading/listening to them) and productive skills (writing/presenting/discussing opinions about the news). Developing media literacy and critical thinking skills are the main goals of this class.

**Bridge B News and Views (4.5 hrs ABP, Academic Bridge Program)**
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**Bridge A University Skills (4.5 hrs ABP, Academic Bridge Program)**
This course will focus on the skills needed for making a successful transition to academic culture of the United States. We will talk about what is necessary to succeed both inside and outside of the classroom by studying communication, interaction, and the epistemological beliefs of Americans. In order to develop the skills necessary for successful study at an American university, students will learn strategies for becoming a more effective, disciplined student. Through readings and discussions, issues in American current events, cultural values, and beliefs will be introduced and asked to be evaluated critically. Readings will be introduced by the instructor, but students are encouraged to suggest topics for reading and discussion. Students will also have the opportunity to learn how to access resources available to them both on and off campus and be taught how to make use of the university’s library.

**UA ESL Graduate Academic Bridge Curriculum Guide**

The University of Arizona’s Graduate Academic Bridge Program is an advanced ESL program where ESL students take ESL courses at a higher level than the Intensive English Program at CESL and in the second session audit a course in their intended area of study with the support of a CESL teacher. The courses are all designed for pre-academic students bound for Graduate School and enrolled in the Center for English as a Second Language at the University of Arizona. The total number of contact hours per week is 18 clock hours, and the focus is on language training and meeting the minimum requirements for admission to any graduate program at the University of Arizona. The course sequence is two consecutive sessions.
**Graduate Bridge Courses**

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<tr>
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<td>Bridge B Oral Comm (4.5 hrs/wk)</td>
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<td>Bridge B Oral Comm (4.5 hrs/wk)</td>
</tr>
<tr>
<td>Bridge A Written Comm (4.5 hrs/wk)</td>
<td>Bridge B News and Views (4.5 hrs/wk)</td>
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<td>Bridge B News and Views (4.5 hrs/wk)</td>
</tr>
<tr>
<td>Bridge A Oral Comm (4.5 hrs/wk)</td>
<td>Bridge B Writ Comm (4.5 hrs/wk)</td>
<td>Bridge A Oral Comm (4.5 hrs/wk)</td>
<td>Bridge B Writ Comm (4.5 hrs/wk)</td>
</tr>
<tr>
<td>Bridge A Univ Skills (4.5 hrs/wk)</td>
<td>Bridge B Grad Skills (4.5 hrs/wk)</td>
<td>Bridge A Univ Skills (4.5 hrs/wk)</td>
<td>Bridge B Grad Skills (4.5 hrs/wk)</td>
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*Note: Bridge A & B courses are the same as the Undergraduate courses in terms of goals, objectives and student learning outcomes and are offered at a pre-academic level beyond the level of the 70 level courses offered in the CESL IEP. Two courses are specific to the Graduate level Bridge and are offered in Bridge B session.

**Bridge B Graduate School Skills (4.5 hrs GABP, Academic Bridge Program, Graduate Level Only)**

This course will focus on the skills needed for making a successful transition to the academic culture of graduate schools in the United States. In order to develop the skills necessary for successful study in a graduate school at an American university, students will learn strategies for becoming a more effective, disciplined graduate student. Through readings and discussions, issues in American current events, cultural values, and beliefs will be introduced and asked to be evaluated critically. Graduate level readings will be introduced by the instructor, but students are encouraged to suggest topics for reading and discussion. Students will also have the opportunity to explore courses and departments in their area of graduate education to forge a bond with faculty around a research project of their choosing and create contacts for them to be able to audit classes in the subsequent session.

**Graduate Course Audit (4.5 hrs GABP, Academic Bridge Program, Graduate Level Only)**

With ABP Director's and Department approval, students can pursue auditing a lecture class in their chosen field of graduate study during the course of the session. Because ABP sessions are not completely contained within the traditional semester structure of a university, this option may be limited in certain sessions and may also be limited by department. UA departments are not required to allow students to audit their courses. The student learning outcomes for a concurrent enrollment audited course such as this are difficult to establish and assess, however, the Director or a teacher will meet with the student on a weekly basis to discuss and assess the outcomes below.