<table>
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<tr>
<th>Bridge Course Student Learning Outcomes/Proficiency Scale:</th>
<th>Oral Communication</th>
<th>News and Views</th>
<th>Grad Written Communication</th>
<th>Grad Skills/Audit</th>
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</thead>
<tbody>
<tr>
<td><strong>Bridge A</strong> On successful completion of this course, students will be able to:</td>
<td><strong>Speaking:</strong> Deliver informative presentations (at least one 11-minute presentation) using outside sources and visual aids.</td>
<td>Write summaries of short chapter readings, news articles, literary works, or website content</td>
<td>Outline, summarize and critically review three or more research articles in their fields.</td>
<td>Summarize and paraphrase notes from a course in their intended field to demonstrate understanding of content, context, concepts and terms</td>
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<td>Explain academic concepts in group discussions using relevant support.</td>
<td>Critically analyze media: news, T.V. shows, films, advertisements, or websites</td>
<td>Create an annotated bibliography of five or more field specific, academic sources</td>
<td>Reread key ideas and terms from a course in their intended field, adapting for a specific audience</td>
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<td>Produce verbal paraphrases of main points heard in authentic audio texts, class lectures, and group discussions.</td>
<td>Apply sophisticated reading strategies such as inferring, using context clues, and recognizing collocations of short media readings</td>
<td>Write a synthesis of research on a single topic in their field (minimum 6 pages, covering at least 5-6 scholarly sources)</td>
<td>Prepare and deliver a 7-10 minute presentation on a topic in their intended field with demonstrated development of public speaking skills.</td>
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<td>Synthesize ideas about an academic topic to engage in debate.</td>
<td>Write a short (three-page) critical analysis essay of a media text using PIE organization and MLA style</td>
<td>Identify and correct grammar and spelling errors</td>
<td>Analyze and synthesize information obtained from self-selected, written academic texts within their intended field of study</td>
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<td><strong>Listening:</strong> Use lecture notes to verbally summarize at least one academic lecture</td>
<td>Deliver a well-organized, 7-minute, critical oral presentation about a media text with visual/aural aids</td>
<td>Identify and follow formatting conventions of their field (determined by field’s prominent professional organizations or journals)</td>
<td>Identify, explain and reflect upon field specific academic culture and practices through discussion, debate and/or written application, e.g., comparing cultural classroom norms, writing professional emails, identifying conferences and applying for grants</td>
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<td>Bridge B</td>
<td>Oral Communication</td>
<td>News and Views</td>
<td>Grad Written Communication</td>
<td>Grad Skills/Audit</td>
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<td><strong>Speaking:</strong></td>
<td>- Deliver persuasive presentations (at least one 12-minute presentation) using rhetorical strategies, outside sources, and visual aids.</td>
<td>- Write critical summaries and syntheses of long chapter readings, news articles, literary works, or website content</td>
<td>- Summarize and critically review five or more research articles in their fields</td>
<td>- Summarize and paraphrase notes from a course in their intended field to demonstrate understanding of content, context, concepts and terms.</td>
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<td>- Analyze academic concepts in group discussions using relevant support.</td>
<td>- Critically analyze media: news, T.V. shows, films, advertisements, or websites</td>
<td>- Critically analyze a research topic to create a synthesized annotated bibliography of six or more field specific, academic sources</td>
<td>- Analyze and critically reflect upon key ideas and terms from a course in their intended field.</td>
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<td>- Produce verbal paraphrases of main points heard in authentic audio texts, class lectures, and group discussions.</td>
<td>- Apply sophisticated reading strategies such as inferring, using context clues, and analyzing tone with longer media readings</td>
<td>- Write a synthesis of research on a single topic in their field (minimum 7-8 pages, covering at least 6-7 scholarly sources)</td>
<td>- Prepare and deliver a 10-15 minute academic presentation on a topic in their intended field, demonstrating professionalism and awareness of self-researched field specific conventions.</td>
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<td>- Synthesize ideas about an academic topic to engage in debate.</td>
<td>- Write a five-page contextual or textual analysis essay about a researched media text using PIE organization and MLA style</td>
<td>- Identify and correct grammar and spelling errors</td>
<td>- Analyze and synthesize information obtained from self-selected, written academic texts to discuss implications and make recommendations on a field specific topic.</td>
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<td><strong>Listening:</strong></td>
<td>- Use lecture notes to verbally summarize at least two academic lectures</td>
<td>- Deliver a well-organized and well-researched, 10-minute critical oral presentation about a media text using visual/aural aids</td>
<td>- Identify and follow formatting conventions of their field (determined by field’s prominent professional organizations or journals)</td>
<td>- Identify, explain and reflect upon field specific academic culture and practices through information gathering, synthesis and application, e.g., interaction with future colleagues, independent reading, field specific interviews, and introspective needs analyses.</td>
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<td>Academic Courses</td>
<td>English 107</td>
<td>English 108</td>
<td>History 150c3</td>
<td>Anthropology 150b1</td>
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<td><strong>On successful completion of this course, students will be able to:</strong></td>
<td>Identify various strategies for generating and focusing ideas and for drafting, revising, and editing papers.</td>
<td>Assess the rhetorical strategies writers use to achieve their purposes with varied audiences, situations, and purposes.</td>
<td>Identify and describe major developmental themes and events in U.S. history since 1877.</td>
<td>Think critically about culture and human difference, recognize, appreciate and respect cultural experiences that differ from your own, and explain the significance of culture in today’s world.</td>
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<td>Examine individual writing practices</td>
<td>Use evidence and persuasive appeals that are effective with various audiences, situations, and purposes.</td>
<td>Recognize and understand critical historical concepts.</td>
<td>Present academic material in front of an audience in an organized, clear manner.</td>
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<td>Identify techniques that both help and hinder their writing, and reflect on the results of the choices they make</td>
<td>Develop critical analyses of public, scholarly and personal issues based on research, observations and reflections from personal experiences.</td>
<td>Comprehend and utilize standard historical analysis conventions.</td>
<td>Express your own thoughts, ideas, and experiences in constructive, intellectual writing and dialogue that draws on and addresses scholarly research.</td>
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<td>Employ an analytical method for reading closely or combine close reading with contextual analysis grounded in research</td>
<td>Revise in response to feedback from readers to improve drafts, and offer useful feedback to other writers on how to revise their writing.</td>
<td>Organize and present results of original historical investigation in accordance with professional standards.</td>
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<td>Revise earlier work and reflect on specific, practical applications of the learning that has taken place throughout the semester</td>
<td>Use the appropriate conventions of research and analysis, including the stylistic conventions of clear and convincing academic writing.</td>
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<td>Produce writing in Standard Written English (SWE) that is skillfully edited</td>
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<td>• Students will gain familiarity with a fundamental concept of western culture and tradition as it has developed over time from the Ancient World to the present day.</td>
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<td>• Students will explore the selected school of thought through multiple disciplinary approaches (philosophical, historical, literary) and varied genres (treatise, literary text, film).</td>
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<td>• Students will be able to discuss the selected concept as it is exemplified in modern western culture with an awareness of historical context.</td>
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<td>• Students will analyze the selected concept and its importance in present day western society and culture.</td>
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<td>• Students will develop a series of essay responses both analytic and reflective to the assigned texts, culminating in a comparative essay exploring similarities and differences between the West and traditions of other parts of the world.</td>
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<td>Academic Bridge Courses</td>
<td>English 107 Support</td>
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<td>- Identify and demonstrate understanding of important points from assignment sheets, syllabus and course website through class notes</td>
<td>- Identify, define and exemplify elements of textual and rhetorical analysis</td>
<td>- Restate main ideas of the lecture using content-specific vocabulary</td>
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<td>- Utilize specific internet and print reference sources to resolve problems of grammar, formatting, or basic definition of terms</td>
<td>- Identify and demonstrate understanding of important points from assignment sheets, syllabus and course website through class notes</td>
<td>- Restate main ideas of course texts (videos, textbooks, article, etc.)</td>
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<td>- Format written work in MLA style, including citations.</td>
<td>- Utilize specific internet and print reference sources to resolve problems of grammar, formatting, or basic definition of terms</td>
<td>- Correctly apply assignment requirements to produce university-caliber writing assignments whose grammar, mechanics, and punctuation do not interfere with comprehension of content.</td>
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<td>- Apply reading and vocabulary strategies to enhance reading comprehension and analysis.</td>
<td>- Format written work in MLA style, including citations.</td>
<td>- Correctly apply assignment requirements to own work</td>
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<td>- Identify and correct grammatical errors in own writing.</td>
<td>- Apply reading and vocabulary strategies to enhance reading comprehension and analysis.</td>
<td>- Identify and use appropriate university resources, e.g., instructor office hours, on-campus tutoring options available to UA students, guest speaker events.</td>
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<td>- Incorporate peer and instructor feedback when revising and editing writing</td>
<td>- Identify and correct grammatical errors in own writing.</td>
<td>- Identify and correctly apply content-area writing standards</td>
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<td>- Organize writing in American English style, using debatable thesis statements and point/illustration/explanation paragraph structure</td>
<td>- Incorporate peer and instructor feedback when revising and editing writing</td>
<td>- Apply appropriate time management skills to assignments</td>
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<td>- Utilize strategies to effectively find, select and evaluate sources in the research process</td>
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<td><strong>English 160d1 Support</strong></td>
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