# **BEdA Bridge Modules Activity**

**Instructions:**

Explore a module of your choosing and complete the chart for that section.

**List of Bridge Modules:**

# **Academic Reading**

In this module, students are introduced to the idea of being an active reader. Students will identify and use active reading strategies to support reading comprehension. Students will use context clues, word analysis and dictionary reference to define unfamiliar terms. In addition, students will also determine the writer’s purpose and main idea of a reading, as well as analyze how the text is organized. Last, students will differentiate between fact and opinion. There is an in class review assessment at the end of the module. Note: This module uses the Canvas Student Annotation Tool.

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| **Language Point** |  |
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| **How could you use this module with what you already teach?** |  |

# **Academic Reading, Note-taking, & Writing**

In this module, students will explore and practice purposeful reading, note-taking, and writing. Specifically, students will identify and compare academic texts. Next, students will be introduced to and apply note-taking methods which support their academic writing and discussions. Third, students will learn and produce reference and in-text citations in APA and MLA formats. Lastly, students will compose two small writings with in-text citations as needed.

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# **Academic Writing**

In this module, students are introduced to different types of academic writing, as well as academic language, the writing process, organizational patterns, essay structures and sentence structures. Additionally, students will learn and apply the rules for using quotation marks. A written paragraph assessment will incorporate all elements learned in this module.

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# **Active Listening & Note-taking in the Academic Classroom**

In this module, students learn the purpose and benefits of taking notes, as well as three common note-taking methods. They will be introduced to strategies for effective note-taking, including cues to help identify what to include in their notes. Additionally, students explore strategies for active listening and monitoring their comprehension. Google Docs is used as a collaborative tool among the teacher and students to share and compare notes from class.

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# **Engaging with Your College Community**

In this module, students will be introduced to a variety of wraparound services offered in higher education and learn how they support student success. Students will apply knowledge of services to identify which provides the support and resources needed for common situations students face personally while in school and to help connect others to support. Grammar is focused on asking indirect questions and providing advice to others in relation to wraparound services. Features of Zoom required for robust student interaction in the virtual classroom or virtual offices will be explored and practiced.

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# **Preparing for College**

In this module, students learn how to use an online occupational handbook to connect their career goals to their college program(s) of interest. They will practice researching a career and career-related vocabulary and use that to find programs in colleges that they would like to pursue. They will be introduced to ways to pay for college, learn funding vocabulary and create a funding plan. Additionally, the students will learn about advising and how to utilize an adviser as well as the important college success skills of time management and goal-setting.

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# **Preparing for the College Classroom**

In this module, students will prepare to be active participants in college-credit classes by gaining an understanding of the common classroom expectations related to communication and interaction between students, instructors, and classmates. Students will gain an understanding of the US Education system and apply this knowledge to identify and reflect on cultural differences between educational systems in other countries and those in the US. Students will explore appropriate and effective ways of communicating in US classrooms by learning the Professional Email Format (PEF), as well as other ways to interact appropriately with instructors and classmates. Students will use new vocabulary in complete sentences, in the context of the module topic, and edit sentences for common writing errors. Students will draft a college student action plan and write a professional email to their instructor explaining this plan for success in a college classroom.

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# **Preparing for Research**

In this module, students will learn how to prepare for a class research paper. From understanding the instructions, mapping out their research plan, learning how to locate appropriate source information, to organizing the information, students will gain the skills necessary to successfully engage in a research paper assignment.

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# **Preparing for Work**

In this module, students will prepare for work by exploring career interests and options, as well as factors to consider when looking for a job that is a good fit. Students will explore various types of job skills, including the difference between “soft skills” and “hard skills”. Students will explore skills they have both acquired through life, school, and work, as well as those skills they still wish to learn. In preparing to write a professional resume, students will read example resumes and identify the parts and structure of a basic resume. Students will focus on using active verbs to write job descriptions on resumes. Students will demonstrate their understanding of effective resume writing by creating their own basic resume, editing the resume, and completing a peer review with classmates of resumes. Students will utilize the Career Coach website to complete multiple assignments in this module.

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# **Professional Technical Writing**

In this module, students are introduced to professional technical writing. Professional technical writing is more than producing a user manual with highly specialized codes and language. It is now largely understood as the writing and documentation that takes place for work. Professional technical writing, like academic writing, is written to a particular audience. It has purpose and needs clarity. However, it also emphasizes easy navigation, concision and accuracy. Students will identify the six elements of professional technical writing and produce four professional documents which include a workplace email, written instructions, an informational slideshow, and a cover letter. Grammar tips and punctuation as well as formatting lessons are provided for each document.

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# **Working with Informational Texts**

In this module, students will interact with a variety of text types as they explore and implement reading strategies, note taking tips, and ways to paraphrase and summarize information they learned. Students will engage and interact with a variety of informational text sources including college websites, audio news stories, TED Talk videos, and academic text forms as they read to understand. While using each type of text, students will identify various text features, tips for understanding the information, take notes, and practice writing paraphrased statements. Students will explore how the text types differ and what makes each type of text tricky for English learners. Students will identify the ways to summarize text and information using their own English, as well as read and examine example summary paragraphs.

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# **Workplace Rights**

In this module, students will learn about and practice using their legal rights as workers in Washington State. They will watch and listen to video interviews with special guests from community organizations, government agencies, and labor unions. Students will gather and compare data about working conditions in various jobs in the United States and/or their home countries. Students will conduct research about labor laws, summarize key information, and present to classmates. They will study a workplace discrimination case about the right to pray safely and privately. Students will master vocabulary to describe the role and functions of unions in a workplace. Finally, they will write an email documenting and providing evidence of a workplace problem, and ask for help finding a solution.

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