



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Educational Development 10
Descriptive Title: English Grammar for Deaf and Hard-of-Hearing Students

Course Disciplines: Special Education

Division: Health Sciences and Athletics

Catalog Description: This course introduces deaf and hard-of-hearing students to the basic principles of grammar, sentence structure, and vocabulary. Students will develop clear, concise sentences and write short paragraphs.

Note: This course is taught in American Sign Language and designed for students who are Deaf and Hard-of-Hearing.

Conditions of Enrollment: *You have no defined requisites.*

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 2.00 hours per week TBA
Hours Laboratory: 2.00 hours per week TBA
Course Units: 2.00

Grading Method: Pass / No Pass
Credit Status: Non-Degree Credit

Transfer CSU: No
Transfer UC: No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. SLO #1 Sentence Parts - Student will identify subject and predicate in a sentence and demonstrate understanding of sentence parts and types.
2. SLO #2 Adjectives - Student will write simple sentences using descriptive words (adjectives).

3. SLO #3 Tenses - Student will write simple sentences in past, present, and future tenses.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Correct grammar errors in the following areas: subject/verb agreement, fragments, word order, irregular verbs, prepositions, consistent verb tense, pronoun usage, and adverbs.

Class Performance

2. Use idiomatic English expressions correctly.

Class Performance

3. Identify the denotations and connotations of new vocabulary words in context.

Class Performance

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	2	I	Introduction of the writing process.
Lecture	4	II	Grammar A. Subject and verb B. Regular and irregular verbs C. Subject-verb agreement D. Pronoun agreement and reference E. Adjectives and adverbs
Lab	7	III	Grammar A. Subject and verb B. Regular and irregular verbs C. Subject-verb agreement D. Pronoun agreement and reference E. Adjectives and adverbs
Lecture	5	IV	Sentence Structure A. Transitions B. Sentence fragments C. Comparing signed sentence structure to written English word order.
Lab	6	V	Sentence Structure A. Transitions B. Sentence fragments C. Comparing signed sentence structure to written English word order.
Lecture	3	VI	Punctuation and Sentence Mechanics

			<p>A. Commas, colon, apostrophe, quotation marks, end punctuation</p> <p>B. Abbreviations, numbering, spelling, capital letters, etc.</p>
Lab	5	VII	<p>Punctuation and Sentence Mechanics</p> <p>A. Commas, colon, apostrophe, quotation marks, end punctuation</p> <p>B. Abbreviations, numbering, spelling, capital letters, etc.</p>
Lecture	8	VIII	<p>Writing Skills</p> <p>A. Pre-writing strategies: discussing, brainstorming, listing, clustering, outlining, etc.</p> <p>B. Writing a topic sentence</p> <p>C. Developing a paragraph (including supporting details)</p> <p>D. Response to individual, peer, and group feedback</p>
Lab	10	IX	<p>Writing Skills</p> <p>A. Pre-writing strategies: discussing, brainstorming, listing, clustering, outlining, etc.</p> <p>B. Writing a topic sentence</p> <p>C. Developing a paragraph (including supporting details)</p> <p>D. Response to individual, peer, and group feedback</p>
Lecture	8	X	<p>Vocabulary</p> <p>A. Using words in context</p> <p>B. Understanding idioms</p> <p>C. Selecting appropriate signs to represent English words</p>
Lab	5	XI	<p>Vocabulary</p> <p>A. Using words in context</p> <p>B. Understanding idioms</p> <p>C. Selecting appropriate signs to represent English words</p>
Lecture	6	XII	<p>Peer Evaluation Techniques</p> <p>A. Evaluating, editing, revising, and proofreading written assignments</p>
Lab	3	XIII	<p>Peer Evaluation</p> <p>A. Evaluating, editing, revising, and proofreading written assignments</p>
Total Lecture Hours		36	
Total Laboratory Hours		36	
Total Hours		72	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Using a dictionary or a thesaurus, write a simple sentence to make appropriate meaning and usage of a new word(s).

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. -

2. -

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Written homework

Class Performance

Term or other papers

Multiple Choice

True/False

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Laboratory

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Skill practice

Required reading

Written work

Other (specify)

Lab hours compliment the existing lecture material and with the two scheduled lab hours, only 3 hours of study time is necessary versus the typically 4 hours recommended with this 2 hour per week lecture course.

Estimated Independent Study Hours per Week: 3

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

- n/a. Grammar Success in 20 Minutes a Day. 2 ed. Learning Express Inc., 2010.
- n/a. Writing Skills Success in 20 Minutes a Day. 4 ed. Learning Express Inc., 2009.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Deborah Weir on 12/12/1983.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 02/17/2015

Last Reviewed and/or Revised by Jaymie Collette on 09/02/2014