



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Educational Development 11  
**Descriptive Title:** Writing and Reading for Deaf and Hard of Hearing Students

**Course Disciplines:** Special Education

**Division:** Health Sciences and Athletics

**Catalog Description:** This is a comprehensive writing and reading course for deaf and hard-of-hearing students. It incorporates the use of the writing process, developing writing skills, building basic reading skills and vocabulary development. Students will write in response to selected short stories and personal experiences presented in the sign language. Emphasis is placed on the development of efficient writing and reading skills that include pre-reading strategies, making inferences, using contextual clues and identifying the main idea.

*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 prerequisites.*

**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. Student will locate answers to WH-Questions (who/what, do-what, where, when why, & how).
2. Student will identify main ideas and supporting details in a given reading passage.
3. Student will demonstrate the prewriting and drafting steps of the writing process.

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. Construct writing samples by utilizing pre-writing strategies, defining main ideas, developing topic sentences, providing clear supporting ideas, and writing conclusions.

Class Performance

2. Determine the meaning of words in context.

Class Performance

3. Use a thesaurus and dictionary to expand English vocabulary.

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 A. Review Course Syllabus B. Entry evaluation on writing skills, reading, and vocabulary
Lab	1	II	Introduction A. Review Course Syllabus B. Entry evaluation on writing skills, reading, and vocabulary
Lecture	11	III	Writing Skills A. The Writing process 1. Pre-writing 2. Organizing 3. Drafting 4. Revising 5. Editing B. Main idea C. Supporting ideas D. Patterns of organizations

Lab	12	IV	<p>Writing Skills</p> <p>A. The Writing process</p> <ol style="list-style-type: none"> <li>1. Pre-writing</li> <li>2. Organizing</li> <li>3. Drafting</li> <li>4. Revising</li> <li>5. Editing</li> </ol> <p>B. Main idea</p> <ol style="list-style-type: none"> <li>1. Supporting ideas</li> <li>2. Patterns of organization</li> </ol>
Lecture	10	V	<p>Vocabulary</p> <p>A. Spelling</p> <p>B. Understanding words in context</p> <p>C. Using a thesaurus and dictionary</p> <p>D. Translating written words to sign language</p> <p>E. Translating sign language to written words</p>
Lab	8	VI	<p>Vocabulary</p> <p>A. Spelling</p> <p>B. Understanding words in context</p> <p>C. Using a thesaurus and dictionary</p> <p>D. Translating written words to sign language</p> <p>E. Translating sign language to written words</p>
Lecture	4	VII	<p>Writing Samples</p> <p>A. A peer evaluation of writing samples</p> <p>B. Individual critiques of student writing samples</p>
Lab	8	VIII	<p>Writing Samples</p> <p>A. A peer evaluation of writing samples</p> <p>B. Individual critiques of student writing samples</p>
Lecture	9	IX	<p>Reading Skills</p> <p>A. Skimming and scanning</p> <p>B. Previewing</p> <p>C. Making Inferences</p> <p>D. Understanding contextual clues</p> <p>E. Identifying the main idea</p> <p>F. Identifying inferences and critical thinking</p>
Lab	7	X	<p>Reading Skills</p> <p>A. Skimming and scanning</p> <p>B. Previewing</p> <p>C. Making Inferences</p> <p>D. Understanding contextual clues</p> <p>E. Identifying the main idea</p> <p>F. Identifying inferences and critical thinking</p>
<b>Total Lecture Hours</b>		36	
<b>Total Laboratory Hours</b>		36	

#### **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

##### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Read the assigned magazine article and identify the main idea in writing and provide a minimum of two supporting details written in complete sentences.

##### **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

Other (specify):

Group discussions

#### **V. INSTRUCTIONAL METHODS**

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)

With 2 hours of lab that compliments the same content of lecture, only 3 hours of independent study time is necessary for student success. With this minor adjustment, the unit value of the course = 2.

**Estimated Independent Study Hours per Week: 3**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

n/a. Reading Comprehension Success in 20 Minutes a Day. 5 ed. Learning Express Inc., 2012.

### B. ALTERNATIVE TEXTBOOKS

n/a. Vocabulary & Spelling Success in 20 Minutes a Day. 5 ed. Learning Express Inc., 2009.

### 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
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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### D. Recommended Skills

Recommended Skills
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### 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**