



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Educational Development 36
Descriptive Title: Writing Skills for Students with Learning Differences

Course Disciplines: Special Education

Division: Health Sciences and Athletics

Catalog Description: This course is designed for students with learning differences who need to improve basic writing skills. A process approach to writing is integrated with reading assignments to provide a variety of writing experiences. Students practice learning strategies related to writing and receive individualized instruction to increase writing skills and to prepare for regular English classes.

Note: This course is appropriate for students with disabilities.

Conditions of Enrollment: Recommended Preparation

Students should ideally read with fluency and comprehension skills at a sixth grade reading level.

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: 3.00

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. Paragraph Components: Students will identify paragraph components, including topic sentence, supporting details, and conclusion.
2. Paragraphs with Purpose: Students will write paragraphs specific to a variety of purposes including Description, Definition, Process, and Persuasion.
3. Singular and Plural: Students will develop singular and plural predicates (verbs) based on the grammatical rules pertaining to each.

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. Develop and use pre-writing techniques such as clustering, mapping, listing, questioning, and the designing of graphic organizers to generate ideas for writing assignments, thus strengthening executive processes of the brain and metacognitive awareness.
Class Performance
2. Organize or outline ideas in a logical sequence before writing a rough draft.
Class Performance
3. Structure and write a paragraph using a title, topic sentence, at least three supporting statements with specific details, and a conclusion.
Written homework
4. Develop appropriate use of transitional words and expression for coherence between and within paragraphs.
Quizzes
5. Analyze writing content for direction, support, unity, and coherence, also for correct sentence structure.
Class Performance
6. Recognize and match the stated purpose of a writing assignment with the appropriate rhetorical form or structure, whether paragraph, essay, letter, or speech. Complete assignments using the appropriate organization of ideas, style, and tone, such as for description, definition, persuasive argument, process, or compare and contrast. When reading sample paragraphs and essays in the textbook, recognize the purpose and the rhetorical form or structure used by the authors of those writing samples.
Written homework
7. Demonstrate the differences between academic writing and casual or personal writing such as free-writes. Recognize that for college writing assignments, the five-step writing process can be an effective way to track progress towards the goal of assignment completion.
Performance exams
8. Develop and demonstrate respect for oneself as a writer through the read-aloud process. Recognize the ongoing process of improving one's writing skills through the use of feedback and compensatory strategies to mitigate learning differences, if any.
Class Performance

9. Use both software and hard copy to design graphic organizers and outlines as part of the pre-writing step of the writing process.

Performance exams

10. Develop methods for proof-reading papers and correcting errors, including use of software.

Class Performance

11. Recognize and implement the rule for subject-predicate agreement in number, as in singular and plural.

Quizzes

12. Develop the memory strategies needed for the rules and exceptions which inform the correct spelling of words in the English language.

Quizzes

13. Analyze and track learning through the use of appropriate self-monitoring techniques.

Journal (kept regularly throughout the course)

14. Utilize computer assisted instruction and/or appropriate educational accommodations to support classroom assignments and tests as part of one's disability-management or self-regulation strategy.

Performance exams

15. Use appropriate campus resources such as the El Camino College Writing Center, Learning Resource Center, and/or Special Resource Center to complete assignments and/or to develop/practice skills, including but not limited to formatting, planning/organization, and proofreading.

Field work

16. Maintain and improve organizational and self-monitoring techniques by organizing notebook correctly and keeping track of grades.

Performance exams

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	A. Course Requirements 1. Syllabus, textbook, dictionary 2. Rules for use of Computer Writing Lab 3. Organization and use of three-ring, five-section notebook and of supplies 4. Campus resources for writers
Lecture	6	II	A. The Five-Step Writing Process 1. Pre-writing 2. Planning 3. Drafting 4. Revising 5. Proofreading 6. Usefulness of the five-step process 7. Inclusion of research or citations in the five-step writing process, when required

Lecture	8	III	A. Description Paragraph 1. Purpose of the assignment 2. Use of graphic organizer 3. Structure 4. Rough draft 5. Final draft
Lecture	8	IV	A. Definition Paragraph 1. Purpose of the assignment 2. Use of graphic organizer 3. Structure 4. Rough draft 5. Final draft
Lab	8	V	A. Process Presentation Assignment 1. Purpose of the assignment 2. Use of graphic organizer 3. Structure 4. Rough draft 5. Final draft
Lab	8	VI	A. Persuasion Paragraph or Letter 1. Purpose of the assignment 2. Use of graphic organizer 3. Structure 4. Rough draft 5. Final draft
Lab	10	VII	A. Five-paragraph Essay 1. Purpose of the assignment 2. Use of graphic organizer 3. Structure i. Introduction (including the Thesis Statement) ii. Three body paragraphs iii. Conclusion 4. Coherence factors, such as the use of transitional expressions between and within paragraphs 5. Rough draft 6. Final draft
Lab	4	VIII	A. Free-writes/Journal-writing
Lab	6	IX	A. Punctuation 1. Commas for introductory phrases and for a series of three or more 2. Apostrophes for contractions and possessives
Lecture	4	X	A. Grammar 1. Subject - Predicate Agreement
Lecture	4	XI	A. Spelling

			1. Homophones and other commonly confused words
Lecture	4	XII	A. Word Structure 1. Roots and affixes
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:

Write a descriptive paragraph about a restaurant. Start with a topic sentence that identifies the meal and the restaurant's name/location as the paragraph topic, as well as the direction/main point that the paragraph will take. Use your graphic organizer for appropriate supporting statements with sensory details. Write a conclusion to restate/reinforce the topic sentence and give the paragraph a sense of completion or closure. Submit your double-spaced rough draft on time. Make needed corrections indicated by instructor; write double-spaced final draft.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Recognizing Appropriate Supporting Statements

Students will be given six sets of five sentences per set. The first of each set will be a well structured topic sentence; the remaining four will be proposed supporting statements. Students will identify three supporting statements that would fit the topic sentence and one that does not fit, articulating the reason(s) for their choice.

2. Choosing the Correct Predicate

When given six pairs of sentences with similar subject content but differing grammatical content, students will choose the correct predicate (verb form) based on grammatical rules.

Example:

The students register for classes on-line.

The student body registers for classes on-line.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Quizzes
Written homework
Class Performance
Homework Problems
Term or other papers
Multiple Choice
Completion
Matching Items
True/False
Other (specify):
Computer lab produced graphic organizers

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Laboratory
Lecture
Multimedia presentations
Other (please specify)
Cooperative learning activities and computer assisted instruction

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
Skill practice
Required reading
Written work
Journal
Other (specify)
Computerized grammar exercises.

Note: One of the five hours of independent study is related to the lab portion of the course.

Estimated Independent Study Hours per Week: 5

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Pamela Arlov. Wordsmith, A Guide to Paragraphs and Short Essays. 6th ed. Pearson Prentice Hall, 2015.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Three-ring notebook with five dividers, dictionary, flash cards for vocabulary, highlighters, flash drive and/or "Cloud" access to save work.

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
Non-Course Recommended Preparation Students should ideally read with fluency and comprehension skills at a sixth grade reading level.	

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Sharen Kokaska on 11/14/1994.

BOARD APPROVAL DATE: 01/17/1995

LAST BOARD APPROVAL DATE: 12/19/2016

Last Reviewed and/or Revised by Julia Land on 09/12/2016