

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	EDEV
Course Number:	11
Descriptive Title:	Writing and Reading for Deaf and Hard of Hearing Students
Division:	Library and Learning Resources
Department:	Educational Development
Course Disciplines:	Special Education
Catalog Description:	<p>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.</p> <p>Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing</p>
Prerequisite:	None
Co-requisite:	None
Recommended Preparation:	
Course Length:	Full Term
Hours Lecture (per week):	2
Hours Laboratory (per week):	1
Outside Study Hours:	4
Total Course Hours:	54
Course Units:	2
Grading Method:	Pass/No Pass only
Credit Status:	Credit, non degree applicable
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	

Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 WH Questions Student will locate answers to WH-Questions (who/what, do-what, where, when, why, & how).</p> <p>SLO #2 Ideas and Details Student will identify main ideas and supporting details in a given reading passage.</p> <p>SLO #3 Drafting Students will demonstrate the prewriting and drafting steps of the writing process.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Construct writing samples by utilizing pre-writing strategies, defining main ideas, developing topic sentences, providing clear supporting ideas, and writing conclusions. 2. Determine the meaning of words in context. 3. Use a thesaurus and dictionary to expand English vocabulary
Major Topics:	<p>I. Introduction (2 hours, lecture)</p> <ol style="list-style-type: none"> 1. Review Course Syllabus 2. Entry evaluation on writing skills, reading, and vocabulary 3. Resources and campus support available at ECC for reading/writing <p>II. Introduction (1 hour, lab)</p> <ol style="list-style-type: none"> 1. Review Course Syllabus 2. Entry evaluation on writing skills, reading, and vocabulary <p>III. Writing Skills (11 hours, lecture)</p> <ol style="list-style-type: none"> 1. The Writing process <ol style="list-style-type: none"> 1. Pre-writing 2. Organizing 3. Drafting 4. Revising 5. Editing 1. Main idea 2. Supporting ideas 3. Patterns of organizations 4. Importance of- and dangers of plagiarism <p>IV. Writing Skills (5 hours, lab)</p> <ol style="list-style-type: none"> A. The Writing process <ol style="list-style-type: none"> 1. Pre-writing 2. Organizing 3. Drafting

	<ul style="list-style-type: none"> 4. Revising 5. Editing <p>B. Main idea</p> <ul style="list-style-type: none"> 1. Supporting ideas 2. Patterns of organization <p>V. Vocabulary (10 hours, lecture)</p> <ul style="list-style-type: none"> 1. Spelling 2. Understanding words in context 3. Using a thesaurus and dictionary 4. Translating written words to sign language 5. Translating sign language to written words <p>VI. Vocabulary (4 hours, lab)</p> <ul style="list-style-type: none"> 1. Spelling 2. Understanding words in context 3. Using a thesaurus and dictionary 4. Translating written words to sign language 5. Translating sign language to written words <p>VII. Writing Samples (4 hours, lecture)</p> <ul style="list-style-type: none"> 1. A peer evaluation of writing samples 2. Individual critiques of student writing samples <p>VIII. Writing Samples (3 hours, lab)</p> <ul style="list-style-type: none"> 1. A peer evaluation of writing samples 2. Individual critiques of student writing samples <p>IX. Reading Skills (9 hours, lecture)</p> <ul style="list-style-type: none"> 1. Skimming and scanning 2. Previewing 3. Making Inferences 4. Understanding contextual clues 5. Identifying the main idea 6. Identifying inferences and critical thinking <p>X. Reading Skills (5 hours, lab)</p> <ul style="list-style-type: none"> 1. Skimming and scanning 2. Previewing 3. Making Inferences 4. Understanding contextual clues 5. Identifying the main idea 6. Identifying inferences and critical thinking
Total Lecture Hours:	54
Total Laboratory Hours:	18
Total Hours:	72
Primary Method of Evaluation:	1) Substantial writing assignments

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.
Critical Thinking Assignment 1:	Thinking about both sides of an argument to think beyond their own opinions and beliefs. Provide students with a controversial statement and challenge them to list some reasons in support of the statement as well as some reasons against it. Make a refutation, either spoken or in writing.
Critical Thinking Assignment 2:	Give a Minute. Ask students a question and give them 60 seconds time to process their ideas before they answer. Encourage students to ask, "Can I have a minute to think... or Give me just a minute" to encourage putting their ideas and words together before speaking.
Other Evaluation Methods:	Class Performance, Multiple Choice, Performance Exams, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Lab, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Up-To-Date Representative Textbooks: Writing., (Grade 4), Spectrum; Workbook edition., Aug 2014. ISBN-13 : 978-1483811994 Reading., (Grade 4), Spectrum; Workbook edition., Aug 2014. ISBN-13 : 978-1483812175 Both of the above textbooks are considered "discipline standard".
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	

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Requisite course:	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Deborah Weir
Date:	12/12/1983
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Jaymie Collette
Date:	04/18/2021
Last Board Approval Date:	06/21/2021