

**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

<b>Course Acronym:</b>	EDEV
<b>Course Number:</b>	36
<b>Descriptive Title:</b>	Writing Skills for Students with Learning Differences
<b>Division:</b>	Library and Learning Resources
<b>Department:</b>	Educational Development
<b>Course Disciplines:</b>	Special Education
<b>Catalog Description:</b>	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.
<b>Prerequisite:</b>	None
<b>Co-requisite:</b>	None
<b>Recommended Preparation:</b>	Not applicable
<b>Enrollment Limitation:</b>	None
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	1
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	72
<b>Course Units:</b>	3
<b>Grading Method:</b>	Pass/No Pass only
<b>Credit Status:</b>	Credit, non degree applicable
<b>Transfer CSU:</b>	No
<b>Effective Date:</b>	
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education:</b>	
<b>ECC</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	
<b>Term:</b>	

<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Paragraph Components</b> Students will identify paragraph components including topic sentence, supporting details, and conclusion.</p> <p><b>SLO #2 Paragraphs with Purpose</b> Students will write paragraphs specific to a variety of purposes including: Description, Definition, Process, and Persuasion.</p> <p><b>SLO #3 Singular and Plural</b> Students will develop singular and plural predicates (verbs) based on the rules pertaining to each.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Develop and use pre-writing techniques effectively, such as clustering, mapping, listing, questioning, and the designing of graphic organizers to generate ideas for writing assignments while strengthening executive processes of the brain and metacognitive awareness.</li> <li>2. Organize or outline ideas in a logical sequence before writing a rough draft.</li> <li>3. Structure and write a paragraph in the required format, including a title, topic sentence, at least three supporting statements with specific details, appropriate transitional words / expressions, and a conclusion. Structure and write a (short) essay to incorporate a title, thesis statement, the required number of body paragraphs, appropriate transitional words/ expressions both within and between the paragraphs, and a conclusion. Include at least one in-text citation and a Works Cited page in the assigned format.</li> <li>4. Recognize and use appropriate transitional words and expression for coherence between and within paragraphs, based on the intended purpose(s) of time, space, addition, importance, example/illustration, compare/contrast, and cause/effect, etc.</li> <li>5. Analyze writing content for direction, support, unity, and coherence, also for correct sentence structure and for sentence variety, as assigned.</li> <li>6. Recognize and match the stated purpose of a writing assignment with the appropriate rhetorical form or structure, whether for a paragraph, essay, or speech. Complete assignments using appropriate organization of ideas, style, and tone, such as for description, definition, argument/persuasion, process, or compare and contrast. When reading sample paragraphs and essays assigned from the textbook or from other sources, recognize the purpose and the rhetorical form or structure used by the authors of these writings. Develop the ability to recognize and articulate both the literal and inferential (implied) meaning of assigned readings.</li> </ol>

7. Demonstrate the differences between academic writing and casual or personal writing, such as might be used in a "free-write." 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. The five steps are Pre-writing, Planning / Outlining, Drafting, Revising, and Proofreading.
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 for revision. Use compensatory strategies to mitigate learning differences, if any. Examples of compensatory strategies may include flash cards, recordings, color-coding, etc. Demonstrate respect for other writers by citing excerpts taken from articles, books, websites, etc., for use in a writing assignment, in compliance with El Camino College requirements for academic integrity. Value and take pride in honest, authentic expression as a writer.
9. Use both computer software and hard copy to design graphic organizers and outlines as part of the Pre-writing and Planning Steps of the Five-Step Writing Process. Use text-to-speech software, as needed, for access to the content of print. Use speech-to-text software, as needed, in lieu of keyboarding.
10. Develop methods for proofreading papers and correcting errors, including the use of appropriate software, as per the instructor's guidelines.
11. Recognize and implement the rule for subject-predicate agreement in number, as in singular and plural. Use verb tenses correctly to express time-order or the sequence of events as intended.
12. Develop the memory strategies needed for the rules and exceptions which inform the correct spelling of words in the English language.
13. Analyze learning and track assignment-completion through the use of appropriate self-monitoring techniques. Examples include planners, whether hard copy or digital, reminders, checklists, personal journals, etc.
14. Utilize computer assisted instruction and/or appropriate educational accommodations to support writing assignments. Request and utilize test accommodations, as appropriate, as part of a disability-management or self-regulation strategy.
15. Use appropriate campus resources, such as the El Camino College Writing Center, Schauerman Library, Learning Resources Center, and/or Special Resource Center to complete assignments and/or to develop/practice skills, including but not limited to planning/organization, research, formatting, and proofreading.

	<p>16. Maintain and improve organizational and self-monitoring strategies by organizing a course notebook or course computer files effectively and by keeping track of grades through instructor feedback on assignments, whether received in hard copy or through a Learning Management System such as Canvas.</p>
<p><b>Major Topics:</b></p>	<p><b>I. Course Requirements (4 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Syllabus, textbook, dictionary</li> <li>B. Expectations of students: attendance, punctuality, interaction with instructor and classmates, respect for diversity, academic honesty, and students' self-advocacy for accommodations, if needed</li> <li>C. Rules for use of Computer Writing Lab (on campus) and the availability of campus tutoring resources, whether face-to-face or virtual</li> <li>D. Organization and use of a three-ring, five-section notebook and of supplies</li> <li>E. Campus resources, face-to-face and virtual, including "OneDrive" and appropriate, allowable online resources for writers</li> <li>F. Submission of writing assignments in required format, whether in hard copy or through "OneDrive," Canvas Learning Management System, E-mail attachment, etc.</li> </ul> <p><b>II. The Five-Step Writing Process (10 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Pre-writing</li> <li>B. Planning / Outlining</li> <li>C. Drafting</li> <li>D. Revising</li> <li>E. Proofreading</li> <li>F. Usefulness of the Five-Step Writing Process to demonstrate direction, support, coherence, and unity in any or all writing assignments</li> <li>G. Inclusion of correctly formatted citations and a Works Cited Page, as required</li> </ul> <p><b>III. Description Assignment: One Paragraph (5 hours, lecture and 3 hours, lab)</b></p> <ul style="list-style-type: none"> <li>A. Purpose of the assignment</li> <li>B. Use of graphic organizers, whether in hard copy or online</li> <li>C. Structure of paragraph: topic sentence, at least three supporting statements with details, examples, incidents, and/or quotes, conclusion, and use of appropriate transitionals</li> <li>D. Rough draft</li> <li>E. Final draft</li> </ul> <p><b>IV. Definition Assignment: One Paragraph (5 hours, lecture and 3 hours, lab)</b></p> <ul style="list-style-type: none"> <li>A. Purpose of the assignment</li> <li>B. Use of graphic organizers, whether in hard copy or online</li> <li>C. Structure of paragraph: topic sentence, at least three supporting statements with details, examples, incidents, and/or quotes, conclusion, and use of appropriate transitionals</li> <li>D. Rough draft</li> <li>E. Final draft</li> </ul>

**V. Process Assignment: Three-Paragraph Essay (6 hours, lecture and 4 hours, lab)**

- A. Purpose of the assignment
- B. Use of graphic organizer or outline, whether in hard copy or online
- C. Function and structure of each paragraph and transition or flow between paragraphs
- D. Rough draft
- E. Final draft

**VI. Persuasion or Argument Assignment: Four-Paragraph Essay (8 hours, lecture and 4 hours, lab)**

- A. Purpose of the assignment
- B. Use of graphic organizer or outline, whether in hard copy or online
- C. Function and structure of each paragraph and transition or flow between paragraphs
- D. Rough draft
- E. Final draft

**VII. Overview of Five-paragraph Essay (5 hours, lecture)**

- A. Purpose of the assignment
- B. Use of graphic organizer or outline, whether in hard copy or online
- C. Structure
  - 1. Introduction (including the Thesis Statement)
  - 2. Three body paragraphs
  - 3. Conclusion
- D. Coherence factors, such as the use of transitional words/expressions within and between paragraphs
- E. Example of a rough draft
- F. Example of a final draft

**VIII. Free-writes and/or Journal-writing (1 hour, lecture and 2 hours, lab)**

**IX. Punctuation (3 hours, lecture and 1 hour, lab)**

- A. Commas for introductory phrases, for a series of three or more, and for avoiding "run on" sentences (commas before FANBOYS conjunctions)
- B. Apostrophes for contractions and to indicate possession
- C. Quotation marks and italics, as needed, for citing the work of other writers

**X. Grammar (3 hours, lecture and 1 hour, lab)**

- A. Subject - Predicate Agreement in Number and correct verb tenses for time / sequential order
- B. Correction of sentence fragments through review and editing of subject, predicate, and complete thought
- C. Preferred use of third person pronouns (he, she, it, they), minimal use of first person pronouns (I, we, mine, ours) and avoidance of second person pronouns (you, yourself, yours)

**XI. Spelling (2 hours, lecture)**

- A. Homophones and other commonly confused words

	<p>B. Pro and con of computerized Spell-check devices</p> <p><b>XII. Word Structure and Word Use (2 hours, lecture)</b></p> <p>A. Roots and affixes</p> <p>B. Parts of speech (how words are used in a sentence)</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	18
<b>Total Hours:</b>	72
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	<p>Description Paragraph</p> <p>Write a descriptive paragraph about a restaurant of your choice. Start with a topic sentence that identifies the meal (breakfast, lunch, dinner, or brunch) and the restaurant's name/location as the topic of the paragraph, as well as the main point or direction which the paragraph will take. (The main point might be a positive or negative view of the restaurant.) Use your graphic organizer to brainstorm appropriate supporting statements with sensory details, as in sight, sound, smell, feel, and taste. Write a conclusion to restate/reinforce the topic sentence and to give the paragraph a sense of completion or closure. Submit your double-spaced rough draft on time. After receiving your graded rough draft back from the instructor, make the corrections indicated. Write and submit your double-spaced final draft by the required due date..</p>
<b>Critical Thinking Assignment 1:</b>	<p>Recognizing Appropriate Supporting Statements</p> <p>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.</p>
<b>Critical Thinking Assignment 2:</b>	<p>Choosing the Correct Predicate</p> <p>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.</p> <p>Example:</p> <p>The students register for classes online.</p> <p>The student body registers for classes online.</p>
<b>Other Evaluation Methods:</b>	Class Performance, Completion, Homework Problems, Matching Items, Multiple Choice, Performance Exams, Quizzes, Term or Other Papers, True/False, Written Homework
<b>Instructional Methods:</b>	Demonstration, Discussion, Group Activities, Lab, Lecture, Multimedia presentations
<b>If other:</b>	Cooperative learning activities and computer assisted instruction, including Canvas LMS to augment face-to-face or live online, synchronous instruction.
<b>Work Outside of Class:</b>	Journal-writing to reflect on progress and confidence as a writer (done by the student on a continuing basis throughout the semester), required reading, skills practice, study, written work, such as assigned paragraphs, essays, grammar exercises, free-writes, and research for appropriate citations.

<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Arlov, Pamela. Wordsmith, A Guide to Paragraphs and Short Essays. 7th edition. Pearson Prentice Hall, 2019.
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	Three-ring notebook with five dividers, Dictionary, preferably hard copy, for alphabetic sequence Flash cards for vocabulary, Color pens/pencils, highlighters, Flash drive and/or "Cloud" access to save work.
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	Students should ideally read with fluency and comprehension skills at a sixth grade reading level.
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	

<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Sharen Kokaska
<b>Date:</b>	11/14/1994
<b>Original Board Approval Date:</b>	01/17/1995
<b>Last Reviewed and/or Revised by:</b>	Julia Land
<b>Date:</b>	10/26/2021
<b>Last Board Approval Date:</b>	12/20/2021