

# LRNG A040: LEARNING SKILLS-WRITING

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493032 - Learning Skills, Learning Disabled
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Non-Degree Applicable (C)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	No
Grading Policy	Pass/No Pass (B)

## Course Description

This course is designed for students with learning differences and neurodiverse learners who need to improve basic writing skills. A process approach (prewriting, organizing, writing, and revising) to writing will be integrated to provide a variety of writing experiences. To increase writing skills and preparation for transferable English courses, students will practice specific learning strategies, employ assistive technologies related to writing, and receive individualized instruction. This course will employ UDL design and compensation strategies used to address and overcome the writing challenges associated with specific learning differences. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Demonstrate the use of assistive technologies when working on the prewriting process of a written assignment.
2. Recognize paragraph elements through the implementation of compensatory techniques.
3. Apply read aloud methods to support revision through rehearsal and practice.

## Course Objectives

- 1. This class will empower students with learning differences to develop and enhance their writing skills, fostering self-expression and self-reflection, while accommodating and addressing their unique learning needs: students will recognize their two strongest learning styles and use them to effectively complete writing assignments; employ time management strategies to track the five-step writing process; examine and utilize suitable assistive technology to complete writing and reading assignments; and utilize appropriate campus resources that support college level writing (the Writing Center and the Library).

## Lecture Content

Writing Strategies: The Purpose of Writing Assignment Dissection  
Generating ideas through pre-writing methods Developing and organizing writing ideas through graphic organizers (mind maps, clustering, frames, and think sheets) Creating and organizing content (expressive language) Self-reflection paragraphs, model paragraphs TAPS mnemonic strategy

for revising COPS (capitalization, overall appearance (MLA/APA format), punctuation, and spelling) mnemonic strategy for the editing process

Assistive Technologies/Compensatory Strategies: Computer software (pre-writing process) A word processor with Microsoft Word, Google Chrome, and Mac accessibility features. Read aloud method (text to speech technologies) Assignment completion: the use of self-monitoring techniques such as digital planners, software, reminders, checklists, and assignment calculator Compensatory Strategies: assistive technology, customized spelling and grammar tools, use of templates (samples), use of mnemonics

## Method(s) of Instruction

- Lecture (02)

## Instructional Techniques

This course will employ the following instructional techniques: Direct and explicit instruction Individualized Instruction Teacher modeling and demonstration Computer-assisted instruction Discussion Multimedia presentations Group Activities

## Reading Assignments

Short and sample paragraphs where students will discuss the main points and present authors writing styles; Model Paragraphs: students will be required to employ read aloud methods, write down the writing process by providing different elements of paragraph development, such as topic sentences, transitions, or supporting details; Read articles from the Learning Network/other non-fiction articles where students will stay informed about writing-related issues and practice summarizing text and its application in the writing process.

## Writing Assignments

With the use of assistive technology, students will work on paragraph expansion (add supporting details, examples, or explanations); With the use of assistive technology, students will be asked to review, highlight, and read aloud paragraphs to revise it for the use of expressive language, coherence in writing, and basic writing conventions; To promote self-awareness and students individual learning needs (based on learning styles/strengths), students will be asked to work on personal reflection paragraphs, specifically write paragraphs reflecting on their writing progress and the challenges they face.

## Out-of-class Assignments

Use assistive technologies to complete the five-step writing process; Students will use graphic organizers (mind maps, concept maps, or simple outlines to plan the structure and content of their paragraph) when working on the five-step writing process; Deconstruct the paragraphs to understand the basic components of a well-structured paragraph;

## Demonstration of Critical Thinking

Students will demonstrate critical thinking through a variety of methods and activities in the classroom: group discussions, self assessment, reflection writing assignments, and collaborative projects.

## Required Writing, Problem Solving, Skills Demonstration

Proficiency must be demonstrated through the completion of weekly writing assignments, annotated writing samples, peer review and feedback, use of assistive technologies from the start of the writing and not the end of the writing/editing stage, and skill demonstration (the

five-step writing process) and the use of specific assistive technologies determined by the instructor.

## **Eligible Disciplines**

Learning Disabilities: Disabled Student Programs and Services: Masters degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology or rehabilitation counseling; AND 15 semester units of upper division or graduate study in the area of disability

## **Other Resources**

1. Assistive technology tools, Library Resources, Online Writing and Grammar Resources, Style Guides, Writing Workshops through the Writing Center (Campus Support Services), Library Workshops, Open Education Resources, Online Writing Prompts (The New York Times Learning Network, Scholastic Story Starters, ReadWriteThink, etc.), Feedback and Revision Tools, Writing Prompts and Exercises for Different Learning Styles.