

LRNG A041N: LEARNING SKILLS-WRITING LAB

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493032 - Learning Skills, Learning Disabled
Units	0 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This laboratory course is designed for students with learning differences and neurodiverse learners who are concurrently enrolled in transferable English courses and other academic courses that require extensive writing. Students will increase learning performance and study skills which relate to the above referenced courses. With the use of assistive technologies, students will improve their proficiency in time management, note-taking, writing, and critical thinking skills. Students will also evaluate and utilize appropriate campus resources, specifically the Writing Center and Library at Orange Coast College. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students are expected to effectively utilize lab time to complete writing and reading assignments in their concurrent English courses/ academic courses that require extensive writing assignments.
2. Students will employ the five-step writing process and use appropriate assistive technologies to complete the writing assignments.
3. Students will utilize campus resources such as the Library and Writing Center.

Course Objectives

- 1. This lab is designed to equip students with learning differences with the necessary academic support by offering individualized instruction, promoting the use of assistive technologies and compensatory strategies, and learning techniques to enable students to maximize their academic potential in transferrable English courses and other academic courses that require extensive writing.

Lecture Content

Learning Styles (self assessment and impact on writing); Personal experiences with writing; Needs assessment; Assistive Technologies and Tools; Choosing the right assistive technology tool based on individual need; Writing Strategies (brainstorming, organizing, and editing techniques); Mindfulness and stress reduction during the writing and

reading process; Progress monitoring (time management, assignment completion, and time management)

Lab Content

Learning Styles (self assessment and impact on writing); Personal experiences with writing; Needs assessment; Assistive Technologies and Tools; Choosing the right assistive technology tool based on individual need; Writing Techniques and Strategies (fundamentals of writing and brainstorming, organizing, and editing techniques); Mindfulness and stress reduction during the writing and reading process; Progress monitoring (time management, assignment completion, and time management)

Method(s) of Instruction

- Regular NC Lab (NC4)
- Live Online Reg NC Lab (NCC)

Instructional Techniques

This laboratory 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

The use of assistive technologies for reading assignments; Application of time management techniques and tools to manage reading requirements; Mini reflections on assigned readings, discussing main ideas, key takeaways, and authors message;

Writing Assignments

Through the integration of assistive technology, students will work on essay development, breaking essays into small parts and focusing on one part at a time; Students will actively read and annotate their reading assignments and use assistive technologies as appropriate.

Out-of-class Assignments

Students will be asked to engage in library workshops that focus on formatting and research papers for academic writing; Students will be asked to complete an assignment at the Writing Center, where they will collaborate with a peer tutor and focus on a specific part of the essay; Students will be asked to employ graphic organizers (mind maps, concept maps, or simple outlines to plan the structure and content of essays) when working on the five-step writing process; To gain a deeper understanding of the fundamental elements of a well-structured essay, students will be asked to dissect the prompt and deconstruct the essay to understand the basic components of a well constructed essay.

Demonstration of Critical Thinking

Students will exhibit critical thinking by applying specific learning strategies that pertain to their unique learning needs. They will demonstrate their critical thinking through careful examination of texts, engaging in meaningful dialogues, completing writing assignments, continuously refining their work using mnemonic techniques, and effectively incorporating assistive technologies for their reading and writing tasks.

Required Writing, Problem Solving, Skills Demonstration

Use of assistive technology to identify effective comprehension of the text; Utilize the five-step writing process to construct an essay while employing text to speech and speech recognition software to proofread and enhance clarity of writing; Apply mnemonic strategies during the

revision and editing; Use text highlighting assistive technologies to comprehend complex texts and critically assess the content;

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), Feedback and Revision Tools, Writing Prompts and Exercises for Different Learning Styles.