



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Educational Development 37  
**Descriptive Title:** Increased Learning Performance: English

**Course Disciplines:** Special Education

**Division:** Health Sciences and Athletics

**Catalog Description:** In this laboratory course, students will increase learning performance and study skills which relate to content of other El Camino College English courses. Students will enhance their critical thinking and time management skills. Students will evaluate appropriate campus resources and assistive technologies which may promote academic success in reading and writing courses.

*Note: This course is appropriate for students with disabilities.  
Note: Pass/no pass only.*

**Conditions of Enrollment:** Enrollment Limitation

Concurrent enrollment in an El Camino College English course

**Course Length:**  Full Term  Other (Specify number of weeks):  
**Hours Lecture:** 0 hours per week  TBA  
**Hours Laboratory:** 3.00 hours per week  TBA  
**Course Units:** 1.00

**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. Students will use EDEV 37 appropriately to complete their writing or reading assignments in their concurrent ECC English classes.
2. Students will utilize the five-step writing process: pre-writing, planning, drafting, revising, proofreading.  
Whether for a reading or a writing assignment, students will identify the
3. main idea, the supporting details, and the type of rhetoric.
4. Students will use at least one campus tutoring resource for reading or writing.

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.
  - I. Students will recognize their two strongest learning styles and articulate how to use these effectively to complete their writing or reading assignments.  
Class Performance
2. Students will demonstrate the technique of paraphrasing key concepts and/or key components of their writing or reading assignment.  
Class Performance
3. Students will develop and demonstrate techniques to organize, memorize, and retain information.  
Class Performance
4. Students will articulate their comprehension of course-specific vocabulary, such as the various types of rhetoric and the difference between a topic sentence and thesis statement.  
Laboratory reports
5. Students will demonstrate the use of visual organizers, whether by hand or on the computer, to illustrate a concept or to outline a reading or writing assignment.  
Class Performance
6. Students will organize study materials and demonstrate effective planning and time management techniques in order to complete assignments by the due date and to be prepared for tests.  
Class Performance
7. Students will examine and apply various assistive technologies for reading printed material and/or for recording information, as appropriate, per student need.  
Laboratory reports

8. Students will examine and apply voice-activated software for writing, as appropriate, per student need.

Laboratory reports

9. Students will develop dyad or small group learning techniques through in-class mini-lessons in English vocabulary, grammar, and/or punctuation.

Class Performance

10. Students will identify appropriate campus resources to support their English classes, whether Reading or Writing.

Laboratory reports

**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
Lab	14	I	Applied Learning Strategies A. Surveying, questioning, and outlining techniques B. Memory and mnemonic Strategies C. Paraphrasing D. Visual sequencing, such clusters, mind maps, and flow charts E. Time management skills, including use of a weekly grid, semester-long calendar, and personal planner
Lab	14	II	Applied Study Skills A. Organizing text/lecture notes and materials B. Effective research methods C. Locating the main idea or identifying the purpose of the text or the writing assignment D. Flash cards E. Studying with a partner or small group F. Coping with test anxiety
Lab	13	III	Critical Thinking Skills A. Comparing and contrasting B. Analyzing or developing a process such as pre-reading skills C. Evaluation techniques, such as proofreading a paper for grammar, spelling, and punctuation errors, checking for MLA format and/or for the appropriate use of citations, etc.
Lab	13	IV	Campus Resources, including Assistive Technologies A. Using appropriate resources as a bridge towards independent learning B. Technology as an alternative to print C. Technology to record information D. Educational tools, resources and strategies for individual learning preferences, such as interactive websites, videos, Supplemental Instruction, library, tutoring options, etc.
<b>Total Lecture Hours</b>	0		
<b>Total Laboratory Hours</b>	54		
<b>Total Hours</b>	54		

#### **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

##### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Examine the writing or reading assignment you have brought to Ed. Dev. 37.

Calendar the due date in your planner. Be aware of other assignments due on or close to the same date. Recognize the purpose of the assignment, the intended audience, and the type of rhetoric required. Determine if you will need to conduct research or to prepare in some other way to start the assignment. Identify the materials, supplies, or resources you anticipate needing. List the steps you will take to complete the assignment. Estimate the time you will need, and draw up a schedule to complete those steps so that you are able to turn in the assignment by its due date.

##### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. **READING:** To decode a word you do not recognize, you may choose to break the word into syllables, break the word into roots and affixes, or try to figure out the word from context clues (if any). Analyze the following:

- a. What you have to know to syllabify, identify roots and affixes, use context clues.
- b. The advantages and limitations of each of those three methods of decoding a new word.

2. **WRITING**

Thinking of direction, support, unity, and coherence, consider and explain the differences between the "support" required in a single paragraph and the support required in a five-paragraph essay.

##### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Class Performance

Completion

Other (specify):

Notebook organization and maintenance

#### **V. INSTRUCTIONAL METHODS**

- Demonstration
- Discussion
- Group Activities
- Internet Presentation/Resources
- Laboratory
- Multimedia presentations

**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**

Course is lab only - minimum required hours satisfied by scheduled lab time and estimated student hours outside of class per week is zero.

**Estimated Independent Study Hours per Week: 0**

**VII. TEXTS AND MATERIALS**

- A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
- B. **ALTERNATIVE TEXTBOOKS**
- C. **REQUIRED SUPPLEMENTARY READINGS**
- D. **OTHER REQUIRED MATERIALS**  
Dictionary, Notebook, and Flashdrive

**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
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
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**D. Recommended Skills**

Recommended Skills
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**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
Concurrent enrollment in an El Camino College English course	

**BOARD APPROVAL DATE: 02/17/2015**

**LAST BOARD APPROVAL DATE:**

**Last Reviewed and/or Revised by Julia Land on 10/08/2014**

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