

EL CAMINO COLLEGE

COURSE OUTLINE OF RECORD

I. Course Information

Subject:\*EDEV

Course Number:\*

37

37

Descriptive Title:\*

Increased Learning Performance: English

Increased Learning Performance: English

Division:

Health Sciences and Athletics

Health Sciences and Athletics

Department:\*Educational Development

Course Disciplines:

Special Education

Special Education

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:

Prerequisite:

Co-requisite:

Recommended Preparation:

Enrollment Limitation:

Concurrent enrollment in an El Camino College English course

Course Length: Full Term

Hours Lecture (per week):

0

0Hours Laboratory (per week):

3

3

Outside Study Hours:\*

0

0Total Hours:\*

54

54

Course Units:\*

1

1

Grading Method:

Pass/No Pass only

Pass/No Pass only

Credit Status:

Credit, non degree applicable

Credit, non degree applicable

Transfer CSU:

No

NoEffective Date:

Transfer UC:

No

NoEffective Date:

General Education: ECC

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

## II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1 Complete writing or reading assignments

Students will use EDEV 37 appropriately to complete their writing or reading assignments in their concurrent ECC English classes.

SLO #2 Five-step writing process

Students will utilize the five-step writing process: pre-writing, planning, drafting, revising, proofreading.

SLO #3 Identify the main idea, supporting details, and type of rhetoric

Whether for a reading or a writing assignment, students will identify the main idea, the supporting details, and the type of rhetoric.

B. Course Objectives (The major learning objective for in this course are listed below)

### Course Objectives:

Students will recognize their two strongest learning styles and articulate how to use these effectively to complete their writing or reading assignments.

Students will demonstrate the technique of paraphrasing key concepts and/or key components of their writing or reading assignment.

Students will develop and demonstrate techniques to organize, memorize, and retain information.

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.

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.

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.

Students will examine and apply various assistive technologies for reading printed material and/or for recording information, as appropriate, per student need.

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

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

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

Students will weigh the pros and cons of "leveling up," based on their sense of readiness and preparation for the requirements of a specific English class level.

Students will understand the meaning of academic integrity and will recognize what constitutes plagiarism and the appropriate / inappropriate use of apps and websites.

### III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

#### I. Main Topic (3 hours, lecture)

A. Sub topics

B. Sub topics

1. Super sub topic

2. Super sub topic

## Major Topics

### I. Applied Learning Strategies (14 hours, lab)

A. Surveying, questioning, and outlining techniques

B. Recognition / production of various rhetorical styles of writing, as required by the student's English class, such as description, analysis, compare / contrast, argument / persuasion, etc., and the appropriate transitional expressions to support the type of rhetoric assigned

C. Memory and mnemonic strategies

D. Paraphrasing, to check for comprehension

E. Visual sequencing, such as clusters, mind maps, and flow charts, as may be required by the Five- Step Writing Process: Pre-writing, Planning, Drafting, Revising, and Proofreading

F. Recognizing scholarly tone in writing and avoiding deterrents such as slang, contractions, and second person "you" pronouns

G. Time management skills, including use of a weekly grid, semester-long calendar, and personal planner, whether hard copy or virtual, to keep track of assignment due dates

### II. Applied Study Skills (14 hours, lab)

A. Organizing text / lecture notes and materials so that these may be useful and meaningful as study tools, as needed

B. Identifying productive, "on target" research methods, including a timeline for conducting and evaluating research

C. Recognizing an author's purpose, intended audience, and use of rhetorical tools, such as ethos, logos and pathos

D. Using a dictionary for word definitions and alphabetical sequence; creating and using flash cards as a memory tool, especially for vocabulary

E. Studying with a partner or small group

F. Coping with test anxiety, whether for in-person or electronically proctored exams

### III. Critical Thinking Skills (13 hours, lab)

A. Decision-making, possibly with Counselor support, about the feasibility of meeting the demands of an English course, especially if "leveling up," and weighing other options, such as a preparatory class, if available, "S" (Support) Classes, and/or additional Educational Development courses

B. Developing effective pre-reading strategies as well as annotation techniques to identify the main idea and supporting details of an assigned reading passage

C. Using appropriate evaluation techniques, such as proofreading a paper more than once for a variety of purposes (Proofreading might start with verifying the required length and subject matter and may then proceed to "direction, support, coherence, and unity," followed by proofreading for grammar, spelling, and punctuation. Proofreading may also include checking for headings, title, margins, spacing, and the appropriate use of in-text citations and Works Cited Page, as per MLA or other assigned format.)

D. Recognizing the role of and the requirements for academic integrity in an English class

E. Developing / improving metacognitive skills through writing EDEV 37 Minute Journals and Tutoring Reports to track progress and growth in reading and writing skills

IV. Campus Resources, including Assistive Technologies (13 hours, lab)

A. Identifying appropriate resources as a bridge towards independent learning

B. Using technology as an alternative to print and/or using technology to assist with reading, writing, and note-taking

C. Making ethical use of technology, whether websites, apps, etc.

D. Using appropriate educational tools and resources for individual learning preferences, such as interactive websites, videos, the English Instructor's office hours, Supplemental Instruction (if available), "S" or "Support classes from the English Department, Schauerman Library, campus tutoring options, etc.

E. Referring to the ECC Catalog: Policies and Procedures: Standards of Student Conduct, for any questions about academic integrity or other college level behaviors required of ECC students.

F. Becoming familiar with the requirements of plagiarism-checking technology, as required by El Camino College.

Total Lecture Hours:

0

0

Total Laboratory Hours:

54

54

Total Hours:

0

0

#### IV. Primary Method of Evaluation and Sample Assignments

##### A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation

3) Skills demonstration

##### B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation:

Examine the writing or reading assignment you have brought to EDEV 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

Critical Thinking Assignment 1:

READING: To decode a word you do not recognize, you may choose one or more of the following techniques:

- 1.) Break the word into syllables (the sound-parts of a word)
- 2.) Analyze the word by identifying its root and affixes (visual hints to the meaning of a word), and/or
- 3.) Try to figure out the word from context clues (if any).

Analyze the following:

- a. What you have to know in order to syllabify, to identify word roots and affixes, and/or to use context clues.



b. The advantages and limitations of each of those three methods of decoding a new word.

Critical Thinking Assignment 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

Other Evaluation Methods:

Class Performance, Completion

## V. Instructional Methods

Instructional Methods:

Lecture, Demonstration, Discussion, Writing Lab with feedback/coaching, Group activities, Educational videos, other Multimedia presentations, including instructor reference to any/all texts required in the English classes being taken by EDEV 37 students.

If other:

Internet Presentation/Resources

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

Work Outside of Class:\*

Course is lab only - minimum required hours satisfied by scheduled lab time

If Other:

## VII. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Up-To-Date Representative Textbooks:

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Alternative Textbooks:

C. Required Supplementary Readings

Required Supplementary Readings:

D. Other Required Materials

Other Required Materials:

Hard copy dictionary, student's choice, also a three-ring, five-section notebook and either a flash drive or "Cloud" storage to save writing assignments produced in a lab without a printer. In addition: paper, flash cards, various color writing implements. Students must bring the textbook or online learning platform access for their ECC English class.

## VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

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).

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Concurrent enrollment in an El Camino College English course

Enrollment Limitations Impact:

The purpose / SLO #1 of EDEV 37 is to support students' success in their concurrent ECC English class.

STEP 3: Click Save for any changes made.

STEP 4: Launch proposal by clicking Launch icon in the top left corner of this page.

STEP 5: Edit fields that will have changes made. (Save after each section you modify.)

STEP 6: Click on the Select icon at the top of the Proposal Toolbox to submit proposal for review.

STEP 7: When the "Your Decision" box appears, click Approve and "Make My Decision" to move the proposal forward in the process.

Course Created by:

Julia Land

Julia Land Date:

10/08/2014

10/08/2014

Original Board Approval Date:

02/17/2015

02/17/2015

Last Reviewed and/or Revised by:

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Julia LandDate:

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Last Board Approval Date: