GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 03/22/2022

GCCCD Governing Board Approval: 04/19/2022

PERSONAL DEVELOPMENT – SUCCESSSERVICES 098 –WRITING FUNDAMENTALS FOR STUDENTS WITH DISABILITIES

1. Course Number Course Title Semester Units

PDSS 098 Writing Fundamentals for Students with Disabilities 2

Semester Hours: 2 hours lecture 32-36 hours 64-72 outside of class hours 96-108 total hours

2. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

This course provides instruction in fundamental written language skills and knowledge designed to improve grammar, mechanics, usage, and composing skills for students who are neurodiverse and/or have communicative, cognitive, intellectual, physical, visual, hearing, or mental health disabilities. Students will write narrative and expository paragraphs as well as expository essays, focusing on the application of grammatical and mechanical rules and concepts in the context of writing. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

4. Course Objectives

The student will:

a. Evaluate the impact of their disabilities on the writing process.

b. Apply the rules of punctuation, mechanics, and grammar in the context of writing to develop coherent and cohesive sentences, paragraphs, and essays.

c. Evaluate the efficacy of a variety of standard and assistive computer technology products to facilitate the writing process (i.e., planning, composing, and revising short narrative and expository paragraphs as well as an essay) and mitigate the educational limitations of students’ specific disabilities.

d. Develop individualized strategies that facilitate the invention, drafting, editing, revising, and reflection processes of writing, taking into the account the effects of students’ disabilities on these aspects on the writing process.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None

7. Course Content

The course will cover:

a. Quotation marks (when used to quote sources).

b. Punctuation (commas).

c. Sentence-level grammar.

1) Sentence structure (including methods for correcting fragments and run-together sentences).

2) Subject-verb agreement.

3) Parallelism.

d. Commonly confused words.

e. Using outside sources to support arguments.

f. Strategies for planning, composing and revising short narrative and expository paragraphs and essays.

g. Introduction and practice in using idea generation, word processing, and assistive software to compose short narrative and expository paragraphs and essays.

8. Method of Instruction

1. Small group lecture, discussion, and demonstration of writing strategies and assistive technology.
2. Guided group and individual practice with an emphasis on the practical application and mastery of the writing strategies best suited to compensate for the educational limitations posed by each student’s disability.

9. Methods of Evaluating Student Performance

a. Written grammar, mechanics, and usage pre-test and post-test assessments to determine students’ initial instructional needs and growth at the end of the semester.

b. In-class oral and written quizzes **on** such topics as sentence structure, punctuation, and mechanics.

c. Weekly writing assignments (e.g., narrative, expository, and argumentative paragraphs and a final essay).

d**.** Final written exam (post-test assessment of grammar, mechanics, and usage topics covered during the semester).

10. Outside Class Assignments

a. Weekly exercises corresponding to assigned units (e.g., revision exercises involving sentence-level grammar and punctuation concepts such as fragments, run-on sentences, and comma splices).

b. Frequent student-generated writings (e.g., narrative and expository paragraphs and an essay).

c. Textbook readings on grammar and punctuation topics such as subject-verb agreement, parallel sentence structure, and comma usage.

11. Representative Texts

a. Representative Text(s):

Glazier, Teresa. *The Least You Should Know About English: Writing Skills* (13th edition). Boston: Cengage Learning, 2018.

b. Supplementary texts and workbooks:

Software programs will be assigned on an individual basis and will be available for in-class use. Examples include such assistive products as text-to-speech software, speech recognition software, text magnification software, and alternative keyboards.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Grammar: Identify the parts of speech and the major components of a sentence, including subjects, verbs, phrases, and clauses.
  2. Grammar: Use basic punctuation correctly to avoid fragments, run-ons, and comma splices.
  3. Grammar: Recognize and correct shifts in verb tense and point of view.
  4. Writing: Compose and combine sentences using coordination, subordination, and modifiers.

e. Writing: Employ the writing process (invention, drafting, editing, revising and reflection) to organize and develop expository and argumentative paragraphs as well as an essay focusing on one main idea with supporting details and an appropriate level of vocabulary and diction.

f. Personal Development: Organize both completed work and work in progress to track improvement.

g. Personal Development: Demonstrate good time management.