

LS M02L: WRITING SKILLS LABORATORY

Originator

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College

Moorpark College

Discipline (CB01A)

LS - Learning Skills

Course Number (CB01B)

M02L

Course Title (CB02)

Writing Skills Laboratory

Banner/Short Title

Writing Skills Laboratory

Credit Type

Credit

Start Term

Fall 2020

Catalog Course Description

Develops writing skills through the use of word processing software, proofreading tools and assistive technology to enhance the writing process to produce well-organized paragraphs and short essays. Provides practice and reinforcement of writing concepts and strategies.

Additional Catalog Notes

Provides instruction designed to meet the educational needs of students with or without disabilities. Does NOT apply to Associate Degree.

Taxonomy of Programs (TOP) Code (CB03)

4930.32 - Learning Skills, Learning Disabled

Course Credit Status (CB04)

C (Credit - Not Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable);

Course Basic Skills Status (CB08)

B - The Course is a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

S - The Course is an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

26.25

Maximum Contact/In-Class Laboratory Hours

26.25

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

26.25

Total Maximum Contact/In-Class Hours

26.25

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

26.25

Total Maximum Student Learning Hours

26.25

Minimum Units (CB07)

.5

Maximum Units (CB06)

.5

Corequisites

LS M02

Requisite Justification

Requisite Type

Corequisite

Requisite

LS M02

Requisite Description

Other (specify)

Specify Other Requisite Description

companion course

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	write a coherent paragraph with a topic sentence, major details, minor details, transition words and a closing sentence.
2	engage in genuine collaboration with their classmates that fosters exploratory learning and values making mistakes as an opportunity for growth.
3	demonstrate an understanding of the value of cultural diversity has in our society by exploring and analyzing their own bias, through their writing.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1	write a coherent paragraph with a topic sentence, major details, minor details, transition words, and a closing sentence.
2	apply various learning strategies in understanding the course material.
3	utilize prewriting strategies to formulate ideas and thoughts, in developing topics, sub-topics, and topic sentences.
4	embrace making mistakes as an opportunity for growth.

Course Content

Lecture/Course Content

N/A

Laboratory or Activity Content

(20%) Students compose written assignments and projects from lecture

(20%) Students present various small group projects and writing assignments from lecture

(20%) Students listen to classmates' reflections, group presentations, and writing assignments and offer peer support, review, and feedback

(15%) Instructor provides individual student support and feedback for writing assignments and projects

(5%) Instructor provides referrals to campus and community resources and services to support student success

(20%) Instructor providing individual comprehension checks and scaffolding strategies to increase understanding of course material

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises

Skills demonstrations

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Group projects

Individual projects

Journals

Laboratory activities

Oral presentations

Participation

Reports/Papers/Journals

Research papers

Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Demonstrations

Guest speakers

Instructor-guided interpretation and analysis

Instructor-guided use of technology

Internet research

Laboratory activities

Lecture

Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use assessment data to provide feedback and individual instruction using scaffolding techniques based upon students current level and need. Instructor will use a student centrist approach by working within the student's Zone of Proximal Development in providing strategies and techniques that individually address these areas of weakness.

Representative Course Assignments

Writing Assignments

Group and Individual Student Support to Lecture Writing Assignments.

Students will apply note-taking strategy (Critical Points and Critical Responses) to film clip *Do Schools Kill Creativity*. After film clip, students will take 5-7 minutes and respond to three critical points with three in depth critical responses. Instructor will facilitate class discussion providing opportunities for each student to share how they connected with a critical point.

Student will transform a formal paragraph into a mini thesis. Student will use a well constructed topic sentence from a paragraph and convert into a claim and provide rationale to support their claim. Instructor will facilitate discussion illuminating the similarities and differences between a topic sentence and a mini-thesis.

Critical Thinking Assignments

Group and Individual Student Support to Lecture Critical Thinking Assignments.

Students will serve as peer editors for other students. Students will read and edit their classmates work (Summary and Response Assignment) and provide feedback. Student will use paragraph rubric as template to assist in providing feedback.

Individually and in groups, students will identify and highlight components of a paragraph; topic, topic sentence, major details, minor details, use of transition words, and closing sentence.

Reading Assignments

Group and Individual Student Support to Lecture Reading Assignments.

Working in small groups (2-3), students will apply SQ3R reading strategy to various Chapters in English Skills Textbook and present findings to class.

Instructor will conduct activity called Round Table Reflection. Each student will read the reflection packet and comment on the reflection they liked the most. Instructor will facilitate discussion surrounding the student reflection and explore; what, why, and how, the student reflection captivates our interest.

Skills Demonstrations

Group and Individual Student Support to Lecture Skill Demonstrations.

Individually and/or in groups, students will have the opportunity to demonstrate how to limit their topic in a topic sentence by exploring and using a sub-topic to construct a more effective topic sentence.

Individually and/or in groups, students will have the opportunity to demonstrate two of their most favorite pre-writing methods.

Outside Assignments**Articulation****Comparable Courses within the VCCCD**

ACT V25 - ACT Writing Skills

Textbooks and Lab Manuals**Resource Type**

Textbook

Description

Langan, John, and Zoe Albright. *English Skills with Readings*. 9th ed., McGraw-Hill, 2015.

Description

Hoeffner, Lisa, and Kent Hoeffner. *Common Places: Integrated Reading and Writing*. 2nd ed., McGraw-Hill, 2019.

Description

Kirszner, Laurie, and Stephen Mandell. *Focus on Writing: Paragraphs and Essays*. 4th ed., Bedford/St. Martin's, 2017.

Description

Rothman, David, and Jilani Warsi. *Read Think Write; True Integration through Academic Content*. Pearson, 2018.

Library Resources**Assignments requiring library resources**

Research, using the Library's online resources to find peer-reviewed articles.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Students will write a one paragraph summary and one paragraph response to a peer-reviewed article of their choice found by using such databases as eLibrary.

Primary Minimum Qualification

SPECIAL EDUCATION

Review and Approval Dates

Department Chair

01/29/2020

Dean

01/29/2020

Technical Review

02/06/2020

Curriculum Committee

02/18/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000430551

DOE/accreditation approval date

MM/DD/YYYY