

Course Outline for LRNS 118

LEARNING SKILLS - WRITING STRATEGIES

Effective: Spring 2019

I. CATALOG DESCRIPTION:

LRNS 118 — LEARNING SKILLS - WRITING STRATEGIES — 2.00 units

Provides writing support for students with learning related disabilities who are taking basic skills courses in English. The focus is to remediate gaps in the understanding of grammar and simple and complex sentence structure. Students will be given strategies and practice opportunities to enhance their mastery of the writing process, as is needed for English composition as well as academic essays. The proper use of punctuation, capitalization and the use of assistive technology will be highlighted.

2.00 Units Lecture

Grading Methods:

Pass/No Pass

Discipline:

- Learning Disabilities: Specialist

	MIN
Lecture Hours:	36.00
Total Hours:	36.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. Identify grammatical parts of sentences and describe their role in the sentence. Combine short, choppy sentences into longer, more descriptive ones Build grammatically correct simple, compound and complex sentences Identify the difference between incomplete and complete clauses as well as clauses vs phrases Properly use commas, semi-colons, etc. Write clear and appropriate topic sentences Build an expressive paragraph with supporting details, a conclusion and appropriate transitions Identify types of essay styles and when each is used Utilize graphic organizers and assistive technology as applicable

V. CONTENT:

- A. Organizing yourself and your work environment to obtain your best writing
- B. The process of writing
- C. Parts of speech and their role in a sentence
- D. Common problems with verbs in sentences
- E. Varying your sentence structure: simple, compound and complex
- F. Avoiding fragments run-ons, comma splices and fused sentences
- G. Sentence combining for a polished effect
- H. Better sentences: parallel structure, non-redundancy and subject-verb agreement
 - I. writing effective paragraphs
 - J. types of essays
- K. punctuation,, capitalization and sentence mechanics

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Lecture** - supported by power point and board work
- C. **Audio-visual Activity** - AV and web presentations and handouts for resources
- D. **Individualized Instruction** -
- E. Paired/ group learning and practice along with peer evaluation
- F. **Classroom Activity** - In-class practice and drilling/class discussion

VII. TYPICAL ASSIGNMENTS:

- A. Writing strategies exercises (example: brainstorming topics and supporting details for a paragraph using free writing, cluster maps, outlining and journaling)
- B. Interactive computer assisted grammar exercises
- C. Exchange a paper written for your English class with another classmate. Using the rubric the class develops, edit each other's work and make suggestions for improvements as well as what worked for the reader

- D. Demonstrate your knowledge of parts of speech and sentence components by diagramming sentences. Use the visual strategy introduced in the power point on multi-sensory grammar.
- E. Maintenance of an Individual Writing Portfolio including at least 5 examples of first drafts along with at least 1 revise.

VIII. EVALUATION:

Methods/Frequency

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Oral Presentation
- E. Group Projects
- F. Class Participation
- G. Lab Activities

IX. TYPICAL TEXTS:

- 1. Kirzner, L and Mandell, S *Foundations First*. 4th ed., Bedford St. Martins, 2012.
- 2. Juzwiak, C. *Stepping Stones*. 2nd ed., Bedford St. Martins, 2012.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Flash (USB) drive