

SAN DIEGO COMMUNITY COLLEGE DISTRICT
SAN DIEGO CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 675D

COURSE TITLE

ESSAY WRITING - DSPTS

TYPE COURSE

NON-FEE DSPTS

CATALOG COURSE DESCRIPTION

This course is designed for students with disabilities who are in need of a course on the basics of writing essays and/or academic writing. This course addresses the possible accommodations available to them in the classroom and in a test setting. Topics include the different types of academic writing they might encounter as students, writing skills, grammar, how to research a topic and how to site sources. (FT)

LECTURE/LABORATORY HOURS

108

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Learn to write for an academic audience, using appropriate grammar, syntax, and tone.
2. Understand the difference between different types of academic writing (i.e. expository vs persuasive).
3. Gain experience writing in different styles and with different purposes.
4. Learn how to effectively edit a piece of writing and cite sources.
5. Learn self-advocacy skills and how to self-advocate for accommodations.
6. Learn how to analyze strengths and areas needing improvement.

COURSE OBJECTIVES

Students will be able to:

1. Demonstrate ability to self-advocate for proper accommodations when writing in the classroom, according to their individual disabilities.
2. Demonstrate improvement in writing in a variety of academic styles.
3. Demonstrate basic grammar and sentence skills in writing.
4. Demonstrate basic word processing skills in written assignments.
5. Demonstrate ability to meaningfully peer and/or self edit a piece of writing.
6. Demonstrate ability to cite a source in Modern Language Association (MLA) format.
7. Identify areas of strength as well as areas for improvement in student's own writing, building on self-assessment and understanding.

SECTION II

COURSE CONTENT AND SCOPE

1. Writing Accommodations
 - 1.1. Possible accommodations in the classroom setting
 - 1.2. Possible accommodations in the high school equivalency and/or standardized test settings
2. Grammar Basics of Writing
 - 2.1. The parts of speech
 - 2.2. Capitalization and punctuation
 - 2.2.1. Dialogue/quoting
 - 2.3. Other common writing mistakes
 - 2.3.1. Subject-verb agreement
 - 2.3.2. Maintaining tenses throughout a paper
3. Pre-writing
 - 3.1. Brainstorming
 - 3.2. Outlining

COURSE CONTENT AND SCOPE (CONTINUED)

4. Paragraph Structure
 - 4.1. Topic sentence
 - 4.2. Supporting examples
 - 4.3. Transition sentence
5. Researching/Quoting/Paraphrasing for an Essay
 - 5.1. Identifying a reliable source
 - 5.2. Citing a source (MLA format)
 - 5.2.1. In-text citations
 - 5.3. Choosing key information to use/quote
 - 5.3.1. Plagiarism
 - 5.3.2. Avoiding plagiarism
 - 5.3.3. Paraphrasing and summarizing
6. Different Types of Academic Writing
 - 6.1. Persuasive
 - 6.1.1. Examples
 - 6.1.2. Identifying characteristics
 - 6.1.3. Crafting an example
 - 6.2. Expository
 - 6.2.1. Examples
 - 6.2.2. Identifying characteristics
 - 6.2.3. Crafting an example
 - 6.3. Descriptive
 - 6.3.1. Examples
 - 6.3.2. Identifying characteristics
 - 6.3.3. Crafting an example
7. Editing/Reflecting
 - 7.1. Peer editing
 - 7.2. Conferencing
 - 7.2.1. Peer
 - 7.2.2. Instructor
 - 7.3. Leaving meaningful feedback
 - 7.3.1. Useful/not useful feedback
 - 7.3.2. Leaving feedback in a respectful way
 - 7.4. Reflecting on writing

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, instructor-written materials and materials designed for students with disabilities, instructor-selected URLs, and publications relating to academic and essay writing.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, journaling, reflection papers, expository essays, persuasive essays, descriptive essays, and research papers.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference resources, completing projects or worksheets, journal entries, and writing assignments such as brainstorming, outlines, rough or final drafts of assigned academic writing prompts.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking include, but are not limited to, crafting a piece of academic writing to be assessed by rubric, completing individual activities based on research and readings that demonstrate applied knowledge learned in class, and peer or self-editing assignments. An example of an assignment would be an end-of-course reflection in which students reflect on their portfolio of work and identify strengths and areas of improvement.

EVALUATION

Evaluation will occur based on the completion of any combination of pre and post assessments, rubric-based assessments, class participation and attendance, journal entries, essay writing, homework assignments, classwork, individual and group activities requiring applied knowledge from skills learned in class, research assignments, individual portfolios, writing reflections, and timeliness.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to: lecture, group and individual instruction via class discussion, group activities, teacher conferencing, laboratory, audio-visual aids, computer-aided discussion, guest speakers, and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

"They Say / I Say": *the Moves That Matter in Academic Writing, with Readings*, Graff, Gerald, et al., W.W. Norton & Company, current edition

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DATE: 4/4/2018

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog