

Writing Strategies Lab

Learning Skills 331C
Spring 2015 Syllabus



I. CONTACT INFORMATION

Instructor: Kathleen Rozman

Instructor's Office: 115G Student Services Building

E-mail: krozman@mpc.edu

Telephone: 645-1350/646-4070

Office Hours: T/TH: 10:20 a.m.-10:50 a.m. (HSS 102)

F: 10:00 a.m.-10:50 a.m.; 11:00 a.m. – 12:00 noon

Lab Time: M/W 1:00 p.m.- 2:15 p.m.

Lab Make-Up hours: missed lab hours can be made up between 10:30 and 11:00 on Tuesdays & Thursdays or by arrangement with the instructor.

Room: HSS 102

Units: 1 unit = 3 hours per week; 48 hours per semester

This class is offered on a **PASS / NO PASS** grading basis.

Text and Materials: There are no required texts due to the individualized nature of this course and the fact that much of the curriculum is delivered through specialized computer programs available in the lab. Students enrolled in the lab should bring their texts from other courses for which this lab is providing support and study skills development. Books are recommended for individual students by the instructor, and consumable books or materials are often provided in the lab. The following may be required:

- binder or notebook
- recommended reading or study materials provided by the instructor or individually recommended for purchase by the student

II. STUDENT LEARNING OUTCOMES

This lab is designated specifically to provide students with learning disabilities the opportunity to receive individualized instruction and to work at their own pace to prepare them for, or support them in successfully completing mainstream courses; securing or maintaining successful employment; or developing increased independence.

Upon completion of this course, the student will:

1. Define and use a process approach to writing.
2. Apply individualized writing strategies at the sentence/paragraph/essay level.
3. Use identified assistive technology to facilitate writing productivity.

III. COURSE CONTENT

The content for this lab is highly individualized due to the prescriptive nature of this course. This lab is designated specifically to provide students with disabilities the opportunity to receive individualized instruction and to work at their own pace to prepare them for or support them in

successfully completing mainstream courses, securing or maintaining successful employment or developing increased independence. Students will work with software and materials selected by the instructor to address relevant learning issues related to writing in any of the following areas:

A. **Writing Basics**

1. writing complete sentences
2. simple sentence combining
3. types of writing: describing and informing
4. paragraph structure: understanding and creating topic sentences
5. paragraph structure: identifying supporting details
6. functional writing: journals, notes, letters, requests, note-taking
7. five-paragraph essay format

B. **The Writing Process**

1. Steps
 - a. **Plan**—Prewriting
 - b. **Draft**—1st draft, rough
 - c. **Input**—feedback & editing
 - d. **Revision**—revise draft on computer
 - e. **Input**—feedback & editing
 - f. **Publish**—final edits and creating final version
2. Organizing Strategies
3. Drafting Strategies
4. Editing/Evaluating Tools
 - a. Proofreading and editing checklist
 - b. Highlighter tracking tool
5. Publishing
6. Technology Tools
 - a. Kurzweil 3000 (introduction)

IV. **GRADING**

This course is offered on a pass / no pass basis only. Credit for course will be given if the student demonstrates skill development, **and** if the student accrues the 48 hours required.

V. **ATTENDANCE**

Regular attendance is mandatory. Students are allowed **no more than four** absences per semester. The student should contact the instructor by phone (645-1350) or leave a message if he/she will not be in class **more than one consecutive day**.

Students are expected to be punctual. A student who is 20 minutes or more late to class without prior arrangement with the instructor will be counted as absent. Classes start on the hour.

Missed class work **must** be made up by arrangement with the instructor.

VI. **CLASSROOM BEHAVIOR/EXPECTATIONS**

When possible, please be seated, with your class materials and homework on your work area, ready to work when the class begins on the hour.

Keep voices low while waiting for class to begin, especially in the humanities building.

Please leave your work area neat—straighten your keyboard and mouse, push in your chair, brush erasures to the floor, leave your computer on unless instructed otherwise.

NO FOOD is allowed in the classroom. Bottled water is acceptable and encouraged during class.

Cell phones are to be **OFF** during class. If you must leave a cell phone on for the purpose of children or emergencies, please turn it to vibrate and leave the classroom if it is necessary to answer the call.

DO NOT DOWNLOAD games, programs, or music to the lab computers as this can contaminate the hard drive and cause a lot of work and inconvenience for others.

Environmental Sensitivities are a concern for some students and can be part of a serious, debilitating disability. Please refrain from wearing cologne/perfume or scented body products which may trigger symptoms such as headaches, nausea, confusion and memory difficulties. If environmental sensitivity is an issue for you, please report this to the instructor at the beginning of the semester.

Courtesy and good manners are expected and always appropriate. It is essential that a learning environment respectful of everyone's needs be maintained. If at any time your behavior in class is disruptive, rude or making it difficult for others to learn, you may be given a warning. If this behavior continues during the semester, you may be asked to leave that day and the following day as well. If this behavior persists, the Academic Vice President may be involved in further discipline.

COMMUNICATION IS THE KEY TO CREATING A GOOD LEARNING ENVIRONMENT AND WILL HELP YOU TO ACHIEVE YOUR GOALS. IF YOU HAVE A CLASSROOM CONCERN, PLEASE TALK WITH ME PERSONALLY.