

Course Outline

COURSE: ENGL 752 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2013 **Inactive Course**

SHORT TITLE: JOURNAL WRITING OA

LONG TITLE: Journal Writing for Older Adults

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	0	0
		Lab:	2	36
		Other:	0	0
		Total:	2	36

COURSE DESCRIPTION:

A class for older adults that will assist them in developing their writing skills through journal keeping. The students will discover the process of using structured exercises to write about their thoughts, feelings and stress responses in an effort to increase self-awareness and healthier living. This course may be repeated three times.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 3 times

SCHEDULE TYPES:

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Students will develop their own form of self expression through writing descriptions of their life experiences.

ILO: 1, 6, 2 & 4

Measure: Demonstration & Oral Response

2. Students will recognize and develop their capacity for critical reflection through a systemic method of documenting the events in their lives.

ILO: 6, 1, 2

Measure: Project & Oral Response

3. Students will develop the ability to make meaning out of life experiences and events through enhancement of their powers of observations and reflection.

ILO: 6, 2, 1

Measure: Oral Response

4. Students will apply the 5 steps that are components of a decision-making model and use them to develop a method to process important decisions in their lives.

ILO: 3, 1. 6

Measure: Demonstration & Oral Response

5. Students will recognize the benefits of journal writing in aiding memory loss, providing a context for healing/growth or self therapy and revealing thought processes and mental habits.

ILO: 6, 2, 7, 3 & 1

Measure: Oral Response & journal

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 09/24/2012

WEEK 1

2 HOURS

Overview and expectations of the course. The instructor will review the various types of journals and will show examples of each type. The various types of journals are: response journals, learning journals, dialog journals, reflective journals and electronic journals. Students will also examine what a journal is and how it differs from a diary and how it will be used in their daily life. Issues of privacy and the teacher-learner relationship and how the journal is used or not used in class will be discussed. Students will also explore the vocabulary words that are associated with a journal, for example, contemplative, reflective, feelings, critical reflections, observations and thought processes. Students will practice a 5 minute writing exercise and share comments on the process.

WEEK 2

2 HOURS

The instructor will identify four factors that affect willingness and ability to reflect: (1) individual developmental level; (2) perception of the trustworthiness of the instructor; (3) clarify and nature of the expectations of the journal; and (4) quantity and quality of feedback. Students will begin their first journal entry using an instructor guided prompt. Examples of prompts are: What did you learn today and how will you apply that learning in practice? Or, List 100 people who have touched your life; select one and carry on a journal dialog with him/her. Journal writing will then be explored to

discover how it will be used in class either for sharing, personal use, to generate other writing material or overall assessment.

WEEK 3

2 HOURS

The instructor will explain why adult learners should keep journals. According to research, journal writing is the closest form of writing to natural speech that allows the writing to flow without self-consciousness or inhibition. It reveals thought processes and mental habits, aids in memory function and provides a context for healing and growth. Journals are a safe place to practice daily writing without the restrictions of form, audience and evaluation. It is a less formal, less threatening way for older adults learners to approach this form of creative writing. The instructor will assign writing prompts for journal entries that can include letter writing, dreams, doodles, dialogs, list making or other relevant writing exercises.

WEEK 4

2 HOURS

The instructor will present a process for recording observations and descriptions and for recording thoughts, feelings, related experiences and images stimulated by the description. Themes are assigned for students to explore this process.

WEEK 5

2 HOURS

Journal writing is explored as a critical ingredient "in meaning making", enabling the older adult learner to articulate connections between new information and what they already know. The journal is studied as another text on which to reflect using the writer's authentic voice and this personal engagement adds a necessary affective element to the learning process. The instructor will assign writing prompts.

WEEK 6

2 HOURS

Students are presented with a 5 step decision making process and then begin the discussion on how journal writing is an important tool for older adults in coping with practical day-to-day events and can be a form of self-therapy. Students are able to work out issues or concerns on paper, sort through them and identify an acceptable solution. The instructor will assign writing prompts dealing with family, friends or other types of relationships.

WEEK 7

2 HOURS

Students will read back through their journals and observe for personal growth and enhancement of their powers of observation to see things-including their own feelings and insights-in greater detail through their writing. The instructor will assign a new writing prompt.

WEEK 8

2 HOURS

Panel of guest speakers will present how journal writing has "nurtured

their voices and spirits" and worked for them. Students will complete the evaluation of the course.

METHODS OF INSTRUCTION:

Students will be guided through a journal writing process that prepares them to enhance their writing skills and express themselves imaginatively.

Lecture, small group discussion, guided practice and demonstrations will be used to teach the students.

METHODS OF EVALUATION:

REPRESENTATIVE TEXTBOOKS:

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: L

Noncredit Category: H

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000438358

Sports/Physical Education Course: N

Taxonomy of Program: 150100