

**Course Outline**

**COURSE:** ENGL 753                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2013                      **Inactive Course**

**SHORT TITLE:** WRITING AUTOBIOGRAPHY

**LONG TITLE:** Writing Your Autobiography

<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:**

This class in creative writing for older adults will explore autobiography as a form of personal expression. Participants will put their experiences on paper. Learn the skills of autobiography including narrative structure, style, vocabulary, event recording and interpretation. 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 recognize themselves as authors by sharing their own life's experiences in a way that can enhance social and family networks.

ILO: 1, 2, 7, 4 & 6

Measure: Oral Response

2. The older adult learner can verbalize benefits of autobiographical writing in aiding memory loss, emotional benefits, improved self-esteem and social connections.

ILO: 7, 2 & 1

Measure: Oral Response

3. The students will recognize the value of recording their life within the context of their family structure.

ILO: 6, 1, 7, & 2

Measure: Demonstration & Project

4. The older adult learner will examine other social and cultural practices from various ethnic and racial groups to discover how autobiographical information is recorded and passed from one generation to the next.

ILO: 2, 1, 7, & 4

Measure: Oral Response

5. The older adult learner will design and present their autobiographical work and decide how to "launch it" with family, community or to a wider audience through publication.

ILO: 6, 1, 2, 5, & 7

Measure: Project

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

Inactive Course: 09/24/2012

### **WEEK 1 2 HOURS**

Overview and class expectations. The instructor will discuss what is guided autobiography and review the types of autobiography: guided autobiography, sage-ing and reminiscence method. Vocabulary unique to autobiographical writing will be presented. Instructors will discuss the health benefits of autobiographical writing and how to begin the process of incorporating it into their lifestyle. The older adult will begin by encouragement to "talk" about their lives in a structured method. Conversation is viewed as one the essential feature of autobiographical writing and assists the student to recall, organize and share the contents of their life experiences. A structured series of themes is introduced to evoke memories of events, family, money, health, work and other common threads in the fabric of the individual's life. Students are asked to bring a journal or manual to begin their projects.

### **WEEK 2 2 HOURS**

A discussion on thoughtful introspection-either oral or written-will focus on life's meaning and prepare the older adult students for beginning their autobiographies. Students are assigned to write their "Share Your Life Story."

### **WEEK 3 2 HOURS**

The students will present their life stories to each other in small groups to provide the opportunity for older adults to reflect and share their experiences as a group.

### **WEEK 4 2 HOURS**

The instructor will introduce memory as a form of life review. The question of memory will be probed: how to allow for persuasive, creative, interpretations of experience; what is truth and how to trust your memory are explored. Students are given a gentle writing prompt on "describing your first stirring of youth" or describe your earliest recollection of your father, mother or caretaker." Painful memories are also discussed and if they are too strong to deal with, a list of community or private resources to use are encouraged. A videotape oral history is used as a listening activity and as an example of a form of autobiography. Homework: the older adult will continue to recall and write out as much of their early childhood as possible. A form of "mapping" is used as an outline for this writing exercise.

#### WEEK 5 2 HOURS

The older adult is introduced to the following method and strategies to use in autobiographical writing: breaking the project into segments, the use of photos or keepsakes to trigger memories, the senses of smells, sights and sounds as forms of description and detail, the recollection of names and dates of specific events.

Memories are encouraged to flow naturally with spelling and grammar to be refined as the project evolves. The instructor will demonstrate the use of the 5 senses (smell, touch, sight, hearing and taste) to evoke memories to serve as writing prompts. The students will share their memories of what these 5 senses evokes in a small group discussion. Students will continue to write their life experiences as a homework assignment.

#### WEEK 6 2 HOURS

The instructor will present 3 case studies from different racial and ethnic groups to explore the diversity in social and cultural practices used in recording autobiographical information from one generation to the next. Students will be asked to share their comments in a large group discussion.

#### WEEK 7 2 HOURS

The instructor will introduce additional writing prompts, for example, "What were crucial turning points in your life, the decisions you made and the consequences?" or "How did you family spend vacations or celebrate holidays?" to stimulate writing creativity. The students will continue to record their life stories.

#### WEEK 8 2 HOURS

The older adults will present their completed works and share their autobiographies with the group. The students will complete a course evaluation.

#### **METHODS OF INSTRUCTION:**

The older adult students will record their life experiences through a guided autobiographical method using lecture, small group discussion, individual writing and listening exercises.

#### **METHODS OF EVALUATION:**

N/A

**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: CCC000438359

Sports/Physical Education Course: N

Taxonomy of Program: 150100