CATALOG INFORMATION

Dept and Nbr: OA 502    Title: AUTOBIOGRAPHICAL WRITING
Full Title: Autobiographical Writing for Older Adults
Last Reviewed: 11/25/2013

Catalog Description:
This course is designed to teach older adults the skills necessary to write personal accounts of their life stories. A supportive learning environment allows students to read their stories and receive feedback in order to bring interest and clarity to their life experiences. Course activities promote or maintain mental, social and emotional well-being and accommodate varying skill levels.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to teach older adults the skills necessary to write personal accounts of their life stories. A supportive learning environment allows students to read their stories and receive feedback in order to bring interest and clarity to their life experiences. Course activities promote or maintain mental, social and emotional well-being and accommodate varying skill levels.
varying skill levels. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Exempt From Repeat Provisions

**ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

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<tr>
<th>AS Degree</th>
<th>CSU GE</th>
<th>IGETC</th>
<th>CSU Transfer</th>
<th>UC Transfer</th>
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**COURSE CONTENT**

**Student Learning Outcomes:**
1. Gain skill reading their stories.
2. Develop skills in writing their experiences.
3. Increase effectiveness as a listener.
4. Integrate new insights into current life.
5. Establish a supportive connection with people.
6. Develop a more positive attitude toward life.

**Objectives:**
Upon completion of this course, students will be able to accomplish some or all of the following:
1. Develop a regular schedule of writing.
2. Employ elements of story writing to personal accounts.
3. Describe life's challenges, as well as joys.
4. Receive and evaluate responses to writing.
5. Revise and edit work after receiving critique.
6. Discover personal insights through writing about events.
7. Gain a new perspective and understanding of past experiences.
8. Listen to peer stories and provide constructive feedback.
9. Recognize and acknowledge accomplishments of self and peers.
10. Discover a sense of meaning regarding questions of life.
11. Increase self-esteem, self-image and confidence through writing.

**Topics and Scope:**
The topics accommodates varying levels of ability and participation and may include, but are not limited to the following:
I. Types of Life Stories
   A. Personal experiences (e.g. thoughts, opinions, reflections, observations)
   B. Theme (e.g. growing up in the city, life on the farm, jobs, vacations)
   C. Feelings (e.g. happiest/saddest day of my life, embarrassment)
   D. Events (e.g. wedding, birth of a child)
   E. Period of life (e.g. kindergarten, high school, military)
   F. Family (e.g. parents, siblings, children)
   G. Firsts (e.g. airplane ride, kiss, night away from home)
   H. Life changing moments (e.g. fell in love, natural disaster)
   I. Historical events (e.g. Kennedy assassination, WWII)
   J. Career (e.g. first job, lost job, accomplishment)
   K. Journal (e.g. observations, experiences, feelings, descriptions)

II. Elements of a Story
   A. Purpose (e.g. autobiography, family history)
   B. Audience (e.g. family, friends, publish)
   C. Time and place (e.g. specific, not general)
   D. Research (e.g. names, dates)
   E. Shaping (e.g. organization)
   F. Point of view (e.g. through whose eyes the story is told, personal or private)
   G. Emphasis on human experience (e.g. gunners rather than guns, sailors rather than ships)
   H. Use of dialog
   I. Mood (e.g. emotional atmosphere)
   J. Tone (e.g. attitude, distinguish between sentiment and sentimentality, emotion and feeling)
   K. Visuals (e.g. pictures, drawing)
   L. Descriptions (e.g. specifics, sounds, tastes, smells)
   M. Verbs (e.g. action, tempo)
   N. Spelling and grammar

III. Reading Story and Constructive Feedback
   A. Effective reading
      1. Prepare introduction (e.g. time, setting, people)
      2. Practice ahead
      3. Delivery (e.g. loudness, diction, emphasis)
   B. Offering of feedback
      1. Critique of story
         a. Clarity (e.g. who, what, where, when)
         b. Element of interest (e.g. how, why)
         c. Simplicity
         d. Brevity
      2. Communication of feedback
         a. Tactfulness (e.g. safe environment)
         b. Constructive/positive critique (e.g. "I feel it would be clearer if...
            I would know your sister better if...I think your story would be more
            interesting if... I would like to hear why...")
         c. Encouragement
         d. Confidentiality of classmates
   C. Listening to feedback
      1. Openness to critique/suggestions
      2. Clarification (e.g. summarization, paraphrase)
      3. Tolerant/appreciative
      4. Acknowledgment of suggestions
IV. Enhancement of Quality of Life
   A. Mental stimulation
      1. Memories recollected and preserved
      2. Enhancement of writing skills
      3. Critical self-reflection (e.g. relationship of past experiences to present life)
         a. Observation (e.g. new perspective on the past)
         b. Recognition (e.g. new understanding of the past)
         c. Application (e.g. new meaning and value to present life)
   B. Social Interactions
      1. Community of writers
      2. Peer encouragement
      3. Diversity of experiences yet amazing similarities
      4. Class discussions
      5. Connections to generations (e.g. grandchildren)
   C. Emotional well-being
      1. Identity as a writer (e.g. discovering one's voice)
      2. Sense of purpose/value
      3. Remembrance of accomplishments
      4. Expression of feelings and emotions
      5. Experimentation and risk-taking
      6. Humor and laughter (e.g. funny memories and experiences)
      7. Pleasure and satisfaction
      8. Positive self-evaluations (e.g. peer compliments, "I learned...")
      9. Self-discovery
     10. Legacy to family and friends
Assignment:

Representative assignments may include:
A. In-class work
   1. Writing exercises (e.g. When I was 50... I would never... I danced... The dog...)
   2. Group reading (e.g. instructor or writer reads story to group)
   3. Group listening to stories, critiquing and discussing
   4. Feedback to writer (verbal and written)
B. Homework
   1. Writing of stories
   2. Revision of critiqued stories (e.g. enliven narrative, clarifying)

Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

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<th>Writing stories, rewrite and edit critiqued stories</th>
<th>Writing</th>
<th>40 - 60%</th>
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

| None | Problem solving | 0 - 0% |
Representative Textbooks and Materials:
Instructor prepared materials

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

**Exams:** All forms of formal testing, other than skill performance exams.

None

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation in class activities.
Oral critique of peer writings.

Skill Demonstrations 0 - 0%
Exams 0 - 0%
Other Category 40 - 60%