

**LL 502 Course Outline as of Fall 2025****CATALOG INFORMATION**

Dept and Nbr: LL 502 Title: WRITING  
 Full Title: Writing for Older Adults  
 Last Reviewed: 11/25/2024

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	18	Lecture Scheduled	0
Minimum	0	Lab Scheduled	3.00	6	Lab Scheduled	54.00
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	54.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 54.00

Title 5 Category: Non-Credit  
 Grading: Non-Credit Course  
 Repeatability: 27 - Exempt From Repeat Provisions  
 Also Listed As:  
 Formerly: OA 502

**Catalog Description:**

This course is designed to teach older adults the skills necessary to write life stories, prose, and poetry. A supportive learning environment allows students to read their stories and receive feedback in order to bring interest and clarity to their writing. Course activities promote or maintain mental, social and emotional well-being and accommodate varying skill levels. This course is offered online and at numerous locations throughout Sonoma County in partnership with senior service providers.

**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 life stories, prose, and poetry. A supportive learning environment allows students to read their stories and receive feedback in order to bring interest and clarity to their writing. Course activities promote

or maintain mental, social and emotional well-being and accommodate varying skill levels. This course is offered online and at numerous locations throughout Sonoma County in partnership with senior service providers. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

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

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Effective:	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Gain skill reading their writing.
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:**

After this course, the student should be able to accomplish some or all of the following objectives:

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.
8. Listen to peer stories and provide constructive feedback.
9. Recognize and acknowledge accomplishments of self and peers.
10. Reflect on writing to discover a sense of meaning.
11. Increase self-esteem, self-image, and confidence through writing.

## Topics and Scope:

The topics accommodate 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. falling in love, natural disaster)
- I. Historical events
- 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
- 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 reading aloud
  - 3. Delivery (e.g. loudness, diction, emphasis)
- B. Offering of feedback
  - 1. Critique of writing
    - 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:**

In class assignments such as:

1. Writing exercises, peer critiques, rewrites
2. Group reading and listening
3. Discussions

**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.

Writing exercises, rewrites	Writing 40 - 60%
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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%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

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

None

Exams  
0 - 0%

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

Attendance, participation, discussions, peer critiques, group; reading and listening

Other Category  
40 - 60%

**Representative Textbooks and Materials:**

Instructor prepared materials