

July 26, 1976

COURSE OUTLINE:

LANGUAGE AND COMMUNICATIONS III ^{ENG} ~~Eng.~~ 129 MRC)

GENERAL PHILOSOPHY:

This language and communications course is aimed at improving the student's ability to express himself/herself and to give opportunity for discussion and comprehension of topics germane to his/her interests in the field of mental retardation.

COURSE GOALS:

The general objectives or learning goals of this Language and Communications course is as follows:

1. To offer instruction and practice in basic communication skills.
2. To assist students in overcoming their communication problems in order that they may benefit fully from their college studies.
3. To assist student's professional development by applying communications knowledge directly to their skill area.
4. To develop in the student a logical analytic and critical thinking process.
5. To enable the student to improve his/her interpersonal communications so as to communicate more effectively his/her own awareness of himself/herself.

TERMINAL BEHAVIOURAL OBJECTIVES:

On successful completion of this course the student must be able to do the following:

1. Participate in a formal meeting situation using Robert's Rules of Order.
2. Give an informative speech to a professional group.
3. Give an informative speech to a lay group.
4. Participate in an impromptu speaking situation.
5. Chair and participate in a group discussion.
6. Participate in a debate.
7. Prepare an agenda for a meeting.
8. Compose a set of minutes from a meeting.
9. Use the telephone in a professional manner.
10. Write a complete personal resume in attractive and correct form.

11. Write a correct letter of application in reply to a given job situation.
12. Write an intelligible professional communication such as a memorandum or brief report.
13. Demonstrate observation skills.
14. Write a professional behavioural report based on observation.

METHODOLOGY:

1. Lectures: in which the topics will be examined and procedures defined.
2. Analysis: in which the student will distinguish the qualities and devices described in the instructional lectures.
3. Professional writing: applying learned skills to job procurement endeavors in the form of resumes and job application
4. Seminars: in which the student will practice his/her analytical, and rhetorical skills in oral presentation and discussion.
5. Any other methods or materials deemed by the instructor to be necessary to enable the class and/or the individual student to reach the course objectives, for example: simulation exercises.

SYLLABUS:

<u>WEEK</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
1	Introduction to Course Observation Skills Assignment Resume and letter of application assignment	in class
2	Parliamentary Procedures Making an agenda Taking minutes	hand-out
3	Organization of class club using Robert's Rules of Order	in class
4	Giving an informative speech for a professional group 8-10 minutes selected topic	in class
5	Giving an informative speech for a lay group 8-10 minutes same topic as above	in class

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| 6 | Impromptu speaking
Using the telephone | in class |
| 7 | Group discussion
purpose
dynamics
practice | in class |
| 8 | Midterm
Resume and letter of application due | |
| 9 | Persuasive speaking
theory and assignments
Audio visual aids
theory and assignments
Demonstration speech
theory and assignments | |
| 10 | Presentations using audio-visual aids (8-10 minutes) | |
| 11 | Debating matches | |
| 12 | Presentations using demonstrations (8-10 minutes) | |
| 13 | Listening skills
group activities | |
| 14 | Observation skills
Assignment presented | |
| 15 | Final exam
Student/Teacher feedback | |

EVALUATION:

Presentations: (5 points each)	50 points
Post tests: (5 points each) There will be a post test following each set of presentations	50 points
Mid Term	40 points
Final	40 points
Observation Exercise	20 points
Maximum points = 200 points	

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80-100% = A

70-79% = B

60-69% = C

The "I" grade is intended for students who, in the opinion of the instructor, can benefit from the "make-up" period of instruction.

The "R" grade is given to any student who, in the opinion of the instructor, cannot benefit from the "make-up" period of instruction.