Course Outline

TITLE OF COURSE: Language and Communication
PROGRAM: Mental Retardation Counsellor
TEACHING MASTER: M. Melesky
DATE: June, 1979
Felber/Koch

Course Goal

This course aims at preparing students in the Mental Retardation Counsellor program for the writing, reading and speaking tasks associated with their future profession. Principal emphasis is placed on developing study, research, organizational and analytical skills.

Preparation for the Course

A student demonstrates adequate preparation for the course by (a) scoring at least 12.5 (combined vocabulary and comprehension) on the A-form of the Nelson-Denny Reading test, and (b) scoring at least 80% on each item of the College Language Skills Test.

Students whose test results do not meet these standards will be required to complete programs aimed at upgrading their skills to the required level. These programs will be completed in addition to the instructional units and assignments that comprise the core requirements for the course.

General Objectives

1. To demonstrate ability to use advanced sentence skills in sentence construction.
2. To demonstrate understanding of some fundamental communication principles.
3. To demonstrate ability to apply some basic reading, listening and research skills and techniques to studying and notetaking activities.
4. To demonstrate ability to apply some basic research skills and techniques in given assignments, and to provide correct documentation of sources as required.
5. To demonstrate ability to summarize or paraphrase a given selection.
6. To demonstrate ability to make an effective oral presentation.
7. To demonstrate ability to write correctly structured, effective paragraphs and short essays.
8. To demonstrate ability to use description, exposition, and narration to develop an idea.
9. To demonstrate ability to communicate information in an objective manner.

10. To demonstrate ability to use effectively the following writing techniques:
    (1) definition
    (2) comparison/contrast
    (3) examples, statistics, testimony

11. To demonstrate ability to support statements by use of logic and reasoning.

12. To demonstrate ability to analyze an idea or problem.

13. To demonstrate ability to write an effective formal letter.

14. To demonstrate ability to prepare and write an effective resume and letter of transmittal.

**Topic Outline for Instructional Units**

**Unit One** Advanced Sentence Skills
Felber/Koch, 141 - 163

1. Simple, compound, complex and compound-complex sentences
2. Modification, co-ordination, subordination
3. Periodic, parallel and balanced sentences

**Unit Two** Basic Communication Principles
Felber/Koch, Chs. 1, 2, 5

1. The communication loop
2. The five main purposes of communication
3. Selecting and restricting a subject
4. Analyzing one's audience (listeners or readers)

**Unit Three** Reading, Listening, Recording
Felber/Koch, Ch. 4

1. Reading for key ideas
2. Remembering
3. Listening skills and procedures for developing them
4. Recording information
Unit Four Basic Research
Felber/Koch, Ch. 7. pp. 127 ff.
1. Using the library resources
2. Making an information search
3. Reporting on research
4. Documenting sources

Unit Five Paraphrasing and Summarizing
1. The summary
2. The paraphrase
3. Using the summary and the paraphrase

Unit Six Oral Communication
Felber/Koch, Chs. 12, 13
1. Organizing a speech
2. Preparing speech content
3. Preparing the speech for delivery
4. Delivering the speech

Unit Seven Paragraphs and Essays
Felber/Koch, Ch. 9
1. Mechanics of paragraph structure
2. Organizing and restricting an idea
3. Principles of paragraph structure (unity, coherence)
4. Applying the above to the essay

Unit Eight Three Writing Techniques
Felber/Koch, Ch. 3
1. Narrative techniques
2. Expository techniques
3. Descriptive techniques
Unit Nine  **Objectivity in Communicating**

information supplied

1. What objectivity is
2. Reasons for thinking objectively
3. How to think, write and speak in an objective way (Ch. 3, Felber/Koch, connotation and denotation)

Unit Ten  **More Writing Techniques**

Felber/Koch, Ch. 7

1. Supporting ideas with examples, statistics and testimony
2. Developing an idea by comparison/contrast
3. Classifying or defining an idea

Unit Eleven  **Reasoning, Providing Proof**

Felber/Koch, Chs. 15, 16

1. Two kinds of reasoning
2. Logical proof
3. Psychological proof

Unit Twelve  **Analyzing Ideas**

Felber/Koch, p. 122, plus additional information

1. Dividing an idea
2. Analyzing the parts
3. Writing the analysis

Unit Thirteen  **The Business Letter**

Felber/Koch, Ch. 10

1. Business letter format
2. Types of business letter
3. Principles of business communication
Unit Fourteen Applying for Employment
Felber/Koch, Ch. 10

1. Preparing and writing a resume
2. The letter of transmittal

Assignments:

One oral or written assignment per instructional unit will be completed. A number of these assignments will be completed in class.

Assessment:

Student assignments will be evaluated according to grading criteria attached to this outline. A minimum of 60% is required as a passing grade. Rewrites or makeup assignments will be arranged solely at the teacher's discretion.

Texts:

Required:
B. Portable dictionary

May be required for skill upgrading:
C. The Least You Should Know About English, Form B. Theresa Ferster Glazier
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Glazier Form 13</th>
<th>Felber/Koch</th>
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<tbody>
<tr>
<td>1. To identify subjects and verbs in simple sentences</td>
<td>38 - 49</td>
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<tr>
<td>2. To distinguish among correct sentences, sentence fragments, and run-on sentences</td>
<td>54 - 75</td>
<td>141 - 148</td>
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<td>3. To recognize and correct errors in agreement of subject and verb</td>
<td>(and verb review)</td>
<td>148 - 150</td>
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<td>77 - 93</td>
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<td>120 - 125</td>
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<td>4. To recognize and correct errors in agreement of pronoun and antecedent</td>
<td>(and pronoun review)</td>
<td>150 - 153</td>
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<td>93 - 106</td>
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<td>126 - 130</td>
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<td>5. To recognize and correct errors in faulty parallelism</td>
<td>111 - 119</td>
<td>153 - 154</td>
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<td>6. To revise wordy sentences</td>
<td>131 - 139</td>
<td>154 - 155</td>
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<td>7. To revise sentences containing misplaced and dangling modifiers</td>
<td>107 - 110</td>
<td>155 - 156</td>
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<td>8. To recognize and correct errors in the use of the apostrophe</td>
<td>25 - 36</td>
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<td>9. To recognize and correct errors in capitalization and in general punctuation</td>
<td>142 - 178</td>
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**INSTRUCTIONS TO STUDENTS**

Individual Assessment: You will be tested on all objectives that are checked (✓). The minimum acceptable mark for a test on these objectives is 80%.

MM: 1v
June 1979