

Course Description

Title: Language and Communication
Code: ENG 114
Credits: 3
Hours per week: 3
Total instructional hours: 45
Offered: Fall 1977 (Thursdays, 7- 10 p.m.)

Students: Child Care and Adolescent Worker

Instructor: Wm. R. Van Nest
English Section
Applied Arts Department
Northern Campus
Sault College

Office: E- 477

Office hours: Tuesday (10 a.m.- 12 n.), Wednesday (11 a.m.-
12 n.), Thursday (10- 11 a.m.), and by appointment

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General Description

This is a course in writing and reading for students in the Child Care and Adolescent Worker program, and therefore aims at preparing students for the writing and reading tasks associated with social work. Principle emphasis is placed on gaining familiarity with typical approaches to expository writing and on the implications of these techniques for the intelligent reader.

Preparation for the Course

A student demonstrates adequate preparation for the course:
(a) by scoring at least 12.5 (combined vocabulary and comprehension) on the A-form of the Nelson- Denny Reading Test and (b) by scoring at least 75% on the College Language Skills Test.

Students whose test results do not meet these standards will be required either (a) to complete a series of assignments in reading comprehension and basic writing skills in addition to

the assignments ordinarily required for the Language and Communication course or (b) to complete an English course which will prepare them at a Grade 12 level before attempting the Language and Communication course.

Usually the first option will be exercised unless exceptional circumstances arise.

Instructional Units

1. Review of Writing Fundamentals
2. Writing Paragraphs
3. Summaries and Main Ideas
4. Eight Expository Devices for Writers
5. Cognitive Maps for Readers
6. Standard Research Techniques
7. Introduction to Case Reports
8. Letter Writing Format and Style
9. Resume and Letter of Application

Texts and Learning Materials

1. Required texts for the course:

- A. Patterns of Exposition 5, R. E. Decker
- B. The Least You Should Know About English, T. F. Glazier
- C. Webster's New World Dictionary

Copies of each of the books are available from the College Bookstore. Students should have purchased the texts by the second lecture.

2. Additional learning materials:

- A. Research Techniques Program- distributed in class
- B. The Relevance of Words, D. J. Peteresen. An individualized, diagnostic approach to spelling. Tapes, study-guides, players are made available as needed in the Reading Centre.
- C. ICT Reading Program. An individualized diagnostic approach to reading skills. Study-guides and filmstrips are made available as needed in the Reading Centre.
- D. English 3200, J. Blumenthal. A programmed grammar text which, along with supporting materials, is available from the College Bookstore for those students who require additional work in basic writing mechanics.
- E. A variety of supporting handout sheets are made available to students during the progress of the course.
- F. Additional suggested readings are indicated for some lecture topics.

Calendar

<u>Lecture</u>	<u>Date</u>	<u>Topic</u>
I	15 Sept 77	Introductions Diagnostic testing Evaluation of test results
II	22 Sept 77	Test results, con'd. Review of Fundamentals Format requirements
III	29 Sept 77	Review of Fundamentals Developing paragraphs Grammar assignments due
IV	6 Oct 77	Developing paragraphs Summarizing Paragraph assignment due
V	13 Oct 77	Summarizing Research Techniques Paragraphing assignments due
VI	20 Oct 77	Using Examples Discussion of reading assignments
VII	27 Oct 77	Classification Discussion of reading Theme # 1 due Research assignments due
VIII	3 Nov 77	Comparison and Contrast Discussion of reading Theme # 2 due
IX	10 Nov 77	Analogy Discussion of reading Biography assignments Theme # 3 due
X	17 Nov 77	Process Analysis Discussion of reading Theme # 4 due
XI	24 Nov 77	Cause and Effect Discussion of reading Theme # 5 due

Calendar, con'd.

<u>Lecture</u>	<u>Date</u>	<u>Topic</u>
XII	1 Dec 77	Giving Reasons Discussion of reading Theme # 6 due
XIII	8 Dec 77	Narration Discussion of reading Theme # 7 due
XIV	15 Dec 77	Business correspondence Resumes and applications Theme # 8 due
XV	22 Dec 77	Discussion of reading Evaluations Annotated bibliographies due Biographies due

Lecture I: Introductions and Diagnostic Testing

Agenda

1. Introductions
2. Review of Course Description
3. Administration of Language Skills and Nelson-Denny tests
4. Evaluation of Nelson- Denny Test results

Objectives

1. Identify specific aspects of writing fundamentals with which a student may require additional work;
2. Identify the grade level at which students function with respect to reading comprehension and vocabulary.

Assignments

1. On the basis of the diagnostic test results, students may be required to upgrade basic writing and reading skills. Those students who require additional work will be assigned work in: (a) the ICT reading program, (b) The Least You Should Know about English, (c) English 3200, or (d) The Relevance of Words. This work is to be completed in addition to the regular assignments for class. Specific assignments will be made during Lecture II.
2. Since some students may have an adequate working knowledge of writing fundamentals such that they write grammatically correct and syntactically clear prose but do not perform especially well on a standard grammar test, students who score below 75% on the Language Skills Test may elect to demonstrate proficiency by writing a theme on a topic to be assigned by the instructor.

An acceptable performance, prose which grammatically sound and syntactically clear, may, in the opinion of the instructor, be substituted for the results of the Language Skills Test.

3. In preparation for Lecture II, students should read the following sections in The Least You Should Know About English:

Chapter 2: "Spelling" (pp. 6- 33)

Chapter 3: "Sentence Structure and Agreement" (pp. 62-84, pp. 111- 137)

Chapter 4: "Punctuation and Capital Letters" (pp. 153- 168)

Note that many of the pages are comprised of exercises. Students are required only to read the explanatory sections for Lecture II. Do not complete exercises.

LECTURE II: REVIEW OF FUNDAMENTALS**AGENDA**

1. EVALUATION OF LANGUAGE SKILLS TEST RESULTS
2. ASSIGNMENT OF DEVELOPMENTAL WORK
3. REVIEW OF WRITING FUNDAMENTALS: SPELLING, SENTENCE STRUCTURE, PUNCTUATION
4. FORMAT REQUIREMENTS FOR THESE SUBMISSIONS

OBJECTIVES

1. UNDERSTAND THE PRACTICAL LEARNING IMPLICATIONS OF TEST RESULTS WITH RESPECT TO DEVELOPMENTAL WORK IN WRITING AND READING;
2. REVIEW THE PRINCIPLES OF WRITING MECHANICS, ESPECIALLY SPELLING, SENTENCE STRUCTURE, AND PUNCTUATION;
3. SUBMIT PARAGRAPH AND THEME ASSIGNMENTS IN SUBSEQUENT WEEKS ACCORDING TO THE FORMAT STIPULATED IN APPENDIX A OF THE COURSE DESCRIPTION.

ASSIGNMENTS

1. BEGIN A SPELLING LIST ACCORDING TO SUGGESTION 1, P. 6 IN LYSK.
2. COMPLETE EXERCISES 1- 10 (PP. 10- 13) IN LYSK.
3. MAKE A SPELLING LIST ENTRY FOR ANY OF THE ITEMS IN 2 ABOVE WHICH WERE MISSED.
4. COMPLETE EXERCISES 1- 10 (PP. 38- 42) AND 1- 10 (PP. 43- 48) IN LYSK.
5. COMPLETE EXERCISES 1- 10 (PP. 63- 69) AND 1- 10 (PP. 72- 77) IN LYSK.
6. COMPLETE EXERCISES 1- 10 (PP. 112- 120) IN LYSK.
7. COMPLETE EXERCISES 1- 10 (PP. 154- 157), EXERCISES 1-10 (PP. 159- 162), AND EXERCISES (PP. 163- 168) IN LYSK.

THESE ASSIGNMENTS ARE DUE FOR LECTURE III.

LECTURE III: WRITING AS PROCESS**AGENDA**

1. DICTIONARIES AND VOCABULARY
2. WRITING AS PROCESS
3. DEVELOPING PARAGRAPHS

OBJECTIVES

1. USE DICTIONARIES TO DETERMINE SPELLING, PRONUNCIATION, AND MEANING OF UNFAMILIAR OR TROUBLESOME WORDS AND EXPRESSIONS;
2. IDENTIFY THE TWO TRADITIONAL ACCOUNTS OF THE RELATIONSHIP BETWEEN THOUGHT AND LANGUAGE;
3. BE ABLE TO EXCISE CLICHES AND REWRITE UNNECESSARILY WORDY PASSAGES;
4. IDENTIFY TOPIC SENTENCES IN A VARIETY OF PARAGRAPH FORMATS;
5. WRITE A PARAGRAPH CONTAINING A TOPIC SENTENCE.

ASSIGNMENTS

1. COMPLETE THE ASSIGNMENTS ON THE DICTIONARY HANDOUT SHEETS.
2. READ PP. 138- 145 IN LYSK AND COMPLETE THE EXERCISES ON THESE PAGES.
3. READ PP. 190-91 ("GETTING RID OF CLICHES") IN LYSK. COMPLETE THE PARAGRAPH WRITING ASSIGNMENT ON PAGE 191 USING THE TOPIC "THE WORST JOB I EVER HAD" OR "THE HAPPIEST PERSON I EVER KNEW." TWO HUNDRED WORDS.
4. READ THE HANDOUT SHEETS CONTAINING SAMPLE PARAGRAPHS. COMPLETE THE EXERCISES AS INDICATED.
5. WRITE TWO SEPARATE SHORT PARAGRAPHS OF 100- 200 WORDS; UNDERLINE THE TOPIC SENTENCE IN EACH. SELECT TWO OF THE FOLLOWING TOPICS FOR THE PARAGRAPHS: ADVERTISING, EDUCATION, FLIGHT, PARENTS, PEOPLE, POLITICS, SPORT, TELEVISION.

LECTURE IV: PARAGRAPHS AND SUMMARIES

AGENDA

1. DEVELOPING PARAGRAPHS
2. SUMMARIZING

OBJECTIVES

1. BE ABLE TO WRITE A PARAGRAPH WHICH PROVIDES EXAMPLES, A PARAGRAPH WHICH SUPPLIES REASONS, A PARAGRAPH WHICH EXPLAINS A PROCESS, AND A PARAGRAPH WHICH COMPARES OR CONTRASTS TWO SUBJECTS;
2. BE ABLE TO WRITE A 100 WORD SUMMARY IN YOUR OWN WORDS WHICH CONTAINS ALL THE ESSENTIAL IDEAS OF THE ORIGINAL PASSAGE.

ASSIGNMENTS

1. WRITE A PARAGRAPH OF APPROXIMATELY 100 WORDS WHICH PROVIDES EXAMPLES.
2. " " " " " " " " " SUPPLIES REASONS.
3. " " " " " " " " " EXPLAINS A PROCESS.
4. " " " " " " " " " COMPARES OR CONTRASTS
TWO SUBJECTS.
5. UNDERLINE THE TOPIC SENTENCE IN EACH.
6. READ "A 100-WORD SUMMARY" (PP. 197- 205) IN LYSK.
7. COMPLETE THE 100 WORD SUMMARY ACCORDING TO THE DIRECTIONS ON P. 197 AND PP. 204-05 IN LYSK.

ASSIGNMENTS ARE DUE FOR LECTURE V.

LECTURE V: SUMMARIZING AND RESEARCH**AGENDA**

1. A SECOND SUMMARY
2. RESEARCH TECHNIQUES PROGRAM MATERIALS
3. BIBLIOGRAPHY

OBJECTIVES

1. WRITE A 100 WORD SUMMARY IN CLASS WHICH CONTAINS ALL THE MAIN IDEAS OF THE ORIGINAL PASSAGE;
2. REVIEW RESEARCH TECHNIQUES PROGRAM MATERIALS AND OBTAIN ASSIGNMENTS;
3. IDENTIFY SUBJECT AND FORMAT FOR BIBLIOGRAPHY ASSIGNMENT.

ASSIGNMENTS

1. COMPLETE THE ASSIGNMENTS FOR THE RESEARCH TECHNIQUES PROGRAM FOR LECTURE VII.
2. IDENTIFY A SPECIFIC AREA OF INVESTIGATION WITHIN THE FIELD OF THE HELPING PROFESSIONS (E. G., TRANSACTIONAL ANALYSIS) AND ASSEMBLE AN ANNOTATED BIBLIOGRAPHY CONTAINING AT LEAST TWENTY-FIVE ITEMS, TEN OF WHICH ARE BOOKS AND FIFTEEN OF WHICH ARTICLES, BEARING ON THE SUBJECT. DUE FOR LECTURE XV.

Lecture VI: Using Examples

Agenda

1. Using examples in expository writing
2. Reading expository prose
3. "Cognitive maps"

Objectives

1. Be able to define "exposition";
2. Use examples in a written explanation;
3. Identify the main ideas in a passage;
4. Identify the pattern of development of ideas in a passage.

Assignments

1. Have read for Lecture VI: pp. xix- xxi in Patterns of Exposition (Necker) as an introduction and pp. 1- 2 in POE.
2. Have read for Lecture VI: "Courtship through the Ages" (Thurber), pp. 8- 12; "The Peter Principle" (Peter and Hull), pp. 25- 34 in POE.
3. Write a theme of approximately 1000 words using exemplification as the basic expository device. Due Lecture VII.
4. Write 100 word summary of the main ~~ideas~~ ideas of one of the reading assignments in 2 above. Due Lecture VII.
5. Submit a schematic outline of the reading selection you have summarized in 4 above. List the main ideas and supporting information. Due Lecture VII.

Lecture VII: Classification

Agenda

1. Using classification in expository writing
2. Identifying expository techniques for readers

Objectives

1. Be able to divide a writing subject into logical groupings;
2. Be able to identify the classes into which a writer has segregated his subject;
3. Summarize the main idea in a reading passage.

Assignments

1. Read pp. 39- 41 in POE for Lecture VII.
2. Read "Can People Be Judged by Their Appearance?" (Berne), pp. 42- 45 in POE for Lecture VII.
3. Read "A Science Called Proxemics" (Faust), pp. 63- 67 in POE for Lecture VII.
4. Write a theme of approximately 1000 words using classification as the basic expository device. Due Lecture VIII.
5. Submit a schematic outline of one of the reading assignments above. Due Lecture VIII.
6. Write a 100 word summary of the main ideas in the reading assignment in #5 above. Due Lecture VIII.

Lecture VIII: Comparison and Contrast

Agenda

1. Using comparison and contrast in expository writing
2. Identifying expository techniques as a reader

Objectives

1. Be able to develop a theme by noticing likenesses and differences;
2. Identify the specific pattern used by a writer to develop an idea on the basis of likeness and difference.

Assignments

1. Read pp. 71- 73 in POE for Lecture VIII.
2. " "Two Ways of Seeing a River" (Twain), pp. 74- 76 in POE for Lecture VIII.
3. Read "Confessions of a Female Chauvinist Sow" (Roiphe), pp. 89- 94 in POE for Lecture VIII.
4. Write a theme of approximately 1000 words using comparison and/ or contrast as the basic expository device(s). Due Lecture IX.