

Course Outline

TITLE OF COURSE: Language and Communication CODE: ENG 114
PROGRAM: Mental Retardation Counsellor
TEACHING MASTER: M. Melesky
DATE: June, 1979
TEXT: What Did You Say? A Guide to the Communication Skills
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:

- A. What Did You Say? A Guide to the Communication Skills, 2nd edition. Stanley B. Felber and Arthur Koch.
- B. Portable dictionary

May be required for skill upgrading:

- C. The Least You Should Know About English, Form B. Theresa Ferster Glazier

SENTENCE STRUCTURE REVIEW

INSTRUCTIONS TO STUDENT: COMPLETE ALL CHECKED (✓) OBJECTIVES

<u>Objectives</u>	<u>Glazier Form 13</u>	<u>Felber/Koch</u>
1. To identify subjects and verbs in simple sentences	38 - 49	----
2. To distinguish among correct sentences, sentence fragments, and run-on sentences	54 - 75	141 - 148
3. To recognize and correct errors in agreement of subject and verb	(and verb review) 77 - 93 120 - 125	148 - 150
4. To recognize and correct errors in agreement of pronoun and antecedent	(and pronoun review) 93 - 106 126 - 130	150 - 153
5. To recognize and correct errors in faulty parallelism	111 - 119	153 - 154
6. To revise wordy sentences	131 - 139	154 - 155
7. To revise sentences containing misplaced and dangling modifiers	107 - 110	155 - 156
8. To recognize and correct errors in the use of the apostrophe	25 - 36	----
9. To recognize and correct errors in capitalization and in general punctuation	142 - 178	

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%.