

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD 1130
COMMUNICATIONS

HOURS: 45

SEMESTER: FALL 1995

INSTRUCTOR: Sheryl Deimert BEd., M.A.

PHONE: 539-2989 (office), 538-9424 (home)

OFFICE: C208 OFFICE HOURS: By appointment

TEXTS: Hacker, Diana. (1995). A Canadian pocket style manual.
Scarborough, ON: Nelson, Canada. ISBN 0-17-604879-0.

Norton, S. & Green, B. (1990). The bare essentials: Form:
A. (3rd ed.). Toronto: Holt, Rinehart & Winston. ISBN 0-
03-9226674-3.

Stewart, K. L. & Kowler, M. E. (1991). Forms of writing: A
brief guide and handbook. Scarborough, ON: Prentice-Hall
Canada. ISBN 0-13-327081-5.

A good English dictionary.

COURSE DESCRIPTION:

This course is designed to develop and improve critical
thinking and communication skills in listening, speaking,
reading and writing.

COURSE OUTLINE REVISED: SEPTEMBER, 1995

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SECTIONS

SECTION 1:

Students will be able to read critically and comprehensively.

SECTION 2:

Students will be able to give oral presentations as well as to evaluate presentations given by others.

SECTION 3:

Students will be learning critical thinking skills through research and documentation skills.

SECTION 4:

Students will be reviewing and developing sentence skills, punctuation, and other related grammar abilities.

SECTION 5:

Through business letters, award application forms, an essay and a research paper, students will be able to demonstrate their skills in sentence and paragraph structure and in critical thinking.

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SECTION 1

Students will be able to read critically and comprehensively.

Sub-topics

1. Identify thesis statements, topic sentences and concluding sentences in magazine articles, journals etc.
2. Use the thesis statements, topic sentences and concluding sentences from articles to identify the main ideas in an article.
3. Summarize the information from the article in a précis. (Put the information from the article in your own words. Make sure you document the information carefully!)
4. Evaluate the effectiveness of the content or style of a magazine article in the précis.
5. Use reading skills to find books, articles, etc. for a bibliography for a research paper.

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SECTION 2

Students will be able to give oral presentations as well as to evaluate presentations given by others.

Sub-topics

1. Introduction to presentations
 - a. learning how to choose a topic
 - b. learning to identify your audience
 - c. present a brief presentation about yourself to the class.
2. Presentation structure
 - a. learning how to outline your speech
 - b. practicing the outline format (introduction, middle and conclusion) in grammar presentations.
3. Persuasive speaking
 - a. learning methods and structure of persuasive speeches
 - b. learning how reason and emotion effect persuasive speeches
 - c. developing a speech from your persuasive essay outline
4. Visual aids and evaluations
 - a. learning how to use visual aids
 - b. learning evaluation techniques for oral presentations
 - c. writing and presenting an oral presentation from your research paper using visual aids.

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SECTION 3

Students will be developing critical thinking skills through research and documentation.

Sub-topics

1. Getting the feet wet.
 - a. defining plagiarism
 - b. investigating our library
 - c. beginning practical research
2. Documentation
 - a. learning what methods are used for documentation
 - b. learning to use APA style for in-text citations
 - c. using reference skills to compile sources
 - d. applying APA style to a "References" list
 - e. practicing documentation of sources
 - f. format and punctuation
 - g. developing a "Reference" list for the research paper

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SECTION 4

Students will be reviewing and developing sentence skills, punctuation, and other related grammar abilities.

Sub-topics

1. Acquiring some basics
 - a. learning some reasons for learning sentence skills
 - b. learning some sentence basics
2. Correcting sentence fragments
 - a. learning to solve run-on sentence problems
 - b. learning how semi-colons can help solve run-on sentences
 - c. learning how to combine sentences so they are not run-on sentences
3. Solving modifier problems
4. Trouble-shooting agreement problems for:
 - a. subject-verb
 - b. pronouns
 - c. tenses
 - d. person
5. Learning about the parallelism principles
6. Choosing words and language level:
 - a. cliché
 - b. jargon
 - c. slang
 - d. wordiness
 - e. "abusages"
7. Reviewing and learning punctuation skills
 - a. comma
 - b. other punctuation and format rules
8. Reviewing capital letters and spelling

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SECTION 5 Through business letters, award application forms, an essay, a research paper, students will be able to demonstrate their skills in sentence and paragraph development, and in critical thinking.

Sub-topics

1. Completing the awards application form
 - a. including a 250 word statement about educational and career plans that demonstrate a well-defined goal.
2. Learning initial steps in the writing process and developing some critical thinking skills.
 - a. identifying the purpose, audience, and subject
 - b. gathering material
 - c. generating a thesis and a pro/con list
 - d. developing an outline
 - e. learning how to write a thesis statements for persuasive, deductive essays
 - f. learning how to write paragraphs using description, classification, examples, analysis and evaluation
3. Developing your first college-level essay
 - a. using thesis statements and an outline to write the rough draft of the essay
 - b. mark the draft for basic grammar problems
 - c. use fair persuasion
 - d. hand in the finished product
4. Learning the business-letter format
 - a. drafting business letters
 - i. bursary application
 - ii. job application
 - iii. letter of complaint or request
 - b. revising drafts
 - i. wording
 - ii. sentence problems
5. Research paper development
 - a. develop an assertion from a subject
 - b. develop a PRO/CON list
 - c. develop a thesis from an assertion
 - d. create the outline
 - i. generate topic headings
 - ii. integrate researched facts and ideas
 - e. roughing in a first draft from a revised outline
 - f. revising the draft with a revision check-list
 - g. editing the draft with the appropriate format

COURSE EVALUATION:

Intro-presentation.....	2%
Class participation.....	10%
Grammar presentations.....	2%
Weekly assignments.....	20%
Précis (400 words).....	5%
Persuasive Essay.....	16%
Persuasive Speech.....	5%
Research paper.....	30%
Presentation (visuals).....	10%
	100%

TENTATIVE SCHEDULE OF MAJOR ASSIGNMENTS

assignments	due dates
Intro-presentation.....	September 15
Grammar presentations from	September 22-November 10
Précis.....	September 22
Persuasive Essay.....	October 13
Persuasive Speech.....	October 27-November 3
Research Paper.....	November 24
Presentation based on research (with visuals).....	December 8-15