

IMMACULATE CONCEPTION HIGH SCHOOL



Communication Studies Christmas Term Plan 2021

TERM ONE

September – December 2021 (APPROXIMATELY 10 weeks of classes)

Each student is to download a copy of the syllabus from the CXC E-Store.

1. Course analysis/overview

- Requirements of Modules: Module 1 Gathering and Processing Information; Module 2 Language and the Community; Module 3 Speaking and Writing
- Modules are taught concurrently
- The format of the S.B.A - Introduction, Exposition (speech), Reflective Piece, Language Analysis
- Assessment - Module Exams, Quizzes, Oral Presentations, Group Work, In-class assessments
- Plagiarism workshops

NB: S.B.A.

Teachers to make personal choice on how students submit different parts Note that final submission is to be done as an electronic copy

MODULE 3: SPEAKING AND WRITING

2. What is communication?

Ensure that ALL students grasp the definition of Communication.

b. Characteristics of Communication:

- Human
- Contextual
- Inevitable
- Dynamic
- Continuous

- Irreversible

3. The process of communication:

- Identifying the elements in the process: sender, message, channel/medium, receiver, feedback.
- Facilitators and barriers.
- Describing the process of communication: conceptualizing, encoding, selecting channels/mediums, decoding, interpreting, and giving feedback.

Please differentiate between the elements (nouns) and the description of the process (verbs)

- Mass media, channels/mediums and technologies

Individual class evaluation on communication process recommended here [course work]

4. Models of the communication process.

- Linear
- Interactive
- Transactional

5. **CONTEXTS OF COMMUNICATION**

- | | |
|-------------------|-------------------|
| a. Intrapersonal | e. Academic |
| b. Interpersonal | f. Public |
| c. Small Group | g. Intercultural. |
| d. Organizational | |

Examine the following when teaching the contexts of communication:

- Characteristics and specific examples of each.
- Relationship between forms and contexts of communication

6. Forms of communication

(a) Verbal (speech and writing)

(b) Non-verbal

- Behaviours that communicate things without speech or writing
- Integrating forms for specific purposes and situations

(c) Categories of non-verbal forms of communication:

- | | |
|---------------------------------|----------------------|
| a. Paralanguage/paralinguistics | g. Haptics |
| b. Kinesics | h. Proxemics |
| c. Proxemics | i. Appearance/ dress |
| d. Graphics | j. Iconics |
| e. Artifacts | k. Olfactory |
| f. Chronemics | l. Occulesics |

(d) Functions and roles of non-verbal communication

(e) Integrating forms for specific purposes and situations (practice cases, role play and simulations)

[[First Six Week test October 25-29, 2021](#)]

Module 1: GATHERING AND PROCESSING INFORMATION

7. Conducting Research/ The Internal Assessment [[Begin by week of September 27, 2021](#)]

- The format of the S.B.A - Introduction, Exposition (speech), Reflective Piece, Language Analysis (each section **MUST** be fully explained)
- **The evils of Plagiarism MUST be addressed by each teacher from the start of the S.B.A.**

(a) Choosing a theme and a topic (teacher has autonomy in how this is conducted.)

(b) Writing/formatting the topic (**in the form of a question**).

- Topic must be in the form of a question
- Topic must be topical/ sense of debate surrounding the issue
- Topic must be national or regional
- Students should do a preliminary research to see how accessible information is on the topic of choice.

Students will choose their themes and topics.

- Teacher **MUST** submit a copy of **EACH** student's chosen theme and topic to H.O.D. as part of record keeping
- **Final list to be submitted by: October 29, 2021**

N.B. Students must be reminded that once their teacher has approved a topic, changes can only be done with the teacher's approval.

B. S.B.A. Component 1: Writing the General Introduction (*Based on theme and NOT topic*)
Assessment #2 – Final Draft of General Introduction to be collected and kept on file (used as graded piece)

(a) Must address the areas stipulated by CXC.

- theme and purpose
- how themes will be treated in the Exposition and Reflective Sections
- How theme relates to students' academic, work-related, and personal interests.
- **1st Draft of General Introduction to be submitted by October 17, 2018**
- **2nd Draft of General Introduction to be submitted by November 05, 2018**

A minimum of TWO drafts is advised. Teachers should collect the Final Draft of General Introduction keep on file.

Please see the Communication Studies syllabus (pp. 33-34) for mark scheme.

9. Sourcing Information

- (a) What is research?
- (b) Defining key terms: data, information etc
- (c) Locating primary and secondary sources
- (d) Differentiating between primary and secondary sources using relevant examples.
- (e) Data collection methods (qualitative and quantitative methods: types and examples)
- (f) Advantages and Disadvantages of data collection methods

10. Listening Skills in Context (see **Raymond Zeuschner's Communicating Today: The essentials for information)**

- Listening for appreciating
- Emphatic listening
- Listening for comprehension
- Critical listening

(a) ***Types of Listening***

- Active listening
- Effective listening

(b) **Listening practice**

- (i) Short prose pieces
- (ii) Poems
- (iii) Audio-visual recordings (prose, poetry, song)

Pay attention to:

1. Identifying the main idea
2. Identifying the writer's purpose
(**Distinguish between #1 and 2 above**)
3. Identifying figurative/literary devices used by the writer to achieve his purpose/ and to support His/her main idea.
4. Discussing the **effectiveness** of the devices used by the writer.

Assessment –Teacher Test listening exercise.

C. S.B.A. Component 2

Preparing for the External Exam/ Exposition Part 1

- (a) Students to identify the three sources for their chosen topics
- (b) Students to provide a summary of at least **ONE** source
- (c) Students evaluate at least **ONE** source based on criteria: ***how the source, context and channel/medium affected the reliability and validity of the information gathered.***

11. What is language? (Definition)

a) ***Characteristics*** of Language

- Human
- Verbal
- Symbolic
- Systematic (non- arbitrary)
- Maturational
- Non-instinctive (naturally acquired)
- Dynamic

Differentiation between 'language' (generic) and 'a language' (individual)

- b) Related concepts: clarifying terms (*Please see CXC syllabus for comprehensive definitions*)
- (a) **Variation** (changes in language in response to various influences, for example, social, geographic, individual, group factors)
 - (b) **Dialect** (any version of a language including a Creole language, spoken by a particular geographic, social or cultural subgroup)
 - (c) **Register** (the range of language choices available for use in different situations/ levels of formality)
 - (d) **Standard** (the dialect used for education and other formal or official purposes)
 - (e) **Creole** (the set of varieties which have their beginnings in situations of contact where groups of people who do not share a common language are forced to communicate with each other)

12. Variations in Language

- Reasons for choice
- Registers (frozen, formal, consultative, casual, intimate)
- Varieties (standard, jargon, colloquial, slang, dialect, patois, Creole)

(b) Factors which influence attitudes to language variety

(c) Interpretation of different language situations and the importance placed on the mastery of standard

variety vs. denigration of the non-standard.

13. Types of Speaking and Writing

(i) Speaking

- Conversation
- Short expository, persuasive and argumentative speeches
- Impromptu speaking exercises

14. Practice writing the Module 3 (Speaking and Writing) Essay

1. Essay Writing Techniques specific to **writing the essay for Module THREE**

15. Purposes of Writing

- emphasizing, reflecting, evaluating, discussing, defining, discussing, evaluating, reporting, criticizing etc.

(Teachers may consult Writing in English for this information).

16. The Reflection

- Original creative piece not exceeding 800 words related to chosen **THEME** of the S.B.A
- Must have *substantial treatment* of at least two of the features to be assessed in the Language Analysis (registers, dialectal variation, attitudes to language, communicative behaviours)

The Preface

- Introduction to the Reflection not exceeding 200 words
- Must address the purpose, intended audience and context of the Reflection

D. S.B.A. Component 3

Preparing for the External Exam/ The Reflective

- (a) Students to begin writing reflective piece [[Christmas assignment](#)]
- (b) **The Expository part 2**

Students are also required to have second source for evaluation based on criteria: *how the source, context and channel/medium affected the reliability and validity of the information gathered.*

Term Assessments:

1. **Six weeks Test [October 25-29]**
2. **Listening Test**
3. **General Introduction [SBA]**
4. **Module 3 essay [Course work]**
5. **Six weeks test [December 6-10, 2021]**
6. **Teacher's personal/ individual Course work**

Total # of Grades – 5/6 (2 Six weeks tests, Listening Test, General Introduction, Module 3 Essay, Individual teacher course work??)