

# **IMMACULATE CONCEPTION HIGH**



## **COMMUNICATION STUDIES SYLLABUS AND TEACHING OUTLINE**

**2017 - 2018**

**AIMS:** *(See aims as outlined in CXC Communication Studies syllabus 2010).*

**Main Text**

McDermott, H. CAPE Communication Studies. Port of Spain: Caribbean Educational Publishers, 2008

**Resource Texts**

Lord, L., Dee-Hosein, M., Habib, E., Lee, S. Cape Communication Studies.

Pollard, V. From Jamaican Creole to Standard English: A handbook for, teachers.  
Jamaica: UWI Press, 2007.

Roberts, P. West Indians and their language. New York: Cambridge University  
Press, 2007.

Simmonds-McDonald, H., Fields, L., & Roberts, P. Writing in English: A course book for Caribbean students.  
Kingston: Ian Randle, 1997.

Zeuschner, R. Communicating Today. Boston: Allyn and Bacon, 2002.

## TERM ONE

### 1. Course analysis/overview

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

### MODULE 3: SPEAKING AND WRITING

#### 2. Essay Writing Workshops:

The main aim here is to help students become more confident and efficient with their essay-writing, and to gain a better knowledge and appreciation of the critical/ academic essay genre. Thus, the workshop deals both with the theory and methodology of essay-writing, while also offering students practical exercises focusing on the different aspects of the writing process.

(i) Parts of an essay (prewriting strategies, the introduction (exploring different ways of starting),

the thesis statement, methods for organizing an essay, transition sentences/phrases

Conventions in writing (usage, tips for developing clear sentence structure, good diction, strong writing style etc, language and tone)

(ii) Types of essays (strategies for addressing audience and content etc, strategies for using/recording sources)

(iii) Revising the essay

#### 3. a. What is communication?

##### b. Characteristics of Communication:

- Human
- Contextual
- Inevitable
- Dynamic
- Continuous
- Irreversible

#### 4. The process of communication:

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

5. Models in the communication process.

- Linear
- Interactive
- Transactional

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)

*Module 1: GATHERING AND PROCESSING INFORMATION*

7. Conducting Research/ The Internal Assessment

▪ The format of the S.B.A - Introduction, Exposition (speech), Reflective Piece, Language Analysis

▪ **The evils of Plagiarism MUST be addressed from the onset 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.

8. 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

**B. S.B.A. Component 1: Writing The General Introduction**

(a) Must address the five 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.

#### 9. Sourcing Information

- (a) What is research?
- (b) Defining key terms: data, information
- (c) Locating primary and secondary sources
- (d) Differentiating between primary and secondary sources with 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
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.

#### 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. (a) Types of Speaking and Writing

### (i) Speaking

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

## 13. Practice writing the Module 3 Essay

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

## 14. Purposes of Writing

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

### 1. What is language? (Definition)

### 2. *Characteristics* of Language

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

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

### 3. Related concepts: clarifying terms (*Please see CXC syllabus 2010 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)

### 4. 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)
- (b) *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

(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 TWO

### MODULE 2: LANGUAGE AND THE COMMUNITY

1. Sourcing Information (continued)

(g) Defining key terms: authority, reliability, validity, bias, fact, opinion

(h) Summarizing the content of sources

(i) Evaluating the reliability and validity of sources

- Author and speaker (expertise, authority, perspective, social and political biases)
- Context (social and historical)
- Text (factual accuracy, logical structure, cogency)

### Essay Writing Techniques specific to writing the essay for Module 01

2. *Purposes* of language

- Persuading (repetition, statistics, rhetorical questions, appeal to emotion (**PATHOS**), appeal to logic (**LOGOS**) and appeal to one's character (**ETHOS**), use of authority
- Questioning (language is used to gain information from a source)
- Directing (giving someone information to help them reach a destination e.g. draw a map and include instructions)
- Providing aesthetic pleasure (language is used to help us express ourselves and find pleasure in words e.g. poem, song, diary, stories, journal)
- Informing (language being used to give details, disseminate information and reveal new data to an individual e.g. textbooks, newspapers, academic journals, websites, etc.)

3. *Functions* of language (definitions and examples)

- Social functions (various types)
- Expressive
- Reflective
- Ritual

#### 4. Characteristics of English Creole Languages

##### Grammar

English Creole	Caribbean Standard English
i. Unmarked count nouns e.g. <b>mango</b> sweet	Pluralised count nouns with generic meaning, for example, <b>mangoes</b> are sweet
ii. Unmarked action verbs e.g. she <b>pinch</b> me	Past-marked action verbs with past time reference, for example, she <b>pinched</b> me
iii. Preverbal markers e.g. <b>ben/bin/wen/did</b> (past marker), <b>go</b> (future marker), <b>a</b> (marker of continuous and habitual), <b>does</b> (marker of habitual)	Auxiliaries (auxiliary verbs – be, do, have, will) and suffixes, for example, <b>did/-ed</b> (past), <b>will/shall</b> (future), <b>-ing</b> (continuous), simple present tense forms (cook, cooks)
iv. Subject-adjective structures e.g. <i>mi sick, di mango sweet</i>	Subject-copula-adjective structures e.g. <i>I am sick, the mango is sweet</i>
v. Subject-verb word order in question formation, together with rising intonation e.g. <i>you done cook di food?</i>	Inversion of subject and auxiliary in question formation together with rising intonation, for example, <i>have you finished cooking the food?</i>
vi. Front-focussing of different parts of the sentence for emphasis e.g. <b>a tired</b> a tired, <b>is di bathroom</b> he/him tile	Pitch-emphasised parts e.g. I am <b>tired</b> , he tiled <b>the bathroom</b>

- The most common plural marker ‘s’ in Standard English is shown differently in Creole

##### - Phonology (the study of sound of words)

English Creole	Caribbean Standard English
i. No voiced consonant clusters at the end of words e.g. –nd > n, as in <i>han, san</i>	Voiced consonant clusters at the end of words, for example, –nd, as in <i>hand, sand</i>
ii. No voiceless consonant clusters at the end of words, e.g. –st > -s, as in <i>tes, wris</i> , –ft > f, as in <i>lef</i>	Voiceless consonant clusters at the end of the words, e.g. –st, as in <i>test, wrist</i> , –ft, as in <i>left</i>
iii. No voiceless-voiced consonant clusters at the end of words, e.g. –sed > s as in <i>miss</i> ; –ghed, gh, as in <i>laugh</i> ; –ped > p, as in <i>leap</i>	Voiceless-voiced consonant clusters at the end of words, as in <i>missed, laughed, leaped</i>
iv. No voiced ‘th’ sound at the beginning of words or syllables; a <i>d</i> ’ sound instead, as in <i>dey, dem</i>	Voiced ‘th’ sound at the beginning of words or syllables, as, for example, in <i>they, them</i>
v. No voiceless ‘th’ sound at the end of words or syllables; a ‘t’ or ‘f’ sound instead, as, for example, in <i>fift/fif, wit/wif</i>	Voiceless ‘th’ sound at the end of words or syllables, as in, <i>fifth</i> , with

##### - Syntax



English Creole	Caribbean English Creole
i. Peculiar words and phrases (for example,	

**A. Preparing for the External Exam/ Exposition Part 3**

- (a) Students to provide a summary of third source
- (b) Students evaluate third source based on criteria: *how the source, context and channel/medium affected the reliability and validity of the information gathered.*

5. Language and the Society

- a. Influences of social, political and other cultural factors on the development of language and related communicative behaviours.
- b. Social, political, ethical and psychological roles of language, for example, the use of language to:
  - (i) Discriminate against others, alienate, ridicule, make face threats, mark social biases;
  - (ii) Assert authority, mark identity, mark solidarity, make social linkages, and promote cultural awareness.
- c. The influence of historical factors on Caribbean language situations
- d. Attitudes to Caribbean language: implications for regional, national, social, gender, ethnic and other sub-group relations
- e. Language in international situations
- f. Language in interactive settings: influence of factors such as audience, message, purpose, occasion, gender, age, on choice of language and related communicative behaviours.

6. Functions of Language

- Reflective
- Ritual function
- Social function (*various social functions*)
- Expressive

7. (a) 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.

8. Languages in the Caribbean

- (a) Language situation in each Caribbean territory (contributing factors historical, social etc.)
- (b) Characteristic features of Creoles in the region
- (c) Comparative look at linguistic situation in the region

**Essay Writing Techniques specific to writing the essay for Module 02**

Writing the Module 2 Essay

- Essay writing techniques
- Organization (Introduction, Body, Conclusion)
- Content appropriateness for Module

**B. S.B.A. Component 4**

## Language Analysis

- Registers
- Dialectal variation
- Attitudes to language
- Communicative behaviours

## C. **Preparing for the External Exam/ Exposition Combining Parts**

(a) Students to combine evaluations based on criteria: *how the source, context and channel/medium affected the reliability and validity of the information gathered.*

(b) Speaking for the Exam (Exposition)

- Introduction
- Posture
- Verbal and non-verbal devices
- Components of delivering
- Context (audience, message)
- Conclusion

(c) In-class practice of speeches

**END OF YEAR EXAM:  
ORALS**

**FINAL DRAFT OF S.B.A**