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**UNIVERSITY OF ENERGY AND NATURAL RESOURCES, SUNYANI SCHOOL
OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF LANGUAGES AND COMMUNICATION STUDIES
2022/2023 ACADEMIC YEAR UENR 101: ACADEMIC WRITING
AND COMMUNICATION SKILLS Lecturer's Info R. Acheampong Mobile: 0599954265**

COURSE DESCRIPTION

This is the first part of a two-semester course. The course is structured to equip students with the appropriate knowledge and skills suitable for academic and career purposes. The course imparts knowledge and skills for academic pursuit that prepare students to articulate their thoughts in clear and acceptable use of the English Language, both in oral and written forms. Since these are must-have skills for their day-to-day academic work and their long essays and academic projects, practical measures are taken to ensure effective teaching and assimilation of the course contents. Moreover, the course seeks to inculcate the love of reading for personal growth into students by introducing them to general knowledge in literature, where attention is given to the traditional genres of literature, their functions, and the roles of literary devices in communication.

COURSE OBJECTIVES The objectives the course seeks to achieve are to:

- Expose students to the basics of communication and the cardinal language skills
- Review the basics of grammar and show how to apply grammatical rules in day-to-day speech and writing
- Demonstrate developing reading with deep comprehension
- Research by employing the different types of reading skills

LEARNING OUTCOMES

By the end of the course, students should be able to communicate effectively for academic purposes, using the oral and written forms of the English language appropriately. Besides, students will demonstrate an understanding of the generic fundamentals of communication. Specifically, students are expected to achieve the following:

1. Explain what communication is and its importance to practical issues.

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2. Demonstrate understanding of the generic fundamentals of communication by appropriate language choices for different speech events and participants.
3. Explore reading and its different facets as a key resource for research.
4. Demonstrate mastery over the basics of grammar in both oral and written forms of English
5. Identify and correct grammatical errors.

MODES OF COURSE DELIVERY

The course is taught through lectures, tutorials, seminars, group work, oral presentations and assignments.

ASSESSMENT

Formative Assessment = 40%

Class assignments

Mid-semester examination

Quizzes

Attendance

Class participation

Summative Assessment = 60% (End of semester examination)

TOTAL = 100%

OTHER POLICIES AND PROCEDURES:

Attendance: Attendance is a crucial component of this course. An attendance score of 5 points will be calculated into your final grade. Missing 30% of class interaction disqualifies you from taking the end of semester exams.

Assignments

Late submission of assignments will not be tolerated. All assignments must be presented on the due dates, preferably at the beginning of class. All forms of assignments must be typed with the exception of assignments completed during class activities.

GUIDELINES FOR WRITTEN ASSIGNMENTS

On the upper left-hand corner of each assignment, include *your programme, index number, name, the title of the assignment, and the day it is due*

Double-space typed assignments; use one-inch margins, Times New Roman, and 12 point font size. Do not submit loose pages—if your assignment is more than one page, please staple it

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Missed Work: If you are late or absent from a class, it is your responsibility to find out what you missed. You may contact your class representative (Class Rep) before the next class meeting to ensure you are not missing out on any important assignment.

Referencing/ Plagiarism: It is extremely important to learn how to acknowledge the sources of materials used in your writing. All sources used in your work in this course must be credited properly. Failure to acknowledge the sources of your ideas and words is a crime (plagiarism) and will attract the necessary action. This includes but not limited to works of friends, mates, other students and your previous assignments.

COURSE PLAN: Reasonable changes may be made to the course plan during the semester.

CAMPUS RESOURCES:

You are strongly encouraged to take advantage of resources available in the university to help you succeed in this course.

COURSE PLAN: Reasonable changes may be made to the course plan during the semester. Some assignments are not listed in the course plan; they will be assigned later.

TOPICS 1. Importance of communication

- Scrutiny of some definitions of communication
- Components of communication.

2. Acquiring information

- Types of reading – skimming, scanning, intensive, extensive
- SQ3R method
- Research - sources of information: library, the internet etc.

3. Acquiring the basics of grammar

- Subject-verb, pronoun-antecedent agreement
- Dangling modification and misrelated constructions
- Sentence types (functional) and uses
- Sequence of tenses

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- Prepositions and
- phrasal verbs and idioms

4. Punctuation and capitalization 5. Spelling (British/American)

6. Diction: formality, audience, context (The Grammar, Technical words, and Essays). Review an article of your discipline – pay attention to grammar, structure of the essay, and the use of technical words.

7. Presentation Skills* 8. Basic knowledge in literature

- Introduction to Literature (Genre types – Poetry, Drama, Prose, & their basic differences)
- Literary devices (figures of speech) such as: Metaphor, Simile, Repetition, Euphemism, Hyperbole, Paradox, Oxymoron, Synecdoche, Metonymy, Irony, sarcasm, Personification, Epithet, Parallelism, Litotes, Allusion

Suggested Reading List

Bailey, S. (2015). *The Essentials of Academic writing for international students*. New York: Routledge.

Bailey, S. (2011). *Academic writing: a handbook for international students*. New York: Routledge.

Canagarajah, A. S. (2013). *Critical academic writing and multilingual students*. University of Michigan Press.

Hargie, O. (2006). *The handbook of communication skills*. (3rd ed.) London: Routledge.

Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. Routledge.

Meyers, A. (2005). *Gateways to academic writing: Effective sentences, paragraphs, and essays* (p. 2). Longman.

Shirazizadeh, M., & Rad, F. R. (2020). Thomas, ML, Reinersten, AB (eds): *Academic writing and identity construction: Performativity, space and territories in academic workplaces*.

Shrestha, P. N. (2020). *Dynamic Assessment of Students' Academic Writing: Vygotskian and Systemic Functional Linguistic Perspectives*. Springer Nature.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.

Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.

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