

**HERBERT MORRISON TECHNICAL**  
**HIGH SCHOOL**

**UNIT PLAN**

**FOR**

**COMMUNICATION STUDIES**

**(Academic Year 2020-2021)**

## UNIT PLAN

- SUBJECT:** COMMUNICATION STUDIES
- TOPIC:** COMMUNICATION
- GRADE:** 12
- DURATION:** WEEKS, THREE (3) TWO- PERIOD CLASSES PER WEEK
- RATIONALE:** This unit is intended to develop in students an appreciation of the communication process.

### UNIT I

### DESCRIBING COMMUNICATION

#### **GENERAL OBJECTIVES**

On completing this unit, students will be able to:

1. distinguish among the major forms of communication
2. assess the appropriateness of the use the major forms of communication in specific context
3. select different forms, mediums, channels and technologies of communication to effect communication in specific context
4. evaluate examples of written and spoken communication, taking into consideration the form and context of communication and the context in which it is presented or constructed

#### **WEEK ONE (1) – THE COMMUNICATION PROCESS**

Students should be able to:

- (a) discuss the concept of communication
- (b) explain the elements of the communication process
- (c) describe the process of communication
- (d) explain the barriers to the communication process
- (e) discuss how various barriers can be eliminated
- (f) describe various facilitators in communication

#### **WEEK TWO (2) - THE COMMUNICATION PROCESS**

Students should be able to:

- (a) define the term technology
- (b) distinguish between the terms mediums and channels
- (c) discuss the importance of technology in the process of communication
- (d) explain how technology is used with the communication process
- (e) discuss the advantages and disadvantages of various mediums and channels

### **WEEK THREE (3) – FORMS OF COMMUNICATION**

Students should be able to:

- (a) describe the main forms of communication
- (b) describe the characteristics of each form of communication
- (c) explain the various context of communication
- (d) discuss the communication act to its context

### **WEEK FOUR (4) – FORMS OF COMMUNICATION**

Students should be able to:

- (a) distinguish between verbal and non-verbal communication
- (b) discuss examples of both verbal and non-verbal communication
- (c) explain the term paralanguage and give examples of it
- (d) define the following terms: body language, kinesic, chronemics, proxemics, artefacts, graphics
- (e) discuss the importance of communicative behaviours in communication

### **WEEK FIVE (5) – CONTEXTS OF COMMUNICATION**

Students should be able to:

- (a) differentiate between intrapersonal and interpersonal communication
- (b) outline the features of each context of communication
- (c) discuss the various context of communication
- (d) explain the relationship between forms and context of communication

## **UNIT II UNDERSTANDING COMMUNICATION IN SOCIETY**

### **GENERAL OBJECTIVES**

On completing the unit, students will be able to:

1. appreciate the nature, characteristics and roles of language in society and, in particular, the Caribbean society
2. evaluate examples of written or spoken communication, taking into consideration their form, content and the contexts of presentation
3. develop an awareness of the main features of the interactive relationship among communication technologies, language and society
4. appreciate the significance of communication technologies in cultural interaction

### **WEEK SIX (6) – DEFINING LANGUAGE**

Students should be able to:

- (a) discuss the concept of language
- (b) distinguish between language and a language
- (c) explain some features of English Creole that make it different from Standard English
- (d) describe some of the challenges faced by the Creole speaker in learning English
- (e) define some key terms that relate to language variation

### **WEEK SEVEN (7) – DEFINING LANGUAGE**

Students should be able to:

- (a) discuss the characteristics of language
- (b) explain the purposes of language
- (c) differentiate between a dialect and a language
- (d) explain the concept speech continuum
- (e) discuss the different variations and varieties of English in the Caribbean

### **WEEK EIGHT (8) – LANGUAGE IN SOCIETY**

Students should be able to:

- (a) describe the influence of various factors (cultural, political, historical, social) on language
- (b) discuss the various roles of language in human society
- (c) discuss the role of language in Caribbean identity
- (d) describe the Caribbean in relation to a range of languages

### **WEEK NINE (9) – LANGUAGE IN SOCIETY**

Students should be able to:

- (a) discuss the various attitudes to language in the Caribbean
- (b) discuss the use of dialects, registers and ranges of formality in various types of interactive setting
- (c) discuss the technological advances that have impacted on communication
- (d) examine how communication, technology and culture are interrelated

### **WEEK TEN (10) – TECHNOLOGY, CULTURE AND COMMUNICATION**

Students should be able to:

- (a) explain the interactive relationship among communication technologies, language and society
- (b) discuss the significance of communication technologies in cultural interaction
- (c) discuss how communication is affected by the use of technology in different cultural and interactive settings
- (d) describe how communication is effected by the use of technology in different cultural and interactive settings

### **WEEK ELEVEN (11) - TECHNOLOGY, CULTURE AND COMMUNICATION**

Students should be able to:

- (a) define the term culture
- (b) discuss the influence of culture on language
- (c) discuss how the differences in culture impact on the potential for integration
- (d) discuss how the differences in culture impact on the potential for marginalisation and alienation

## **WEEK TWELVE (12) – DEFINING LANGUAGE**

Students should be able to:

- (a) distinguish between a dialect and language
- (b) discuss the causes of variation in language in general and in English in particular
- (c) explain the ways in which the same language used by different speakers of that language may vary
- (d) describe the features or characteristics of dialects
- (e) discuss the factors that cause dialects to develop

## **WEEK THIRTEEN (13) - DEFINING LANGUAGE**

Students should be able to:

- (a) describe the processes by which a standard version of a language is formed
- (b) discuss the implications of the many international versions of English for the notion of Standard English
- (c) explain the role of usage factors in determining variation

## **WEEK FOURTEEN (14) – DEFINING LANGUAGE**

Students should be able to:

- (a) discuss the status of languages available in Caribbean territories
- (b) describe the linguistic features of Creole languages
- (c) distinguish between basic features of Creole languages and those of English
- (d) explain the role of language in determining Caribbean identity
- (e)

## **UNIT III**

## **INTERPRETING COMMUNICATION**

### **GENERAL OBJECTIVES**

On completing this unit students should be able to:

1. evaluate examples of written and spoken communication based on their form and context
2. apply comprehension skills of analysis and critical evaluation to a range of material
3. appreciate the appropriateness of data collection methods
4. appreciate the use of summary skills
5. apply comprehension skills of analysis and critical evaluation to a wide range of written material

## **WEEK FIFTEEN (15) - COMPREHENDING INFORMATION**

Students should be able to:

- (a) describe the comprehension process
- (b) explain the levels of comprehension
- (c) discuss characteristic formats, organisational features and modes of expression of different types of speech and writing
- (d) apply the levels of comprehension to examples of written or spoken material

## **WEEK SIXTEEN (16) – THE PROCESS OF READING**

Students should be able to:

- (a) describe the process of reading
- (b) describe the three basic types of reading
- (c) differentiate among the types of reading
- (d) utilise skills appropriate to different types of reading material
- (e) discuss how specific textual signals aid comprehension of text

## **WEEK SEVENTEEN (17) – SUMMERISING INFORMATION**

Students should be able to:

- (a) write continuous prose summaries
- (b) distinguish between main and subsidiary ideas
- (c) write clear notes on written and spoken material
- (d) create outlines and graphic organiser for structuring material

## **WEEK EIGHTEEN (18) - RESEARCHING INFORMATION**

Students should be able to:

- (a) define the concept research
- (b) explain key concepts relating to research
- (c) discuss different types of research
- (d) differentiate between primary and secondary sources/ research
- (e) discuss examples of primary and secondary research

## **WEEK NINETEEN (19) – RESEARCHING INFORMATION**

Students should be able to:

- (a) distinguish among key concepts in research
- (b) discuss the importance of validity and reliability in research
- (c) discuss the worth of whether in libraries or online
- (d) write a bibliographical source using the APA or MLA style

## **WEEK TWENTY (20) – DEVELOPING CRITICAL THINKING SKILLS**

Students should be able to:

- (a) define critical reading
- (b) discuss the elements of critical reading
- (c) explain the links between critical reading and critical thinking
- (d) evaluate, through discussion, information gathered by applying critical thinking skills to some basic reading
- (e) discuss various fallacies in written pieces and speech

**GENERAL OBJECTIVES**

On completing this unit, students should be able to:

1. produce different types of communication relevant to their social, academic, professional and vocational needs.
2. apply basic communication skills and principles to their communication choices and behaviours
3. appreciate the use of speech and writing as mental and social processes
4. express themselves in speech and writing with precision, accuracy, clarity and fluency
5. demonstrate competence in organising oral and written communication
6. utilise English structures correctly and appropriately

**WEEK TWENTY-ONE (21) – SPEAKING**

Students should be able to:

- (a) describe the various types of speaking
- (b) describe the mental and social processes involved in speaking
- (c) discuss the appropriateness of various modes of speaking for specific purposes and audience
- (d) discuss the appropriateness of various non-verbal elements for specific purposes and audience

**WEEK TWENTY-TWO (22) – SPEAKING**

Students should be able to:

- (a) discuss the strategies for speech preparation
- (b) Speak in English on prepared and impromptu topics, using appropriate verbal and non-verbal cues
- (c) evaluate, through discussion, their own oral communication according to set criteria
- (d) evaluate, through discussion, the communication of their peers based on set criteria

**WEEK TWENTY-THREE (23) - WRITING**

Students should be able to:

- (a) outline the characteristics of writing
- (b) explain the purposes for which writing might be used
- (c) discuss the characteristics of different kinds of writing
- (d) discuss the various factors which could influence writing

**WEEK TWENTY-FOUR (24) –WRITING**

Students should be able to:

- (a) describe the writing process
- (b) apply the writing process to written communication
- (c) engage in objective criticism of their writing
- (d) discuss the elements/ characteristics of various forms of writing

### **WEEK TWENTY-FIVE (25) – LISTENING**

Students should be able to:

- (a) define the term listening
- (b) distinguish between hearing and listening
- (c) describe the four types of listening
- (d) discuss common problems affecting listening
- (e) discuss ways to improve their listening skills

### **WEEK TWENTY-SIX (26) - ORGANISING SKILLS**

Students should be able to:

- (a) identify various organisational strategies and techniques
- (b) discuss the strategies and techniques that are used in writing
- (c) create an effective introduction using various techniques
- (d) create an effective conclusion using various styles

### **WEEK TWENTY-SEVEN (27) – ORGANISING SKILLS**

Students should be able to:

- (a) discuss the importance of transitional words and connectives
- (b) utilise linkages within paragraphs and between paragraphs to aid in the logical flow of ideas
- (c) discuss the importance of sequencing within paragraphs
- (d) write various forms/pieces and genres of literature

### **WEEK TWENTY-EIGHT (28) – APPLYING THE RULES OF ENGLISH**

Students should be able to:

- (a) use the various structures of English correctly and appropriately
- (b) discuss the main types of error in English
- (c) edit and proofread written work
- (d) select and use appropriate structures to improve oral and written communication style

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### **INSTRUCTIONAL RESOURCES**

Tape recorder, charts, textbooks, newspaper, magazines, television, DVD, VCR, projector

### **LEARNING ACTIVITIES**

Class discussion, projects, dramatization, research

### **EVALUATION**

Test, written work, questioning, class assignment, group work



Sources:

McDermott, Harold. CAPE Communication Studies. Trinidad, W.I.: Caribbean Educational Publishers, 2008. Print.

Simon, Veronica, and Sandra Osborne. CAPE Communication Studies. Oxford: Macmillan, 2009. Print.