*NOTES ABOUT THE USE OF THIS FORM:*

* *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
* *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
* *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
* *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
* *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
* *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
* *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
* *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the process.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know why they are engaging with the content.*

MODULE LEVEL TEMPLATE

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | Kampala International University |
| Name of institutional contact | Dr. Annah Amani |
| Email address of institutional contact | amani.annah@kiu.ac.ug |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type |  |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Project lead/Co-author | **Dr. Annah K. Amani** |
| *Responsible for:* | **Project management, content creation, language/structural review** |
| Lead author | **Mrs. Irene Jesica Iroot** |
| *Responsible for:* | **Corroborating and creating content for the module as subject expert** |
| Co-author/co-contributor | **Mr. Alex Busingye** |
| *Responsible for:* | **Corroborating Author-Internet and communication 2 weeks** |
| Co-author/co-contributor | **Dr. John Kalema** |
| *Responsible for:* | **Language and content reviewer** |
| Co-Contributor | **Mr. Seth Muhierwa** |
| *Responsible for:* | **Support as technology/platform expert** |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) |  |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | | |
| Module title: | Communication Skills | | | |
| Academic level: | Undergraduate programs  Year One Semester Two | Number of student learning hours: | | 100 |
| Class contact time (hours): | Forty eight hours |
| Private/online study hours: | Fifty two hours | Number of weeks of study: | Twelve Weeks | |
| Total student learning hours: | One hundred Hours | Number of units of study: | Twelve | |

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| Programme(s) which might include this Module: | All Undergraduate Programmes |
| Pre-requisite student abilities and knowledge: | Basic computer fundamental Skills |
| Pre-requisite (or co-requisite) modules: | English Language Skills |

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| Intended learning outcomes: | At the end of this module, you will be able to:   1. Discuss the current major communication theories. 2. Identify and describe the basic elements of communication. 3. Demonstrate effective communication skills. 4. Discuss the prevailing opportunities and challenges of web-based communication via various social media mediums. |
| Indicative content: | Basic concepts of communication; Basic theories and models of Communication; speaking in informal, face to face Situations; speaking in more formal Situations; listening in informal Situations; listening in formal situations; pre and post- writing processes;writing process;reading for pleasure; reading for comprehension; communication for connectivity and communication for business marketing; |
| Form of final/summative assessment: | The summative assessment will be done as continuous assessment test and final examination which will be supervised. |

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| Aim of the module: | The main aim of the module is to enable participants to communicate effectively and with intended impact, by improving their verbal and non-verbal communication skills, as well as enhancing interpersonal skills. Communication may be through speaking, listening, writing and reading. |
| Brief description of module: | This is an introductory course to the study of communication and the dynamics that come into play for the successful transfer and transmission of information. The course is based on the rationale that in today’s work environment irrespective of the career one chooses to pursue, communication skills are important either for entry and/or advancement. It is a multi-disciplinary approach towards the analysis of the concepts and theories of communication. It will be biased towards those aspects comprising conceptual as well as theoretical frameworks needed in ensuring effective communication for professionals in the diverse fields of study. It will explore the conditions and aspects of communication in the student’s chosen field of study and examine new innovations and trends in the field of communication. |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Identify and describe the basic elements of communication. | Discussion forum, presentation tutorials, quizzes, |
| 1. Discuss the current major communication theories. | Discussion forum, presentation tutorials, quizzes  micro-teaching |
| 1. Demonstrate relevant skills for effective communication. | Discussion forum, presentation tutorials, quizzes, debate, micro-teaching |
| 1. Discuss the prevailing opportunities and challenges of web-based communication via various social media mediums. | Practical tutorials, Quizzes |

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| **Significant features or elements of module** |
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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | All undergraduate programmes |
| What **skills** should a *student* have **already** mastered before starting this Module? | Speaking, listening, writing and reading skill and basic ICT skills |
| What **prior knowledge** of the subject matter should a *student* have? | Basic English Language skills |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  Should *facilitators* have **already** mastered before starting to teach this Module? | Basic English Language skills |
| What **skills** do *support staff* need in order to support the delivery of this module? | Basic computer skills |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | Students will be able to give feedback on their learning experience through the learning platform by sending direct messages, interacting on a feedback blog and responding to periodic structured surveys. | |
| How will student feedback be used to improve module? | Student feedback will be integrated into future iterations of the course or later portions of the course. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

UNIT-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit** |  |
| Unit title: | Introduction to Communication 1: Basic Concepts of Communication | | |
| Aim of the unit: | This is an introductory unit to communication skills course which is designed to introduce you to definitions, forms and basic fundamental concepts of communication suitable for academic and professional development. You will study the fundamentals of intrapersonal, interpersonal, verbal and non-verbal skills in a social context for effective communication. | | |
| This topic covers: | What is communication? (Basic concepts of communication)  Types of communication  The aspects and purpose of communication | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  Explain the basic elements of communication, sender, receiver, message, encoding, decoding, channel, context and noise.  Classify the two types of communication, verbal and non-verbal, and the four forms, informal, formal, internal and external.  Discuss the four aspects of communication, pro-activity, dynamism, contextual and irreversibility. | | |

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| Overview of student activity: | Watch the video and take notes with pen and paper. Notate vital points in the video to help you complete the learning activity. You will also need to have either a smart phone or camera to aid you in accomplishing your tasks. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W1.1 Explain the basic elements of communication, sender, receiver, message, encoding, decoding, channel, context and noise | 2 | WA1.1 | WE1.1 Post your answers to the forum |
| W1.2 Classify the two types of communication, verbal and non-verbal, and the four forms, informal, formal, internal and external | 2 | WA1.2 | WE1.2: Explain how and why the know knowledge you have gained from the scenarios/ skit you created in WA1.2 will influence your communication. |
| W1.3 Discuss the four principles of interpersonal communication, pro-activity, dynamism, contextual and irreversibility | 2 | WA1.3 | WE1.3: Reflect on the interpersonal communication principles you demonstrate and then apply what you learned to your work. After you have done so, write a report of about 100 words explaining how you found them helpful and post it to the designated assignment portal. |
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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Outcomes addressed: | | | | |
| This unit 1 addresses module outcome 2 and gives the basis to Communication Skills Outcomes. | | | | |
| Purpose of the unit: | | | | |
| This week, we start by reflecting on this simple statement; *“there is more to know about communicating rather than just passing a message across.”* Isn’t this true? Okay? If this is true then it is better to communicate when we understand: who, what, why, where, when and how to communicate. Effective communication incorporates all these elements. This week, we examine the basic elements of communication and share our own communication experiences. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| One of the greatest essential sets of skills a person can ever hope to attain, in both individual and professional relationships, is communication skills. To do this, we start by reading about communication, specifically about what people do when they are communicating. We will also share experiences and evaluate ourselves and each other. In this unit, we are expressly expected to define communication from the way we have experienced or engaged in it. | | | | |
| Pre-topic activities: | | Number of hours | 1 hour | |
| Read *“Introduction to communication studies”* (pp. 1-11). This is available from [http://dinus.ac.id/repository/ docs/ajar/Communication-in-the-Real-World-An-Introduction-to-Communication-Studies.pdf](http://dinus.ac.id/repository/%20docs/ajar/Communication-in-the-Real-World-An-Introduction-to-Communication-Studies.pdf).  <https://2012books.lardbucket.org/books/a-primer-on-communication-studies/index.html>  <https://en.wikibooks.org/wiki/Survey_of_Communication_Study>. When you read this document, you will be guided about the communication basics which will give you insights for the tasks that you will do. | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours | |
| During class time, you will act out the scenarios/skits that you created in WA1.3 (Your tutor column has a rubric against which you will graded so please look at it prior to your presentations) | | | | |
| Online activity: | | Number of hours | 2 hours | |
| What should students do? | WA1.1:  Watch the videos *“What is Communication?”* ([https://www.youtube.com/ watch?v=S7CN9Trw43w](https://www.youtube.com/%20watch?v=S7CN9Trw43w)) and *“Communication Model”* (<https://www.youtube.com/watch?v=-HXa320iTPY>) and take notes as you do so. Now, in your own words, formulate a definition of communication stating the basic communication elements; sender, receiver, message, encoding, decoding, channel, context and noise. (50-100 words)  Reflect on definition in light of the following questions  How does it differ from the definition in the book?  Why did you choose to define communication the way you did? (WE1.1) | | | |
| Where do they do it? | You can do this using your smart phone, computer and laptop or access one in any of our computer laboratories | | | |
| By when should they do it? | The work should be posted by (date) before midnight | | | |
| What should students do? | WA1.2:  Reflect on what you have learned from what you read, then within your  daily environment and with verbal consent (of the people you are videoing), create short video clips of verbal or non-verbal communication and post to the forum. You obtain consent by having the video participants state on the recording that they are participating of their own free will and give consent for the video to be used for the purposes of this class assignment. | | | |
| Where do they do it? | During their day-to-day activities – classes, home, commute and so on | | | |
| By when should they do it? | The work should be posted by (date) before midnight | | | |
| What should students do? | WA1.3:  Read about the four principles of interpersonal communication:  <http://www.pstcc.edu/facstaff/dking/interpr.htm>. | | | |
| You are going to create written scenarios/skits that illustrate the four aspects of communication pro-activity, dynamism, contextual and irreversibility that you will deliver during the class.  Again, before you attempt the task, read <https://www.oerafrica.org/resource/ways-presenting-your-point-view> for guidance on how to create a presentation of about 2-3 minutes.  Then write a scenario or skit that you will act out in class (with some classmates, if required). Remember to practice the scenario/skit before you come to class!  Reflect on the scenarios you have created and then explain how the informal, formal, internal and external component of information overflow have shaped your message. | | | |
| Where do they do it? | During their day-to-day activities – classes, home, commute etc. | | | |
| By when should they do it? | You are required to complete this task before the class (date). | | | |
| E-moderator/tutor role | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Criterion** | **Level** | **Level** | **Level** | **Level** | | Correctness of language/image | Major errors  0 points | Minor errors  1 point | Appropriate  2 points | Eloquent  3 points | | Clarity of thought | Ambiguous  0 points | Quite clear  1 point | Clear  2 points | Very clear  3 points | | Creativity and originality of ideas | Poor  0 points | Good  1 points | Very good  2 points | Excellent  3 points | | Relevance of content | Irrelevant  0 points | Quite relevant  1 point | Relevant  2 points | Very relevant  3 points | | Mastery of concept | Missing  0 points | Sketchy  1 point | Low level of understanding  2 points | Adequate  3 points |   Use this rubric to grade both students’ scenarios/ skits and WE1.1 as herein provided | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 1/2 hours | |
| Learning outcome 1 will be assessed by WE1.1  Learning outcome 2 will be assessed by WE1.2  Learning outcome 3 will be assessed by WE1.3 | | | | |
| How does this section link to other sections of the module? | | | | |
| This unit gives you basic communication concepts which will inform y0our learning in Units 2, and you will apply this concepts further in units; 3, 4, 5, 6, 7, 8, 9 and 10. | | | | |
| = Total number of hours | | | 7 ½ hours |
|  | | | | |
| **Some important questions** | | | |
| Which learning resources/ references will scaffold the students’ learning? |  | | |
| How are students enabled to access the resources? |  | | |
| Where in this unit are students expected to work collaboratively? |  | | |
| How has an inclusive approach been incorporated in this unit? |  | | |
| How will feedback on unit be obtained from students? |  | | |
| How will student feedback be used to improve unit? |  | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? |  | | |

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| **Expected time required for Unit 1 activities:** | 7 1/2 hours |

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| **Unit-level overview** | | **Unit** |  |
| Unit title: | Introduction to Communication 2: Basic Theories and Models of Communication | | |
| Aim of the unit: | This unit is part two of an introduction to communication and it will focus on the process and selected models of communication. It will also put in perspective cultural context and dynamics of communication. We will discuss common communication barriers and strategies to overcome them and communicate effectively. | | |
| This topic covers: | The Communication Process and Models  Barriers to Communication  Effective Communication  <https://www.youtube.com/watch?v=nHDfF395BRk> | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  Analyse the two models of communication, functional and structural (interactive and transactional)  Identify and mitigate the communication barriers  Describe the communication model which is being utilized in your faculty of study | | |

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| Overview of student activity: | You will work in small groups of 5-8 students. The group work will consist of watching video clips, reading and discussing articles. You will also extend your search to other internet resources before you do your activities. Practice good referencing etiquette and properly acknowledge the person/entity whose information you use. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W2.1 Analyse the two models of communication, functional and structural (interactive and transactional) | 1 | WA2.1 | WE2.1: Sketch out a communication encounter in writing and post your work to the forum. |
| W2.2 Identify and mitigate the communication barriers | 1 | WA2.2 | WE2.2: Analyse case study.  What are some of the lessons you can draw from the analysis you conducted in WA2.2? |
| W2.3 Describe the communication model which is being utilized in your faculty of training | 1 | WA2.3 | WE2.3:  In reference to the case study of your work place or an academic unit of your study, clearly illustrate the communication model used. Explain whether you find it effective or not and justify why you say so? |
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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module outcomes addressed: | | | |
| This unit 2 addresses module outcome 2 & 3 and gives the basis to Communication Skills Outcomes. | | | |
| Purpose of the Unit: | | | |
| This unit is designed to help you scrutinise and validate effective communication modes.  This week’s activity aims to engage you from your own experience, citing competencies and challenges, and sharing how you conduct and manage communication.  It is an opportunity for you to be clear as you interact with your course mates on this unit and, to ask questions and learn from them. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Now, we begin by asking you to reflect on how you communicate and what you would like to improve in your communication. You will, at the end of the course be able to evaluate and determine whether you have achieved and gained better communication skills. Similarly, you will also assess whether your communication abilities will have changed at all since this very first statement of intent. | | | |
| Pre-topic activity: | | Number of hours | 1 ½ hours |
| In this week’s activities, you are required to discuss the tasks in groups as assigned by your lecturer. Watch the videos: <https://www.youtube.com/watch?v=O-O-fV5qT-0>; https://www.youtube.com/watch?v=nHDfF395BRk and after you have done so, discuss and work the assigned tasks in your groups. To ensure that everyone is involved, you are expected to take a picture of your discussion activity or a recording of your discussion which you will then post to your forum. | | | |
| Face to face time: | | Number of hours | 2 hours |
| Summarize the pros and cons of interactive and transactional transmission Models. Clearly explain why you would/would not adopt and adapt any of the models you have discussed. Prepare short notes and as a group you are expected to share your experiences in class. | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | WA2.1  Watch this video, from it you will find information about interactive and transactional transmission models.  <https://www.youtube.com/watch?v=awfT-GXYEUM>  Write summarized notes on both interactive and transactional transmission models. Based on what you have learned, try out these communication concepts by applying them to your day to day experiences. Share your experiences in discussion with your designated group, take notes or record the discussion. | | |
| Where do they do it? | Your day-to-day activities: relationships, lectures, work etc. | | |
| By when should they do it? | You should do this prior the class by (Date) | | |
| What should students do? | WA2.1:  Watch video; “Communication Barriers”, to learn more about barriers to communication.  <https://www.youtube.com/watch?v=jsl468Hwr4o>  We ask you to write notes on the barriers listed in the video and after you’ve done so, we would like you to carry out survey in your department in reference to this subject. Request a meeting with the unit head of your department, the purpose of this meeting is just to find out whether you will encounter some barriers, but your unit head must not know. As you carry out this activity in your groups, we request you to write notes on the following;   1. What were some of the communication barriers you encountered? 2. How were you able to overcome them? | | |
| Where do they do it? | This is a practical task, so you are expected to carry out the activity based on your programme of study | | |
| By when should they do it? | This should be done and concluded before the class on (Date) | | |
| What should students do? | WA2.1  In your assigned groups, describe a model that your current faculty of academic study is using to enhance effective communication and briefly explain how you have/have not have found it effective. Write notes and share your experiences as individuals | | |
| Where do they do it? | You should do this in the academic unit where you are currently pursuing your career | | |
| By when should they do it? | You are expected to do this after the class session on (Date) | | |
| E-moderator/tutor role | | | |
| Tutor will moderate the discussion and monitor the level of student participation and engagement with each other | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 1/2hour |
| Learning outcome 1 will be assessed by WE2.1  Learning outcome 2 will be assessed by WE2.2  Learning outcome 3 will be assessed by WE2.3 | | | |
| How does this section link to other sections of the module? | | | |
| Unit 2 links to unit 1, but also frame your entire engagement with the Communication Skill course | | | |

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| **Expected time required for Unit 1 activities:** | 7 1/2hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? |  |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? |  |
| How has an inclusive approach been incorporated in this unit? |  |
| How will feedback on unit be obtained from students? |  |
| How will student feedback be used to improve unit? |  |
| At which point(s) will students receive formative feedback on the work they have done in the unit? |  |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit** |  |
| Unit title: | *The Speaking Skill 1: Speaking in Informal, Face to Face Situations* | | |
| Aim of the unit: | Speech is a human behaviour that brings into play the physical, psychological, semantic, neurological, and linguistics elements. It is also the most frequently used mode of communication. This unit will introduce you to informal communication situations with limited text that will improve your spoken language proficiency. | | |
| This topic covers: | Factors and elements of spoken mode of communication  Context, inference and pragmatic factors in utterance interpretation  Cross cultural elements in the spoken mode of communication | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*  Participate effectively in oral conversation to improve on communication abilities  Gain increased knowledge regarding structure of ordinary conversation and be able to decipher meaning form it  Demonstrate some cross-cultural elements that will render you more proficient in communication | | |

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| Overview of student activity: | You are expected to watch assigned videos, and read assigned articles, but you can also extend your search to other internet resources before you do your activities. Please as you do so remember good etiquette, acknowledge the person whose information you use |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W3.1 Participate effectively in oral conversation to improve on communication abilities | 1 | WA3.1 | WE3.1: Group task |
| W3.2 Gain increased knowledge of structure of ordinary conversation and be able to decipher meaning form it | 1 | WA3.2 | WE3.2: Formulate and test open-ended questions |
| W3.3 Demonstrate some cross-cultural elements that will render you more proficient in English communication | 1 | WA3.3 | WE3.3: Summarise native and non-native cultural elements |
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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Unit 3 requires you read what we have learnt in Units 1& 2 and then apply | | | |
| Purpose of the unit: | | | |
| This week, we will start by advancing from theory to practice. Relax and enjoy communication in a natural context. These are real- life situations that bring into perspective the daily interactions of active communication. You work in your assigned groups to create stimulating conversations as wells as identify the complementary cues and appreciate the diverse cultures within our communication setting. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Here, we are making it clear that speaking as well as paying attention to different experiences of students in your environment, can create an academic atmosphere where students who are struggling in the language can cope and gain confidence in it.  In this Unit, we are going to thoughtfully look at different aspects of face to face communication and how we might purposefully be engaged in our learning environment in a more relaxed and non-intimidating manner.  Unit 3 motivates you to ponder, and draw inferences from your practice in daily social environments in which you interact and transact business. This is a practical lesson where you need to be more involved and participative. | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| Before you start your activities, here are some of the sources from which you will obtain information to do the work. Always have a pen and paper as you do this so you can write down your ideas. Watch the video clip and read the attached article.  <https://www.youtube.com/watch?v=0utHXraVD5>  <https://2012books.lardbucket.org/books/a-primer-on-communication-studies/index.html>  We encourage you to do all your activities on time and to NOTE that there will be no extensions! | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours |
| During the lesson, you are expected to present your real-life conversational situations, WA3.2 so be ready to present your concepts to the rest of the class. This is a group activity which all the members of the group MUST be involved. | | | |
| Online activity: | | Number of hours | 2 hours |
| What should students do? | WA3.1  Watch video on conversational activities <https://www.youtube.com/watch?v=s_nwSnW4q6I>  Write down notes on elements of spoken mode of communication based on what you have learned from the video. Now, we would like you to explain how your message was recently shaped when you engaged with the following groups of people:   1. Someone in authority 2. Peer group 3. Intimate friend   Who of this social groups did you comfortably interact with and why? | | |
| Where do they do it? | Use your personal experiences in a market place, class, office, home/hostel etc. | | |
| By when should they do it? | The work should be post to the Moodle by (Date) | | |
| What should students do? | WA3.2  Read this article in order to understand more about real life situations <http://www.newconversations.net/pdf/seven_challenges_chapter5.pdf>  Create group simulations (imitations) of real- life situations where you need to get information from another person. This can be at home, restaurant, work etc. please use some of the suggested tactics introduced in the reading. Now, from that experience, we would like you to explain how your language and meaning of words was influenced. | | |
| Where do they do it? | This is a practical skill, so we would like you to engage a wide range of people within your daily environment of business. | | |
| By when should they do it? | The work should be post to the Moodle by (Date) | | |
| What should students do? | WA3.3  Watch this video on native- conversation in English and relate it to your own experience with either a native or non-native speaker in English  https://www.youtube.com/watch?v=DPmtnb8NBog.  Write notes on the differences in native and non-native speech elements. Take time to reflect on the ideas you have learned and then explain how this differs or relates to your daily experience in communication.  Are there new things that you have learned that you didn’t know? If so, how do you intend to use the insights you gained? | | |
| Where do they do it? | You can do this using your smart phone, laptop or any of the computer laboratory in a university library. | | |
| By when should they do it? | Post your notes to the forum for discussion by (date) | | |
| E-moderator/tutor role | | | |
| Tutor will moderate the discussion and guide students during micro-teaching | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 ½ hours |
| Learning outcome 1 will be assessed by WE3.1  Learning outcome 2 will be assessed by WE3.2  Learning outcome 3 will be assessed by WE3.3 | | | |
| How does this section link to other sections of the module? | | | |
| This unit links to 1, 2, and 4. | | | |

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| Required time expected for the tasks = Total number of hours | 4 hours |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **4.** |
| Unit name or title: | *The Speaking Skill 2: Speaking in more Formal Situations* | | |
| Aim of the unit: | This unit is part 2 of the speaking skills unit. You will be introduced to communication situations where one of the authorities is more superior to the other. It is designed to give you guidance on public speaking, interview strategies, telephone conversations, meetings and presentations skills for productive formal communication. | | |
| This topic covers: | Factors and elements of public speaking, debates, dialogues and lectures, formal and classical setting for orator’s appreciation  Organizational context (meetings, interviews (oral), telephone conversation, introduction and vote of thanks  Effective Speaking skills  <https://www.youtube.com/watch?v=YE_6BGUCeb4> | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to*  Identify oratory skills in formal settings.  Engage in formal English conversational usage with an authority figure. Practice formal communication for meetings, interviews, telephone conversations, introductions and vote of thanks.  Demonstrate an effective speaking strategy for formal communication situations. | | |

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| Overview of student activity: | Watch assigned videos and perform assigned tasks. Record a telephone conversation and work in pairs or groups. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W4.1 Identify oratory skills in formal settings. | 3 | WA4.1 | WE1.1: Class task |
| W 4.2 Engage in formal English conversational usage with an authority figure. Practice formal communication for meetings, interviews, telephone conversations, introductions and vote of thanks. | 3 | WA4.2 | WE4.2:  Formulate questions then interview one of your classmates and after you have done so, summarise their response and in your own would show how you would have responded to the questions differently |
| W 4.3 Demonstrate an effective speaking strategy for formal communication situations. | 3 | WA4.3 | WA4.3: summarize effective speaking strategies. Post to the designated discussion forum |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit is still focusing on outcome 3 | | | |
| Purpose of the unit/week/section: | | | |
| In this lesson, we are going to distinguish the difference between informal and formal communication, we will examine ‘register’ which is tone of voice, vocabulary and sentence structure. We shall explore different registers in speaking. We will assess the assertion that formal communication is somewhat rigidly structured; has a more formal tone, uses more standard language; and places importance on correct grammar. We will look at this in a context where one of the participants is more senior and superior than the other. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit you will begin to use what you are learning as you become an effective communicator. You will work with colleagues to demonstrate effective speaking strategies and practice interview techniques. | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| Read the articles below for information on formal and informal communication and write notes  <https://dev1.oerafrica.org/resource/ways-presenting-your-point-view> t  <https://2012books.lardbucket.org/books/a-primer-on-communication-studies/index.html>  Also, watch the videos; WA4.1, WA4.2 and WA4.3 and as you do so, note down the relevant information with using your pen and paper for helpful ideas to accomplish your tasks. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours |
| Prior to the class, ensure that the conversation you will present during the lesson is your original idea. We encourage you to work in pairs to accomplish this task | | | |
| Online activity: | | Number of hours | 2 hours |
| What should students do? | WA4.1  <https://www.youtube.com/watch?v=5110UES-QzE>  Watch the above video or any other video of your choice on most powerful speeches on YouTube or television and in two pages:   1. Identify the purpose of the speech. What was the speaker’s intent? 2. Did the speaker get their point across effectively? 3. What would you add or remove from the speech to make it more effective? | | |
| Where do they do it? | You can do this using your smart phone, computer and laptop or access one in any of our computer laboratories on campus | | |
| By when should they do it? | Post your responses to the discussion board | | |
| What should students do? | WA4.2  This video expounds critical insight on how to prepare for an interview so please watch it.  <https://www.youtube.com/watch?v=yBtMwyQFXwA>  From the video you have just watched, jot down the questions in the interview and provide your own responses. Now, reflecting on your answers, explain why you believe you would be an ideal candidate for the opportunity. Again, swap your work with one of your group members and critic each other’s work. Return the work to the owner and then post both your work and feedback on the forum. Reflect on what others have done and improve your work and share your revised copy with your lecturer. | | |
| Where do they do it? | You can do this using your smart phone, laptop or any of the computer laboratory in the university. | | |
| By when should they do it? | Submit your work to the lecturer by (date) | | |
| What should students do? | WA4.3  This video is a recorded conversation so please watch it and make notes on tone, diction/choice of words, intonation, pitch and attitude.  https://www.youtube.com/watch?v=NprWu\_1k2dU  Reflect on your summaries, then record a telephone conversation with another person and in your designated work groups. Present your work and discuss in class your analysis of tone, choice of words and attitude.  Which of the above para-lingual aspects of communication did you find difficult to express and why? | | |
| Where do they do it? | Your telephone conversation must be with your designated partner. You can do this virtually and if necessary meet in person | | |
| By when should they do it | This must be accomplished by (date) | | |
| E-moderator/tutor role | | | |
| Tutor will monitor students’ participation and guide them during micro-teaching | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 ½ hours |
| Learning outcome 1 will be assessed by WE4.1  Learning outcome 2 will be assessed by WE4.2  Learning outcome 3 will be assessed by WE4.3 | | | |
| How does this section link to other sections of the module? | | | |
| This unit links to 1,2,3 , 4 and informs your learning in 9, 10, 11 and 12   |  |  | | --- | --- | | **Some important questions** | | | Which learning resources/ references will scaffold the students’ learning? |  | | How are students enabled to access the resources? |  | | Where in this unit are students expected to work collaboratively? |  | | How has an inclusive approach been incorporated in this unit? |  | | How will feedback on unit be obtained from students? |  | | How will student feedback be used to improve unit? |  | | At which point(s) will students receive formative feedback on the work they have done in the unit? |  | | | | |

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| = Total number of hours | 7 ½ hours |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **5.** |
| Unit name or title: | *Listening Skill 1: Listening in Informal Situations* | | |
| Aim of the unit: | Listening is a critical communication skill which students require. This unit will give you an overview of the key concepts and issues involved in listening for comprehension and also the importance of effective listening. You will discuss the differences between hearing and listening, types of listening, and characteristics for effective listening. The context of the listening experience will be limited to daily ordinary conversations where listening is never planned for, but rather a simultaneous activity. | | |
| This topic covers: | The definition and types of listening, active and passive listening  Listening in non-formal situation (ordinary conversation)  Characteristics and skills to develop for effective listening | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*  Define listening and clearly explain the differences between active and passive listening  Illustrate complementary nature of the verbal components of English language  Demonstrate active and passive listening | | |

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| Overview of student activity: | You will create a game and record a short video. You will watch a video and summarize your observations. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W5.1 Define listening and clearly explain the differences between active and passive listening | 3 | WA5.1 | WE5.1: Differentiate between hearing and listening. Identify non-verbal cues in listening and explain how you can improve on your listening skills. |
| W5.2 illustrate complementary nature of the verbal components of English language | 3 | WA5.2 | WE5.1: Identify elements of non-fluency due to spontaneous nature of talk and Non- verbal cues from your video and post to the forum |
| W5.3 Demonstrate active and passive listening | 3 | WA5.3 | WE5.1: Use your video to explain how the following listening skills are achieved; i) Comprehensive skill ii) Empathy  ii) Appreciative iv) Analytic. Explain how and where you purpose to apply the skills you have learned |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit addresses module outcome 3 and gives the basis to applied Communication Skills Outcomes. | | | |
| Purpose of the unit/week/section: | | | |
| Although effective listening is important in learning and to every day communication, unfortunately, we often don’t listen effectively. We become distracted, lose track of the point, and then fail to respond effectively when it is our turn to speak. As a result, we get into conflicts with colleagues because of our poor listening. In this Unit, we teach you how to listen such that you are able to   * Collaborate with colleagues / course mates * Connect with employers and friends * Effectively meet customers’ needs.   This unit will teach you how to overcome common listening barriers, listen with better empathy, comprehension, and analytical skills. The class will provide practical explanations, concrete examples, and real-life experiences in your day to day context. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This week, you will identify your strength and weaknesses and how they affect your ability to listen effectively. You will work in your assigned groups, but before you do that you need to have a clear picture of your listening abilities (ask one of your classmates to evaluate you before the unit). You will then share practical experiences with each other and note down ideas and practices that you think will improve your listening and, learning that you will undertake in week 5. | | | |
| Pre-topic activity: | | Number of hours | 1 ½ hour |
| Before you start any of your activities, please read this article on communication in the real world and what you need to know about listening. (PP 212-222)  <http://dinus.ac.id/repository/docs/ajar/Communication-in-the-Real-World-An-Introduction-to-Communication-Studies.pdf>  In summary, explain what you knew and did not know about listening and explain how you intend to apply the new knowledge you have gained. Your summary should be no more than one page. Share your summary on the designated portal. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 ½ hours |
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| Online activity: | | Number of hours | 2 hour |
| What should students do? | WA5.1  Watch this video for information on active and passive listening.  <https://www.youtube.com/watch?v=22gzvSindTU>  In your groups of 10 members as assigned by your tutor, create a game that demonstrates active and passive listening then record a short video (5 minutes or less). From your video, explain the difference between active and passive listening then post both the video and the notes to the forum for comments. | | |
| Where do they do it? | You can do this using your smart phone, computer and laptop or access one in any of our computer laboratories on campus. | | |
| By when should they do it? | Post your notes to the forum for discussion by (date) | | |
| By when should they do it? | WA5.2  Watch this video to learn more about Turn-taking in a conversation.  <https://www.youtube.com/watch?v=IhQt_fxGOcw&t=575s>  Listen to (A-B-A-B…, conversation and examine language form in its contextual usage etc. native and non-native, formal and informal). Summarise what you have learned about language usage and then present to the class during the lesson. | | |
| Where do they do it? | You can do this using your smart phone, laptop or any of the computer laboratory in the university. | | |
| By when should they do it? | Post your notes to the forum for discussion by (date) | | |
| What should students do? | WA5.3  Watch this video, it will help you to accomplish your task.  <https://www.youtube.com/watch?v=G1ULTB5wtjQ>  Create a video demonstration of effective listening scenarios using your phones and post to the forum for comments. Your video should be 5-10 minutes. | | |
| Where do they do it? | In your day-to-day learning environment, in class during a lesson/revision, discussion, seminar/workshop, meeting or library. | | |
| By when should they do it? | Post your notes to the forum for discussion by (date) | | |
| E-moderator/tutor role | | | |
| Tutor will follow the discussion and guide students during micro-teaching | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 1/2 hours |
| Learning outcome 1 will be assessed by WE5.1 | | | |
| Learning outcome 2 will be assessed by WE5.2 | | | |
| Learning outcome 3 will be assessed by WE5.3 | | | |
| How does this section link to other sections of the module? | | | |
| |  |  | | --- | --- | | **Some important questions** | | | Which learning resources/ references will scaffold the students’ learning? |  | | How are students enabled to access the resources? |  | | Where in this unit are students expected to work collaboratively? |  | | How has an inclusive approach been incorporated in this unit? |  | | How will feedback on unit be obtained from students? |  | | How will student feedback be used to improve unit? |  | | At which point(s) will students receive formative feedback on the work they have done in the unit? |  |   This unit links to 1,2,3 , 4 and informs your learning in 9, 10, 11 and 12 | | | |

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| = Total number of hours | 7 1/2 hours |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **6.** |
| Unit name or title: | Listening Skill 2: Listening in Formal Situations | | |
| Aim of the unit: | This unit will introduce you to listening interruptions/problems with intent to correct poor listening habits in both speech and/or text/comprehensive assimilation in order to help you unlearn bad listening habits, and instead acquire good attitudes for effective listening required for your career development. | | |
| This topic covers: | Listening disruptions /sources of listening problems.  Correcting poor listening habits and attitudes for effective listening.  https://www.youtube.com/watch?v=IwWj\_SfDpzg&t=66s | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  Demonstrate and solve the listening barriers.  State positive attitudes of effective listening. | | |

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| Overview of student activity: | You will watch videos and record short videos using your phones. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | | |
| W6.1 Demonstrate and solve the listening barriers | 3 | WA6.1 | WE6.1: Analysing a scenario | |
| W6.2 State positive attitudes of effective listening | 3 | WA6.2 | WE6.2: Identifying listening attitude from a case study | |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit 6 addresses module outcome 3 and gives the basis to functional communication skills outcomes. | | | |
| Purpose of the unit/week/section: | | | |
| Quite often, many students encounter problems listening and end up feeling embarrassed. Have you ever been in a situation where you felt you were struggling to understand someone? Do people sometimes speak too fast or use words in a way you do not understand? Worry no more! Here, we want you to understand that you are not alone! This lesson is designed to help you become a better listener and develop confidence when listening to others. We shall also look at some helpful expressions that you can use to enhance your listening effectiveness. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This week, as we start to learn how to be a better listener, we want you to ponder about: What kind of listener you are? Now, we want you to imagine a situation where you are talking to someone, superior in authority, and you seem not to understand what they are saying. Look! You have no idea. Okay? You don't understand what they are saying. What do you do? Look frightened? A lot of students do this. What else would you do? Go-ahead and pretend you understand? Okay! But do you really understand or you have no idea? Do you think you are truthful? Or you will have the courage to say: "Pardon me, I don't understand"? Will you please clarify this? Here is what I hear, is that what you mean? As we go through this lesson, please think along those lines and suggest if you would ask the person to clarify what they are saying when you don’t understand! | | | |
| Pre-topic activity: | | Number of hours | 11/2 hours |
| Refer to (PP 222-232) <http://dinus.ac.id/repository/docs/ajar/Communication-in-the-Real-World-An-Introduction-to-Communication-Studies.pdf>  https://2012books.lardbucket.org/books/a-primer-on-communication-studies/index.html  Summarise your notes about listening barriers, disruptions and explain which of them you found applicable to your own situation. Post your summary to the designated portal. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours |
| We encourage you throughout the week to assess and evaluate your listening abilities. This class will greatly improve your listening and please come for the lesson ready to share your experience such that we can support each other to become better listeners. | | | |
| Online activity: | | Number of hours | 2 ½ hours |
| What should students do? | WA6.1  Watch this video and write down notes on the listening barriers.  <https://www.youtube.com/watch?v=o6JGi2voyDM>  Reflect on listening barriers you have noted down and then explain how they apply or not apply to your own life.  Are there some listening disruptions that were not shared from the video that you are aware of? What are they?  Explain how the listening disruptions you have listed could affect communication and also suggest solutions on how to overcome them. | | |
| Where do they do it? | You can take a look at your day-to-day life experience, search from the internet and You Tube etc. | | |
| By when should they do it? | Post your notes to the forum for discussion by (date) | | |
|  | WA6.2  Watch the video and learn more about poor listening habit.  <https://www.youtube.com/watch?v=IwWj_SfDpzg&t=66s>  List down five poor listening habits that you regularly exhibit based either on the video you have just watched or from your own experience and explain how you plan to overcome them. Swap your work with one member from you group and let them critic your work and give their comments. When you receive your work, make adjustments if you deem it necessary and then post your revised copy on the designated portal. | | |
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| E-moderator/tutor role | | | |
| Ensure that assignments are posted on the designated portal, and give students feedback on time | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1 will be assessed by WE6.1  Learning outcome 2 will be assessed by WE6.2 | | | |
| How does this section link to other sections of the module? | | | |
| |  |  | | --- | --- | | **Some important questions** | | | Which learning resources/ references will scaffold the students’ learning? |  | | How are students enabled to access the resources? |  | | Where in this unit are students expected to work collaboratively? |  | | How has an inclusive approach been incorporated in this unit? |  | | How will feedback on unit be obtained from students? |  | | How will student feedback be used to improve unit? |  | | At which point(s) will students receive formative feedback on the work they have done in the unit? |  |   Tutors will follow the students participation | | | |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **7.** |
| Unit name or title: | The Writing Skill 1: Pre and Post- writing Processes | | |
| Aim of the unit: | This unit aims to improve your ability to write through idea development, support and unity (capitalization and punctuation). You will be introduced to the writing process, contextual and academic writing skills. | | |
| This topic covers: | Fundamentals of the writing process  Communicating beyond the sentence (contextual writing)  Academic writing (referencing, paragraph construction, editing and proofreading)  https://www.youtube.com/watch?v=GgkRoYPLhts  https://www.youtube.com/watch?v=o9aVjBHEEbU&t=685s | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  Plan and develop the four fundamentals of writing process; pre-writing, drafting, revising and editing  Demonstrate understanding of the basic ingredients of textual structure (cohesion, coherence and structure)  Demonstrate ability to eliminate factual and typological errors in text | | |

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| Overview of student activity: | You will watch a video and as you do so you will need a pen and paper such that you can record vital information. You will also need to have either a smart phone or camera to aid you in accomplishing your tasks. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W7.1 Plan and develop the four fundamentals of writing process; pre-writing, drafting, revising and editing | 3 | WA7.1 | WE7.1: State the topic, purpose, audience of your story and specify its setting and style |
| W7.2 Demonstrate understanding of the basic ingredients of textual structure(cohesion, coherence and structure) | 3 | WA7.2 | WE7.2 A case study to analyse text cohesion and coherence |
| W7.3 Show abilities to eliminate factual and typological errors in text | 3 | WA7.3 | WE7.3: Identify factual and typological errors from the story you received from your colleague and propose possible corrections |
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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Revisit your notes for weeks, 1, 2 and apply what you have learned in Units 3, 4, 5 and 6. Although we are centring on writing, you’re speaking and listening skills are instrumental in creating written texts. We are still focusing on module outcome 3. | | | |
| Purpose of the unit/week/section: | | | |
| Writing and edits are disturbing traps for a great number of writers. There are a series of steps in every writing project, and in each step, a variety of strategies apply. Here, we equip you with a writing tool bag such as; brainstorming ideas, outlining, drafting and reviewing for broad range of writing projects throughout your education and career. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Through sharing a reflective, thoughtful approach to the craft of writing, this unit invites you to take yourself earnestly as a writer, inspiring you to share your passion, take a position, and create an impact on the world around you both as an academic and non-academic. With useful guidance from the videos/learning activities, this lesson will take you from first idea to a final one. Now, we start this lesson by asking you to do this:   * Identify a specific story and the purpose for telling it * Create your work from small to large ideas and themes * Carry out research to support your work * Utilize personal memories to write your truth * Write and revise your final work * Submit your draft for evaluation   This class is created for you to put pen to paper as you voice your ideas. It’s a startup to finding and developing your voice, your story, and sharing it with the world in writing. Now, It’s your time to write! | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| Watch these videos for ideas on pre and post-writing processes.  <https://www.youtube.com/watch?v=Hwo3H9Xb>  <https://www.youtube.com/watch?v=Tnaq_nseY-o>.  Make notes on what you learn about brainstorming ideas, outlining, drafting and reviewing. Reflect on these ideas and then apply what you learned as you put your ideas across in writing. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours |
| We expect you to read a story written by one of your group members and critique their work based on what you have learned about writing thus far. What writing strategies should your classmate employ to improve the writing in their story. | | | |
| Online activity: | | Number of hours | 2 ½ hours |
| What should students do? | WA7.1  Please watch the videos and get guidance on how to plan to write.  https://www.youtube.com/watch?v=9-E8VUGMiqA  <https://www.youtube.com/watch?v=v_RD7vQ-h9M> .  Reflect on what you have written about the fundamentals of writing and on your own, write a short story for an audience of your choice. Your story should about 300- 500. | | |
| Where do they do it? | The story should be written before class and posted on the designated assignment portal. | | |
| By when should they do it | Post on the designated assignment portal by (date) | | |
| What should students do? | WA7.2  Look at this before attempting the task.  <https://www.youtube.com/watch?v=-pJ9Ze9j_B4>.  Considering the insights, you have gained from the video, discuss how cohesion and coherence is achieved in the essay you have written in WA7.1 above. This will require you to give illustrations from your work. | | |
| Where do they do it? | Retrieve the story you wrote in WA7.1 and analyse it either as an individual or in a group. | | |
| By when should they do it? | Post your work on the designated assignment portal (date) | | |
| What should students do? | WA7.3  Again, watch this video for guidance on proofreading and editing.  https://www.youtube.com/watch?v=esikk\_H\_36o&t=194s.  Swap the story that you created in (WA7.1) above with another person from your group and then proofread and edit each other’s work.  Write a report about what was done well and wrong, suggesting areas of improvement. Send back, both your comments and the essay to the rightful owner. Please share with the rest of the class how you found the report helpful and how you purpose to use it to improve your story. | | |
| Where do they do it? | You can do this using either hard copies (printed work) or soft copies on your smart phone, laptop or you could access any of the computer laboratories within the university. | | |
| By when should they do it? | Post your work on Moodle (date) | | |
| E-moderator/tutor role | | | |
| Ensure that students do not plagiarise each other’s works through proper assessment of each student’s work | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 ½ hours |
| Learning outcome 1 will be assessed by WE7.1  Learning outcome 2 will be assessed by WE7.2  Learning outcome 3 will be assessed by WE7.3 | | | |
| How does this section link to other sections of the module? | | | |
| This unit links you to Units; 1 2, 4, 5, 6, 8, 9, 10 and 11     |  |  | | --- | --- | | **Some important questions** | | | Which learning resources/ references will scaffold the students’ learning? |  | | How are students enabled to access the resources? |  | | Where in this unit are students expected to work collaboratively? |  | | How has an inclusive approach been incorporated in this unit? |  | | How will feedback on unit be obtained from students? |  | | How will student feedback be used to improve unit? |  | | At which point(s) will students receive formative feedback on the work they have done in the unit? |  |  |  |  | | --- | --- | | = Total number of hours | 7 1/2 hours | | | | |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **8** |
| Unit name or title: | Writing Skill Part 2 | | |
| Aim of the unit: | This unit will introduce you to paragraph composition and essay texts to strengthen academic/business writing. You will be engaged in letter, cv/resume, minutes, and memos for constructive organizational communication. You will study specialized writings such as legalese, journalese, articles and journals. | | |
| This topic covers: | Essay types  Specialised forms of writing (Legalese writing; agreements/affidavit/ will & Journalese; articles/journal  Business writing, letter, writing reports, memos and circular | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  Write essays on expository, descriptive, narrative and argumentative forms of writing  Design and present a report  Write and deliver letter/memo/notice /circular | | |

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| Overview of student activity: | You will watch a videos/read articles and as you do so you will need a pen and paper such that you can record vital information. You will also need to have either a smart phone or camera to aid you in accomplishing your tasks. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W8.1: Write essays on expository, descriptive, narrative and argumentative forms of writing | 3 | WA8.1 | WE8.1 Write EITHER a story beginning; “finally the long awaited hour had come and…” OR based on the expression; “A poor workman blames his too.” |
| W8.2: Design and present a report | 3 | WA8.2 | Write a summary of about 100-200 words in your groups to show the differences in a diction between legalese and journalese texts |
| W8.3: Write and deliver letter/memo/notice /circular | 3 | WA8.3 | WE8.3: Analyse case study, identify and formulate appropriate expressions |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| We are still looking at the module special outcome 3 and we are continuing with what we started in unit 7. | | | |
| Purpose of the unit/week/section: | | | |
| This week, we are focusing on specific writing tasks. This week we shall look at;   * Persuasion (your opinion about the topic and how you convince others to agree with you) * Narration (imagination and explanation with beginning, middle and end) * Description (details of observation and conclusions) analytic (judgement and evaluation) * Informative (telling people what we know) | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, you will look at the constituents of a topic and how to arrange all the different parts into a complete work that hooks your reader. Here, we start by asking you to consider the following;   * Who is my audience and why? * What is my topic? * Create an outline of your essay (beginning/introduction, main content/middle, end/conclusion) * Indicate what you need for each stage * Think through your introduction and conclusion   As you go about writing your story, you need to reflect on those aspects and plan before you commence writing. Now, before you do this, watch some of the videos here and get the ball rolling! | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Watch these videos. This information is useful and will help you to understand different essay types before you attempt your tasks.  <https://www.youtube.com/watch?v=WeBghF72imo>,  <https://www.youtube.com/watch?v=lQAjlxFuS9c>,  <https://www.youtube.com/watch?v=yA5yIXCX4iA> <https://www.youtube.com/watch?v=IsDR3XEv50E>, <http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0273743813.pdf> https://www.youtube.com/watch?v=IqxuNrhKhMc.  As you watch the videos/read the articles, please make short notes on the key ideas that you will come across. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| We expect you to exchange ideas with your course mates as you work through the learning activities | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | WA8.1  Considering the information, you have gathered on different stylistic devices of each essay type, select one type that suits your interest then write a short essay of about 200-500 words. | | |
| Where do they do it? | During their day-to-day activities – classes, home, commute and any interest arising from their field of study. You can do this using your smart phone, laptop or in one of the laboratories within the university | | |
| By when should they do it? | Post on the designated assignment portal by (date) | | |
| What should students do? | WA8.2  Watch these videos to learn more about legalese and journalese vocabulary.  <https://www.youtube.com/watch?v=VnChrJuX7xg&t=503s> https://www.youtube.com/watch?v=P\_n-XLLH6aE  Also, read a newspaper or legal article in your assigned groups and then compare notes from what you watched in the video and what you have read about journalese and legalese context and present to the class. | | |
| Where do they do it? | You can use our daily print media house; The New Vision or The Daily Monitor newspapers, law library or any other documents available on the internet. | | |
| By when should they do it? | The should be done by (date) | | |
| What should students do? | WA8.3  Learn more about functional writing from these videos and take notes  <https://www.youtube.com/watch?v=VeRVXdK_V54>  <https://www.youtube.com/watch?v=pLiNedh0cWA>  https://www.youtube.com/watch?v=ZfmVSFg\_zSI  Discuss in your assigned groups 10 the basic components of a cover letter, CV/Resume, Memo /circular and then proceed on your own to write cover letter and CV/Resume, and a Memo | | |
| Where do they do it? | You can do this in class, library or any convenient environment that will be conducive for writing | | |
| By when should they do it? | Post your work on the designated assignment portal by (date) | | |
| E-moderator/tutor role | | | |
| Mark students’ work and give appropriate feedback in time | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 ½ hours |
| Learning outcome 1 will be assessed by WE8.1  Learning outcome 2 will be assessed by WE8.2  Learning outcome 3 will be assessed by WE8.3 | | | |
| How does this section link to other sections of the module? | | | |
| |  |  | | --- | --- | | **Some important questions** | | | Which learning resources/ references will scaffold the students’ learning? |  | | How are students enabled to access the resources? |  | | Where in this unit are students expected to work collaboratively? |  | | How has an inclusive approach been incorporated in this unit? |  | | How will feedback on unit be obtained from students? |  | | How will student feedback be used to improve unit? |  | | At which point(s) will students receive formative feedback on the work they have done in the unit? |  |   This unit links to units 1, 7, 9 and 10 | | | |

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| = Total number of hours | 4 hours |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **9.** |
| Unit name or title: | Reading Skills 1: Reading for Pleasure | | |
| Aim of the unit: | Reading for pleasure means reading and choosing what to read voluntarily either during school or in your free time. It is a powerful tool for all age groups/levels of learning, and crucial both in academic and personal development. Reading for pleasure can increase your knowledge, empathy, improve relationships with others, reduce depression and help you gain insight into diverse worldviews. This will contribute to your significant progress in vocabulary, spelling and connect you to a wider community. | | |
| This topic covers: | Reading Dimensions 1 (pleasure)  Reading strategies  Reading speed | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  Demonstrate good reading culture/habits, knowledge, reflection, synthesis and application)  Achieve an improved reading speed | | |

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| Overview of student activity: | You will watch a video/read selected text and as you do so you will need a pen and paper such that you can record vital information. You will also need to have either a smart phone or camera to aid you in accomplishing your tasks. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W9.1: Demonstrate good reading culture/habits, knowledge, reflection, synthesis and application) | 3 | WA9.1 | WE9.1 A case study |
| W9.2 Achieve an improved reading speed | 3 | **WA9.2** | WE9.2: Timed reading comprehension either in class or recorded on the phone |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit 10 addresses module outcome 3 and gives the basis to functional Communication Skills Outcomes. | | | |
| Purpose of the unit/week/section: | | | |
| In this lesson, you will recognize that having access to information and resources of your own has an impact in your career attainment and general development. However, if you are to achieve this, choice and interest are key players which you must cultivate to create an environment in which you can enjoy reading. As we start, we want to examine your competencies in the following areas;   * Note taking * Text comprehension and grammar * Positive reading attitude * Reading Self-confidence * General knowledge and world view * Cultural perspective | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Cultivating a reading habit will reap many life benefits. It is a relaxation activity which can be made memorable and enjoyable. To do this, we start by enjoying reading and then we will desire more and eventually we reap the best out of it. Is this what you normally do when you see a new book you have never read? Let’s say, you scan through the title, author and numbers of pages then slowly, you look at the synopsis which is either at the front or the back of the book. In this unit, we would like you to share your experience about reading and how you approach texts when you get the opportunity to do so. And if you don’t have such experience, never mind, here we want you to experience this as you dive into the material in your activity. Take notes and learn from your classmate’s experiences of reading for pleasure. Now, let’s do this together, and don’t forget to consult your colleagues and tutors who are all here to support your learning. | | | |
| Pre-topic activity: | | Number of hours | 1 hours |
| Watch these videos/read selected text and make short notes on reading strategies, reading dimensions and speed. The notes you will make will then help you to accomplish your activities.  <https://www.youtube.com/watch?v=A0Sn7f7pkXI>  <https://www.youtube.com/watch?v=P3DfiZVSv4Q>  <https://www.youtube.com/watch?v=HymUgQ6-eeo>  <https://www.youtube.com/watch?v=pH-CZ1eEcXs>  <https://theconversation.com/the-story-of-oromo-slaves-bound-for-arabia-who-were-brought-to-south-africa-116607>. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours |
| Your will be expected to present your individual activities in class during the lesson | | | |
| Online activity: | | Number of hours | 2 hours |
| What should students do? | WA9.1  Based on the notes you wrote during the pre-topic activities about reading strategies, reading speed and dimension, select a text of your choice and apply what you have learned. From the same text, choose a chapter or a topic you prefer and then prepare a five minute reading session that you will present during the class. As you do so, clearly demonstrate how you applied what you learned in reading during the lesson. You are free to use a text of your choice i.e. real-life, fiction etc. | | |
| Where do they do it? | During their face-to-face session in class | | |
| By when should they do it? | Should be done before class on (date) | | |
| What should student do? | WA9.2  Watch the video: “Reading Strategies” https://www.youtube.com/watch?v=A0Sn7f7pkXI and also read the notes provided on the same topic and then write down what you know and do not know about the reading strategies. After you have done so, apply what you’ve learned to your reading and then record a video/ an audio of a reading session of yourself and explain how you found the reading strategies you learned helpful. | | |
| Where do they do it? | Do this in a quiet environment to avoid interruptions. | | |
| By when should they do it? | Should be done before class on (date) | | |
| E-moderator/tutor role | | | |
| Guide the students in classes as the make their presentations. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1 will be assessed by WE9.1  Learning outcome 2 will be assessed by WE9.2 | | | |
| How does this section link to other sections of the module? | | | |
| |  |  | | --- | --- | | **Some important questions** | | | Which learning resources/ references will scaffold the students’ learning? |  | | How are students enabled to access the resources? |  | | Where in this unit are students expected to work collaboratively? |  | | How has an inclusive approach been incorporated in this unit? |  | | How will feedback on unit be obtained from students? |  | | How will student feedback be used to improve unit? |  | | At which point(s) will students receive formative feedback on the work they have done in the unit? |  | | | | |

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| = Total number of hours | 7 1/2 hours |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **10.** |
| Unit name or title: | The Reading Skill 1: Reading for Comprehension | | |
| Aim of the unit: | Reading is a communication skill that requires thinking before, during and after. The purpose of this unit is to draw your attention to reading dimensions and guide you through copyrights and strategic reading. The intent is to improve the speed of reading, increase retention of information for both pleasure and academic work. | | |
| This topic covers: | Reading dimension 2 (comprehension /reading to understand texts)  Background knowledge in text interpretation  Reading segment-sentences and paragraphs  Reading for different purposes (Paraphrasing /Summarized Reading) | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  Organize and construct texts  Improve and formulate good summaries/ paraphrases  Contrast the different reading dimensions | | |

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| Overview of student activity: | You will watch a video and you will also require the story you created in Unit 8 and the text you used in Unit 9, a pen and paper such that you can record vital information. You will also need to have either a smart phone or camera to aid you in accomplishing your tasks. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W10.1 Organize and construct texts |  | WA10.1 | WE10.1: A case study to revise and eliminate fragments sentences |
| W10.2 Improve and formulate good summarizes/ paraphrases |  | WA10.1 | WE10.2 A comprehension except to summarize and paraphrase |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Module overall outcomes 2 and 3 and give practical basis to Communication Skills outcomes | | | |
| Purpose of the unit/week/section: | | | |
| Comprehensive reading is a core activity which will enable you to learn and gain a great deal of knowledge from your studies. It’s not a passive exercise as we have already seen in unit 9. Reading comprehension is an activity where you make sense out of an idea and then apply it. During this process, you set targets, highlight major ideas and question them as you relate with prior experience or knowledge. In this unit, we are going to look at how we can use our reading stills to get the best out of courses/ disciplines. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| One question that constantly bothers every student's mind is - How can I improve in reading comprehension? Well, you have to admit, reading comprehension is tricky and books/passages can be time consuming, energy draining and information intensive. On the other hand, the benefits they offer are fascinating: if you grasp a passage well, you will be able to get most questions in a single passage correct, and this means you gain marks by solving one set of questions. At the best of times, you are likely to find a passage that you have never read previously. One of the most significant factors for solving reading comprehensions and being precise in this area actually rotates around the approach you adopt for this topic. How you will cope with such a challenge depends on centrally how you perform in reading comprehension. To guarantee that you strike a fine balance in this area, it is important that you keep a number of things in your mind and ensure you do not fall into the common pitfalls. You will find in this unit tips and strategies to improve your reading comprehension. | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| Take time to study from two or three of these references. The information in there is vital and from it you will gain insights on how to accomplish your assignments. <https://www.youtube.com/watch?v=kLeUFzWTxO4>, <https://www.youtube.com/watch?v=Ljn8YkZrce8>, <https://www.youtube.com/watch?v=FOqDQ0ytTrw>, <https://www.youtube.com/watch?v=xrEq-1UujOo>  <http://openlearn.open.ac.uk/mod/resource/view.php?id=200709&direct=1>  Please note down all the relevant ideas before you proceed to attempt your activities for the week. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 hour |
| Work closely with your groups as you do your tasks | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | WA10.1  [watch the video, “Run Ons” https://www.youtube.com/watch?v=UA2OWFJ2cNk](https://www.youtube.com/watch?v=UA2OWFJ2cNk) and “Fragments” <https://www.youtube.com/watch?v=KC4q2OKJCkQ>. Study the run on and fragment sentences exemplified in the two videos in your assigned groups. From what you have learnt, in reference to the stories you created in unit 8, proceed either as an individual or still in your groups to identify any such errors in your own work and apply what you have learned to make corrections. | | |
| Where do they do it? | Use your phone or a desktop to accomplish the task. | | |
| By when should they do it? | Post your work after making corrections on the Moodle by (date). | | |
|  | WA10.2  Watch the video, “How to Paraphrase” <https://www.youtube.com/watch?v=SObGEcok0>6U  “How to write an Effective Academic Summary Paragraph” https://www.youtube.com/watch?v=WZFI6dvgOzU  In view of these two videos and in reference to the text you selected in Unit 9, and on a same chapter/topic you read in class, write both a paraphrase and a summary. Your paraphrase should be between 15-20 words while a summary should be between 100-200 words). | | |
| Where do they do it? | Use your phone or a desktop to accomplish the task. | | |
| By when should they do it? | Post both the paraphrase and summary on the Moodle by (date). | | |
| E-moderator/tutor role | | | |
|  | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 hours |
| Learning outcome 1 will be assessed by WE10.1  Learning outcome 2 will be assessed by WE10.2 | | | |
| How does this section link to other sections of the module? | | | |
| Unit 10 links to unit 8 and 9 | | | |

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| = Total number of hours | 7 1/2 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? |  |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? |  |
| How has an inclusive approach been incorporated in this unit? |  |
| How will feedback on unit be obtained from students? |  |
| How will student feedback be used to improve unit? |  |
| At which point(s) will students receive formative feedback on the work they have done in the unit? |  |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **11** |
| Unit name or title: | Internet and communications 1: Communication for Connectivity | | |
| Aim of the unit: | Over the past two decades, social media has emerged as a powerful vehicle for connecting people to their desired audiences around the world. Whether as a communication or collaboration tool, digital media has created a plethora of opportunities for you to reach your desired audience.  This unit hopes to guide you on how to set up social media channels and start communicating with your audiences. | | |
| This topic covers: | Introduction to Social Media  Introduction to Social Media Channels  Posting on Social Media | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  To be able to identify the appropriate social media platform  To be able to create the relevant social media pages  To learn how to evaluate the performance of your posts | | |

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| Overview of student activity: | You will watch a video and access selected readings via posted links. You will need a pen and paper such that you can record vital information. You will also need to have either a smart phone or a computer to aid you in accomplishing your tasks. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W 11:1 List and identify the appropriate social media resource |  | WA 11:1 | WE 11:1: Name at least four popular social media pages |
| W 11:2 To be able to create the relevant social media pages |  | WA 11:2 | WE 11:2 Create two social media page |
| W 11:3 To learn how to evaluate the performance of your posts |  | WA 11:3 | WE 11:3 Make three posts and use analytics tools to review them after a day. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit 11 addresses module outcome 4 and gives the basis to applied Communication Skills Outcomes. | | | |
| Purpose of the unit/week/section: | | | |
| The purpose of this module is to guide you on how to create various social media channels for your online communication. You will learn how industry leaders use Twitter, Facebook, YouTube and LinkedIn to communicate to their audiences. You will learn how to select the right communication channels for your audience and also how to evaluate the impact of your posts using the best analytics tools on the market. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Social media can be quite chaotic and a little overwhelming if you don’t take the time to understand each platform and how it relates with your communication goals. That’s why, at the beginning of this module, we thought it would be critically important for you to have a closer look at each platform and consider if it’s the right social media platform for you. Next, we will go over how to create the pages that you have determined are relevant to you. Lastly, we will look at posting and evaluation. It’s not enough to make posts and go about your day if you’re trying to be effective on social media. You must take time to learn how your posts are performing so that you can constantly make the adjustments you need to reach your desired audience effectively. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Please watch this introductory video about Social Media is: <https://www.youtube.com/watch?v=L3eyEltzs90>  This article breaks down the types of social media:  <https://www.usf.edu/ucm/marketing/intro-social-media.aspx>  This video offers guidance on how to post: <https://www.youtube.com/watch?v=jBuSJSY_-8E>  This is an introduction to social media analytics, this maybe leaning towards, but please take note of the crossover qualities of the lesson:  <https://www.youtube.com/watch?v=KRX8MqtPI4g>  Take a look at this one as well. It follows up the previous one nicely: <https://www.youtube.com/watch?v=cQlfAQnyDTA>  Make sure to take notes of the useful tips you will find. | | | |
| Face to face time: *(if applicable)* | | Number of hours |  |
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| Online activity: | | Number of hours | 3 hours |
| What should students do? | In a two-page document, name at least four social media pages and provide a detailed report on how to use each of them best? Using the resources provided, each member of the class is required to provide constructive criticism on at least two submissions from the other classmates. | | |
| Where do they do it? | You can do this in class, library or any convenient environment that will be conducive | | |
| By when should they do it? | To be done before [date] | | |
| What should students do? | You are all required to think carefully about a topic and its possible audience. It could be any topic or any audience. Next, you would select and create at least two social media platforms that would best reach that audience. In a one-page document, please provide your rationale for choosing that particular platforms? Each member of the class is required to provide constructive criticism on at least two submissions from the other classmates. | | |
| Where do they do it? | The social media pages are to be created on smart phone or desktop. However, the one-page document should be posted on the designated assignment portal. | | |
| By when should they do it? | To be done before [this date] | | |
| What should the students do? | For the final activity, the students should make at least three posts at about 9 A.M., in the morning of a given date. Next, they will use the analytical tools available to them at 6 P.M. to extract the performance data. Each member of the class is required to provide constructive criticism on at least two submissions from the other classmates. | | |
| Where do they do it? | The analytics results can be viewed on smart phone but a desktop offers a better experience. The results can be posted on the designated assignment portal. | | |
| By when should they do it? | To be done before [this date] | | |
| E-moderator/tutor role | | | |
| Read the students’ post and provide them with feedback on time | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 hours |
| Learning outcome W 11:1 is assessed by WE 11:1  Learning outcome W 11:2 is assessed by WE 11:2  Learning outcome W 11:3 is assessed by WE 11:3 | | | |
| How does this section link to other sections of the module? | | | |
| Unit 11 links to units, 1,2,3,4,5,6,7,8,9,10 and later 12. | | | |

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| = Total number of hours | 7 1/2 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? |  |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? |  |
| How has an inclusive approach been incorporated in this unit? |  |
| How will feedback on unit be obtained from students? |  |
| How will student feedback be used to improve unit? |  |
| At which point(s) will students receive formative feedback on the work they have done in the unit? |  |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **12** |
| Unit name or title: | Internet and communications 2: Communication for Business Marketing | | |
| Aim of the unit: | In this module, we will delve straight into how to use the social platforms we discussed in the previous unit, “Communication for Connectivity,” can be utilized to create powerful vehicles for business marketing. | | |
| This topic covers: | The benefits of social media for business marketing  How to start social media marketing for any business  Social media business marketing strategy  Curating and Creating Content for social media business marketing | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:  To develop a social media marketing page  To understand your audience and build a social media business strategy  To be able to create and curate promotional content | | |

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| Overview of student activity: | You will watch a video and read selected texts via posted links. You will need a pen and paper such that you can record vital information. You will also need to have either a smart phone or a computer to aid you in accomplishing your tasks. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| W 12:1 Develop a social media business marketing page |  | WA 12:1 | WE 12:1: Create a social media business page. |
| W 12:2 To understand your audience and build a suitable business marketing strategy |  | WA 12:2 | WE 12:2: List three tools you can use to understand your audience?  Develop a social media business strategy to reach your audience? |
| W 12:3 To create a social media calendar featuring promotional content |  | WA 12:3 | WE 12:3: Create a one week social media calendar. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | |
| Outcomes addressed: | | |
| This unit 12 addresses module outcome 4 and gives the basis to applied Communication Skills Outcomes. | | |
| Purpose of the unit/week/section: | | |
| The purpose of this module is to give you an understanding of how to use social media for business marketing. You will learn how industry leaders use various social media platforms to promote businesses. Secondly, you will learn the challenges and opportunities that social media marketers encounter when curating, and scheduling content for business marketing. Last but not least, you will learn how to develop a social media strategy to help bring more people to your product or service. | | |
| Over to you: *(a description of the process of the section)* | | |
| Business marketing on social media may sound easy, after all, billions on people on this planet have basic skills for social media. However, social media business marketing is anything but easy. It may be accessible to anyone who is interested, but it requires a significant investment in time to master the fundamentals of creating and curating content. This unit will offer you a basic understanding on what you need to do to successfully market your product or service on the internet. We will use the social media pages you created in the last course unit as an experimental platform. | | |
| **Pre-topic activity:** | Number of hours | 2 hours |
| Please read this Hoot suite article that explains the benefits of social media for business: <https://blog.hootsuite.com/social-media-for-business/>  In this article, Neil Patel teaches us “How to Start Social Media Marketing:”  <https://www.youtube.com/watch?v=-tdFvJLw2UQ>  In this video, we will explore why it’s important to understand your audience:  <https://www.youtube.com/watch?v=oI5pbaniyBk>  This social media video teaches strategy:  <https://www.youtube.com/watch?v=0rCUQj-q31c>  This Buffer video offers 13 Proven Social Media Marketing Tips for Small Businesses & Entrepreneurs: <https://www.youtube.com/watch?v=q_RVYMN2SB8>  Make sure to take notes of the useful tips you will find. | | |  |
| Face to face time: *(if applicable)* | Number of hours |  |
|  | | |
| Online activity: | Number of hours | 3 hours |
| What should students do? | The students are required to pick a product or service of their choice. Using the resources provided above as guidance, the students will remodel their established social media accounts from the last course unit into business marketing platforms for their chosen product or service. Everyone who used Facebook is required to create a “Facebook Fan Page.”  Each student will be required to provide at least two posts of constructive criticism on the submissions of fellow classmates. | |
| Where do they do it? | Each social media page will be posted on the class discussion group on Moodle. This activity can be executed on smartphone or desktop. | |
| By when should they do it? | To be done before *[this date]* | |
| What should students do? | The students are required to review the course materials thoroughly and use their knowledge to map out the needs of their social media audience. In a one-page document, they are required to create a detailed description of their intended target audience.  Students are encouraged to use the five W’s to ask questions like, who *is the audience? What are their interests and daily activities? Where do they live, eat or spend most of their time? When is the right time to reach them? Why are they be interested in this product/service?*  Secondly, in a follow up document, the students are required to develop a strategy on how to reach this audience for social media business marketing.  Each student will be required to provide at least two posts of constructive criticism on the submissions of fellow classmates. | |
| Where do they do it? | All submissions will be posted on the class discussion group on Moodle. This activity can be executed on smartphone or desktop. | |
| By when should they do it? | To be done before *[this date]* | |
| What should students do? | In the final activity of this two-part unit, students are required to demonstrate the knowledge they acquired from the previous resources to develop a one week social media content calendar for their respective business marketing pages. That would be three posts a day for a week.  Each student will be required to provide at least two posts of constructive criticism on the submissions of fellow classmates. | |
| Where do they do it? | All submissions will be posted on the class discussion group on Moodle. This activity can be executed on smartphone or desktop. | |
| By when should they do it? | To be done before *[this date]* | |
| E-moderator/tutor role | | |
| Support the students on task and monitor the involvement of each learner. This is a practical skill so activities should be supervised to minimize impersonation | | |
| How are the learning outcomes in this unit assessed? | Number of hours | 2 hours |
| Learning outcome W 12:1 is assessed by WE 12:1  Learning outcome W 12:2 is assessed by WE 12:2  Learning outcome W 12:3 is assessed by WE 12:3 | | |
| How does this section link to other sections of the module? | | |
| Unit 12 links to units, 1,2,3,4,5,6,7,8,9,10 and 11. | | |

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| = Total number of hours |  |

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| = Total number of hours | 7 1/2 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? |  |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? |  |
| How has an inclusive approach been incorporated in this unit? |  |
| How will feedback on unit be obtained from students? |  |
| How will student feedback be used to improve unit? |  |
| At which point(s) will students receive formative feedback on the work they have done in the unit? |  |