

Language and Communication Domain
Course of Study for the
Foundations of Language and Communication Assessment (LCO1)

Course Description

This document outlines the sequence of learning activities students should complete to help prepare to demonstrate competence in this subject area. The timeline represents the standard number of weeks that should be allowed to prepare for an assessment. These steps may be completed more quickly than shown below as determined in consultation with the faculty mentor or progress manager.

Learning Tasks and Standard Timeline

In general students should take no longer than five (5) weeks to complete the modules associated with the LCO1 assessment. Students may, of course, accelerate this pace. By following the calendar below students should be able to meet the goal:

Competencies

Within the Language and Communication Domain there are 4 subdomains and 12 competencies.

Subdomain 103.1 — Collegiate Reading Skills

Competency 103.1.1: Reading with Comprehension The graduate reads narrative and expository passages with comprehension, extracting main ideas and supporting details from texts, using the context to derive meaning.

Competency 103.1.2: Reading Critically The graduate reads critically, identifying relationships and differentiating between fact & opinion, bias, & logical reasoning.

Competency 103.1.3: Reading Efficiently The graduate reads efficiently, surveying the initial text and incorporating effective reading and reviewing strategies.

Subdomain 103.2 — Basic Information Retrieval Skills

Competency 103.2.1: Inquiry & Research The graduate uses inquiry and research to retrieve information from oral, written or electronic sources to inform an audience about complex subjects.

Competency 103.2.2: Evaluating Information The graduate accurately evaluates the validity, reliability, and significance of information in a given context.

Competency 103.2.3: Documenting Sources The graduate documents sources accurately.

Subdomain 103.3 — Writing Skills

Competency 103.3.1: Adaptation The graduate adapts the style and format of a message to suit different audiences or purposes.

Competency 103.3.2: Writing Process The graduate understands and uses the writing process to produce well-constructed informational texts.

Competency 103.3.4: Logic, Clarity, & Persuasiveness The graduate distinguishes fact from opinion and presents a position that is supported by evidence that is presented clearly, logically, and persuasively.

Subdomain 103.4 — Presentation Skills

Competency 103.4.1: Organizing Ideas The graduate effectively organizes ideas for oral presentation.

Competency 103.4.2: Presentation Technique The graduate presents information to an audience using effective verbal and nonverbal communication strategies and techniques.

Required Learning Resources

The learning resources required to complete this course are listed below. Links to these resources are found under the Learning Resources tab of the Academic Action Plan in the my.wgu.edu portal.

- Behrens, L. & Rosen L. J. Writing and reading across the curriculum, brief edition (2nd edition). 2007. New York: Pearson Longman. ISBN 0-321-39581-6.
- Dornan, E. A. The brief English handbook (8th edition). 2007. New York: Pearson Longman. ISBN 0-321-40927-2.
- Smith, B. D. The reader's handbook: reading strategies for college and everyday life (3rd edition). 2007. New York: Pearson Longman. ISBN-10 0321476840.

Learning Tasks

Note: For a more in-depth and modular listing of the learning tasks, go to:

<http://pilot.educommons.usu.edu/wgu/liberal-arts/language-and-communications-1>.

Topic	Reading/Website/Learning Resources
Week 1	
Comprehending Complex Texts	<ul style="list-style-type: none"> • The Reader's Handbook, Chapters 3, 4, 5, 7, 8. • Writing and Reading Across the Curriculum, Chapter 3. • The Brief English Handbook, Chapter 26 • To find out more about college level reading comprehension, visit the University Learning Center website at Penn State: http://www.ulc.psu.edu/studyskills/reading_comprehension.html • Another website on college level reading comprehension is sponsored by Cuesta College: http://academic.cuesta.edu/acasupp/AS/301.HTM
Week 2	
Reading Critically	<ul style="list-style-type: none"> • The Brief English Handbook, Chapters 2, 9, 16, 24, 26. • The Reader's Handbook, Chapters 8, 20f. • Writing and Reading Across the Curriculum, Chapter 2. • For a critical reading checklist, go to a website which originates from the University of Wollongong in Australia: http://unilearning.uow.ed.au/reading/2b.html • You may also want to look for "Practical Tips for Reading Academic Prose" from the University of California Berkeley teaching Resource Center at: http://gsi.berkeley.edu/resources/discussion/read_crti.html • Two other websites, one from Beloit College and another from the University of Toronto, are worth visiting: http://www.utoronto.ca/writing/critrdg.html and http://beloit.edu/~gummern/critical.html
Reading Efficiently	<ul style="list-style-type: none"> • The Reader's Handbook, Chapters 4, 6, 9, 11c, 12 • Writing and Reading Across the Curriculum, Chapter 1 • The Brief English Handbook, Chapter 58 • For more information on reading efficiently, visit the website for the Academic Skills Instruction Program at Duke University: http://aaswebsv.aas.duke.edu/skills/ASIPwebsite/readingeffic.html • Another good site on efficient reading comes from Dartmouth College: http://www.dartmouth.edu/~acskills/success/reading.html • The University of Worcester in the UK offers a four page ehandout on reading efficiently: http://www2.worc.ac.uk/studyskills/pdf/Reading%20efficiently.pdf
Week 3	
Inquiry and Research	<ul style="list-style-type: none"> • The Brief English Handbook, Chapters 55, 58, 60 • The Reading Handbook, Chapters 8c, 10 • Writing and Reading Across the Curriculum, Chapters 1, 2 • The library at University of California-Berkeley offers tips on ways to search for information at: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html • This website presents a list of helpful search engines and explains the advantages of each: http://www.philb.com/whichengine.htm

	<ul style="list-style-type: none"> • The library at Cornell University provides guidelines for evaluating information sources at: http://www.library.cornell.edu/olinuris/ref/research/skill26.htm • For information on APA citation, see: http://www.english.uiuc.edu/CWS/wWORKSHOP/writer_resources/citation_styles/apa/apa.htm
Week 4	
Writing Process	<ul style="list-style-type: none"> • The Brief English Handbook, Chapters 11, 14, 15, 16, 17, 18 to 54, Glossary of Grammatical Terms • The Writing Center at the University of Wisconsin-Madison includes a concise description of “Stages of the Writing Process” at: http://www.wisc.edu/writing/Handbook/Process.html
Rhetorical Awareness	<ul style="list-style-type: none"> • The Brief English Handbook, Chapters 5, 7, 61-66 • For a brief discussion of audience and how it shapes the decisions writers make, go to: http://www.unc.edu/depts/wcweb/handouts/audience.html • For suggestions on how to analyze a particular audience, see: http://owl.english.purdue.edu/owl/resource/629/01/ • For information on rhetorical awareness, go to: http://writing.colostate.edu/guides/teaching/co300man/pop5a.cfm Also, click on “Purpose & Audience in Publications” at the bottom of the page.
Week 5	
Writing and Reasoning	<ul style="list-style-type: none"> • The Reading Handbook, Chapter 10 • Writing and Reading Across the Curriculum, Chapter 3 • The Brief English Handbook, Chapter 55 • For a concise statement on what writers should know about writing an argumentative essay, go to: www.unc.edu/depts/wcweb/handouts/argument.html • For information on distinguishing fact from opinion, read “Interpreting What You Read,” at: http://www.cuesta.cc.ca.us/campus/student/support/lrnskills/iwyr.htm
Presentation Skills	<ul style="list-style-type: none"> • The Brief English Handbook, Chapter 66 • For tips on planning and delivering an oral presentation, see: www.cs.cmu.edu/~mihai/presentation-rules.html