

A University Course in
ACADEMIC COMMUNICATION SKILLS

(Resource Book)

by

Peter Bint, Donald Burnett, Stuart Greenhalgh,
Paul Robins

UNIVERSITY OF NAIROBI LIBRARY
P. O. Box 30199
NAIROBI



Nairobi University Press

University of NAIROBI Library



0501846 0

CONTENTS

	Page
Acknowledgements	xi
Introduction	xiii

UNIT 1 THE ENVIRONMENT

Section A: Library Skills

1A. 1	Reading List	1
-------	--------------------	---

Section B: Study Skills

1B. 1	List of Courses	2
1B. 2	Course Outline	3

Section C: Reading and Note-making Skills/ Interpreting Tables and Graphs

1C. 1	Cartoon - Nairobi-Murang'a New Star.....	4
1C. 2	Reading Text: Man Makes Enemies.....	4
1C. 3	Reading Text: Some Requirements for Growth in the 1980s and Beyond.....	5
1C. 4	Reading Text: Explaining the very improbable	6
1C. 5	Reading Text: Forests and Competing Land Uses in Kenya	7
1C. 6	Reading Text: 2 Cartoons by George Cruikshank.....	10
1C. 7	Reading Text: Can we put things right ?	11
1C. 8	Reading Text: The End (Part A).....	13
1C. 9	Reading Text: Cover Unit 1 (Workbook)	

Section D: Listening and Note-taking Skills

1D. 1	List of Sentences	15
1D. 2	List of Extracts from Lectures	16

Section E: Writing Skills

1E. 1	Percy Musyoka's Essay.....	17
-------	----------------------------	----

1E. 2	Model Plan for Paragraph	19
1E. 3	Model Paragraph	19

UNIT 2 HEALTH RISKS

Section A:	Library Skills	
2A. 1	Labels on Drawers of Author/Title Catalogue (simplified)	21
2A. 2	Labels on Drawers of Author/Title Catalogue (actual)	21
Section B:	Study Skills	
2B. 1	Illustration of Four Types of Student	22
2B. 2	Letter of Advice to a Student	23
Section C:	Reading and Note-making Skills/ Interpreting Tables and Graphs	
2C. 1	List of References on Health	24
2C. 2	Contents	25
2C. 3	Reading Text: Health Risks	26
2C. 4	Transcript: Gold Mining in South Africa	31
2C. 5	Graphs: Relative Importance of Causes of Death	33
Section D:	Listening and Note-taking Skills	
2D. 1	Rules for Note-taking	34
2D. 2	Handout for Lecture	
	(a) Graph: Cigarettes per adult per day	35
	(b) Table: Growth rates in cigarette markets	36
Section E:	Writing Skills	
2E. 1	Gladys Riitho's Notes	37
2E. 2	Answers to Assignments	38

UNIT 3 MODERN TECHNOLOGY

Section A: Library Skills	
3A. 1	An Outline of the Library of Congress System41
3A. 2	Sub-classification of Major Class H (SOCIAL SCIENCES)42
Section B : Study Skills	
3B. 1	Contents43
3B. 2	Index44
3B. 3	Glossary47
3B. 4	List of Abbreviations and Acronyms.....48
3B. 5	Bibliography49
3B. 6	Texts50
3B. 7	Materials with the Diamond Touch.....51
Section C : Reading and Note-making Skills/ Interpreting Tables and Graphs	
3C. 1	Technological Unemployment.....54
3C. 2	The End (Part B).....57
3C. 3	The Future59
3C. 4	Table I.....61
3C. 5	Table II62
3C. 6	Bar Chart63
3C. 7	Pie Chart64
Section D: Listening and Note-taking Skills	
3D. 1	Lights in the Darkness.....64
3D. 2	Changes in Dairy Herd Structure.....67

UNIT 4 SOCIAL AND ECONOMIC ISSUES

Section A: Library Skills	
4A. 1	List of Headings from Subject Catalogue.....69
4A. 2	Sample card from Subject Catalogue.....70
4A. 3	Sequence of cards from Subject Catalogue.....71

Section B:	Study Skills	
4B. 1	Picture by Mai Mugadza.....	73
4B. 2	Study with People.....	74

Section C:	Reading and Note-Making Skills/ Interpreting Tables and Graphs	
4C. 1	Aid: The New Politics	75
4C. 2	Population Pyramids	79
4C. 3	Case IV: A Daily Cycle	80
4C. 4	When they've seen Parea.....	81
4C. 5	AIDS in Africa.....	83
4C. 6	Africa's Economy Improves	84
4C. 7	East Bloc Reforms	88
4C. 8	Pakistan's Other Women	91
4C. 9	The Drift to the Towns	92
4C. 10	Interactions between Development, Environment, and International Peace.....	93
4C. 11	The Population Explosion: Myths and Realities.....	94

Section D:	Listening and Note-Taking Skills	
4D. 1	Legitimacy	98

UNIT 5 INDEPENDENT STUDY

Section A:	Library Skills	
5A. 1	Reference Books with information about Ticks.....	101
5A. 2	Entry for 'Ticks' in the Dictionary of Zoology.....	101
5A. 3	Entry for 'Acarina' in the Dictionary of Zoology.....	101

Section B:	Study Skills	
5B. 1	Exam Revision Timetable	102

The Daily Telegraph Editorial: A chilling

reminder 125

5C. 2

Report Form 127

INTRODUCTION

Background to the Course

A University Course in Academic Communication Skills was written by the members of the Communication Skills Project in consultation with the staff of the four universities. The Communication Skills Project was established as a result of an agreement between the Governments of Britain and Kenya in October, 1988, whereby the project would be funded by ODA and administered by the The British Council. The project was to provide support to the universities in Kenya for the setting up of a Communication Skills Course for the 8-4-4 students who would be entering the universities for the academic year 1990 - 1991. The main objectives of the project were the training of staff and the preparation of suitable teaching materials.

Purpose of Course

The purpose of the course is to improve the communication skills of students so that they can cope efficiently with their studies. The course focuses on the learning of the following skills: library skills, study skills, reading and note-making skills, listening and note-taking skills, the interpretation of tables and graphs, and writing skills.

Content of Course

A University Course in Academic Communication Skills has been written as a textbook for the Communication Skills Course which is to be taught to all 8-4-4 students at university in Kenya in their first year. It consists of the following:

1. Workbook
2. Resource Book
3. Lecturer's Guide

The Workbook contains learning activities and space for written answers. The Resource Book, which is an integral part of the course and which must be used in conjunction with the Workbook, contains reading texts and references on which the activities in the Workbook are based. The Lecturer's Guide suggests ways in which the course can be taught most effectively.

The course is divided into 5 units, each of which represents an integrated study cycle with listening and reading inputs based on a theme of general interest and relevance to Kenya. At the beginning of each unit there is a major task which provides an overall purpose for the work of the unit and which culminates in a writing activity at the end of the unit.