

## **Communication and Life Skills**

(Scouting, community service and Civil defence)

**Course Code: EDBE322**

**Credit Hours: 3**

### **Course Description**

The course aims at developing a wide range of skills:

- Language Development, which involves grammar and extensive vocabulary learning.
- Speaking skill, which includes pronunciation, fluency and accuracy.
- Writing skills, which have a specific focus on literacy and short essays, memoranda, notes.
- Reading that involves study of instructional texts of topical relevance.
- Listening that includes comprehension of gist and detailed information.
- Communication skills, which covers communication situations.
- For effective Scouting tasks, community service and Civil defence

### **Learning Outcomes**

The main Learning Outcomes of the syllabus are to:

1. Provide material for the students to learn pronunciation of the English sounds, to learn to read, write, and to know the fundamentals of English grammar and vocabulary.
2. Develop the students' speaking skills to enable them to use general, social and professional language.
3. Develop the students' general capacity to a level that enables them to use English in their professional and academic environment.
4. Develop the students' reading skills to enable them to skim an adapted text for main idea, to scan an adapted text for specific information, to interpret an adapted text for inferences.
5. Develop the students' writing skills to enable them to respond to input applying information to a specified task, to elicit, to select, to summarize information in essays.
6. Develop the students' listening skills to enable them to understand and apply specific information from the input (IELTS)
7. Communicating the gist of simple reading passages, classroom participation, progress and motivation; Listening Skills
8. Execute Scouting tasks effectively; perform community service and Civil defence activities with full vigor.

### **Contents**

#### **1-Reading Skills:**

Skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counter-argument; summarizing and note-taking.

**2-Writing Skills:**

- 2.1-Essay content and structure (patterns of organization, paragraphing, discussion – argument/counter-argument, advantages and disadvantages, topic sentence and supporting ideas, coherence and cohesion, punctuation).
- 2.2-Functions (generalization, definitions, exemplification, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data).
- 2.3-Style (passive constructions, avoiding verbosity)
- 2.4Punctuation

**3-Listening Skills:**

- 3.1 General comprehension (listening for gist, listening for detailed information, evaluating the importance of information).
- 3.2 Lectures (identifying the topic and main themes, identifying relationships among major ideas, comprehending key information).

**4-Speaking Skills:**

- 4.1 Seminar skills (agreeing and disagreeing, clarifying, questioning, concluding).
- 4.2 Presentation skills (introductions and stating the purpose, signposting, highlighting key points, summaries, conclusions).

**5-Oral Communication:**

- 5.1 Identify other people’s communication styles and needs.
- 5.2 Recognize body language and what it might mean.
- 5.3 Grow relationships through more powerful communication.
- 5.4 Prepare better for group communication and be able to demonstrate what clear communication looks like.
- 5.5 Communicate more effectively in person, using the phone, and using email.
- 5.6 Assertively deal with ‘political’ communication and conflict communication.

**6-An Ideal, a Movement, an Organization**

- 1 Essential Characteristics of Scouting
  - 1.1 Definition (*What It Is*)
  - 1.2 Purpose (*Why It Does Exist*) and Principles (*Values on Which It Is Based*)
  - 1.3 Educational Method
- 2 A Highly Intuitive Educational Movement
  - 2.1 More a Network Movement than an Organization
  - 2.2 The Educational Impact and the “Magic” of Scouting
- 3- How the Organization Works: Town, Country, and World
  - 3.1 The Local Group and the National Association
  - 3.2 When a Country Has More Than One Association
  - 3.3 World Organization(s) and Global Belonging
  - 3.4 The Gender Approach: WOSM and WAGGGS, Separated . . . Forever?
- 4 - Recognition and Belonging
  - 4.1 Relevance of the Recognition Policy
  - 4.2 Differentiating between What Is and Is Not Scouting
  - 4.3 Religion, Culture, Tradition: Motives for Split in Scouting

## **7-Citizenship Education and Scouting**

- 7.1- What Does to Educate Citizens Mean?
- 7.2- The Assumptions of “Citizenship” in Scouting
- 7.3- Values to Perpetuate Society versus Values to Transform Society
- 7.4-Consistency and Incoherencies in a Global Movement
- 7.5- Scouting in the United States: Controversies and Culture War
- 7.6- Spiritual Dimension and Dependence from Denominations
- 7.7- Social Values, Cultural Change, and Critical Thinking
- 7.8-Local Rooting, National Belonging, and Global Commitment
- 7.9- Peace Culture, Human Rights, and Community Development
- 7.10 Legitimizing International Institutions

## **8-Training Scenarios for Civil Defence:**

- 8 1 Flooding
- 8 2 Earthquakes
- 8 3 Landslides and mudslides
- 8 4 Severe weather conditions
- 8 5 Structural collapse
- 8 6 Chemical emergencies
- 8 7 Oil, gas, and industrial emergencies
- 8 8 Nuclear disaster
- 8 9 Forest fires
- 8 10 Structural fires
- 8 11 Vehicle accidents
- 8.12 Power, Water, Fuel, Gas disruptions
- 8 13 Terrorist attacks
- 8 14 Civil disorder

## **9-Community services**

- 9.1 Community services defined
- 9.2 Community services types
- 9.3 Community services projects

## **Teaching-learning Strategies**

The instructional strategies will focus on constructionist learning approach. These strategies will be diverse in line with the course contents. Therefore, these strategies will include but not limited to demonstration, cooperative learning, collaborative learning, teacher and student-led discussion, individual and group presentations, reflective practices and classroom activities.

### Assessment and Examinations

The students will be assessed according to the following criteria.

Examination	Marks
Sessional Work	25%
Mid-Semester	35%
Final Semester	40%

### Suggested Readings

- Hasson, G. (2012). *Brilliant communication skills*. Great Britain: Pearson Education.
- Collins, P. (2009). *Speak with power and confidence*. New York: Sterling.
- Kroehnert, G. (2010). *Basic presentation skills*. Sidney: McGraw Hill.
- Rutherford, A. J. (2007). *Basic communication skills for technology* (2<sup>nd</sup> ed.). Delhi: Pearson Education.
- Seely, J. (2002). *Writing reports*. New York: Oxford University Press.
- Prasad, H. M. (2001). *How to prepare for group discussion and interview*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Guffey, M. E. (2000). *Essentials of business writing*. Ohio: South Western College.
- Service projects for kids. (2018) [https://kidworldcitizen.org/35-service-projects-for-kids/retrieved fromhttp://www.kidactivities.net/community-service-ideas-for-kids-all-ages/](https://kidworldcitizen.org/35-service-projects-for-kids/retrieved%20fromhttp://www.kidactivities.net/community-service-ideas-for-kids-all-ages/)
- Vallory, E. (2012). *World scouting: Educating for global citizenship*. New York, ALGRAVE MACMILLAN
- McEnaney, L.(2000). *Civil defence begins at home: Militarization meets everyday life in the fifties*. UK: Princeton University Press