A University Course in

ACADEMIC COMMUNICATION SKILLS

(Resource Book)

by

Peter Bint, Donald Burnett, Stuart Greenhalgh, Paul Robins

Nairobi University Press
## CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>xiii</td>
</tr>
</tbody>
</table>

**UNIT 1 THE ENVIRONMENT**

<table>
<thead>
<tr>
<th>Section A: Library Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. 1 Reading List</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B: Study Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1B. 1 List of Courses</td>
<td>2</td>
</tr>
<tr>
<td>1B. 2 Course Outline</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Section D: Listening and Note-taking Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1D. 1 List of Sentences</td>
<td>15</td>
</tr>
<tr>
<td>1D. 2 List of Extracts from Lectures</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section E: Writing Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1E. 1 Percy Musyoka's Essay</td>
<td>17</td>
</tr>
</tbody>
</table>
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 System ........................................... 41

3A.2 Sub-classification of Major Class H (SOCIAL SCIENCES) ................................. 42

**Section B:** Study Skills

3B.1 Contents ........................................................................................................ 43

3B.2 Index ............................................................................................................. 44

3B.3 Glossary ........................................................................................................ 47

3B.4 List of Abbreviations and Acronyms ............................................................. 48

3B.5 Bibliography ................................................................................................ 49

3B.6 Texts ............................................................................................................ 50

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 Future .................................................................................................... 59

3C.4 Table I ........................................................................................................... 61

3C.5 Table II ......................................................................................................... 62

3C.6 Bar Chart ..................................................................................................... 63

3C.7 Pie Chart ...................................................................................................... 64

**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 Paree ....................................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

5C. 2
Report Form
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 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.