



# **BANGALORE CITY UNIVERSITY**

## **DEPARTMENT OF ENGLISH**

### **UG ENGLISH SYLLABUS (AS PER NEP-2020)**

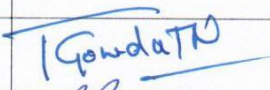
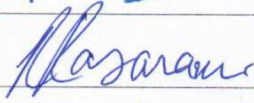

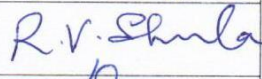


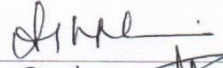
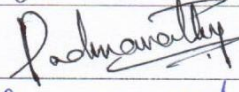
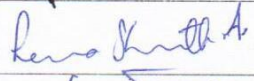

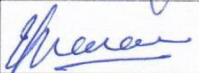
#### **GENERIC ENGLISH, ENGLISH LITERATURE (BASIC/ HON'S) OPEN ELECTIVES AND COMMUNICATIVE ENGLISH**

**FOR THE ACADEMIC YEAR 2021-22**

Proceedings of the meeting of the Board of Studies Under-Graduate English held on 25/9, 1/10 5/10/2021 at KSHEC, Central College Campus, Bengaluru-1 presided over by Dr. Thandava Gowda T.N (Chairperson) in the Department of English, Bangalore City University.

A meeting of the BOS-UG-English was held on on 25/9, 1/10 5/10/2021 in the Department of English, Bangalore City University. The following members were present.

**Members of the BOS**

Sl. No	Name of the Members	Signature
1.	Dr. T. N. Thandava Gowda Chairman, PG Department of English, BCU	
2.	Dr. Rajaram R Associate Professor, Department of English	
3.	Dr. P. Sartaj Khan Associate Professor, Department of English	
4.	Dr. R. V Sheela Associate Professor & Head, Department of English	
5.	Dr. Anita Rao Associate Professor, Department of English	
6.	Dr. Kavita Shastri Associate Professor & Head, Department of English	
7.	Mrs. Ayesha Firdose Associate Professor, Department of English	
8.	Dr. Padmavathy Professor & Head, Department of English	
9.	Mrs. Leena Karanth A Associate Professor & Head, Department of English	
10.	Dr. Narasimharaju K Asst. Professor & Head, Department of English	
11.	Mrs. Prasanna Udipikar Associate Professor & Head, Department of English	

I. The Board of Studies for UG English, Bangalore City University, approved the syllabi for the I and II Semesters **L2 - Generic English** under **Ability Enhancement Compulsory Courses, Languages, (AECC)**, and the textbook committee has prepared a separate syllabus for

(1) B.A./B.S.W./ B.A.(Music) and other courses coming under

**Faculty of Arts.**

Coursebooks: **RESONANCE - I** and **RESONANCE - II**, Prasaranga, Bangalore Central University Press (BCU).

(2) B.Sc./B.C. A / B.Sc. (FAD) /B.V.A and other courses coming under **Faculty of Science.**

Coursebooks: **IMPRINTS - I** and **IMPRINTS - II**, Prasaranga, Bangalore Central University Press (BCU).

(3) **B.Com./BBA** and other courses coming under

**Faculty of Commerce and Management**

Coursebooks: **INSIGHTS - I** and **INSIGHTS - II**, Prasaranga, Bangalore Central University Press (BCU).

The syllabi for the III and IV Semesters L2 Generic English as per NEP will be prepared during the following year 2022-23.

II. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in English (Basic/Hons)/ Major/Minor Disciplines Programme** for the following Papers:

Semester I – A1- Introduction to Literature (3)

A2-Indian Writing in English -Part 1 (3)

(Pre- Independence)

Semester II –A3-Introduction to Phonetics and Linguistics (3)

A4-Indian Writing in English -Part II (3)

(Post-Independence)

Model Program Structure - **II B** - Bachelor of Arts (Basic/ Hons) in subjects without practical with one major and one minor.

III. The Board of Studies approved the syllabus for **Discipline Elective (DSE)/ Open Elective (OE)** for the following Papers:

- English - Open Elective – 1  
Functional English Grammar and Study Skills
- English - Open Elective –2  
Spoken English for Corporate Jobs
- English - Open Elective –3  
Speaking and Listening Skills
- English - Open Elective – 4  
Translation Theory and Practice

IV. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in Communicative English (Basic/Hons) and OE** for the following Papers:

DSC - Semester I

A1-Basics of Communication and Functional Grammar (4+2)

Semester II

A2-Phonetics and LSRW Skills (4+2)

OE - Semester I- Corporate Communication

Semester II- Travel Writing

Model Program Structure – **II A** - Bachelor of Arts (Basic/ Hons) in subjects with practical with one Major and one Minor.

Model Program Structure - II C - Bachelor of Arts (Basic/ Hons) with one core subject with practical and the other without practical.

**List of members of the new textbook committee to prepare I & II Semester L2 Generic English (AECC) Syllabus and textbooks for B.A. and other courses coming under the Faculty of Arts.**

**Dr. Ayesha Firdose**  
**Vijaya College, Bengaluru.**  
**Board of Studies Member**

**Prof. Poornima PS**  
**Govt. Arts College, Bengaluru.**  
**Chair Person, Textbook Committee**

#### **TEXTBOOK COMMITTEE MEMBERS**

**1. Dr. Vedha Surendra**  
**Baldwin Women's Methodist College, Bengaluru.**

**2. Dr. Basavaraju. B**  
**Govt. RC College, Bengaluru.**

**3. Dr. Sahana Priyadarshini**  
**Govt. First Grade College, Malleswaram, Bengaluru.**

**4. Prof. Mallikarjun G**  
**RFGCC, Bengaluru.**

**5. Prof. Mamatha Subraya**  
**VETFGC, Bengaluru.**

**6. Prof. Rashmi L**  
**Vidyavardhaka Sangha First Grade College, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester L2 Generic English (AECC) Syllabus and textbooks for B. Com/BBA and other courses coming under the Faculty of Commerce and Management.**

**Prof. Prasanna Udipikar  
V.V.N. Degree College, Bengaluru.  
Board of Studies Member**

**Prof. N G Narasimhan  
Vijaya Evening College, Bengaluru.  
Chair Person, Textbook Committee**

**TEXTBOOK COMMITTEE MEMBERS**

**1.Prof. Renuka  
Govt. First Grade College, Malleswaram, Bengaluru.**

**2.Prof. Akhila H G  
Jain College, Bengaluru.**

**3.Prof. Channappa  
Sha-Ship Degree College, Bengaluru.**

**4.Prof. Kavita Venugopal  
Sri Krishna Degree College, Bengaluru.**

**5. Prof. Narayanaswamy  
SJP First Grade College, Bengaluru.**

**6. Prof. Ravikumar  
Vivekananda Degree College, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester L 2  
Generic English (AECC) Syllabus and textbooks for B.Sc./B C A and other courses  
coming under the Faculty of Science.**

**Dr. Narasimharaju K**  
**Govt. R C College, Bengaluru.**  
**Board of Studies Member**

**Dr. G.M. Murtheppa**  
**Chairperson**  
**Govt. First Grade College, Yelahanka, Bengaluru.**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Soumya M.A**  
**Acharya Institute of Graduate Studies, Benagluru**

**2. Dr. Bhujendra Singh Rathod LR**  
**Govt. First Grade College, Hessaraghatta, Bengaluru.**

**3.Prof. Asma Fatima**  
**Abbas Khan College, Bengaluru.**

**4. Dr. Sapna**  
**Sheshadripuram College, Bengaluru.**

**5. Prof. Arunkumar V**  
**Nitte School of Fashion Technology and Interior Design,**  
**Bengaluru.**

**6. Prof. Santoshi**  
**MLA First Grade College, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester  
Additional English Syllabus**

**Prof. Leena Karanth. A.**  
**Bishop Cotton Women's Christian College, Bengaluru.**  
**Board of Studies Member**

**Prof. R. Rebecca Suzan**  
**Bishop Cotton Academy of Professional Management,**  
**Bengaluru.**  
**Textbook Committee Chair Person**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Asha K R,**  
**Govt. R C College of Commerce and Management, Bengaluru.**

**2. Dr. Prathiba,**  
**BMS College of Commerce and Management, Bengaluru.**

**3. Prof. Jayaprada N**  
**Vijaya College, Jayanagar, Bengaluru.**



**List of members of the new textbook committee to prepare I & II Semester  
Discipline Core (DSC) B.A. in English (Basic/Hons) Syllabus**

**Dr. R. V. Sheela**  
**MES College, Bengaluru.**  
**Board of Studies Member**

**Dr. Padmavathy**  
**Sindhi College, Bengaluru.**  
**Chair Person, Textbook Committee**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Manjula Veerappa**  
**Vijaya College, Bengaluru.**

**2. Dr. Susheela . B**  
**Jyothi Nivas College, Bengaluru.**

**3. Prof. Adhisakthi P K**  
**M.S. Ramaiah College of Arts, Science and Commerce,**  
**Bengaluru.**

**4. Prof. Rita Josephine**  
**Bishop Cotton Women's Christian College, Bengaluru.**

**5. Prof. Shashidhar S**  
**Acharya Institute of Graduate Studies, Bengaluru.**

**6. Prof. Ranisha R**  
**Acharya Institute of Graduate Studies, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester  
Communicative English**

**Dr. Kavita Shastri**  
**Vijaya College, Jayanagar Bengaluru.**  
**Board of Studies Member**

**Prof. Manjula Veerappa**  
**Vijaya College, Jayanagar, Bengaluru.**  
**Chair Person**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Simantini Kulkarni**  
**Jnana Jyothi Degree College, Bengaluru.**

**2. Prof. Shirisha Balagam**  
**St. Francis College, Bengaluru.**

**3. Prof. Anuragh Gowtham K**  
**Vijaya College, Jayanagar, Bengaluru.**

**4. Prof. Kevin Frank Fernandes**  
**Indian Institute of Psychology and Research, Bengaluru.**

## **The Teaching Learning Process**

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society.

In teaching and learning pedagogy, there should be a shift from domain or conclusions-based approach to the experiential or process/es-based approach. The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

### **1.1 Lectures**

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

### **1.2 Discussions**

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem solving and, ultimately to success.

### **1.3 Simulations**

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

### **1.4 Case Studies**

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

### **1.5 Role Play**

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

### **1.6 Team Work**

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

### **1.7 Study Tours/Field Visits**

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

## **ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH**

### **Course Outcomes:**

By the end of the program the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
2. Learn to appreciate literary art
3. Obtain the knowledge of literary devices and genres
4. Acquire the skills of creativity to express one's experiences
5. Know how to use digital learning tools
6. Be aware of their social responsibilities
7. Develop their ability as critical readers and writers
8. Increase their reading speed
9. Be able to give presentations
10. Increase their analytical skills.

## Syllabus for I Semester B.A./B.S.W./ B.A.(Music) and other courses coming under

### Faculty of Arts

<b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b>	
<b>Total Contact Hours: 52/60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>Part 1 -Work Book – RESONANCE -I</b>	<b>Total:52/60 hrs.</b>
<b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>	<b>10 hrs.</b>
<b>Chapter 1:</b> Comprehension passages (Skimming and Scanning)	3hrs
<b>Chapter 2:</b> Picture reading, Caption Writing and Referencing Skills	3hrs
<b>Chapter 3:</b> Listening vs. Hearing, Types of listening	2hrs
<b>Chapter 4:</b> Listening Activities (could be through reading aloud in class or prerecorded inputs)	2hrs
<b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>	<b>21 hrs.</b>
<b>Chapter 5:</b> Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission.	8hrs
<b>Chapter 6:</b> Giving instructions to do a task and to use a device	4hrs
<b>Chapter 7:</b> Question Forms, Question Tags.	3hrs
<b>Chapter 8:</b> Kinds of Sentences, Punctuation	6hrs
<b>Part 2 – Course Book –RESONANCE-1</b>	<b>21hrs</b>
<b>Chapter 9: Vachanas -Akkamahadevi and Satyakka</b>	3hrs
<b>Chapter 10: Nine Gold Medals - David Roth</b>	4hrs
<b>Chapter 11: A White Heron - Sarah Orne Jewett</b>	3hrs
<b>Chapter 12: The Last Song -Temsula Ao</b>	4hrs
<b>Chapter 13: Bholi - K.A. Abbas</b>	3hrs
<b>Chapter 14: Swami Vivekananda's Speech Of 1893, Chicago</b>	4hrs

## Syllabus for II Semester B.A./B.S.W./ B.A.(Music) and other courses coming under Faculty of Arts

<b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b>	
<b>Total Contact Hours: 52/60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>PART 1-WORK BOOK- <i>RESONANCE-II</i></b>	<b>Total:52/60 hrs</b>
<b>UNIT I: Receptive Skills: Reading Skills and Listening Skills</b>	<b>16hrs</b>
<b>Chapter 1:</b> Reading Skills – Types of Comprehension, Global, Factual and Inferential Read the passage, Identify the theme and suggest a title	5hrs
<b>Chapter 2:</b> Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.	6hrs
<b>Chapter 3:</b> Cloze Test (Articles, Preposition, Linkers, Verbs, Adverbs)	3hrs
<b>Chapter 4:</b> Tenses	2hrs
<b>UNIT II: Productive Skills: Speaking and Writing Skills</b>	<b>15hrs</b>
<b>Chapter 5:</b> Reported speech.	4hrs
<b>Chapter 6:</b> Dialogue writing.	2hrs
<b>Chapter 7:</b> Verbal, non-verbal and Visual Communication.	2hrs
<b>Chapter 8:</b> Story writing – Outline expansion	3hrs
<b>Chapter 9:</b> Public Speaking - Writing welcome speech, vote of thanks.	4hrs
<b>Part 2 – Course Book –<i>RESONANCE-II</i></b>	<b>21hrs</b>
<b>Chapter 10:</b> <i>Shut Down the Shop</i> - K. S. Nissar Ahmed	4hrs
<b>Chapter 11:</b> <i>A Face in The Dark</i> - Ruskin Bond	3hrs
<b>Chapter 12:</b> <i>Give All to Love</i> - Ralph Waldo Emerson	3hrs
<b>Chapter 13:</b> <i>The Cold Within</i> - James Patrick Kinney	4hrs
<b>Chapter 14:</b> <i>Mrs. Dutta Writes A Letter</i> - Chitra B. Divakaruni	3hrs
<b>Chapter 15:</b> <i>The Fly</i> - Katherine Mansfield	4hrs

## Syllabus for I Semester B.Sc / BCA and other courses coming under the

### Faculty of Science

<b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b>	
<b>Total Contact Hours: 52/60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>PART I-WORK BOOK- IMPRINTS-I</b>	<b>Total 52/60hrs</b>
<b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>	<b>13hrs</b>
<b>Chapter 1:</b> Comprehension passages (Skimming and Scanning)	3hrs
<b>Chapter 2:</b> Data Interpretation – Bar Graph, Pie Chart, Tree Diagram	4hrs
<b>Chapter 3:</b> Listening vs. hearing Types of Listening	3hrs
<b>Chapter 4:</b> Listening Activities - listening to pre-recorded audios on interviews and conversations. (Classroom Participation Activity)	3hrs
<b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>	<b>21hrs</b>
<b>Chapter 5:</b> Introducing oneself, Introducing others, Making Requests, Offering help, Congratulating, Making Enquiries and Seeking permission.	8hrs
<b>Chapter 6:</b> Giving instructions to do a task and to use a device, Giving Directions	6hrs
<b>Chapter 7:</b> Question Forms, Question Tags.	3hrs
<b>Chapter 8:</b> Subject -Verb Agreement, Derivatives	4hrs
<b>Part 2 – Course Book –IMPRINTS -I</b>	<b>18hrs</b>
<b>Chapter 9:</b> <i>When Free Speech is Truly Free</i> - Sundar Sarukkai	3hrs
<b>Chapter 10:</b> <i>Democracy</i> : Langston Hughes	3hrs
<b>Chapter 11:</b> <i>Farewell Address at Chicago</i> - Barack Obama	3hrs
<b>Chapter 12:</b> <i>The Unknown Citizen</i> - W. H. Auden	3hrs
<b>Chapter 13:</b> <i>The Golden Dream</i> - Poorna Chandra Tejaswi	3hrs
<b>Chapter 14:</b> <i>From a German War Primer</i> - Bertolt Brecht	3hrs



## Syllabus for II Semester B.Sc / BCA and other courses under the

### Faculty of Science

<b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b>	
<b>Total Contact Hours: 52/60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>PART I-WORK BOOK – IMPRINTS – II</b>	<b>Total 52/60hrs</b>
<b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>	<b>16hrs</b>
<b>Chapter 1:</b> Reading Skills - Types of Comprehension, Global, Factual and Inferential Read the passage, Identify the theme and suggest a title	5hrs
<b>Chapter 2:</b> Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.	6hrs
<b>Chapter 3:</b> Cloze Test (Articles, Preposition, Linkers, Verbs, Adverbs)	3hrs
<b>Chapter 4:</b> Listening Skills – types of Listening	2hrs
<b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>	<b>15hrs</b>
<b>Chapter 5:</b> Reported speech.	4hrs
<b>Chapter 6:</b> Dialogue writing.	2hrs
<b>Chapter 7:</b> Verbal and non-verbal communication.	2hrs
<b>Chapter 8:</b> Introduction to Science writings.	3hrs
<b>Chapter 9:</b> Introducing the Guest, Welcome speech, Vote of thanks.	4hrs
<b>Part 2 – Course Book – IMPRINTS -II</b>	<b>21hrs</b>
<b>Chapter 10:</b> <i>Britain Does Owe Reparations</i> - Dr. Shashi Tharoor	4hrs
<b>Chapter 11:</b> <i>Celebrity</i> - Brad Paisley	3hrs
<b>Chapter 12:</b> <i>A Question of English</i> - Ramachandra Guha	4hrs
<b>Chapter 13:</b> <i>Except Richer</i> - Ogden Nash	3hrs
<b>Chapter 14:</b> <i>A Midsummer Night's Dream</i> - William Shakespeare Excerpts	4hrs
<b>Chapter 15:</b> <i>Hayavadana</i> -An Excerpt - Girish Karnad	3hrs

**Syllabus for I Semester B. Com / B.B.A and other courses coming under the  
Faculty of Commerce and Management**

<b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b>	
<b>Total Contact Hours: 52/60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>PART I-WORK BOOK – INSIGHTS I</b>	<b>Total 52/60 hrs</b>
<b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>	<b>13hrs</b>
<b>Chapter 1:</b> Comprehension passages (Skimming and Scanning)	3hrs
<b>Chapter 2:</b> Interpretation Skills - Bar Graphs, Flow Charts, Mind Map, Pie Chart	4hrs
<b>Chapter 3:</b> Listening vs. hearing Types of Listening	3hrs
<b>Chapter 4:</b> Listening Skills - Job interviews and Conversations (Audios and Videos)	3hrs
<b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>	<b>21 hrs</b>
<b>Chapter 5:</b> Introducing oneself, Introducing others, Making Requests, Offering help, Congratulating, Making Enquiries and Seeking permission.	8hrs
<b>Chapter 6:</b> Giving instructions to do a task and to use a device, Giving Directions	6hrs
<b>Chapter 7:</b> Question Forms, Question Tags.	3hrs
<b>Chapter 8:</b> Subject -Verb Agreement, Derivatives	4hrs
<b>PART I-WORK BOOK – INSIGHTS I</b>	<b>18 hrs</b>
<b>Chapter 9:</b> <i>Acceptance</i> Bhaswar Mukherjee	4hrs
<b>Chapter 10:</b> <i>Sonnet 106</i> William Shakespeare	3hrs
<b>Chapter 11:</b> <i>Marriage is a Private Affair</i> Chinua Achebe	4hrs
<b>Chapter 12:</b> <i>On Buying and Selling</i> Khalil Gibran	2hrs
<b>Chapter 13:</b> <i>Towards a Competitive Nation</i> A.P.J. Abdul Kalam	3hrs
<b>Chapter 14:</b> <i>Freedom and Choice</i> N. Krishnaswamy -	2hrs

## Syllabus for II Semester B. Com / B.B.A and other courses under the Faculty of Commerce and Management

<b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b>	
<b>Total Contact Hours: 52/60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>Part 1- Work Book – <i>INSIGHTS II</i></b>	<b>Total 52/60hrs</b>
<b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>	<b>16hrs</b>
<b>Chapter 1:</b> Reading Skills - Types of Comprehension, Global, Factual and Data Compilation Read the passage, Identify the theme and suggest a title	5hrs
<b>Chapter 2:</b> Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.	6hrs
<b>Chapter 3:</b> Correction of Sentences	3hrs
<b>Chapter 4:</b> Listening Activities - listening to pre-recorded audios on interviews and conversations. (Classroom Participation Activity)	2hrs
<b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>	<b>15hrs</b>
<b>Chapter 5:</b> Reported speech.	4hrs
<b>Chapter 6:</b> Dialogue writing.	2hrs
<b>Chapter 7:</b> Verbal and non-verbal communication.	2hrs
<b>Chapter 8:</b> Active and Passive – Paragraphs.	3hrs
<b>Chapter 9:</b> Introducing Guests, Welcome speech, Vote of thanks.	4hrs
<b>Part 2 – Course Book – <i>INSIGHTS-II</i></b>	<b>21hrs</b>
<b>Chapter 10:</b> <i>Freedom</i> Rabindranath Tagore	3hrs
<b>Chapter 11:</b> <i>A Cut above</i> Meena Bindra	4hrs
<b>Chapter 12:</b> <i>Charlie Chaplin Extract from Autobiography</i>	4hrs
<b>Chapter 13:</b> <i>Endymion</i> John Keats	3hrs
<b>Chapter 14:</b> <i>The Happy Prince</i> Oscar Wilde	4hrs
<b>Chapter 15:</b> <i>The Sunderbans</i> Susil Mandal	3hrs

**Question Paper Pattern**  
**B.A./BSc/BCom**  
**I and II Semester**

**Time: 3 hrs**

**Marks :60**

**SECTION- A**

**(WORK BOOK- 40 marks)**

**SECTION-B**

**(COURSE BOOK - 20 marks)**

(Questions to be set on both prose and poetry)

I. Answer in two or three sentences (5 questions out of 7) 5X1=5

II. Answer in about 80 to 100 words /a page each (1 question out of 4) 1X5=5

II. Answer in about 2 pages (1 out of 3) 1X10=10

**DISCIPLINE CORE (DSC)**  
**B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES**  
**PROGRAMME**

Name of the Degree Program: B.A. in English (Basic/Hons.)

Discipline Core: English (Hons.)

Total Credits for the Programme: 172

Starting year of implementation: 2021-22

**Programme Outcomes:**

At the end of the B.A in English (Hons) programme, the learners would

1. Be exposed to and would demonstrate a broad knowledge of major and minor writers, texts and contexts defining issues of canonical and non-canonical literature
2. Be enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Have honed their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Be able to write with clarity, creativity and persuasiveness
5. Develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Be equipped with advanced literary and linguistic skills
7. Have competency in the use of English from /for a variety of domains
8. Have a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate /understand multiple interpretations
10. Locate and contextualize texts across theoretical orientations and cultural spaces
11. Possess reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc
12. Imbibe a multi-disciplinary approach in higher education and research
13. Be skilled in multiple domains and careers
14. Become adept at the use of English in the current technological climate
15. Have hands-on work experience.

## ENGLISH (BASIC/ HONS.) SEMESTER I

### COURSE –I -DSC- PAPER A1

#### Title of the Course -- Introduction to Literature

<b>CONTENT OF THE COURSE</b>		<b>39/42hrs</b>
<b>UNIT-I: Introduction to Literature</b>		<b>13/14</b>
Chapter No. 1	Defining Literature- Introduction to History of English Literature and Society, Literature and Life, Literature and Science. <i>Essay - What is literature? – by Terry Eagleton.</i>	13 hrs
<b>UNIT II: Literary Forms</b>		<b>13/14</b>
Chapter No.2	<b>Poetry:</b> Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock-Epic, Dramatic monologue  <b>Prose:</b> Novel, Novella, Short Story, Essay, Biography, Autobiography  <b>Drama:</b> Comedy, Tragedy, Tragic-comedy, One-act-play, epic play	6 hrs
Chapter No.3	<b>Poetry:</b> <i>CLOUD</i> by PB Shelley <i>SONNET 132</i> by William Shakespeare	4hrs
Chapter No. 4	<b>Prose:</b> <b>THE VERGER</b> by Somerset Maugham	3 hrs
<b>UNIT III: Literary Terms &amp; Figurative Language</b>		<b>13/14</b>
Chapter No. 5	Couplet, Heroic Couplet, Allegory, Assonance, Blank Verse, Rhythm, Consonance, Irony, Metre, Rhetorical Question, Refrain, Aside, Monologue, Soliloquy, Meta-fiction, Plot, Character, Setting, Narrative technique, Farce, Satire, Prologue, Epilogue. Art for Art's sake, Expressionism, Narratology.	5hrs
Chapter No.6	Neo-Classicism, Metaphysical Conceits, Romanticism, Modernism, Post Modernism, Feminism Reference: Peter Berry	4 hrs
Chapter No. 7	Simile, Metaphor, Personification, Hyperbole, Allusion, Onomatopoeia, Alliteration, Idiom, Pun, Euphemism, Irony, Oxymoron, Synecdoche, Understatement Paradox, Allusion.	4 hrs

## SEMESTER I

### COURSE –II -DSC PAPER 2

#### Title of the Course: Indian Writing in English Part I

CONTENT OF THE COURSE		39/42hrs
<b>Unit –I History of Indian English Literature</b>		<b>13/14</b>
Chapter No. 1	The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, Sahitya Akademi. 1980)	13 hrs
<b>Unit – II -Authors of Pre-Independence India</b>		<b>6/07</b>
Chapter No. 2	Introducing authors from the pre-independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, Krupabai Sathianadhan, Sarojini Naidu, Cornelia Sorabji.	6 hrs
<b>Unit – III- Pre-Independence-Indian English Literature</b>		<b>21/22</b>
Chapter No. 3	<b>Novel- <i>The Financial Expert</i> - R K Narayan</b>	8 hrs
Chapter No. 4	<b>Poetry</b> 1) <i>To a Buddha Seated on a Lotus</i> - Sarojini Naidu 2) <i>Love Came to Flora Asking for a Flower</i> - Toru Dutt 3) <i>To India-My Native Land</i> -Henry Derozio	2 hrs 2 hrs 2 hrs
Chapter No.5	<b>One Act Play: Chitra</b> by Rabindranath Tagore	7 hrs
Chapter No. 6	Select <b>any one movie</b> which represents Pre-Independent Indian scenario- <i>Thayi Saheba</i> – 1997 directed by Girish KAsaravalli <i>Lagaan</i> - 2001 - directed by Aushutosh Govariker Activity for Formative Assessment	

**SEMESTER II**  
**COURSE –III -DSC PAPER A3**  
**Title of the Course: Introduction to Phonetics and Linguistics**

<b>Course Title-- Introduction to Phonetics and Linguistics</b>	
<b>Total Contact Hours:39/42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>CONTENT OF THE COURSE</b>		<b>Hours</b>
<b>Unit –1</b>	<b>Introduction to Phonetics and Linguistics</b>	<b>13/14</b>
Chapter No. 1	Language- its nature, definitions, characteristic features	
Chapter No. 2	Linguistics – Definitions, Scope	
Chapter No. 3	Branches of Linguistics	
<b>Unit - 2 Phonetics and Phonology:</b>		<b>13/14</b>
Chapter No. 4	Speech Mechanism, Organs of Speech,	
Chapter No.5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	
Chapter No. 6.	Transcription of words, Word stress, Phonemics-phone, allophone- phoneme	
<b>Unit – 3 Morphology, Syntax, Semantics and Lexicon</b>		<b>13/14</b>
Chapter No. 7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter No. 8.	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter No. 9.	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	

**Textbooks**

1. Sethi, J. Dhamija. P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi, 2005.
2. Balasubramanian. T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India LT. 2010.
3. Yule, George. *The Study of Language*, Cambridge, Cambridge University Press, 2010.
4. Aitchison, Jean. *Linguistics*, Hodder & Stoughton Ltd, London, 2003.
5. Cruse, Alan. *Meaning in Language*. Oxford: Oxford University Press, 2000.
6. Fromkin, V. Rodman, R., Nina Hyams. *An Introduction to Language*, Wadsworth, Cengage Learning, 2007.
7. Rocca, I., and W. Johnson. *A Course in Phonology*. Oxford: Blackwell, 1999.



**SEMESTER II**  
**COURSE –IV -DSC- PAPER A4**  
**Title of the Course: Indian Writing in English –Part II**

<b>Course Title-- Indian Writing in English –Part II (Post-Independence)</b>	
<b>Total Contact Hours: 39/42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

<b>CONTENT OF THE COURSE</b>		<b>39/42Hrs</b>
<b>Unit-I Indian English Literature (Post Independence Period)</b>		13/14
Chapter No.1	<b>Journalistic Writing - <i>I Write as I feel</i>-K.A.Abbas</b>	
Chapter No. 2	<b>Memoir-</b> <i>Fifty Fragments of the Inner Self- Amrita Pritam</i>	
Chapter No. 3	<b>Autobiography-</b> <i>The Race of My Life: An Autobiography- Milkha Singh</i>	
<b>Unit – 2 Introducing writers of the post-independence era:</b>		6/7
Chapter No. 4	Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad, Anita Desai, Manju Kapur, ArvindAdiga, Chitra Banerjee Divakaruni, Namitha Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote	
<b>Unit –3 -Post Independent Indian English Poetry, Short Stories, Novels, Drama and Essays</b>		21/22
Chapter No. 5	<b>Poetry-</b> <i>Who Are You?</i> - U.R. Ananthamurthy <i>Mother</i> - P. Lankesh <i>Footage for a Trance</i> -Ranjit Hoskote <i>Words</i> --Kamala Das <i>Celebration</i> - Anuradha Bhattacharyya	
Chapter No. 6	<b>Novel</b> -Malik Sajad- <i>Munnu- A Boy From Kashmir</i> <b>Short Story</b> - <i>The Adivasi Will Not Dance</i> - Hansda Sowvendra Shekhar	
Chapter No. 7	<b>Drama</b> <i>Kanyadaan</i> -Vijay Tendulkar	
Chapter No. 8	<b>Essay</b> - AP J Abdul Kalam- <i>The Wings of Fire</i> - excerpt	
Chapter No. 9	<b>Film Review</b> - Post-Independent Indian scenario <i>Rang De Basanti</i> – 2006- directed by Rakeysh Omprakash Mehra <i>Gulabi Talkies</i> - Girish Kasaravalli	

**Pattern of assessment for Courses in Semester I and Semester II**  
**ASSESSMENT BREAK-UP (60 +40 =100)**

<b>Summative Assessment (Semester Exam)</b>	<b>Theory</b>	<b>60 marks</b>
<b>Formative Assessment (Internal Assessment)</b>	Internal Assessment First Test	10 marks
	Internal Assessment Second Test	10 marks
	Seminar / Presentations/ Group Discussions	10 marks
	Debates / Recitation/ Role Play/ Project Report	10 marks
Survey/Report writing/Case study/ Book or Art review/ Interviews	<b>Total Internal Assessment Marks</b>	<b>40 marks</b>
	<b>Total marks</b>	<b>100 marks</b>

Work book should be maintained by the Students for Internal Assessment and all exercises should be done and submitted to the Teacher for award of Internal Marks. All the records pertaining to the formative assessment activities will have to be maintained in the respective departments.

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**FIRST SEMESTER-COURSE I**  
**DSC – Paper A1 - Introduction to Literature**

**Time:3 hours**

**Max.Marks:60**

**Instructions: Answer all the questions**

**Section A-Introduction to Literature**

1. Answer **any one** of the following: **(1X10 =10)**

(Three questions from Introduction to Literature)

**Section B-Poetry**

II. Answer **any one** of the following **(1X05=05)**

(Two questions from poems)

III. Identify the form of the following poetry and write its features **(2X05=10)**

**Section C-Drama**

IV. Write short notes on **any one** of the following **(1X05=05)**

V. Write an essay on **any one** of the following. **(1X10 =10)**

**Section D-Novel, Short Story**

VI. Write short notes on **any one** of the following **(1X05=5)**

(Two questions on short stories)

VII. Write an essay on **any one** of the following. **(1X10 =10)**

(Two questions on the novel)

**Section E- Literary Terms and Figurative Language**

VIII. Answer **any five** of the following **(5X01=5)**

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**FIRST SEMESTER -COURSE II**  
**DSC -PAPER A2 -Indian Writing in English Part I**

**Time:3 hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**Section A**

**I. Write short notes on any two of the following. (2x5=10)**

(Four Questions from Unit I and II)

**Section B-Poetry**

**II. Annotate any two of the following. (2x5=10)**

**III. Write short notes on any one of the following (1x5=5)**

**Section C-Short story**

**IV. Write short notes on any two of the following. (2x5=10)**

**Section D-Novel**

**V. Answer any one of the following. (1x10=10)**

**Section E-Drama**

**VI. Answer any one of the following. (1x10=10)**

**Section F-Movie**

**VII. Write short notes on any two of the following. (2x5=10)**

(Three Questions from the select movie)

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**SECOND SEMESTER-COURSE III**  
**DSC – PAPER A3 -Introduction to Phonetics and Linguistics**

- I. Answer the following questions in about one or two sentences. (5X1=5)  
(Seven questions will be given from Chapter 1)
- II. Answer **any one** of the following questions in about 200 words. (1X5=5)  
(Four questions will be given from chapter 1,2,4&5)
- III. Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. (5X1=5)
- IV. From the words given below identify the ones that have a CCVCC structure. (5X1=5)
- V. From the jumbled group of words identify the words that contain similar consonant/vowel phoneme. (5X1=5)
- VI. Indicate the syllable division in the following words. (5X1=5)
- VII. Identify the syllable stress in the following words. (5X1=5)
- VIII. Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/ or /iz/. (5X1=5)
- IX. Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/ or /id/. (5X1=5)
- X. From the passage given before identify words containing/ending/beginning the following phonetic sounds. (5X1=5)
- XI Write a complete phonetic transcription for the passage given below. (10X1=10)

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**SECOND SEMESTER- COURSE IV**  
**DSC – PAPER A4 -Indian Writing in English –Part II**

**Time:3 hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**Section A**

**I. Write short notes on any two of the following. (2x5=10)**

(Four Questions from Unit I and II)

**Section B-Poetry**

**II. Annotate any two of the following. (2x5=10)**

**Section C-Short story**

**III. Write short notes on any two of the following. (2x5=10)**

**Section D-Novel**

**IV. Answer any one of the following. (1x10=10)**

**Section E-Drama**

**V. Answer any one of the following. (1x10=10)**

**Section F-Essay**

**VI. Write short notes on any one of the following. (1x5=5)**

**Section G-Movie**

**VII. Write short notes on any one of the following. (1x5=5)**

(Three Questions from the select movie)

**B.A IN ENGLISH: SYLLABUS FOR  
DISCIPLINE ELECTIVE (DSE) / OPEN ELECTIVES (OE)  
1, 2, 3, & 4.  
OPEN ELECTIVE: SYLLABUS  
English – Open Elective -1  
FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS  
60 marks paper for 3 hours duration and 40 marks for Internal Assessment  
Syllabus for 3 Credits  
Teaching Hours: 3 Hours per Week**

**Section I: Functional English Grammar**

1. Grammar of Spoken and Written English
2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C)
3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases
4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses
5. Verbs – Tense and Aspects, Modal Verbs, Functions and Uses

**Section II: Writing Skills**

1. Writing as a Skill – Its Importance, Mechanism of Writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph
2. Functional Uses of Writing: Personal, Academic and Business
3. Writing Process: Planning a Text, Finding Materials, Drafting, Revising, Editing, Finalising Draft
4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email

**Section III: Reading Skills**

1. Meaning and Process of Reading
2. Strategies and methods to Improve Reading Skill
5. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading

**Mode of Examination:**

**Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)**

**Question Paper Pattern**

1. Very Short Answer Questions on all sections	10x2 =20 Marks
2. Three Short Notes on all sections	3x 5 = 15 Marks
3. Cloze Test	10x1= 10 Marks
4. Short Questions on dialogue and expansion of an idea	1x5 = 5 Marks
5. One Essay Type Question	1x10= 10 Marks

**Suggested Reading:**

1. Geoffrey Leech and Svartik. *Communicative Grammar of English*, Pearson
2. Geoffrey Leech. *English Grammar for Today*, Palgrave
3. Prasad P. *The Functional Aspects of Communicative Skills*.
4. Leena Sen. *Communication Skills*, Princeton Hall
5. Vandana Singh. *The Written Word*, OUP



**English – Open Elective -2**  
**SPOKEN ENGLISH FOR CORPORATE JOBS**

**60 marks paper for 3 hours duration and 40 marks for Internal Assessment**

**39/42 hrs Syllabus for 3 Credits**

**Teaching Hours: 3 Hours per Week**

**Course and Skill Outcome:**

1. This paper teaches students the skills in the front desk management.
2. It introduces them to business English.

**Section I:** English for Front Desk Management 1. Greeting, Welcoming 2. Dealing with Complaints, Giving Instructions or Directions 3. Giving Information: About Various Facilities, Distance, Area, Local Specialties, 4. Consultation and Solution of Problems 5. Accepting Praises and Criticism, Apologizing

**Section II:** Fluency and Etiquette 1. Polite sentences and Words 2. Use of Persuading words 3. Intonation and Voice Modulation 4. Developing Vocabulary

**Section III:** Business Speeches 1. Principles of Effective Speech and Presentations 2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech 3. Use of Audio-Visual Aids in Presentations

**Section IV:** Cross-Cultural Communication 1. Dealing with Language Differences 2. Probing Questions to get information 3. Etiquette in Cross-cultural Communication

**Suggested Readings:**

1. *More effective communication* – J V Vilanilam, Sage Publication Pvt Ltd.
2. *Effective Documentation & Presentation* – Rai & Raj Himalaya Publishing house – Mumbai
3. *Commercial Correspondence & Office Management* – R S N Pillai & Bhagawati, S Chand & Co.
4. *Communication Today* – Ray Rubeen, Himalaya Publishing House – Mumbai.
5. *Business Communication* – Lesikar & Pettit – AITBS – Publishers Delhi
6. *Business Communication Today* – Sushil Bahl – Response Books, Sage Publication, N. Delhi.
7. *The Essence of Effective Communication* – Ludlow & Panton PHI, N. Delhi.
8. *Business Communication-* Pradhan Bhende & thankur Himalaya Publishing House – Mumbai.
9. *Mastering Communication Skills and Soft Skills* – N Krishnaswamy, Lalitha Krishnaswamy and others – Bloomsbury, New Delhi, 2015
10. *Developing Communication Skills* – Krishna Mohan and Banarji.

**Question Paper Pattern:**

- |                                |         |
|--------------------------------|---------|
| 1. Very short answer questions | 10x2=20 |
| 2. Short notes on all sections | 4x5=20  |
| 3. Essay type questions        | 2x10=20 |

**English Open Elective -3**  
**SPEAKING AND LISTENING SKILLS**  
**[Teaching Hours: Lecture 3Hours -Credit 3]**

(70 marks paper of Three Hours+ 30 Marks for Internal Assessment)

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**1. Section I: Introduction to Phonetics**

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

**2. Section II: Speaking Skills**

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.

**3. Section III: Listening Skills**

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

**4. Section IV: Presentation Skills**

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks

### **Question Paper Pattern**

- |  |                 |
|--|-----------------|
| 1. Very Short Answer Questions on all sections | 10x2 =20 Marks  |
| 2. Four Short Notes on all sections            | 4x 5 = 20 Marks |
| 3. One Question on Presentation of Speeches    | 1x10 = 10 Marks |
| 4. One Essay Type Question                     | 1x10= 10 Marks  |

### **SUGGESTED READING**

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

**English Open Elective -4**  
**TRANSLATION THEORY AND PRACTICE**  
**[Teaching Hours: Lecture 3 Hours -Credit 3]**

(60 marks paper of Three Hours+ 40 Marks for Internal Assessment)

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**Course and Skill Outcome**

1. This paper aims at teaching the students English language through literature.
2. It teaches them communication skills.

**Syllabus**

1. Translation- Meaning, methods, problems and challenges of Translation, Source Language and Target Language. Translating poetry and prose, Technical translation,
2. Problems of Translation
3. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)

**Question Paper Pattern**

1. Essay type questions on Translation Meaning, Definitions and methods and problems and challenges 1x10=10
2. Problems of Translation 1x10=10
3. Short type questions on translation, translation theory 2x5=10
4. Translation of short passages 4x5=20  
Translation passage from English to Kannada or Translation passage from Kannada to English (One out of two) 1X10=10

**DISCIPLINE CORE (DSC) -B.A IN COMMUNICATIVE ENGLISH  
(BASIC/HONS) AND OPEN ELECTIVE (OE)**

<b>Course</b>	<b>Paper</b>	<b>Credit</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/ Assessment</b>
		<b>Semester I</b>		
<b>DSC 1</b>	A1 Basics of Communication and Functional Grammar	4	4	60+40
	Practicals	2	2	30+20
<b>OE 1</b>	Corporate Communication	3	3	60+40
		<b>Semester II</b>		
<b>DSC 2</b>	A2 Phonetics and LSRW Skills	4	4	60+40
	Practicals	2	2	30+20
<b>OE 2</b>	Travel Writing	3	3	60+40

## Discipline Core- Communicative English Semester 1

Course Title: Basics of Communication and Functional Grammar	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

### Course Outcomes:

**By the end of the programme the student would be able to**

1. Identify and understand the different parts of speech in English.
2. Develop competence in English
3. Identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses and have an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

**Discipline Core-B.A**  
**Communicative English - Semester 1 - DSC**

**Title of the Course: Basics of Communication and Functional Grammar**

<b>Number of Theory Credits</b>	<b>Number of lecture hours/ semester</b>	<b>Number of practical Credits</b>	<b>Number of practical hours/ Semester</b>
<b>4</b>	<b>52 or 56</b>	<b>2</b>	<b>52 or 56</b>
<b>Content of Theory Course 1</b>			<b>52/56Hrs</b>
<b>Unit – 1</b>			<b>13/14</b>
<b>Module 1</b> Parts of Speech Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections Articles (Every component to be done in detail)			
<b>Module 2</b> Verbs Auxiliary- Modals- Finite- Non-finite			
<b>Module 3</b> Tenses			
<b>Unit – 2</b>			<b>13/14</b>
<b>Module 4</b> <b>Sentences</b> Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences Jumbled sentences- Jumbled paragraphs			
<b>Module 5</b> Concord Rules of Subject Verb Agreement			
<b>Module 6</b> Common Errors by Non- Native Speakers			
<b>Unit – 3</b>			<b>13/14</b>
<b>Module 7</b> Active and Passive Voice Direct and Indirect Speech			
<b>Module 8</b> Question Forms- Wh-, Yes/No, Question Tags			
<b>Module 9</b> Punctuation			

## Unit – 4

### Module 10

Introduction to Communication

Definition – meaning – communication process -importance of communication - seven Cs of communication

### Module 11

Types of Communication

Formal and informal – Verbal and non-verbal - Oral and written communication- Visual communication- Body language - Sign language -Para language, Intrapersonal and interpersonal communication- Barriers to communication - Sender-centric – Receiver Centric-Socio-cultural barriers- Information overload - Overcoming communication barriers

### Module 12

Situational Communication

- Greeting and Introduction
- Enquiry
- Seeking/Granting/Refusing Permission
- Asking and Giving Directions
- Accepting and Declining Invitations
- Making/Responding to Complaints
- Congratulating
- Sympathizing
- Persuasion

### Text Books:

*Communicative English* – E. Suresh Kumar and P. Sree Hari, Orient Black Swan

*Intermediate English Grammar*- Raymond Murphy, Cambridge University Press

### References:

*A Practical English Grammar* – A.J. Thomson, A.V. Martinet, Oxford University Press

*A Remedial English Grammar*, F.T. Woods

*Advanced Grammar in Use*- Martin Hewings, Cambridge University Press

*Basic English Usage*- Michael Swan, OUP

*Business Communication*- PD Chaturvedi and Mukesh Chaturvedi, Pearson

*Communication Skills* - Sanjay Kumar, Pushpa Lata

*Essentials of Communication Skill and Skill Enhancement*- By John O. Greene

*Grammar Practice Activities*- Penny Ur

*Oxford Pocket Basic English Use*- Michael Swan, OUP

*Oxford Practice Grammar* – John Eastwood, Oxford University

*Press Practical English Usage*- Michael Swan, OUP

*The Four Skills for Communication* –Josh Sreedharan, Foundation Books

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC



**DISCIPLINE CORE B.A  
COMMUNICATIVE ENGLISH  
SEMESTER II-DSC II**

**Discipline Core-B.A in Communicative English--Semester II-DSC II**

<b>Course Title: Phonetics and LSRW Skills</b>	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus	Summative Assessment Marks: 60 Theory 40 Practical

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Survey/Report writing/case study/ Book or Art review/	10
<b>Total</b>	<b>30</b>

**Practical Component:**

- Record
- Adlib/Role Play
- Identifying errors from an audio clip
- Editing a passage with grammatical and spelling errors

**DISCIPLINE CORE B.A  
COMMUNICATIVE ENGLISH  
SEMESTER II-DSC II**

**Title of the Course: Phonetics and LSRW Skills**

<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of practical Credits</b>	<b>Number of practical hours/ Semester</b>
<b>4</b>	<b>52 or 56</b>	<b>2</b>	<b>52 or 56</b>
<b>Content of Theory Course 2</b>			<b>52/56Hrs</b>
<b>Unit - 1</b>			<b>13/14</b>
Module 1	Introduction What is Phonetics? Production of Speech Sounds Air-stream mechanism Organs of Speech Articulatory System		
Module 2	Classification of Speech Sounds Consonants Vowels –Pure Vowels and Diphthongs		
Module 3	Minimal Pairs		
Module 4	Syllable Syllable Structure Composition of the syllable Consonant Cluster		
<b>Unit – 2</b>			<b>13/14</b>
Module 5	Stress Word accent/stress Sentence stress Intonation		
Module 6	Native language influence on English Transcription- Remedial phonetics - Error analysis - Accent neutralization - Practice session		
Module 7	Listening Skills		

<b>Unit – 3</b>	<b>13/14</b>
Module 8 Reading Comprehension – Skimming and scanning, Identifying main ideas, Drawing inferences Paragraph Writing Composition: Reflective, Descriptive, Narrative and Argumentative Module 9 Summarizing Expansion Writing Dialogue Writing	<b>13/14</b>
<b>Unit – 4</b> Module 10 Profile Writing and Resume Module 11 E mail Module 12 Vocabulary Synonyms Antonyms Homonyms Homophones Commonly used Foreign Words in English Idioms and Phrases Collocation	

### **Text Books**

*A Course in Communication-* Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

*A Textbook of English Phonetics for Indian Students –* T. Balasubhramanian- Macmillan

### **References**

*An Outline of English Phonetics-* Daniel Jones

*Better English Pronunciation –* J.D. Connor – Cambridge University

Press Collins *Business Skills and Communication*

*English for Practical Purposes* by Patil, Valke, Thorat& Merchant- Macmillan

*English Phonetics and Phonology –* Peter Roach – Cambridge University

Press *English Pronouncing Dictionary-* Daniel Jon

*English Pronunciation in Use-* Martin Hewings- Cambridge University Press

*English Vocabulary in Use-* Felicity Odel

*IELTS Advantage Speaking and Listening Skills-* Jonathan Marks

*Pronunciation Practice Activities –* Martin Hewings – Cambridge University Press

Publications, *Vocabulary in Use*

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks  
MOOC

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Surveys/Report writing/ Interviews/ Book or Art review/	
<b>Total</b>	<b>30</b>

**Practical Component:**

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

# OPEN ELECTIVE I

## CORPORATE COMMUNICATION

### Syllabus for I Semester

Corporate communication intends to equip students with public speaking, effective presentation and facilitation skills.

#### Programme Outcomes

1. To formulate briefs and speeches
2. To write press releases
- 3, To handle media relations
- 4, To help in drafting communication strategies

#### Syllabus

##### Module I

Principles of Communication

##### Module II

The Art of Corporate communication

##### Module III

Kinds of Communication

##### Module IV

Communication Strategies

##### Module V

Business Letter Writing

##### Module VI

Communication related to Business meetings

##### Module VII

Media Relations

##### Module VIII

E-Mail Etiquette

##### Module IX

Presentation Skills

#### Reference:

*A Course in Communication-* Kirmani Dutt, Geetha Rajeevan and CLN Prakash-  
Foundation Books

*Corporate Communication: A Guide to Theory and Practice:* Joep P.Cornelissen

*Corporate Communication:* Paul Argenti

*English for Practical Purposes:* Patil, Valke, Thorat and Merchant- Macmilla

## OPEN ELECTIVE II

### TRAVEL WRITING

#### Syllabus for II Semester

##### Programme Outcomes

1. Articulate the qualities of good travel writing
2. Maintain a travel journal
3. Take pictures to be used to accompany each piece of writing
4. Write vivid descriptions of travel experiences and describe people
5. Write short compelling pieces of travel writing from 200 – 500 words
6. Write a travel blog

##### Syllabus

###### Module I

Introduction to Travel Writing

Definition

History of Travel writing

###### Module 2

Travel Writing Today

###### Module 3

Qualities of a Travel Writer

###### Module 4

Illustrations and Photographs

###### Module 5

Special Modules for travel writing

###### Module 6

Write a travelogue with inputs

Travel Blogs

##### Reference:

*Travel Writing and the Empire*:ed. Sachidananda Mohanty

*Cambridge Introduction to Travel Writing*, New York: Cambridge University, Gutkind, Lee.

*The Art of Creative Nonfiction Indian Travel Writing, 1830-1947*:

Pramod K. Nayar

*Literature, Travel and Colonial Writing*: Andrew Hadfield

*Nine Lives*: William Dalrymple

*The Routledge Companion to Travel Writing: Indian Travel Writing*: Shobhana Bhattacharji

Iyer, Pico, Why WE Travel. [http://www.salon.com/writer/pico\\_iyer/](http://www.salon.com/writer/pico_iyer/) Refer popular Travel Blogs

**Proposed Structure  
OPEN ELECTIVE  
I and II Semesters**

<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/Assessment</b>
		<b>Semester I</b>		
<b>OE 1</b>	Corporate Communication	3	3	60+40
		<b>Semester II</b>		
<b>OE 2</b>	Travel Writing	3	3	60+40

## **Additional English Syllabus**

### **Contents**

- |                             |                    |
|-----------------------------|--------------------|
| 1. The Rogue                | Atulananda Goswamy |
| 2. The Unpalatable Offering | Vasudhendra        |
| 3. The Letter               | G G J Dhumketu     |
| 4. The Taxi Driver          | K S Duggal         |
| 5. Our Casuarina Tree       | Toru Dutt          |
| 6. Moonrise                 | Savithri Rajeevan  |

### **Language Component**

- |  |          |
|--|----------|
| 1. Paragraph Writing                     | 10 Marks |
| 2. Precis writing                        | 10 Marks |
| 3. Event Report                          | 10 Marks |
| 4. Expand a Proverb/ Idiom and Interpret | 10 Marks |

## **II Sem**

### **Contents**

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. The Jamun Tree               | Krishan Chander          |
| 2. Lalu                         | Saratchandra Chattopadhy |
| 3. Politics of Living           | Indraganti Janakibala    |
| 4. The Curse                    | Kabitha Sinha            |
| 5. The Carpenter and the Beggar | Bharathidasan            |
| 6. The Spear                    | Temsula Ao               |

### **Language Component**

- |   |          |
|---|----------|
| 1. Slogan Writing                         | 05 Marks |
| 2. Leaflet Writing                        | 10 Marks |
| 3. Presentation Slides                    | 10 Marks |
| 4. Correction of Sentences in a paragraph | 10 Marks |
| 5. Rearranging Jumbled Sentences          | 05 Marks |



**PROPOSED CURRICULUM FRAMEWORK FOR FOUR-YEAR  
UNDER GRADUATE PROGRAMME IN COMMUNICATIVE ENGLISH  
(Vocational)**

**Table of Contents**

<b>Serial Number</b>	<b>Content</b>	<b>Page Number</b>
1	Preface	5-6
2	Model Structure II A	7
3	Model Structure II C	8
4	Programme Objectives and Programme Outcomes	9
5	Proposed Curriculum Structure for IIA	10-13
6	Proposed Curriculum Structure for II C	14-17
7	Weightage of Assessment	18
8	Proposed Structure for DSC and OE I and II Semesters	19
9	Proposed Syllabus for DSC- I Semester	20-23
10	Proposed Syllabus for DSC- II Semester	24-27
11	Proposed Structure for OE for I and II Semesters	28
12	Proposed Syllabus for OE I Corporate Communication	29
13	Proposed Syllabus for OE II Travel Writing	30

## Preface

*“Communication – the human connection – is the key to personal and career success.”*

*Paul J. Meyer*

Communication is vital to the existence of all living species. Communication has been an integral part of the human world. Humankind needs to communicate to express various needs, feelings and emotions. The organization of a society, country or world is based on communication. One cannot imagine a world without communication, the world that we live in or as we know cannot function without communication. Communication is as old as the creation of the world but with the rapid changes and progress made in the domains of business, science and technology, there is an increased importance for an effective communication system.

Communication is not limited to explicit language skills: listening, speaking, reading and writing but also to the understanding of implicit messages in a multicultural society that we live in today. In recent years the importance of professional communication has increased manifold due to the growing complexity in organizational structure and behavior.

English is spoken as a native language or second language by more than 1.5 billion people across the world. It has been observed that English has the ability to blur geographical boundaries. With the advent of globalization, establishment of multinationals, modernization of business practices, effective communication has acquired greater importance. Enhancing one's communication skills in English is the need of the hour and a prerequisite to meet the demands of the ever-changing world we live in.

The Communicative English course is a vocational program and has been designed to introduce students to various areas in communication and media and to strike a balance between theory, practicals and skills in Communication and Media program. The programme is a rigorous orientation aimed at equipping students with skills, knowledge, and attitude that enable them to aspire for roles in the field of communication and media. The students start by honing their speaking skills and improving their grammatical acumen to writing for the media, scripting and making documentaries/short films, creative writing, technical writing and translation. The course has been designed to equip students in the theoretical and practical aspects of language

for the different domains of media, creative writing and effective spoken and written communication that is required in business and technology. Students will get a feel of the actual work environment i.e on the job training experience by way of internships in either print/radio/television/cinema/ social media. The course covers a gamut of skills equipping the students for media, corporate, creative sectors and also for higher studies in the discipline.

This document is an annexure to the already submitted English curriculum.

**IIA. Model Program Structures for the Under-  
Bachelor of Arts (Basic/ Hons.)/ Bachelor of Science (Basic/ Hons.) in subjects with practical, with one major and  
one minor**

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	Discipline A1(4+2) Discipline B1(4+2)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for fitness(1)(0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Discipline A2(4+2) Discipline B2(4+2)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Physical Education - Yoga(1) (0+0+2)	NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2)	25
Exit option with Certificate (50 credits)								
III	Discipline A3(4+2) Discipline B3(4+2)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs each)		SEC-2: Artificial Intelligence (2)(1+0+2)	Physical Education- Sports skills(1)(0+0+2)	NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2)	25
IV	Discipline A4(4+2) Discipline B4(4+2)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs each)	Constitution of India (2)		Physical Education Games (1) (0+0+2)	NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2)	25
Exit option with Diploma (100 credits) OR Choose any one of the core subjects as Major and the other as Minor								
V	Discipline A5(3+2) Discipline A6(3+2) Discipline B5(3+2)	Vocational-1 (3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)			20
VI	Discipline A7(3+2) Discipline A8(3+2) Discipline B6(3+2)	Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2)			22
Exit option with Bachelor of Arts, B.A./ Bachelor of Science, B.Sc. Basic Degree (142 credits) or continue studies with the Major								
VII	Discipline A9(3+2) Discipline A10(3+2) Discipline A11(3)	Discipline A, E-1 (3) Discipline A, E-2 (3) Res.Methodology (3)						22
VIII	Discipline A12(3+2) Discipline A13(3) Discipline A14(3)	Discipline A, E-3(3) Research Project (6)*						20
Award of Bachelor of Arts Honours, B.A. (Hons.)/ Bachelor of Science Honours, B.Sc. (Hons) degree in a discipline (184 credits)								

\*In lieu of the research Project, two additional elective papers/ Internship may be offered.

**II-C. Model Program Structures for the Bachelor of Arts (Basic/Hons.)/ Bachelor of Science (Basic/Hons.)  
with one core subject with practical and the other without practical**

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	Discipline A1(4+2) Discipline B1(3), B2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for fitness (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Discipline A2(4+2) Discipline B3(3), B4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Physical Education – Yoga (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (48 credits)								
III	Discipline A3(4+2) Discipline B5(3), B6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: Artificial Intelligence (2)(1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
IV	Discipline A4(4+2) Discipline B7(3), B8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Physical Education Games (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
Exit option with Diploma (96 credits)/ Choose any one Discipline as Major, the other as the Minor								
V	Discipline A5(3+2), Discipline A6(3+2) Discipline B9(4)	Discipline A, E-1 (3) Vocational-1 (3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)			22
VI	Discipline A7(3+2), Discipline A8(3+2) Discipline B10(4)	Discipline A, E-2 (3) Vocational-2 (3)			SEC-4: Professional Communication (2)			22
Exit option with Bachelor of Arts, B.A. /Bachelor of Science, B. Sc. Basic Degree (144 credits) or continue studies with the Major								
VII	Discipline A9(3+2), Discipline A10(3+2) Discipline A11(3)	Discipline A, E-3 (3) Internship (2) Res. Methodology (3)						21
VIII	Discipline A12(3+2), Discipline A13(3), Discipline A14(3)	Discipline A, E-4 (3) Research Project (6)*						20
Award of Bachelor of Arts Honours, B.A. (Hons) /Bachelor of Science Honours, B.Sc. (Hons) degree in a discipline (185 credits)								

\*\*In lieu of the research Project, two additional elective papers

## **Programme Objectives and Outcomes of Communicative English**

*Diversity in a Single Course: Communication, Honing LSRW Skills, Mass Media, Creative Writing, Entrepreneurship Development, Equipping students for the English component in competitive exams.*

### **Programme Objectives**

1. To develop communicative competence in students.
2. To hone their pronunciation, structure, appropriate use and style of English.
3. To give them an insight into the working, operation and technicalities of different media and give practical exposure of the same.
4. To equip the students with skills required in areas related to Public Relations, Human Resource and Entrepreneurship Development.
5. To make the students think and analyse in an objective way.
6. To sensitize them on the use of new media.
7. To train the students to meet the requirements of the job market.
8. To equip them to enter the corporate world and media.

### **Programme Outcomes:**

1. Communicate effectively in different social situations.
2. Facilitate the process of reading and writing in varying tones.
3. Enhance logical thinking and error free writing.
4. Equip students with creative, critical and analytical skills.
5. Create awareness about the functional and operational use of language in media.
6. Study the evolution, growth and importance of Mass Media.
7. Evaluate the power and effectiveness of communication technology and its ability to function as agents of social change.
8. Understand the active role of the media in society.
9. Know about the cinematic productions and also to critically analyze cinema.
10. Acquaintance with the creation and production of advertisements.
11. Know about entrepreneurship, business plan, working of an organization, and constraints of setting up a business.
12. Enable them to attempt the English written and spoken component in competitive exams and proficiency tests.

## Curriculum Structure for the Undergraduate Degree Program

### DSC: Communicative English

#### BA Model II A (in subjects with practical, with one major and one minor)

Total Credits for the Program: 68

Starting year of Implementation: 2021-22

Name of the Degree Program: BA

Discipline/Subject: Communicative English

#### Program Articulation Matrix

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	<b>A1 Basics of Communication and Functional Grammar (4+2)</b>	1. Identify and understand the different parts of speech in English. 2. Talk about the past, present and future using suitable expressions and structures. 3. Communicate effectively in different social situations.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
2	<b>A2 Phonetics and LSRW Skills (4+2)</b>	1. Hone pronunciation and able to speak fluently and with confidence 2. Speak with the right intonation and stress. 3. Write effectively and vocabulary is enhanced.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
<b>Exit with Certificate</b>					
3	<b>A3 Introduction to Mass Communication and Writing for Media I: Print, Radio (4+2)</b>	1. Will be acquainted with the history of the media. 2. Will be familiar with the basics of writing for print media, identify different kinds of writing and produce a journal. 3. Will identify, write, record, produce and edit different formats of radio programmes.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Visit to Press and Radio Station, Group Discussion, MOOC	60+40 Theory 30+20 Practicals

4	<b>A4 Introduction to Mass Communication and Writing for Media II: Creative Writing and New Media (4+2)</b>	<ol style="list-style-type: none"> <li>1. Will be familiar with the new trends in media.</li> <li>2. Will know the use and nuances of writing for social media.</li> <li>3. Will be acquainted with the principles of creative writing, including form, technique, and style and will be able to write /create short stories, brochures, write book reviews and travelogues.</li> </ol>		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals
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**Exit with Diploma**

5.	<b>A 5 Advertising (3+2)</b>  <b>A6 Content Writing and Technical Writing (3+2)</b>	<ol style="list-style-type: none"> <li>1. Acquainted with how communication is used to influence and persuade consumers.</li> <li>2. Enabled to create ads for different media.</li> <li>3. Ability to write effective business/professional communication and develop and make effective presentations.</li> <li>4. Knowledge of industry standards, processes, and concepts related to technical writing.</li> <li>5. Enhance their content writing skills.</li> <li>6. Write a simple user manual and write content for corporate /business communication.</li> </ol>		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Visit to an Ad Agency, MOOC	60+40 Theory 30+20 Practicals  60+40 Theory 30+20 Practicals
6.	<b>A7 Television and Film Making (3+2)</b>  <b>A8 EDP (3+2)</b>	<ol style="list-style-type: none"> <li>1. History of cinema - from silent to talkies and an understanding of various film forms.</li> <li>2. Analyse films and make short films/ documentaries.</li> <li>3. Knowledge of the opportunities and constraints for new business ideas.</li> <li>4. Write a business plan.</li> </ol>		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, visit to a film shooting site and a visit to a small-scale industry,	60+40 Theory 30+20 Practicals  60+40 Theory 30+20 Practicals



		5. Identify the elements of entrepreneurial ventures and understand the legal and financial conditions for starting a business venture.		MOOC	
<b>Exit with Bachelor of Arts</b>					
7.	<b>A9 Popular Culture (3+2)</b>	1. Introduce students to the history of popular culture and emergence of mass culture. 2. Role of mass media technology in shaping notions of self, identity, society, community. 3. Will be able to describe/analyse/critique popular culture artifacts.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals
	<b>A10 English Language Teaching (3+2) A11 Internship (3)</b>	1. On the job training experience. 2. Able to develop academic literacy, further studies and research. 3. Will develop skills to be critical thinkers, readers and writers.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals 60+40
8.	<b>A12 Translation Studies (3+2) A13 Communication for Development (3) A14 Dissertation (3)</b>	1. Know a few translation theories. 2. Understand the skills required to become a translator and what is meant by translation competence and be able to translate. 3. Be able to recognize and explain the concept and importance of development. 4. Be able to describe the use of different media in development communication. 5. Understand the role, reach and efficiency of traditional media and efficiency of new media for development campaigns.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Field Visit, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory 60+40 Theory
<b>Exit with Honours Degree</b>					

## Curriculum Structure for the Undergraduate Degree Program

### DSC: Communicative English

#### BA Model II C (with one core subject with practical and the other without practical)

Total Credits for the Program: 68

Starting year of Implementation: 2021-22

Name of the Degree Program: BA

Discipline/Subject: Communicative English

#### Program Articulation Matrix

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	<b>A1 Basics of Communication and Functional Grammar (4+2)</b>	1. Identify and understand the different parts of speech in English. 2. Talk about the past, present and future using suitable expressions and structures. 3. Communicate effectively in different social situations.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
2	<b>A2 Phonetics and LSRW Skills (4+2)</b>	1. Hone pronunciation and able to speak fluently and with confidence 2. Speak with the right intonation and stress. 3. Write effectively and vocabulary is enhanced.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
<b>Exit with Certificate</b>					
3	<b>A3 Introduction to Mass Communication and Writing for Media I: Print, Radio (4+2)</b>	1. Will be acquainted with the history of the media. 2. Will be familiar with the basics of writing for print media, identify different kinds of writing and produce a journal. 3. Will identify, write, record, produce and		Lecture, Presentation, Seminar, Practical sessions, Assignments, Visit to Press and Radio Station,	60+40 Theory 30+20 Practicals

		edit different formats of radio programmes.		Group Discussion, MOOC	
4	<b>A4 Introduction to Mass Communication and Writing for Media II: Creative Writing and New Media</b>  (4+2)	1. Will be familiar with the new trends in media. 2. Will know the use and nuances of writing for social media. 3. Will be acquainted with the principles of creative writing, including form, technique, and style and will be able to write /create short stories, brochures, write book reviews and travelogues.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals
<b>Exit with Diploma</b>					
5.	<b>A5 Advertising</b> (3+2) <b>A6 Content Writing and Technical Writing</b>  (3+2)	1. Acquainted with how communication is used to influence and persuade consumers. 2. Enabled to create ads for different media. 3. Ability to write effective business/professional communication and develop and make effective presentations. 4. Knowledge of industry standards, processes, and concepts related to technical writing. 5. Enhance their content writing skills. 6. Write a simple user manual and write content for corporate /business communication.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Visit to an Ad Agency, MOOC	60+40 Theory 30+20 Practicals  60+40 Theory 30+20 Practicals

6.	<b>A7 Television and Film Making (3+2)</b>  <b>A8 EDP (3+2)</b>	1. History of cinema - from silent to talkies and an understanding of various film forms. 2. Analyse films and make short films/documentaries. 3. Knowledge of the opportunities and constraints for new business ideas. 4. Write a business plan. 5. Identify the elements of entrepreneurial ventures and understand the legal and financial conditions for starting a business venture.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, visit to a film shooting site and a visit to a small-scale industry, MOOC	60+40 Theory 30+20 Practicals  60+40 Theory 30+20 Practicals
<b>Exit with Bachelor of Arts</b>					
7.	<b>A9 Popular Culture (3+2)</b>	1. Introduce students to the history of popular culture and emergence of mass culture. 2. Role of mass media technology in shaping notions of self, identity, society, community. 3. Will be able to describe/analyse/critique popular culture artifacts.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	70+30 Theory 30+20 Practicals
	<b>A10 English Language Teaching (3+2)</b> <b>A11 Internship (3)</b>	4. On the job training experience. 5. Able to develop academic literacy, further studies and research. 6. Will develop skills to be critical thinkers, readers and writers.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals  60+40
8.	<b>A12 Translation Studies (3+2)</b> <b>A13</b>	1. Know a few translation theories. 2. Understand the skills required to become a translator		Lecture, Presentation, Seminar, Practical sessions,	60+40 Theory 30+20 Practicals

	<b>Communication for Development (3)</b> <b>A14 Dissertation (3)</b>	and what is meant by translation competence and be able to translate. 3. Be able to recognize and explain the concept and importance of development. 4. Be able to describe the use of different media in development communication. 5. Understand the role, reach and efficiency of traditional media and efficiency of new media for development campaigns.		Assignments, Group Discussion, Field Visit, MOOC	60+40 Theory  60+40 Theory
<b>Exit with Honours Degree</b>					

### Assessment

#### Weightage for Assessments

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	20	30
Projects	40	60
Experiential Learning:	40	60
Internships and Dissertation	40	60

## Proposed Structure for Communicative English (DSC and OE)

For

I and II Semesters

### Semester I

Course	Paper	Credit	No. of Teaching Hours/Week	Total Marks/Assessment
<b>DCS 1</b>	A1 Basics of Communication and Functional Grammar	4	4	60+40
	Practicals	2	2	30+20
<b>OE 1</b>	Corporate Communication	3	3	60+40
		<b>Semester II</b>		
<b>DCS 2</b>	A2 Phonetics and LSRW Skills	4	4	60+40
	Practicals	2	2	30+20
<b>OE 2</b>	Travel Writing	3	3	60+40

## Discipline Core- Communicative English

### Semester 1

Course Title: Basics of Communication and Functional Grammar	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

#### Course Outcomes:

1. Identify and understand the different parts of speech in English.
2. English competence is developed in students.
3. Ability to identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses. Create an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

## BA Semester 1

### Title of the Course: Basics of Communication and Functional Grammar

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	52 or 56
<b>Content of Theory Course 1</b>			<b>52/56Hrs</b>
<b>Unit – 1</b>			13/14
<b>Module 1</b>			
Parts of Speech			
Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections			
Articles (Every component to be done in detail)			
<b>Module 2</b>			
Verbs			
Auxiliary- Modals- Finite- Non-finite			
<b>Module 3</b>			
Tenses			
<b>Unit – 2</b>			13/14
<b>Module 4</b>			
<b>Sentences</b>			
Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences			
Jumbled sentences- Jumbled paragraphs			
<b>Module 5</b>			
Concord			
Rules of Subject Verb Agreement			
<b>Module 6</b>			
Common Errors by Non- Native Speakers			
<b>Unit – 3</b>			13/14
<b>Module 7</b>			
Active and Passive Voice			
Direct and Indirect Speech			
<b>Module 8</b>			
Question Forms- Wh-, Yes/No, Question Tags			
<b>Module 9</b>			
Punctuation			
<b>Unit – 4</b>			13/14



<p><b>Module 10</b></p>	
<p>Introduction to Communication</p>	
<p>Definition – meaning – communication process -importance of communication - seven Cs of communication</p>	
<p><b>Module 11</b></p>	
<p>Types of Communication</p>	
<p>Formal and informal – Verbal and non-verbal - Oral and written communication-</p>	
<p>Visual communication- Body language - Sign language -Para language,</p>	
<p>Intrapersonal and interpersonal communication- Barriers to communication -</p>	
<p>Sender-centric – Receiver Centric-Socio-cultural barriers- Information overload -</p>	
<p>Overcoming communication barriers</p>	
<p><b>Module 12</b></p>	
<p>Situational Communication</p>	
<ul style="list-style-type: none"> <li>• Greeting and Introduction</li> </ul>	
<ul style="list-style-type: none"> <li>• Enquiry</li> </ul>	
<ul style="list-style-type: none"> <li>• Seeking/Granting/Refusing Permission</li> </ul>	
<ul style="list-style-type: none"> <li>• Asking and Giving Directions</li> </ul>	
<ul style="list-style-type: none"> <li>• Accepting and Declining Invitations</li> </ul>	
<ul style="list-style-type: none"> <li>• Making/Responding to Complaints</li> </ul>	
<ul style="list-style-type: none"> <li>• Congratulating</li> </ul>	
<ul style="list-style-type: none"> <li>• Sympathising</li> <li>• Persuasion</li> </ul>	

**Text Books:**

Communicative English – E. Suresh Kumar and P. Sree Hari, Orient Black Swan  
Intermediate English Grammar- Raymond Murphy, Cambridge University Press

**References:**

- A Practical English Grammar – A.J. Thomson, A.V. Martinet, Oxford University Press
- A Remedial English Grammar, F.T. Woods
- Advanced Grammar in Use- Martin Hewings, Cambridge University Press
- Basic English Usage- Michael Swan, OUP
- Business Communication- PD Chaturvedi and Mukesh Chaturvedi, Pearson
- Communication Skills - Sanjay Kumar, Pushpa Lata
- Essentials of Communication Skill and Skill Enhancement- By John O. Greene
- Grammar Practice Activities- Penny Ur
- Oxford Pocket Basic English Use- Michael Swan, OUP
- Oxford Practice Grammar – John Eastwood, Oxford University Press
- Practical English Usage- Michael Swan, OUP
- The Four Skills for Communication –Josh Sreedharan, Foundation Books
- The Quick and Easy Way to Effective Speaking- Dale Carnegie, New York: Pocket Books

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Project Work	10
<b>Total</b>	<b>40</b>

**Practical Component:**

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

**Discipline Core- Communicative English**

**Semester 2**

<b>Course Title: Phonetics and LSRW Skills</b>	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

## BA Semester 2

### Title of the Course: Phonetics and LSRW Skills

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/ Semester
<b>4</b>	<b>52 or 56</b>	<b>2</b>	<b>52 or 56</b>
<b>Content of Theory Course 2</b>			<b>52/56Hrs</b>
			13/14
Module 1	Introduction What is Phonetics? Production of Speech Sounds Air-stream mechanism Organs of Speech Articulatory System		
Module 2	Classification of Speech Sounds Consonants Vowels –Pure Vowels and Diphthongs		
Module 3	Minimal Pairs		
Module 4	Syllable Syllable Structure Composition of the syllable Consonant Cluster		
Unit – 2			13/14
Module 5	Stress Word accent/stress Sentence stress Intonation		
Module 6	Native language influence on English Transcription- Remedial phonetics - Error analysis - Accent neutralization - Practice session		
Module 7	Listening Skills		
Unit – 3			13/14
Module 8			

<p>Reading Comprehension – Skimming and scanning, Identifying main ideas, Drawing inferences</p> <p>Module 8</p> <p>Paragraph Writing</p> <p>Composition: Reflective, Descriptive, Narrative and Argumentative</p> <p>Module 9</p> <p>Summarizing</p> <p>Expansion Writing</p> <p>Dialogue Writing</p>	
Unit – 4	13/14
<p>Module 10</p> <p>Profile Writing and Resume</p> <p>Module 11</p> <p>E mail</p> <p>Module 12</p> <p>Vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Homonyms</p> <p>Homophones</p> <p>Commonly used Foreign Words in English</p> <p>Idioms and Phrases</p> <p>Collocation</p>	

### **Text Books**

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

A Textbook of English Phonetics for Indian Students – T. Balasubhramanian- Macmillan

### **References**

An Outline of English Phonetics- Daniel Jones

Better English Pronunciation – J.D. Connor – Cambridge University Press

Collins Business Skills and Communication

English for Practical Purposes by Patil, Valke, Thorat& Merchant- Macmillan

English Phonetics and Phonology – Peter Roach – Cambridge University Press

English Pronouncing Dictionary- Daniel Jones

English Pronunciation in Use- Martin Hewings- Cambridge University Press

English Vocabulary in Use- Felicity Odel

IELTS Advantage Speaking and Listening Skills- Jonathan Marks

Merriam-Webster’s Vocabulary Builder

Pronunciation Practice Activities – Martin Hewings – Cambridge University Press

Publications  
Vocabulary in Use

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Project Work	60
<b>Total</b>	<b>40</b>

### **Practical Component**

Practical Record

Listening Comprehension

Transcription

Reading Comprehension

## **Proposed Structure for OE**

**For**

**I and II Semesters**

<b>Semester I</b>
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<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/Assessment</b>
<b>OE 1</b>	Corporate Communication	3	3	60+40
		<b>Semester II</b>		
<b>OE 2</b>	Travel Writing	3	3	60+40

**OE I**  
**Corporate Communication**  
**Proposed Syllabus for I Semester**

Corporate communication intends to equip students with public speaking, effective presentation and facilitation skills.

**Programme Outcomes**

1. To formulate briefs and speeches
2. To write press releases
3. To handle media relations
4. To help in drafting communication strategies

**Syllabus**

**Module I**

Principles of Communication

**Module II**

The Art of Corporate communication

**Module III**

Kinds of Communication

**Module IV**

Communication Strategies

**Module V**

Business Letter Writing

**Module VI**

Communication related to Business meetings

**Module VII**

Media Relations

**Module VII**

E-Mail Etiquette

**Module IX**

Presentation Skills

**Reference:**

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

Corporate Communication: A Guide to Theory and Practice: Joep P. Cornelissen

Corporate Communication: Paul Argenti

English for Practical Purposes : Patil, Valke, Thorat and Merchant- Macmillan

## OE II

### Travel Writing

#### Proposed Syllabus for II Semester

##### Programme Outcomes:

1. Articulate the qualities of good travel writing
2. Maintain a travel journal
3. Take pictures to be used to accompany each piece of writing
4. Write vivid descriptions of travel experiences and describe people
5. Write short compelling pieces of travel writing from 200 – 500 words
6. Write a travel blog

##### Syllabus

###### Module I

Introduction to Travel Writing

Definition

History of Travel writing

###### Module 2

Travel Writing Today

###### Module 3

Qualities of a Travel Writer

###### Module 4

Specialised Travel Writing

Techniques of Travel Writing

###### Module 5

Illustrations and Photographs

###### Module 6

Write a travelogue with inputs

Travel Blogs

##### Reference:

Travel Writing and the Empire. Sachidananda Mohanty

Cambridge Introduction to Travel Writing, New York: Cambridge University

Gutkind, Lee. The Art of Creative Nonfiction

Indian Travel Writing, 1830-1947: Pramod K. Nayar

Literature, Travel and Colonial Writing: Andrew Hadfield

Nine Lives: William Dalrymple

The Routledge Companion to Travel Writing: Indian Travel Writing: Shobhana Bhattacharji



# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Options for  
Under Graduate Course- as per NEP 2020)**

**Syllabus for English  
III & IV Semester**

**2022-23 onwards**



No. BCU/ARTS/BOS/125/2022-23

Date: 14.10.2022

The Registrar  
Bengaluru City University  
Central College Campus  
Bengaluru 560001

Sub: Proceedings of the BoS meeting for UG – English

In continuation to a virtual meeting held on 1<sup>st</sup> of September 2022, Board of Studies physical meeting was convened on 10<sup>th</sup> of September, 2022 at 11:00 am in KSHEC Conference Hall. I am here by submitting the proceedings of the meeting of the Board of Studies of UG English, BCU held under the Chairmanship of Dr. T. N. Thandava Gowda.

**Proceedings of the Board of Studies in English - UG**

**Members Present**

<b>Dr. R. V. Sheela</b> Associate Professor and Head, Department of English, MES College of Arts, Commerce and Science, Malleswaram, Bengaluru-560003	<b>Dr. Kavita Shastri</b> Associate Professor and Head, Department of English and Media Studies, Vijaya College, Jayanagar, Bengaluru-560011.
<b>Prof. Leena Karanth. A</b> Assistant Professor and Head, Department of English, Bishop Cotton's Women's Christian College, Bengaluru-560001.	<b>Prof. Ayesha Firdose</b> Associate Professor, Department of English and Media Studies, Vijaya College, Jayanagar, Bengaluru-560011
<b>Dr. Narasimharaju. K</b> Associate Professor Department of English Govt. R.C. College of Commerce and Management Race Course Road, Bengaluru-560001.	<b>Prof. Prasanna Udipikar</b> Associate Professor and Head, Department of English and Media Studies, V.V.N Degree College, Bengaluru-560004.

P.T.O

Leave of absence was granted to the members unable to attend the meeting.

The BOS Chairman welcomed all the Members present and presented the following agendas of the meeting.

- 1) Review of Previous Meeting
- 2) B.Sc Syllabus
- 3) B.Com Syllabus
- 4) B.A. Syllabus
- 5) Additional English Syllabus
- 6) DSC English Honours III & IV Syllabus
- 7) DSC Communicative English III & IV Syllabus
- 8) Critical Thinking and Creative Writing Syllabus
- 9) Any other matter

Each agenda was discussed in detail and the syllabus was framed and approved as attached. With respect to the Open Elective, it was decided as below.

To make the title more specific, the board decided to change the title of the following Open Electives

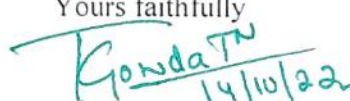
- I Semester - Critical Thinking and Creative Writing – Short Story
- II Semester - Critical Thinking and Creative Writing – Poems
- III Semester - Critical Thinking and Creative Writing – Plays
- IV Semester - Critical Thinking and Creative Writing – Film Review

as

- I Semester - Creative Writing in English – Short Story**
- II Semester - Creative Writing in English – Poems**
- III Semester - Creative Writing in English - Plays**
- IV Semester - Creative Writing in English – Film Review**

The board also decided to suggest including Formative Assessment marks as C1, C2, C3, C4 in the Internal Marks Portal as prescribed in the Syllabus. The meeting was concluded with vote of thanks by the Chairman of the committee to all the BoS members for contributing their best in framing the syllabus.

Thanking You

Yours faithfully  
  
Dr. Thandava Gowda TN

Copy to:

1. PS to the Hon'ble Vice Chancellor, Bengaluru City University
2. Finance Officer, Bengaluru City University



**GENERIC ENGLISH/L2**

**SYLLABUS**

*for*

**III SEMESTER**

**B.A./B.S.W./ B.A.(MUSIC)**

**AND OTHER COURSES**

**COMING UNDER FACULTY OF ARTS.**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
III Semester  
Generic English/L2  
B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH - L2**

**Name of the Degree Program: B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

<b>Title of the Course: GENERIC ENGLISH - L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**COURSE OBJECTIVES**

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

**COURSE OUTCOMES**

At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>III SEMESTER</b> <b>B.A./B.S.W./ B.A.(Music) and other Courses</b> <b>coming under Faculty of Arts.</b>		<b>50/56hrs</b>	<b>60</b> <b>marks</b>
<b>UNIT - I</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND</b> <b>LISTENING SKILLS</b>		<b>23 hrs</b>	<b>40</b> <b>marks</b>
<b>READING SKILLS</b>	<b>PLAY</b>		30 marks
	<i>The Purpose</i> by TP Kailasam	15 hrs	
<b>LISTENING SKILLS</b> <b>Audio version of the speeches to</b> <b>be emphasized</b>	<b>PERSUASIVE SPEECHES</b>	8 hrs	10 marks
	<i>My Vision for India</i> by Dr. APJ Abdul Kalam is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India.  <a href="https://youtu.be/neKaXXXKtHE?t=30">https://youtu.be/neKaXXXKtHE? t=30</a>		
	Martin Luther King's, <i>I Have a Dream</i> Speech, 1963 <a href="https://www.youtube.com/watch?v=smEqnklfYs">https://www.youtube.com/watch? v=smEqnklfYs</a>		
	The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management <a href="https://youtu.be/mMqJztCWbqA">https://youtu.be/mMqJztCWbqA</a>		
	The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. <a href="https://youtu.be/IqYqMhVxTsY">https://youtu.be/IqYqMhVxTsY</a>		
	Sachin Tendulkar's farewell speech at Wankhede Stadium <a href="https://www.youtube.com/watch?v=EYLF3qQCKM0">https://www.youtube.com/watch? v=EYLF3qQCKM0</a>		

<b>UNIT – II</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>23 hrs</b>	<b>20 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b>	5 hrs	
	<p style="text-align: center;"><b>Types</b></p> <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Demonstrative Presentation</li> </ul>		5 marks
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Writing</li> </ul> <p><b>Types of Paragraph Writing</b></p> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing,</li> </ul>	6 hrs	5 marks
	<b>BUSINESS CORRESPONDENCE</b>		
	<ul style="list-style-type: none"> <li>• Letters of Enquiry</li> <li>• Order Letters</li> <li>• Letters of Complaint</li> <li>• Reply to Letter of Complaint</li> <li>• Sales Letters</li> </ul>	6 hrs	5 marks
	<b>COMMERCIAL WRITING</b>	6 hrs	5 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		
<b>FORMATIVE ASSESSMENT</b>		<b>4 hrs</b>	
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>	<b>Discussion / Guidance for Experiential Learning under Formative Assessment</b>		

## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Project on Poster/Brochure  Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language

skill building must be organized.

- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**QUESTION PAPER PATTERN**  
**for**  
**B.A./B.S.W./ B.A.(Music) and other Courses**  
**coming under Faculty of Arts.**  
**III SEMESTER**  
**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- |      |  |         |
|------|--|---------|
| I.   | Answer in about a page. (2 questions out of 3)(Play based)     | 2x5=10  |
| II.  | Answer in about 2 – 3 pages (2 questions out of 3)(Play based) | 2x10=20 |
| III. | Answer in about a page. (2 questions out of 3)(Speeches based) | 2x5=10  |

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- |      |  |       |
|------|--|-------|
| IV.  | Provide 5 slides of the presentation (1 question out of 2) | 1x5=5 |
| V.   | Paragraph Writing (Attempt any 1 out of 3)                 | 1x5=5 |
| VI.  | Write any 1 Letter out of the given 2 Letters              | 1x5=5 |
| VII. | Poster/Brochure / Advertisement /Product Manual Writing    | 1x5=5 |



## BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

Bloom's taxonomy has three separate domains of educational activities

- Cognitive
- Psychomotor
- Affective

These domains are also referred to by the acronym KSA, as follows:

- K = Knowledge (cognitive)
- S = Skills (psychomotor)
- A = Attitudes (affective)

The objective is that all students should acquire new *knowledge*, *skills*, and *attitudes* about a given subject by the end of the course.

In Bloom's Taxonomy, there are six levels of skills:

The lowest level of challenge for learners and teachers is at the bottom of the taxonomy, and the most challenging level is at the top.

Lower Order Thinking (LOT) exists towards the bottom of the pyramid and involves remembering basic facts.

Higher Order Thinking (HOT) exists towards the top of the pyramid and requires applying knowledge, such as the ability to hypothesize and theorize.

These 6 levels can be used to structure the learning objectives, lessons, and assessments. Questions can be framed based on the verbs mentioned below:

*Knowledge:* Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List, Quote, Label.

*Understand:* Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire, Associate, Explore, Convert.

*Apply:* Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

*Analyze:* Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

*Evaluate:* Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

*Create:* Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

## PEDAGOGY

Student centric teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too. The course will also equip the student with job skills to become content writers, interpreters, translators, transcribers and also the course will facilitate preparation for competitive examinations such as UPSC/ KPSC/ IBPS/ SSC/ RAILWAYS/ TOEFL/ IELTS and such others.

Graphic novel – a narrative text uses language to recreate experience. Graphic novels combine text and pictures equally in order to convey a narrative.

Digital advertising promotes business, products, and services to generate brand awareness, sales, and more through digital, like Google, Facebook, YouTube, and such other social media.

<b>Reading Skills</b>	Reading Visual texts stimulates the imagination of the students resulting in impactful comprehension. The text could be used to teach the processes of understanding like ‘Interpreting’, ‘Exemplifying’, ‘Classifying’, ‘Summarizing’, ‘Inferring’, ‘Comparing’, and ‘Explaining’.
<b>Listening Skills</b>	Listening to the speeches of great personalities will teach voice modulation and expressive articulation. Students could be made to listen and reproduce the speech in an impactful manner. The students can be made to deliver speech on any topic of their choice as classroom activity.
<b>Speaking Skills</b>	Team leaders, marketing professionals, Sales people, financial and healthcare executives, human resources professionals, government staff, and other managerial people are expected to be good communicators. Presentations will help the students in effective information delivery. Games like <i>PowerPoint Karaoke</i> can be played where participants take turns presenting slide decks that they've never seen before. This would increase the confidence of the students to provide effective presentations.
<b>Writing Skills</b>	Writing skill increases career opportunities and increases productivity. The ability to write with brevity and clarity can be acquired by practice. Writing exercises can be taken from play or graphic narrative prescribed under Reading Skill.

	<p>Commercial writing which involves Advertisement writing is a marketing communication that aims to promote or provide information about a product, idea or service. Advertisements are usually communicated through mass media such as newspapers, magazines, radio, televisions, social media, and blog.</p> <p>Students can be given assignments on blog writing, product manual, posters and brochures.</p>
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## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
- Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2005, 2020.
- Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
- Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
- Stannard [Allen William](#). *Living English Structure*. Longman, London, 1974.
- Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
- Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
- Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
- Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5<sup>th</sup> Edition.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



## **GENERIC ENGLISH/L2**

### **SYLLABUS**

*for*

### **IV SEMESTER**

**B.A./B.S.W./ B.A.(Music)**

**and other Courses coming under**

**Faculty of Arts.**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
IV Semester  
Generic English/L2  
B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH /L2**

**Name of the Degree Program: B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Total Credits for the Program: 03**

**Teaching hours per week: 4**

<b>TITLE OF THE COURSE: GENERIC ENGLISH – L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**COURSE OBJECTIVES**

- 1) To enhance the students' creative, interpretative and critical thinking
- 2) To equip the students to communicate confidently and effectively
- 3) To prepare for various interviews and professional contexts
- 4) To build persuasive and creative social media writing skills
- 5) To develop analytical and evaluative skills
- 6) To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) To enable students for self-expression

**COURSE OUTCOMES**

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills to communicate confidently and effectively

- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

<b>IV SEMESTER</b>			<b>60</b>
<b>B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.</b>		<b>50/56hrs</b>	<b>marks</b>
<b>UNIT – 1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter 1 READING SKILLS</b>	<b>Novel</b>	18 hrs	30 marks
	<i>DWEEPA</i> by Na. D'Souza		
<b>Chapter 2 LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b>	5 hrs	
	Lewis Carroll's <i>The Walrus and the Carpenter</i>	3 hrs	10 marks
	GS Shivrudrappa's <i>Beyond Memories</i> translated by C Ravikumar		
	Simon Sinek 's talk on <i>How great leaders inspire Action</i> <a href="https://www.youtube.com/watch?v=qp0HIF3Sfi4">https://www.youtube.com/watch?v=qp0HIF3Sfi4</a>	2 hrs	
	'Impossible' to 'I'm Possible'   Sparsh Shah   <a href="https://www.youtube.com/watch?v=bC0hIK7WGcM">https://www.youtube.com/watch?v=bC0hIK7WGcM</a>		
<b>UNIT – 2</b>			
<b>PRODUCTIVE SKILLS SPEAKING SKILLS AND WRITING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter – 3 SPEAKING SKILLS (Formative Assessment)</b>	• <i>Pechakucha</i> Presentation	4 hrs	
	• Group Discussion		

	<ul style="list-style-type: none"> <li>• Public Speaking</li> </ul>		
<b>Chapter – 4 WRITING SKILLS</b>	<b>TECHNICAL WRITING</b>		5 marks
	<ul style="list-style-type: none"> <li>• Copy writing</li> </ul>	8 hrs	
	<ul style="list-style-type: none"> <li>• Business Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>• Travel Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>• Article Writing</li> </ul>		
<b>E-correspondence and Content Writing Skills</b>			
	<ul style="list-style-type: none"> <li>• <b>E-mail Casual and Professional</b></li> </ul>	5 hrs	10marks
	Requisition Letters, Apology Letters, Appreciation Letters, Congratulation Letters, Acknowledgement Letters		
	<b>Social Media Content Writing skills</b>	6hrs	5 marks
	Dos & Don'ts of Writing on Social Media Platforms, Blog Writing, Writing Profiles		
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>		<b>4hrs</b>	
Discussion /Guidance for Experiential Learning under Formative Assessment			



## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

#### A. FORMATIVE ASSESSMENT – 40 Marks

#### B. SUMMATIVE ASSESSMENT – 60 Marks

#### Total – 100 Marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – <i>Pechakucha/ Group Discussion/ Public Speaking</i>	10
<p style="text-align: center;">Experiential Learning (Any 2 Activities)</p> <ul style="list-style-type: none"> <li>• Blog Writing</li> <li>• Report on any Mega event/Field Visit</li> <li>• Internship- teaching English for school children,</li> <li>• Project Work (any topic related to the components in the textbook)</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> <li>• The activities taken up in the III Semester should not be repeated in the IV Semester.</li> </ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of

respondents to obtain information and insights into various topics of interest.

- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
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- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate

**SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

**For**

**B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**IV SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- I. Answer in about a page. (2 questions out of 3) (based on Novel) 2x5=10  
II. Answer in about 2 – 3 pages (2 questions out of 3) (based on Novel) 2x10=20  
III. Elaborate the quote (2 questions out of 3)  
(Attempt 1 each based on poems and Tedtalks) 2x5=10

**UNIT – 2**

**i. PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- IV. Technical Writing (Any 1 question out of 2) 1x5=5  
V. Email (Any 2 question out of 3) 2x5=10  
VI. Social Media Content Writing (Any 1 question out of 2) 1x5=5

## BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

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*Apply:* Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

*Analyze:* Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

*Evaluate:* Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

*Create:* Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

## PEDAGOGY

Learner oriented teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too.

**Novella or Novel** – is a narrative text which uses language to recreate experiences. This can be used to teach students how to outline their experiences into meaningful narratives. Theme, plot, structure, characterisation, dialogues, contexts and narratives help the students to be articulative.

<b>Reading Skills</b>	Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills. Reading the text will also help students to develop vocabulary building, clarity in comprehension, and decoding of written language and texts. Reading aloud will improve pronunciation of the reader.
<b>Listening Skills</b>	Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills.  Role plays based on the life writings novella/novel, video-audio clippings of the life writings novella/novel or similar situation-based videos played in the classroom will help the students to listen to the proper pronunciation of the words, modulation of voice, intonation and effective delivery of speech.
<b>Writing Skills</b>	Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising. Report writing, social media writing and Email writing enhance the skills needed in professional sphere. Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed. Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, note making, paraphrasing and vocabulary building. Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills. Life writing/novella/novel can also be used for story writing, character analysis, recreating the context from different perspectives to build critical thinking and creative writing.
<b>Speaking Skills</b>	Presentation Skills refine communicative ability. Using effective and influential slides for visual communication, use of effective language in verbal communication and building good rapport with the audience through interpersonal communication play a vital role in presentations. Impactful use of non-verbal language can be taught through visuals. Life writing/novella/novel has to be used to provide loud reading practice.

	Role plays, dialogue delivery, oral narration of the situations by the students, vocabulary games and oral presentation of the themes in the novella should be done to enhance the speaking skills of the students. Students can be asked for short presentations based on the life writing/novella/novel for effective and confident communication skills.
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## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
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- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



# **GENERIC ENGLISH/L2**

## **SYLLABUS**

### **III SEMESTER**

**B.Sc. /B.C. A / B.Sc. (FAD) / B.V. A  
and**

**other courses coming under**

**Faculty of Science**

**2022-23**

## Syllabus for the Undergraduate Degree Program

2022-23

### III Semester

### Generic English/L2

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under  
Faculty of Science**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH - L2**

**Name of the Degree Program: B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other  
courses coming under Faculty of Science**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

Title of the Course: GENERIC ENGLISH - L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

#### COURSE OBJECTIVES

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

#### COURSE OUTCOMES

At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyze, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.



<b>III SEMESTER</b> <b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses</b> <b>coming under Faculty of Science</b>		<b>50/56hrs</b>	<b>60</b> <b>marks</b>
<b>UNIT - I</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND</b> <b>LISTENING SKILLS</b>		<b>23 hrs</b>	<b>40</b> <b>marks</b>
<b>READING SKILLS</b>	<b>PLAY</b>		30 marks
	<i>The Life of Galileo</i> by Bertolt Brecht	15 hrs	
<b>LISTENING SKILLS</b> <b>Audio version of the speeches to</b> <b>be emphasized</b>	<b>PERSUASIVE SPEECHES</b>	8 hrs	10 marks
	<b>Dr. B R Ambedkar's</b> Constituent Assembly Speech on Dec 17,1946 <a href="https://www.youtube.com/watch?v=2VFm0Uo63rY">https://www.youtube.com/watch? v=2VFm0Uo63rY</a>		
	“My Vision for India” by <b>Dr. APJ</b> <b>Abdul Kalam</b> is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India. <a href="https://youtu.be/neKaXXXKtHE?t=30">https://youtu.be/neKaXXXKtHE? t=30</a>		
	<b>Sachin Tendulkar's</b> farewell speech at Wankhede Stadium <a href="https://www.youtube.com/watch?v=EYLF3qQCKM0">https://www.youtube.com/watch? v=EYLF3qQCKM0</a>		
	<b>Malala Yousafzai's</b> Nobel Peace Prize acceptance speech <a href="https://www.youtube.com/watch?v=8hx0ajieM3M">https://www.youtube.com/watch? v=8hx0ajieM3M</a>		
	The Speech of <b>Chief Seattle</b> <a href="https://www.youtube.com/watch?v=2uOM2stiVfk">https://www.youtube.com/watch? v=2uOM2stiVfk</a>		

<b>UNIT – II</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>23 hrs</b>	<b>20 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b>	5 hrs	
	<p style="text-align: center;"><b>Types</b></p> <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Demonstrative Presentation</li> </ul>		5 marks
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Writing</li> </ul> <p><b>Types of Paragraph Writing</b></p> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>	6 hrs	5 marks
	<b>BUSINESS CORRESPONDENCE</b>		
	<ul style="list-style-type: none"> <li>• Letters of Enquiry</li> <li>• Order Letters</li> <li>• Letters of Complaint</li> <li>• Reply to Letter of Complaint</li> <li>• Sales Letters</li> </ul>	6 hrs	5 marks
	<b>COMMERCIAL WRITING</b>	6 hrs	5 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		
<b>FORMATIVE ASSESSMENT</b>		<b>4 hrs</b>	
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>	<b>Discussion / Guidance for Experiential Learning under Formative Assessment</b>		

## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Project on Poster/Brochure Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.

- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning (PBL)** through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

## **B. SUMMATIVE ASSESSMENT – 60 Marks**

### **QUESTION PAPER PATTERN**

**for**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under**

**Faculty of Science**

**III SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

### **UNIT – 1**

#### **RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- |      |  |         |
|------|--|---------|
| I.   | Answer in about a page. (2 questions out of 3)(Play based)     | 2x5=10  |
| II.  | Answer in about 2 – 3 pages (2 questions out of 3)(Play based) | 2x10=20 |
| III. | Answer in about a page. (2 questions out of 3)(Speeches based) | 2x5=10  |

### **UNIT – 2**

#### **PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- |      |  |       |
|------|--|-------|
| IV.  | Provide 5 slides of the presentation (1 question out of 2) | 1x5=5 |
| V.   | Paragraph Writing (Attempt any 1 out of 3)                 | 1x5=5 |
| VI.  | Write any 1 Letter out of the given 2 Letters              | 1x5=5 |
| VII. | Poster/Brochure / Advertisement /Product Manual Writing    | 1x5=5 |

## BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

Bloom's taxonomy has three separate domains of educational activities

- Cognitive
- Psychomotor
- Affective

These domains are also referred to by the acronym KSA, as follows:

- K = Knowledge (cognitive)
- S = Skills (psychomotor)
- A = Attitudes (affective)

The objective is that all students should acquire new *knowledge*, *skills*, and *attitudes* about a given subject by the end of the course.

In Bloom's Taxonomy, there are six levels of skills:

The lowest level of challenge for learners and teachers is at the bottom of the taxonomy, and the most challenging level is at the top.

Lower Order Thinking (LOT) exists towards the bottom of the pyramid and involves remembering basic facts.

Higher Order Thinking (HOT) exists towards the top of the pyramid and requires applying knowledge, such as the ability to hypothesize and theorize.

These 6 levels can be used to structure the learning objectives, lessons, and assessments. Questions can be framed based on the verbs mentioned below:

*Knowledge:* Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List, Quote, Label.

*Understand:* Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire,

Associate, Explore, Convert.

*Apply:* Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

*Analyze:* Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

*Evaluate:* Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

*Create:* Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

## PEDAGOGY

Student centric teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too. The course will also equip the student with job skills to become content writers, interpreters, translators, transcribers and also the course will facilitate preparation for competitive examinations such as UPSC/ KPSK/ IBPS/ SSC/ RAILWAYS/ TOEFL/ IELTS and such others.

Graphic novel – a narrative text uses language to recreate experience. Graphic novels combine text and pictures equally in order to convey a narrative.

Digital advertising promotes business, products, and services to generate brand awareness, sales, and more through digital, like Google, Facebook, YouTube, and such other social media.

<b>Reading Skills</b>	Reading Visual texts stimulates the imagination of the students resulting in impactful comprehension. The text could be used to teach the processes of understanding like ‘Interpreting’, ‘Exemplifying’, ‘Classifying’, ‘Summarizing’, ‘Inferring’, ‘Comparing’, and ‘Explaining’.
<b>Listening Skills</b>	Listening to the speeches of great personalities will teach voice modulation and expressive articulation. Students could be made to listen and reproduce the speech in an impactful manner. The students can be made to deliver speech on any topic of their choice as classroom activity.
<b>Speaking Skills</b>	Team leaders, marketing professionals, Sales people, financial and healthcare executives, human resources professionals, government staff, and other managerial people are expected to be good communicators. Presentations will help the students in effective information delivery. Games like <i>PowerPoint Karaoke</i> can be played where participants take turns presenting slide decks that they've never seen before. This would increase the confidence of the students to provide effective presentations.
<b>Writing Skills</b>	Writing skill increases career opportunities and increases productivity. The ability to write with brevity and clarity can be acquired by practice. Writing exercises can be taken from play or graphic narrative prescribed under Reading Skill. Commercial writing which involves Advertisement writing is a marketing communication that aims to promote or provide information about a product, idea or service. Advertisements are usually communicated through mass media such as newspapers, magazines, radio, televisions, social media, and blog. Students can be given assignments on blog writing, product manual, posters and brochures.

## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
- Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2005, 2020.
- Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
- Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
- Stannard [Allen William](#) . *Living English Structure*. Longman, London, 1974.
- Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
- Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
- Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
- Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5<sup>th</sup> Edition.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.





# GENERIC ENGLISH/L2

## SYLLABUS

*for*

## IV SEMESTER

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A**

**and other courses coming under**

**Faculty of Science**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23**

**IV Semester**

**GENERIC ENGLISH/L2**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming  
under Faculty of Science**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH /L2**

**Name of the Degree Program: B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses  
coming under Faculty of Science**

**Total Credits for the Program: 03**

**Teaching hours per week: 4**

<b>TITLE OF THE COURSE: GENERIC ENGLISH – L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**COURSE OBJECTIVES**

- 1) To enhance the students' creative, interpretative and critical thinking
- 2) To equip the students to communicate confidently and effectively
- 3) To prepare for various interviews and professional contexts
- 4) To build persuasive and creative social media writing skills
- 5) To develop analytical and evaluative skills
- 6) To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) To enable students for self-expression

**COURSE OUTCOMES**

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

<b>IV SEMESTER</b>			<b>60</b>
<b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science</b>		<b>50/56hrs</b>	<b>marks</b>
<b>UNIT – 1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter 1 READING SKILLS</b>	<b>Novel</b>	18 hrs	30 marks
	<i>Siddhartha</i> by Hermann Hesse		
<b>Chapter 2 LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b>	5 hrs	
	<i>Caged Bird</i> by Maya Angelou	3 hrs	5 marks
	<i>The Force that through the Green Fuse Drives the Flower</i> by Dylan Thomas		
	Exploring Ableism - An Invitation to create an inclusive society   Gagan Chhabra   TEDxOsloMet <a href="https://www.youtube.com/watch?v=EFhL9Bf6a_I">https://www.youtube.com/watch?v=EFhL9Bf6a_I</a>	2 hrs	5 marks
	School strike for climate - save the world by changing the rules   Greta Thunberg   TEDxStockholm <a href="https://www.youtube.com/watch?v=EAmUIEsN9A">https://www.youtube.com/watch?v=EAmUIEsN9A</a>		
<b>UNIT – 2</b>			
<b>PRODUCTIVE SKILLS SPEAKING SKILLS AND WRITING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter – 3 SPEAKING SKILLS (Formative Assessment)</b>	• <i>Pechakucha</i> Presentation	4 hrs	
	• Group Discussion		
	• Public Speaking		
<b>WRITING SKILLS</b>	<b>TECHNICAL WRITING</b>		5 marks
	• Copy writing	8 hrs	
	• Business Writing		
	• Travel Writing		

	<ul style="list-style-type: none"> <li>• Article Writing</li> </ul>		
<b>E-correspondence and Content Writing Skills</b>			
	<ul style="list-style-type: none"> <li>• <b>E-mail Casual and Professional</b></li> </ul>	5 hrs	10 marks
	Requisition Letters, Apology Letters, Appreciation Letters, Congratulation Letters, Acknowledgement Letters		
	<b>Social Media Content Writing skills</b>	6hrs	5 marks
	Dos & Don'ts of Writing on Social Media Platforms, Blog Writing, Writing Profiles		
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>		<b>4hrs</b>	
Discussion /Guidance for Experiential Learning under Formative Assessment			

## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

#### A. FORMATIVE ASSESSMENT – 40 Marks

#### B. SUMMATIVE ASSESSMENT – 60 Marks

#### Total – 100 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation – <i>Pechakucha</i> Group Discussion/ Public Speaking	10
Experiential Learning (Any 2 Activities)	20
<ul style="list-style-type: none"> <li>• Blog Writing</li> <li>• Report on any Mega event/Field Visit</li> <li>• Internship- teaching English for school children,</li> <li>• Project Work (any topic related to the components in the textbook)</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> <li>• The activities taken up in the III Semester should not be repeated in the IV Semester.</li> </ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
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- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate

**SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

**for**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under**

**Faculty of Science**

**IV SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

1. Answer in about a page. (2 questions out of 3) (based on Novel) 2x5=10
2. Answer in about 2 – 3 pages (2 questions out of 3) (based on Novel) 2x10=20
3. Elaborate the quote (2 questions out of 3) (Attempt 1 each based on poems and Tedtalks) 2x5=10

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

4. Technical Writing (Any 1 question out of 2) 1x5=5
5. Email (Any 2 question out of 3) 2x5=10
6. Social Media Content Writing (Any 1 question out of 2) 1x5=5

## BLOOM'S TAXONOMY ASSESSMENT

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*Analyze:* Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

*Evaluate:* Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

*Create:* Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.



## PEDAGOGY

Learner oriented teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too.

**Novella or Novel** – is a narrative text which uses language to recreate experiences. This can be used to teach students how to outline their experiences into meaningful narratives. Theme, plot, structure, characterisation, dialogues, contexts and narratives help the students to be articulate.

<b>Reading Skills</b>	<p>Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills.</p> <p>Reading the text will also help students to develop vocabulary building, clarity in comprehension, and decoding of written language and texts.</p> <p>Reading aloud will improve pronunciation of the reader.</p>
<b>Listening Skills</b>	<p>Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills.</p> <p>Role plays based on the life writings novella/novel, video-audio clippings of the life writings novella/novel or similar situation-based videos played in the classroom will help the students to listen to the proper pronunciation of the words, modulation of voice, intonation and effective delivery of speech.</p>
<b>Writing Skills</b>	<p>Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising.</p> <p>Report writing, social media writing and Email writing enhance the skills needed in professional sphere.</p> <p>Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed.</p> <p>Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, note making, paraphrasing and vocabulary building.</p> <p>Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills.</p> <p>Life writing/novella/novel can also be used for story writing, character analysis, recreating the context from different perspectives to build critical thinking and creative writing.</p>
<b>Speaking Skills</b>	<p>Presentation Skills refine communicative ability.</p> <p>Using effective and influential slides for visual communication, use of effective language in verbal communication and building good rapport with the audience through interpersonal communication play a vital role in presentations.</p> <p>Impactful use of non-verbal language can be taught through visuals.</p> <p>Life writing/novella/novel has to be used to provide loud reading practice.</p> <p>Role plays, dialogue delivery, oral narration of the situations by the</p>

	students, vocabulary games and oral presentation of the themes in the novella should be done to enhance the speaking skills of the students. Students can be asked for short presentations based on the life writing/novella/novel for effective and confident communication skills.
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## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
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- Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
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- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



# GENERIC ENGLISH/L2

## SYLLABUS

*for*

## III SEMESTER

**B.Com./BBA and other courses coming  
under  
Faculty of Commerce and Management**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
III Semester  
Generic English/L2  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH - L2**

**Name of the Degree Program: BCom/BBA/ and other courses coming under Faculty of  
Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

<b>Title of the Course: GENERIC ENGLISH - L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**COURSE OBJECTIVES**

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

**COURSE OUTCOMES**

At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>III SEMESTER</b> <b>B.Com./BBA and other courses coming under</b> <b>Faculty of Commerce and Management</b>		<b>50/56hrs</b>	<b>60</b> <b>marks</b>
<b>UNIT - I</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND</b> <b>LISTENING SKILLS</b>		<b>23 hrs</b>	<b>40</b> <b>marks</b>
<b>READING SKILLS</b>	<b>PLAY</b>		30 marks
	Mahesh Dattani's <i>Dance Like a Man</i>	15 hrs	
<b>LISTENING SKILLS</b> Audio version of the speeches to be emphasized	<b>PERSUASIVE SPEECHES</b>	8 hrs	10 marks
	<b>Swami Vivekananda's speech at the World Parliament of Religions in Chicago</b> <a href="https://www.youtube.com/watch?v=cdTy8e7XMxA">https://www.youtube.com/watch?v=cdTy8e7XMxA</a>		
	<b>Mahatma Gandhiji's speech at Kingsley Hall, London. 1931</b> <a href="https://www.youtube.com/watch?v=brOVuLg5UoI">https://www.youtube.com/watch?v=brOVuLg5UoI</a>		
	<b>Steve Jobs' famous Stanford commencement speech</b> <a href="https://www.youtube.com/watch?v=Tuw8hxrFBH8">https://www.youtube.com/watch?v=Tuw8hxrFBH8</a>		
	<b>JK Rowling's speech at Harvard University on 'The Fringe Benefits of Failure, and the Importance of Imagination'</b> <a href="https://www.youtube.com/watch?v=wHGqp8lz36c&amp;t=54s">https://www.youtube.com/watch?v=wHGqp8lz36c&amp;t=54s</a>		
	<b>Subroto Bagchi's Go Kiss The World – Inspirational Speech</b> <a href="https://youtu.be/r_B94mSQqvY">https://youtu.be/r_B94mSQqvY</a> <a href="https://youtu.be/3Q7DCWoysf8">https://youtu.be/3Q7DCWoysf8</a> <a href="https://youtu.be/zMyAeg3iQ5E">https://youtu.be/zMyAeg3iQ5E</a>		

<b>UNIT – II</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>23 hrs</b>	<b>20 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b>	5 hrs	
	<b>Types -</b> <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>		5 marks
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Writing</li> </ul> <b>Types of Paragraph Writing</b> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> </ul>	6 hrs	5 marks
	<b>BUSINESS CORRESPONDENCE</b>		
	<ul style="list-style-type: none"> <li>• Letters of Enquiry</li> <li>• Order Letters</li> <li>• Letters of Complaint</li> <li>• Reply to Letter of Complaint</li> <li>• Sales Letters</li> </ul>	6 hrs	5 marks
	<b>COMMERCIAL WRITING</b>	6 hrs	5 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		
<b>FORMATIVE ASSESSMENT</b>		<b>4 hrs</b>	
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>	<b>Discussion / Guidance for Experiential Learning under Formative Assessment</b>		

## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Project on Poster/Brochure Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.

- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning (PBL)** through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

for

**B.Com./BBA and other courses coming under**

**Faculty of Commerce and Management**

**III SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- |      |  |         |
|------|--|---------|
| I.   | Answer in about a page. (2 questions out of 3)(Play based)     | 2x5=10  |
| II.  | Answer in about 2 – 3 pages (2 questions out of 3)(Play based) | 2x10=20 |
| III. | Answer in about a page. (2 questions out of 3)(Speeches based) | 2x5=10  |

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- |      |   |       |
|------|---|-------|
| IV.  | Provide 5 slides of the presentation (1 question out of 2)                          | 1x5=5 |
| V.   | Paragraph Writing (Attempt any 1 out of 2)  | 1x5=5 |
| VI.  | Write any 1 Letter out of the given 2 Letters                                       | 1x5=5 |
| VII. | Poster/Brochure / Advertisement /Product Manual Writing<br>(Attempt any 1 out of 2) | 1x5=5 |



## BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

Bloom's taxonomy has three separate domains of educational activities

- Cognitive
- Psychomotor
- Affective

These domains are also referred to by the acronym KSA, as follows:

- K = Knowledge (cognitive)
- S = Skills (psychomotor)
- A = Attitudes (affective)

The objective is that all students should acquire new *knowledge*, *skills*, and *attitudes* about a given subject by the end of the course.

In Bloom's Taxonomy, there are six levels of skills:

The lowest level of challenge for learners and teachers is at the bottom of the taxonomy, and the most challenging level is at the top.

Lower Order Thinking (LOT) exists towards the bottom of the pyramid and involves remembering basic facts.

Higher Order Thinking (HOT) exists towards the top of the pyramid and requires applying knowledge, such as the ability to hypothesize and theorize.

These 6 levels can be used to structure the learning objectives, lessons, and assessments. Questions can be framed based on the verbs mentioned below:

*Knowledge*: Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List,

Quote, Label.

*Understand:* Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire, Associate, Explore, Convert.

*Apply:* Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

*Analyze:* Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

*Evaluate:* Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

*Create:* Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

## PEDAGOGY

Student centric teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too. The course will also equip the student with job skills to become content writers, interpreters, translators, transcribers and also the course will facilitate preparation for competitive examinations such as UPSC/ KPSK/ IBPS/ SSC/ RAILWAYS/ TOEFL/ IELTS and such others.

Graphic novel – a narrative text uses language to recreate experience. Graphic novels combine text and pictures equally in order to convey a narrative.

Digital advertising promotes business, products, and services to generate brand awareness, sales, and more through digital, like Google, Facebook, YouTube, and such other social media.

<b>Reading Skills</b>	Reading Visual texts stimulates the imagination of the students resulting in impactful comprehension. The text could be used to teach the processes of understanding like ‘Interpreting’, ‘Exemplifying’, ‘Classifying’, ‘Summarizing’, ‘Inferring’, ‘Comparing’, and ‘Explaining’.
<b>Listening Skills</b>	Listening to the speeches of great personalities will teach voice modulation and expressive articulation. Students could be made to listen and reproduce the speech in an impactful manner. The students can be made to deliver speech on any topic of their choice as classroom activity.
<b>Speaking Skills</b>	Team leaders, marketing professionals, Sales people, financial and healthcare executives, human resources professionals, government staff, and other managerial people are expected to be good communicators. Presentations will help the students in effective information delivery. Games like <i>PowerPoint Karaoke</i> can be played where participants take turns presenting slide decks that they've never seen before. This would increase the confidence of the students to provide effective presentations.
<b>Writing Skills</b>	Writing skill increases career opportunities and increases productivity. The ability to write with brevity and clarity can be acquired by practice. Writing exercises can be taken from play or graphic narrative prescribed under Reading Skill. Commercial writing which involves Advertisement writing is a marketing communication that aims to promote or provide information about a product, idea or service. Advertisements are usually communicated through mass media such as newspapers, magazines, radio, televisions, social media, and blog. Students can be given assignments on blog writing, product manual, posters and brochures.

## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
- Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2005, 2020.
- Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
- Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
- Stannard [Allen William](#). *Living English Structure*. Longman, London, 1974.
- Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
- Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
- Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
- Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5<sup>th</sup> Edition.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



# GENERIC ENGLISH/L2

## SYLLABUS

*for*

## IV SEMESTER

**B.Com./BBA and other courses coming  
under  
Faculty of Commerce and Management**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
IV Semester  
Generic English/L2  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH /L2**

**Name of the Degree Program: B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hours per week: 4**

<b>TITLE OF THE COURSE: GENERIC ENGLISH – L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**COURSE OBJECTIVES**

- 1) To enhance the students' creative, interpretative and critical thinking
- 2) To equip the students to communicate confidently and effectively
- 3) To prepare for various interviews and professional contexts
- 4) To build persuasive and creative social media writing skills
- 5) To develop analytical and evaluative skills
- 6) To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) To enable students for self-expression

**COURSE OUTCOMES**

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

<b>IV SEMESTER</b>			<b>60</b>
<b>B.Com./BBA and other courses coming under Faculty of Commerce and Management</b>		<b>50/56hrs</b>	<b>marks</b>
<b>UNIT – 1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter 1 READING SKILLS</b>	<b>Novel</b>	18 hrs	30 marks
	<i>The Financial Expert</i> by RK Narayan		
<b>Chapter 2 LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b>	5 hrs	5 marks
	<i>Stopping by Woods on a Snowy Evening</i> by Robert Frost	3 hrs	
	<i>Vachanas</i>		
	TED Talk by Kailash Satyarthi: How to make peace? Get angry <a href="https://www.youtube.com/watch?v=HI7zfpitZpo&amp;t=446s">https://www.youtube.com/watch?v=HI7zfpitZpo&amp;t=446s</a>	2 hrs	5 marks
	Destigmatizing Disability   Preethi Srinivasan  TEDxYouth@Hyderabad <a href="https://www.youtube.com/watch?v=dW52GqY_NVQ">https://www.youtube.com/watch?v=dW52GqY_NVQ</a>		
<b>UNIT – 2</b>			
<b>PRODUCTIVE SKILLS SPEAKING SKILLS AND WRITING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter – 3 SPEAKING SKILLS (Formative Assessment)</b>	• <i>Pechakucha</i> Presentation	4 hrs	
	• Group Discussion		
	• Public Speaking		
<b>Chapter – 4 WRITING SKILLS</b>	<b>TECHNICAL WRITING</b>		5 marks
	• Copy writing	8 hrs	

	<ul style="list-style-type: none"> <li>• Business Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>• Travel Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>• Article Writing</li> </ul>		
<b>E-correspondence and Content Writing Skills</b>			
	<ul style="list-style-type: none"> <li>• <b>E-mail Casual and Professional</b></li> </ul>	5 hrs	10 marks
	Requisition Letters, Apology Letters, Appreciation Letters, Congratulation Letters, Acknowledgement Letters		
	<ul style="list-style-type: none"> <li>• <b>Social Media Content Writing skills</b></li> </ul>	6hrs	5 marks
	Dos & Don'ts of Writing on Social Media Platforms, Blog Writing, Writing Profiles		
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>		<b>4hrs</b>	
Discussion /Guidance for Experiential Learning under Formative Assessment			



## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

#### A. FORMATIVE ASSESSMENT – 40 Marks

#### B. SUMMATIVE ASSESSMENT – 60 Marks

#### Total – 100 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation – <i>Pechakucha/ Group Discussion/ Public Speaking</i>	10
Experiential Learning (Any 2 Activities) <ul style="list-style-type: none"> <li>• Blog Writing</li> <li>• Report on any Mega event/Field Visit</li> <li>• Internship- teaching English for school children,</li> <li>• Project Work (any topic related to the components in the textbook)</li> </ul>	20
Note: <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> <li>• The activities taken up in the III Semester should not be repeated in the IV Semester.</li> </ul>	
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.

- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
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- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate

**SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

for

**B.Com./BBA and other courses coming under**

**Faculty of Commerce and Management**

**IV SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

1. Answer in about a page. (2 questions out of 3) (based on Novel) 2x5=10
2. Answer in about 2 – 3 pages (2 questions out of 3) (based on Novel) 2x10=20
3. Elaborate the quote (2 questions out of 3) (Attempt 1 each based on poems and Tedtalks) 2x5=10

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

4. Technical Writing (Any 1 question out of 2) 1x5=5
5. Email (Any 2 question out of 3) 2x5=10
6. Social Media Content Writing (Any 1 question out of 2) 1x5=5

## BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

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- Affective

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*Analyze:* Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

*Evaluate:* Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

*Create:* Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

## PEDAGOGY

Learner oriented teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too.

**Novella or Novel** – is a narrative text which uses language to recreate experiences. This can be used to teach students how to outline their experiences into meaningful narratives. Theme, plot, structure, characterisation, dialogues, contexts and narratives help the students to be articulate.

<b>Reading Skills</b>	<p>Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills.</p> <p>Reading the text will also help students to develop vocabulary building, clarity in comprehension, and decoding of written language and texts.</p> <p>Reading aloud will improve pronunciation of the reader.</p>
<b>Listening Skills</b>	<p>Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills.</p> <p>Role plays based on the life writings novella/novel, video-audio clippings of the life writings novella/novel or similar situation-based videos played in the classroom will help the students to listen to the proper pronunciation of the words, modulation of voice, intonation and effective delivery of speech.</p>
<b>Writing Skills</b>	<p>Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising.</p> <p>Report writing, social media writing and Email writing enhance the skills needed in professional sphere.</p> <p>Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed.</p> <p>Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, note making, paraphrasing and vocabulary building.</p> <p>Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills.</p> <p>Life writing/novella/novel can also be used for story writing, character analysis, recreating the context from different perspectives to build critical thinking and creative writing.</p>
<b>Speaking Skills</b>	<p>Presentation Skills refine communicative ability.</p> <p>Using effective and influential slides for visual communication, use of effective language in verbal communication and building good rapport with the audience through interpersonal communication play a vital role in presentations.</p> <p>Impactful use of non-verbal language can be taught through visuals.</p> <p>Life writing/novella/novel has to be used to provide loud reading practice.</p> <p>Role plays, dialogue delivery, oral narration of the situations by the</p>

	students, vocabulary games and oral presentation of the themes in the novella should be done to enhance the speaking skills of the students. Students can be asked for short presentations based on the life writing/novella/novel for effective and confident communication skills.
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## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
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- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
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- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



**ADDITIONAL ENGLISH**  
**SYLLABUS**  
*for*  
**III SEMESTER**

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of  
Arts**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty  
of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and  
Management**

**2022-23**

# Syllabus for the Undergraduate Degree Program

2022-23

III Semester

## ADDITIONAL ENGLISH

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of Arts  
B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under  
Faculty of Science  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: ADDITIONAL ENGLISH**

**Name of the Degree Program:**

**B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

Title of the Course: ADDITIONAL ENGLISH		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

### COURSE OBJECTIVES

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To augment presentation skills
3. To critically analyze, interpret and appreciate literary texts
4. To sensitize about social, cultural, religious and ethnic diversities
5. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
6. To facilitate preparation for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

### COURSE OUTCOMES

At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Augmented presentation and analytical skills
3. Ability to critically analyse, interpret and appreciate literary texts
4. An awareness of social, cultural, religious and ethnic diversities
5. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
6. Acquired language skills for competitive examinations UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.



<b>III SEMESTER</b>		<b>50/56hrs</b>
<b>B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.</b> <b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science</b> <b>B.Com./BBA and other courses coming under Faculty of Commerce and Management</b>		
<b>UNIT - I</b>		<b>32 hrs</b>
1	Wilshire Bus by Hisaye Yamamoto (Short story)	3hrs
2	The Ugly Politician by R.K.Laxman (Prose)	3hrs
3	Excerpts from The Diary of a Young Girl by Anne Frank	5hrs
4	Let's Unite by Syed Saud (Poem)	2hrs
5	When It Rains In Dharamsala by Tenzin Tsundue (Poem)	2hrs
6	Yashodhara's Lament ( Folk Poem)	2hrs
7	Krishnan's Dairy by Jacob Ranjan (Play)	15 hrs
<b>UNIT - II</b>		<b>18hrs</b>
1	Note Making	5 hrs
2	Report Writing	3 hrs
3	Life Skills and Social Activities	5 hrs
4	Basic Sentence Pattern/ Structure in English.	5 hrs



**ADDITIONAL ENGLISH**  
**SYLLABUS**  
*for*  
**IV SEMESTER**

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of  
Arts**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty  
of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and  
Management**

**2022-23**

# Syllabus for the Undergraduate Degree Program

2022-23

IV Semester

## ADDITIONAL ENGLISH

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of Arts  
B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under  
Faculty of Science  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: ADDITIONAL ENGLISH**

**Name of the Degree Program:**

**B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

Title of the Course: ADDITIONAL ENGLISH		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

### COURSE OBJECTIVES

7. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
8. To augment presentation skills
9. To critically analyze, interpret and appreciate literary texts
10. To sensitize about social, cultural, religious and ethnic diversities
11. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
12. To facilitate preparation for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

### COURSE OUTCOMES

At the end of the course the students will have

7. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
8. Augmented presentation and analytical skills
9. Ability to critically analyse, interpret and appreciate literary texts
10. An awareness of social, cultural, religious and ethnic diversities
11. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
12. Acquired language skills for competitive examinations UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>IV SEMESTER</b>		<b>50/56hrs</b>
<b>B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.</b> <b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science</b> <b>B.Com./BBA and other courses coming under Faculty of Commerce and Management</b>		
<b>UNIT – I</b>		<b>29 hrs</b>
<b>PROSE, POETRY AND NOVELLA</b>		
1	The Lost Tribes of the Amazon by Joshua Hammer	4hrs
2	2. The Earth is Our Friend by Yasus Afari	2hrs
3	3. Once Upon a Time by Gabriel Imomotimi Okara	2hrs
4	4. The Garden Party by Katherine Mansfield	3hrs
5	5. Why we travel? by Pico Iyer	3hrs
6	6. The Rabbit Proof Fence by Doris Pilkington Garimara	15 hrs
<b>UNIT – II</b>		<b>21 hrs</b>
<b>LANGUAGE COMPONENT</b>		
1	Composing Invitation	5 hrs
2	Telephone Skills	5 hrs
3	Designing a Visiting card / Business Card	6 hrs
4	Understanding News Headlines	5 hrs

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BE BOUNDLESS

**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**COMMUNICATIVE ENGLISH**

**SYLLABUS**

*for*

**III SEMESTER**

**2022-23**

**THE III SEMESTER BA (BASIC/HONS.)  
COMMUNICATIVE PROGRAM HAS TWO DSCC  
COURSES (COURSE 5 & 6) FOR 06 CREDITS:  
EACH COURSE HAS 03 CREDITS. BOTH THE  
COURSES ARE COMPULSORY**

**SYLLABUS**  
**III SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (Basic/Hons.) COMMUNICATIVE ENGLISH**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Discipline Specific Core Course (DSCC)**

**Name of the Degree Program: BA (Basic/Hons.) COMMUNICATIVE ENGLISH**

**Total Credits for the Program: 04+02(Practical)**

**Teaching hours per week: 04+04 (Practical)**

Sem	Type of Course	Theory/ Practical	Instruction Hr/Week	Total Hours of Syllabus/ Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC A3	Theory	4	56	2 1/2 Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2
IV	DSCCA4	Theory	4	56	2 ½ Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2

**OBJECTIVES**

1. To acquaint students about the background and evolution of Print Media and Radio.
2. To enhance the knowledge about the role of newspapers and radio in society.
3. To help students have a clear idea about the functioning of a newspaper organization, familiarize with the characteristics of print media content and the basics of writing for print media.
4. To understand the aspects of news writing, feature writing and profile writing.
5. To learn to frame questions and compile information before interviewing a person.
6. To know the different formats of radio programmes and understand the conventions of scriptwriting for different radio genres.
7. To apply theoretical and practical skills in print and radio.

## COURSE OUTCOMES

After completion of the course, the student will be

1. Acquainted with the history of print media and radio.
2. Familiar with the role of newspapers and radio in society.
3. Able to have knowledge about the functioning of a newspaper organization.
4. Familiar with the different kinds of writing in print media and also conversant in writing features, news reports and scripting for radio programmes.
5. Conversant with framing questions and interviewing.
6. Able to create and develop different radio scripts using appropriate skills.
7. Able to bring out a newsletter and produce a radio programme

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
04	52 or 56	02	48

<b>A3 TITLE: INTRODUCTION TO MASS COMMUNICATION AND WRITING FOR MEDIA: PRINT AND RADIO</b>	<b>52/56Hrs</b>
<b>UNIT – 1</b>	<b>13/14</b>
Features of Mass Communication and Effects of Mass Media Introduction to Print Media Origin and growth of Newspapers in India Structure of a Newspaper organization News Agencies Major Newspapers, Magazines, Tabloid News Report a. Types of News Writing b. Writing Reports	
<b>UNIT – 2</b>	<b>13/14</b>
Headline a. Kinds of Headlines b. Writing Headlines for news reports	



<p>Features</p> <p>a. Kinds of features</p> <p>b. Writing features</p> <p>c. Writing Profiles</p> <p>Interviews</p> <p>a. Types of Interviews</p> <p>b. Framing questions for an Interview</p> <p>Letters to the Editor</p>	
<b>UNIT – 3</b>	<b>13/14</b>
<p>Introduction to Radio as a Medium of Communication</p> <p>A brief history of Radio in India</p> <p>Types of Radio Programmes</p> <p>Impact of radio on society</p> <p>Radio Jingles</p> <p>Principles of Writing for Radio</p>	
<b>UNIT – 4</b>	<b>13/14</b>
<p>Writing for Radio</p> <p>Public Service announcements</p> <p>RJ Script</p> <p>Radio Feature</p> <p>Radio Play</p>	

### **Practical Component**

A) Students will have to bring out a newsletter in groups of 4-5 members. The components to be included are news report, feature, interview, profile, editorial, entertainment (quiz, puzzle etc.)

B) Students will have to produce a radio programme in groups of 4-5 members. The components to be included are: feature/ drama, R Jing and public service announcement.

**(This is for Internal Assessment)**

**\*\*\* Students have to do a minimum of 3 weeks internship during the semester break, in either a Print media organization or a Radio station and present a report in the 4<sup>th</sup> Semester.**

### **Suggested Reading**

Ahmad Shahzad. *Art of Modern Journalism*. Anmol publication

Mencher Melvin. *Basic News Writing*. Universal Bookstall

Chantler Paul and Stewart Peter. *Basic Radio Journalism*, Focal Press

P.C. Chatterjee. *Broadcasting in India*. Sage Publications

Harcup Tony. *Journalism: Principles and Practice*. Sage Publications

Paxson Peyton. *Mass Communication and Media Studies an Introduction*

Kumar J Keval. *Mass Communication in India*. Jayco publishing house

Srivastava Kim. *News Reporting and Editing*. Kim Sterling Publishers Press

Srivastava KM. *Radio and Television*. Sterling Publications.

Stein ML and Petrina F Susan. *The News writers Handbook an Introduction to Journalism*. Surjit publication.

Nick Caramella, Elizabeth Lee and Vincent Miller. *Understanding Digital Culture.*, Sage Publications

*Cambridge English for the Media*. Cambridge University

Esta de Fossard . *Writing and Producing Radio Dramas*. Sage publications

Raman Usha. *Writing for the Media*. OUP, 2015

**ASSESSMENT**  
**Weightage for Assessments**

<b>Type of Course</b>	<b>Formative Assessment / IA</b>		<b>Summative Assessment</b>
Theory	40		60
Practical	25		25

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Radio Program	10
Test and Attendance	10
Record	05
<b>Total</b>	<b>25</b>

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Radio Program	20
Test and Attendance	20
<b>Total</b>	<b>40</b>

**Summative Assessment**  
**Question Paper Pattern**

**Time 2 ½ Hours**

**Max. Marks: 60**

**Section A**

1. Answer any five of the following questions in one or two sentences each: (5X2=10)  
(From Unit 1 and 3, 7 questions to be given)

**Section B**

- |  |    |
|--|----|
| 1. Provide Headlines for the following News reports/ features:<br>(Newspaper clipping to be given) | 5  |
| 2. Writing a news report in about 150- 200 words.<br>(Information to be given)                     | 10 |
| 3. Interview<br>(Framing questions)  | 5  |
| 4. Feature writing in about 200-250 words<br>(Topic to be given)                                   | 10 |
| 5. Writing an R J script<br>(Theme/ topic to be given)   | 5  |
| 6. Writing a Radio play<br>(Topic/Pointers to be given)  | 10 |
| 7. Writing a Public Service Announcement in 50-75 words  | 5  |

## **PEDAGOGY**

The syllabus for this semester is to give students an understanding of what constitutes mass communication, know the importance of mass communication in our daily lives, focusing on print media and radio.

The course will not only educate them about mass communication but also enable the students to write different formats of writing for print and radio.

The course will equip the students with job skills to work in the communication department in organisations, corporate communication sector, newspaper organisations and radio stations.

The practical components will give them a hands-on experience of writing, designing and production of both print and radio.

Newspapers have to be used in the classroom, where students will learn, identify and analyse the different formats of writing.

Students have to be made to listen to radio and have to identify the aspects that go into the making of different genres.

They can be made to interview people in the campus, student achievers etc and report about the events in the college, write features about the activities in the college or about anything that interests them.

Students can be made to air campus, local, national and international news of during the lunch break if there is a facility for this.

Students can be taken to a newspaper organisation, newspaper printing press, and radio station. Assignments, classroom activities that involve communication for a large number of people can be done.



**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**COMMUNICATIVE ENGLISH**

**SYLLABUS**

*for*

**IV SEMESTER**

**THE IV SEMESTER BA (BASIC/HONS.)  
COMMUNICATIVE PROGRAM HAS TWO DSCC  
COURSES (COURSE 7 & 8) FOR 06 CREDITS:  
EACH COURSE HAS 03 CREDITS. BOTH THE  
COURSES ARE COMPULSORY**

**SYLLABUS**  
**IV SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (Basic/Hons.) COMMUNICATIVE ENGLISH**

*Starting year of implementation: 2022-23*

*Discipline/Subject: Discipline Specific Core Course (DSCC)*

*Name of the Degree Program: BA (Basic/Hons.) COMMUNICATIVE ENGLISH*

*Total Credits for the Program: 04+02(Practical)*

*Teaching hours per week: 04+04 (Practical)*

Sem	Type of Course	Theory/ Practical	Instruction Hr/Week	Total Hours of Syllabus/ Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC A3	Theory	4	56	2 1/2 Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2
IV	DSCCA4	Theory	4	56	2 ½ Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2

**OBJECTIVES**

1. To familiarize students with the new trends in media and develop a critical approach to the use and misuse of new media.
2. To enable students to communicate to diverse audiences on different social media platforms.
3. To prepare students for a wide range of writing-related careers.
4. To develop hands on experience and understanding of the current trends in media production and consumption.
5. To develop short story writing skills and the ability to identify and use narrative tenses when writing.
6. To create and foster the impulse to write short stories, drama, poems and profiles and also develop their critical thinking skills and develop emotional and imaginative expression through writing.
7. To develop aptitude, confidence and the ability to write independently.



## COURSE OUTCOMES

After completion of the course, the student will be

1. Will know the trends in media and have a cognizance of the positive and negative aspects of new media.
2. Will be able to communicate their ideas and opinions and views on social media/new media platforms.
3. Will be prepared to take up jobs related to writing.
4. Will be exposed to current trends in media production and consumption.
5. Will be able to use the principles of creative writing, including form, technique, and style.
6. Will have the acumen to discuss and analyse a short story, understand and appreciate poetry and drama, will be able write a few verses and a short drama.
7. Will have developed the aptitude, confidence and skill to write on their own.

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
04	52 or 56	02	48

<b>A4 TITLE: CREATIVE WRITING AND NEW MEDIA</b>	<b>52/56Hrs</b>
<b>UNIT – 1</b>	<b>13/14</b>
Brief History and Evolution of the Internet Internet as a medium of communication New Media terminologies: websites and portals; cyber space, cyber culture, cyber journalism, digital divide, blogs, vlog, webisodes, podcasts, search engines, search engine optimization, hits and page views Social Media and Society Social Media Platforms Podcast Blogs Creating profiles for social media Social media marketing	

<b>UNIT – 2</b>	13/14
Meaning and Significance of Creative Writing Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms Short story a) Genres- Science fiction, adventure, horror, romance etc. b) Theme c) Plot d) Character e) Point of view f) setting g) Tone Book Review Diary Writing	
<b>UNIT – 3</b>	13/14
Persuasive Writing a) Brochures b) Handouts c) Pamphlets Writing Speeches Travel Writing	
<b>UNIT – 4</b>	13/14
Poetry a) Diction b) Theme c) Imagery d) Figures of Speech e) Structure and form Drama a) Theme b) Character c) Plot d) Form e) Dialogue Writing Proof Reading and Editing	

### **Practical Component**

- a) Students in groups of 4-5 will have to bring out an anthology of their own with: poems, short stories, travelogues, book review and market/ promote the same on social media.
- b) Produce a podcast and air it on social media. **(This is for Internal Assessment)**

### **Suggested Reading**

SAM Richards. *500 Writing prompts for Fiction, Journaling, Blogging and Creative Writing*

Youngs Tim. Cambridge Introduction to Travel Writing

Dev Neira Anjana, Marwah Anuradha & Pearson Pal Swathi. *Creative Writing A Beginners Manual*

Seely John. *Oxford Guide to Effective Writing and Speaking*. OUP

*Style Guide: Viva Books Private Limited*

Marley David. *The Cambridge Introduction to Creative Writing*. CUP

Perlman Alan. *Writing Great Speeches: Professional Techniques You Can Use* (Part of the Essence of Public Speaking Series): Alan Perlman

Raphalson Joel, Roman Kenneth. *Writing that Works*

<https://castos.com/podcast-script/>

<https://live365.com/blog/how-to-write-a-podcast-script/>

<https://timesofindia.indiatimes.com/podcasts/the-times-of-india-podcast>

<https://podcasts.apple.com/us/podcast/an-uplifting-mosaic/id1504847224?i=1000553542323>

## ASSESSMENT

### Weightage for Assessments

Type of Assessment	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	25	25

FORMATIVE ASSESSMENT FOR THEORY	
Assessment Occasion/ type	Weightage in Marks
Report on the Internship done after the III Semester	20
Test and Attendance	20
<b>Total</b>	<b>40</b>

FORMATIVE ASSESSMENT FOR PRACTICAL	
Assessment Occasion/ type	Weightage in Marks
Podcast	10
Test and Attendance	10
Record	05
<b>Total</b>	<b>25</b>

**SUMMATIVE ASSESSMENT  
QUESTION PAPER PATTERN**

**Time: 2 ½ Hours**

**Max.**

**Marks: 60**

**Section A**

1. Answer any five of the following questions in one or two sentences each: (5X2=10)

(From Unit 1, 7 questions to be given)

2. Answer any one of the following in about 100-150 words: (1x5=5)

(From Unit 1, 3 questions to be given)

**Section B**

- |   |    |
|---|----|
| 3. Book Review.   | 5  |
| 4. Diary Writing/Entry.   | 5  |
| 5. Designing a brochure/pamphlet<br>10                                |    |
| 6. Speech   | 5  |
| 7. Travel Writing.<br>(Pointers to be given/ destination to be given) | 10 |
| 8. Writing a one act play.  | 5  |
| 9. Proof reading/Editing<br>(Passage to be given)                     | 5  |

## PEDAGOGY

The syllabus for fourth semester is to give the students an understanding of the importance of social media in the present times and about the different kinds of creative writing.

Social media is ubiquitous and is an important part of modern society.

The focus here should be to educate students that social media is not just for entertainment but also for the development and progress of an individual and society.

Podcasts should be played in the classroom.

The misnomer that creative writing is an innate skill should be erased by encouraging and making them write.

The course will prepare the students with job skills that will help them find to jobs in organisations associated with: social media social media marketing, content writing, copy writing, social media influencers, publishing houses etc.

The practical components will focus on writing different genres of creative writing and write and use podcasts, one of the most popular medium of communication today.

Students should be encouraged to use social media for constructive purposes, talked about the benefits of different platforms, read different postings on social media and analyse the same.

They should be motivated to post about current issues on social media.

A reading club can be formed, where they read different genres of writing and share what has been written by them.

Assignments, classroom activities that focus on social media for development communication can be done.

Students should be encouraged to write for the college magazines and other publishing houses that encourage amateur writers.

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BE BOUNDLESS

**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**ENGLISH LITERATURE**

**SYLLABUS**

*for*

**III SEMESTER**

**2022-23**

**THE III SEMESTER BA (BASIC/HONS.)  
ENGLISH LITERATURE PROGRAM HAS TWO  
DSCC COURSES (COURSE 5 & 6) FOR 06  
CREDITS: EACH COURSE HAS 03 CREDITS.  
BOTH THE COURSES ARE COMPULSORY**

**SYLLABUS**  
**III SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (BASIC/HONS.) ENGLISH LITERATURE**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Discipline Specific Core Course (DSCC)**

**Name of the Degree Program: B.A. (HONS.) English Literature**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**PROGRAM OBJECTIVES**

Provide a comprehensive foundation in literary studies and linguistic competencies:

1. Introduce multiple areas of writings in English language and translations in English.
2. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
3. Develop the students' ability to read, process, think critically and independently.
4. Explore texts and contexts of writings and readings, from varied spaces.
5. Establish a multidisciplinary approach towards higher studies and research.
6. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
7. Provide training to students in multiple areas of employment – conventional and new.
8. Train students in professional skills relevant to career opportunities.
9. Prepare students for the technologically advanced world, its challenges and opportunities.
10. To enable practical and experiential learning.

**PROGRAM OUTCOMES**



On completion of the 03/04 years Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural spaces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research
13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

**THE III SEMESTER BA (HONS.) ENGLISH LITERATURE PROGRAM**

**HAS TWO DSCC COURSES (COURSE 5 & 6) FOR 06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY.**

**COURSE – 5  
TITLE - BRITISH LITERATURE UP TO 1800  
PAPER 1  
FROM CHAUCER TO THE AGE OF TRANSITION**

Course	Type of Course	Theory/ Practical	Credits	Instruction hours per week	Total No. of Lectures /Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
05	DSCC	Theory	03	03	45hrs	2 1/2hrs	40	60	100

**COURSE OUTCOMES**

After completion of course, students will be able to:

- 1) Learn the important trends and movements in the British literature of the prescribed period
- 2) Identify and understand the canonical literature of England
- 3) Distinguish the poets, playwrights and novelists of different periods
- 4) Appreciate some representative texts of the prescribed period

<b>COURSE 5 TITLE - BRITISH LITERATURE UP TO 1800 PAPER 1 FROM CHAUCER TO THE AGE OF TRANSITION</b>	<b>Total Hrs: 45</b>
<b>UNIT I HISTORY OF ENGLISH LITERATURE (UP TO 1800)</b>	<b>15hrs</b>
The Social Context of Medieval English Literature, Renaissance, Metaphysical Poetry, Restoration Drama, 18th Century Prose, Development of Novel in 18th Century, Neo-classical and Transitional Poetry	
<b>UNIT II MAJOR AUTHORS AND WORKS</b>	<b>15hrs</b>
Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, Alexander Pope, Dr. Samuel Johnson, , John Bunyan, Aphra Behn, Elizabeth Cary-	

As You Like it, Volpone	
<b>UNIT III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<ul style="list-style-type: none"> <li>• Sonnet 18 Shall I Compare Thee to a Summer's Day-William Shakespeare</li> <li>• <i>On His Blindness</i>-John Milton</li> <li>• <i>Lyric- Lover's Infiniteness</i>-John Donne</li> <li>• <i>A poison Tree</i>-William Blake</li> <li>• Essay- Sir Roger at Chirch-Joseph Addison</li> <li>• Man in Black- Oliver Goldsmith</li> </ul>	
<ul style="list-style-type: none"> <li>• Play- <i>The Merchant of Venice</i>- William Shakespeare</li> </ul>	

### **Teaching material**

Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples.

### **Books Recommended and Suggested Reading**

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi.

## **ASSESSMENT**

### **A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**TOTAL - 100 Marks**

<b>A. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**GENERAL PATTERN OF THEORY QUESTION PAPER**

**Time: 2 ½ Hours**

**Total: 60 Marks**

**Part-A**

1. Question number 01-06 carries 2 marks each. Answer any 5 questions     5X2= 10 marks

**Part-B**

2. Question number 07- 11 carries 5Marks each. Answer any 4 questions     4X5= 20 marks

**Part-C**

3. Question number 12-15 carries 10 Marks each. Answer any 3 questions     3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**

**COURSE – 6**

**TITLE - INDIAN LITERATURE IN TRANSLATION**

## PAPER 2

Course	Type of Course	Theory / Practical	Credits	Instruction hours per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
06	DSCC	Theory	03	03	45hrs	21/2hrs	40	60	100

### COURSE OUTCOME

After completion of course, students will be able to:

- 1) Understand the meaning and methods of translation
- 2) Comprehend the scope of translation in the modern age
- 3) Have the knowledge of Indian writers and literature in general
- 4) Appreciate the translated text

<b>COURSE 6</b>	<b>Total Hrs: 45</b>
<b>TITLE - INDIAN LITERATURE IN TRANSLATION</b>	
<b>PAPER 2</b>	
<b>UNIT I</b>	<b>15hrs</b>
<b>INTRODUCTION TO TRANSLATION STUDIES</b>	
<ul style="list-style-type: none"> <li>• Introduction to Translation Studies in India References:</li> <li>• Translation as Discovery - Sujit Mukherjee</li> <li>• Indian Literature in English Translation - G. N. Devy</li> </ul>	
<b>UNIT II</b>	<b>15hrs</b>
<b>REPRESENTATIVE TEXTS (ANY 6-8 TRANSLATED POEMS)</b>	
Vachanas of Basavanna – No. 59 Cripple me Father, No. 97 The Master in the House, Fruits of the Earth- Sumithranandan Pant, Allamaprabhu- Kanakadasa: Do Not Quarrel over Caste Mother- Jyothi Lanjewar	
<b>UNIT-III</b>	<b>15hrs</b>
<b>REPRESENTATIVE TEXTS</b>	
<b>Novel</b> <i>Breaking Ties</i> - Sara Abubaker <b>(Kannada)</b>	
<b>Short Stories</b>	

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Chess Players- Munshi Premchand</li><li>• <i>The Weed</i> - Amrita Pritam</li><li>• <i>A Tale of 1947</i> - Sadat Hasan Manto</li><li>• <i>The goddess of Revenge</i>- Lalithambika Antharjanam</li></ul> |  |
|---|--|

### **Teaching material**

*Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples*

### **Books Recommended and Suggested Reading**

1. Sujit Mukharjee. *Translation as Discovery*
2. Sharma T. R. S. (Ed). *Ancient Indian Literature: An Anthology*, (Vols 2: Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: Sahitya Akademi, 2000
3. Kumar, Sukrita Paul (Ed). *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*. New Delhi: Macmillan, 2005
4. Dev, Anjana et al (Ed) *Indian Literature*. New Delhi: Pearson, 2000

## **ASSESSMENT**

**A. FORMATIVE ASSESSMENT – 40 marks**  
**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**TOTAL - 100 Marks**

<b>B. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students’ critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**GENERAL PATTERN OF THEORY QUESTION PAPER**

**Time: 2 ½ Hours**

**Total: 60 Marks**

**Part-A**

4. Question number 01-06 carries 2 marks each. Answer any 5 questions    5X2= 10 marks

**Part-B**

5. Question number 07- 11 carries 5Marks each. Answer any 4 questions    4X5= 20 marks

**Part-C**

6. Question number 12-15 carries 10 Marks each. Answer any 3 questions 3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**

## **PEDAGOGY**

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

The five genres of literature that the students should be familiar with are Poetry, Drama, Prose, Non-fiction, and Media.

The aim should be to develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding, to visualize the impressions created by different literary pieces and to enhance their awareness of the relationship between literature and society.

**Poetry** is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences.

**Drama** is a unique tool to explore and express human feelings. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. Ancient Greeks were masters in writing and enacting drama on the stage. Any text meant to be performed rather than read can be considered. In layman's terms, dramas are usually called plays.

**Prose** is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. The common unit of prose is purely grammatical, such as a sentence or paragraph. The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction.

**Non-fiction** includes histories, textbooks, travel books, newspapers, self-help books, and literary criticism. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. Non-fiction is often used to support and expand students' understanding of fiction texts.

**Media** plays a significant role in keeping the students updated about the various events around



the world. Media includes television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

#### **THE PEDAGOGY SHOULD AIM AT**

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
- Enhancing their creativity and literary imagination and developing their appreciation of literature
- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life



**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**ENGLISH LITERATURE**

**SYLLABUS**

*for*

**IV SEMESTER**

**2022-23**

**THE IV SEMESTER HAS TWO COURSES  
(COURSE 7 & 8) FOR 06 CREDITS. EACH  
COURSE HAS 03 CREDITS. BOTH THE  
COURSES ARE COMPULSORY.**

**SYLLABUS**  
**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM**  
**IV SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (BASIC/HONS.) ENGLISH LITERATURE**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Discipline Specific Course (DSC)**

**Name of the Degree Program: B.A. (HONS.) English Literature**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**PROGRAM OBJECTIVES**

Provide a comprehensive foundation in literary studies and linguistic competencies:

1. Introduce multiple areas of writings in English language and translations in English.
2. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
3. Develop the students' ability to read, process, think critically and independently.
4. Explore texts and contexts of writings and readings, from varied spaces.
5. Establish a multidisciplinary approach towards higher studies and research.
6. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
7. Provide training to students in multiple areas of employment – conventional and new.
8. Train students in professional skills relevant to career opportunities.
9. Prepare students for the technologically advanced world, its challenges and opportunities.
10. To enable practical and experiential learning.

## **PROGRAM OUTCOMES**

On completion of the 03/04 years Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural spaces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research
13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

**COURSE -7**

**TITLE - BRITISH LITERATURE (19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY) (PART 2)**

Course	Type of Course	Theory / Practical	Credits	Instruction hours per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
<b>07</b>	DSCC	Theory	03	03	45 hrs	21/2hrs	40	60	100

**COURSE OUTCOMES**

After completion of course, students will be able to:

- 1) Learn the important trends and movements in the British literature of prescribed period
- 2) Identify and understand canonical literature of England
- 3) Distinguish the poets, playwrights and novelists of different periods
- 4) Appreciate some representative texts of the prescribed period

<b>COURSE 7</b> <b>TITLE - BRITISH LITERATURE (19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY)</b> <b>(PART 2)</b>	<b>Total</b> <b>Hrs: 45</b>
<b>UNIT- I</b>	<b>15 hrs</b>
Pre-Raphaelite Poetry, Victorian Novel, 19 <sup>th</sup> century Prose, War Poetry, Modern Novel, Modern Drama, Problem Plays, Modern Prose. Pre-Raphaelite Poetry, Victorian Novel, 19 <sup>th</sup> century Prose, War Poetry, Modern Novel, Modern Drama, Problem Plays, Modern Prose. (One Pre-Raphaelite poetry and one War poetry) ( One Pre-Raphaelite poetry and one War poetry)	
<b>UNIT-II</b> <b>REPRESENTATIVE WRITERS, WORKS, TRENDS (ANY 20)</b>	<b>15hrs</b>
Jane Austen, Charles Lamb, William Hazlitt, Alfred Tennyson, Matthew Arnold, Thomas Carlyle, Thomas Hardy, Charles Dickens, T. S. Eliot, W.B. Yeats, W. H. Auden. G. B. Shaw, Virginia Woolf, D. H. Lawrence John Galsworthy etc.	

<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<p><b>Poems</b></p> <ul style="list-style-type: none"> <li>• <i>Ode on Grecian Urn</i> - John Keats</li> <li>• <i>Second Coming</i> - W. B. Yeats</li> </ul> <p><b>Essay</b></p> <ul style="list-style-type: none"> <li>• <i>Enslaved by Civilization</i> - D. H. Lawrence</li> <li>• <i>With the Photographer</i> - Stephen Leacock</li> </ul> <p><b>Novel</b></p> <p><i>To the Lighthouse</i> - Virginia Woolf</p> <ul style="list-style-type: none"> <li>•</li> </ul>	

### **Teaching material**

*Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples*

### **Books Recommended and Suggested Reading**

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi, 2014.

## ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

<b>C. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

### GENERAL PATTERN OF THEORY QUESTION PAPER

**Time: 2 ½ Hours**

**Total: 60 Marks**

#### **Part-A**

7. Question number 01-06 carries 2 marks each. Answer any 5 questions     5X2= 10 marks

#### **Part-B**

8. Question number 07- 11 carries 5Marks each. Answer any 4 questions     4X5= 20 marks

#### **Part-C**

9. Question number 12-15 carries 10 Marks each. Answer any 3 questions     3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)



**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**

**THE IV SEMESTER HAS TWO COURSES (COURSE 7 & 8) FOR 06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY.**

**COURSE -8  
GENDER STUDIES (PART 1)**

Course	Type of Course	Theory / Practical	Credits	Instruction hours per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
<b>08</b>	DSCC	Theory	03	03	45hrs	2 1/2hrs	40	60	100

**COURSE OUTCOMES**

After completion of the course, students will be able to:

1. Understand the concept of gender studies
2. Learn the basics of patriarchy, sex and gender and gynocentrism
3. Understand the significance of Gender as a discourse
4. Appreciate literature by women writers

<b>COURSE 8: GENDER STUDIES (PART 1)</b>	<b>Total Hrs: 45</b>
<b>UNIT-I INTRODUCTION TO GENDER STUDIES</b>	<b>15hrs</b>
Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc.  <b>Essays</b> <ul style="list-style-type: none"> <li>• <i>Sexual Politics</i> - Kate Millet (Extract)</li> <li>• <i>The Second Sex</i> - Simone De Beauvoir (Extract)</li> </ul>	
<b>UNIT-II REPRESENTATIVE WRITERS</b>	<b>15hrs</b>
<b>Short Stories of Representative Writers</b> <ul style="list-style-type: none"> <li>• <i>The Quilt</i> - Ismat Chughtai</li> <li>• <i>Open It</i> - Manto</li> </ul> Savithri Bai Phule, Mahashweta Devi,	

(One short story of each of the above writers)	
<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<i>Nine Indian Women Poets: An Anthology</i> - Eunice D'Souza (Four Poems) Biography sketches M. S.- <i>A Life in Music</i> - T. J. S George	

### **Teaching material**

*Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples*

### **Books Recommended and Suggested Reading**

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.

Connel, R. W. *Masculinities*. University of California Press, 1995.

## ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

<b>D. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

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- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

### GENERAL PATTERN OF THEORY QUESTION PAPER

**Time: 2 ½ Hours**

**Total: 60 Marks**

#### Part-A

10. Question number 01-06 carries 2 marks each. Answer any 5 questions     5X2= 10 marks

#### Part-B

11. Question number 07- 11 carries 5Marks each. Answer any 4 questions     4X5= 20 marks

#### Part-C

12. Question number 12-15 carries 10 Marks each. Answer any 3 questions  
3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**

## PEDAGOGY

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

The five genres of literature that the students should be familiar with are Poetry, Drama, Prose, Non-fiction, and Media.

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relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

### **THE PEDAGOGY SHOULD AIM AT**

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
- Enhancing their creativity and literary imagination and developing their appreciation of literature
- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life

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BE BOUNDLESS

**SYLLABUS**

*for*

**III SEMESTER**

**ENGLISH OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH  
DRAMA**

**2022-23**

**SYLLABUS  
SEMESTER III  
OPEN ELECTIVE (OE)  
CREATIVE WRITING IN ENGLISH**

**Starting year of implementation: 2022-23**

**Discipline/Subject: OPEN ELECTIVE (OE)**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**COURSE OBJECTIVES**

1. To provide exposure to different genres of literature
2. To tap their literary talent and creativity
3. To develop skills for writing plays
4. To empower with the aesthetic skills
5. To enhance presentation skills
6. To master the ability to read, process, think critically and independently
7. To sensitize about social, cultural, religious and ethnic diversities
8. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrights, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others

**COURSE OUTCOMES**

At the end of the course the students will have

1. Developed creative and literary talent
2. Equipped themselves with writing plays
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrights, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others

<b>III SEMESTER CREATIVE WRITING IN ENGLISH DRAMA</b>		<b>42/48hrs</b>
<b>UNIT - I</b>	Definition  Components of Drama in terms of plot- Characters  Rise and Fall of action  Climax- Denouement	<b>10 hrs</b>
<b>UNIT - II</b>	History of Drama- Tracing it back to  Greek Plays.	
<b>UNIT - III</b>	Brief Introduction to select Dramatists  Sophocles  Shakespeare  Bernard Shaw  Bertolt Brecht  Kalidasa  Rabindranath Tagore  Girish Karnad	<b>10 hrs</b>



<p><b>UNIT - IV</b></p>	<p>Theatre and Society- social concerns- modern theatre- Mahesh Dattani</p> <p>Summary of the plays</p> <p><i>Dance Like a Man</i></p> <p><i>Where there is a Will</i></p>	<p><b>10 hrs</b></p>
<p><b>UNIT - V</b></p>	<p>Exercises</p> <p>Develop a dialogue between characters in a given situation</p> <p>Create a dramatic scene for a given situation</p> <p>Change or modify the ending of a play</p> <p>Write a scene depicting a social issue with 4 characters.</p> <p>Identifying message of the play</p>	<p>4hrs</p>

## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Completion of Practice Session Exercises	10
Experiential Learning (Activity based) Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

for

**III SEMESTER**

**OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

- |      |   |         |
|------|---|---------|
| I.   | Answer in 2 or 3 sentences (5 questions out of 7) | 5x2=10  |
| II.  | Answer in about a page (4 questions out of 5)     | 4x5=20  |
| III. | Answer in about 2 pages (2 questions out of 3)    | 2x10=20 |
| IV.  | Do as Directed                                    | 2x5=10  |

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BE BOUNDLESS

**SYLLABUS**

*for*

**IV SEMESTER**

**ENGLISH OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH**

*FORAY INTO FILMS*

**2022-23**

**SYLLABUS**  
**SEMESTER IV**  
**OPEN ELECTIVE (OE)**  
**CREATIVE WRITING IN ENGLISH**  
**FORAY INTO FILMS**

**Starting year of implementation: 2022-23**

**Name of the Course: OPEN ELECTIVE (OE)**

**Title of the Course: CREATIVE WRITING IN ENGLISH**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**COURSE OBJECTIVES**

1. To develop skills for writing plays
2. To empower with the aesthetic skills
3. To enhance presentation skills
4. To master the ability to read, process, think critically and independently
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrights, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others

**COURSE OUTCOMES**

At the end of the course the students will have

1. Equipped themselves with writing plays
2. Augmented presentation and analytical skills
3. Ability to critically analyse, interpret and appreciate literary texts
4. An awareness of social, cultural, religious and ethnic diversities
5. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrights, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others

<b>IV SEMESTER CREATIVE WRITING IN ENGLISH FORAY INTO FILMS</b>		<b>42/48hrs</b>
<b>UNIT - I</b>	The History of Cinema	<b>6 hrs</b>
<b>UNIT - II</b>	Development of Cinema as an art form	<b>6 hrs</b>
<b>UNIT - III</b>	Cinema and Society	<b>6 hrs</b>
<b>UNIT - IV</b>	1. Parallel Cinema 2. Popular Cinema	<b>12 hrs</b>
<b>UNIT - V</b>	Review Writing/Film Appreciation. Films for screening and practice of review writing 1. Charlie Chaplin movies like, The Gold Rush, City Lights, The Circus, The Great Dictator, Modern Times. (choose from the list) (English) 2. The man on the train (French) 3. Sholay (Hindi) 4. Lagaan (Hindi) 5. Tayi Saheba ( Kannada)	<b>12 hrs</b>

## **ASSESSMENT**

### **Mode of Evaluation and Distribution of Marks**

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

<b>A. Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Completion of Practice Session Exercises	10
Films for screening and for Review writing assignment for Internal marks.  1. The Lord of the Rings 2. Manthan 3. Dweepa 4. Bhoomi Geetha 5. Dance Like a Man  Or any other film dealing with a social issue.  Note: <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> </ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.



**B. SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

**for**

**III SEMESTER**

**OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

- |      |   |         |
|------|---|---------|
| I.   | Answer in 2 or 3 sentences (5 questions out of 7) | 5x2=10  |
| II.  | Answer in about a page (4 questions out of 5)     | 4x5=20  |
| III. | Answer in about 2 pages (2 questions out of 3)    | 2x10=20 |
| IV.  | Do as Directed                                    | 2x5=10  |