NATIONAL UNIVERSITY OF COMPUTER & EMERGING SCIENCES

SL 1012- Functional English

FALL 2023

COURSE CODE	SL 1012
COURSE TITLE	**Functional English**
CREDIT HOURS	**1**
COURSE DESCRIPTION	This course aims to develop proficiency in the major communicative skills: Reading and Writing. Students get an opportunity to study English language through a wide range of academic contexts: essays, short stories, and articles from several media sources. They also learn in-depth comprehension skills and write informational and expository essays; consequently, students cultivate their power of argument and analytical skills. Each student will be required to complete individual and group assignments.
MODE OF INSTRUCTIONS	– Classroom Lecture and Discussion – Collaborative learning – Education technologies, including word processing, the internet and electronic presentation.
COURSE LEARNING OBJECTIVES	**Students will be able to:** 1. Understand and practice correct grammar in English 2. Recognize author's main idea and supporting details. 3. Identify logical relationships, style and tone of the text. 4. Organize and develop ideas effectively, with logical and well supported arguments. 5. Develop ability to write for academic purposes through various rhetorical patterns. 6. Make inferences and recognize implied meanings 7. Recognize biases and differentiate between facts and opinions 8. Identify literary devices and understand the texts
TEXT BOOKS	– Models for Writers _Thirteenth Edition (Alfred Rosa and Paul Eschholz) – The Writer's Reference (Diana Hacker) – Read and Write British Literature, Approaching Level (Teacher Edition) by Editor – English skills with readings by Langan, John – Ten Steps to Advancing College Reading Skills by Langan John.

GRADING CRITERIA	– Class Participation 60 – Final Exam 40
CLASSROOM COURTESIES	– Dress code: Formal – Attendance is compulsory – Deadlines must be observed
PLAGIARISM / ACADEMIC DISHONESTY	– All work submitted must be the student's own work. Cases of plagiarism shall be sent to the Disciplinary Committee. Research format is expected to follow standard documentation APA guidelines.

Program Learning Outcomes:

PLOs	PLO Titles	PLO Statements
PLO 2	**Problem Analysis**	Identify, formulate, research literature, and analyse complex computing problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and computing sciences.
PLO 6	**Society Responsibility**	Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues relevant to context of complex computing problems.
PLO 8	**Ethics**	Apply ethical principles and commit to professional ethics and responsibilities and norms of computing practice.
PLO 9	**Individual and Team Work**	Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings.
PLO 10	**Communication**	Communicate effectively on complex computing activities with the computing community and with society at large.
PLO 12	**Life Long Learning**	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological changes.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

S. No	CLO	Domain	Taxonomy level	PLO	Assessment Tools
1.	**Create** correct and effective sentence structures **Recognize** the author's main idea and supporting details. **Identify** logical relationships, style and tone of the text.	Cognitive	2	2, 6	S-I A-I A-II F-I
2.	**Organize and develop** ideas effectively, with logical and well-supported arguments. **Develop** the ability to read and write for	Cognitive	5	2, 10	S-I Q-I A-II A-III

					F-I
3.	**Make** inferences and **recognize** implied meanings **Recognize** biases and **differentiate** between facts and opinions	Affective	2, 4, 5	2, 6, 9	S-II Q-II F-I
4.	**Evaluate** sources, take notes, and **synthesize** ideas **Identify** literary devices and **analyze** the texts	Cognitive	2, 4, 5, 6	9, 10, 12	A-IV S-II F-I

Course Contents:

Week	Topics	CLOs	Assessments
Week 1	Diagnostic Test Course Introduction **GRAMMAR, USAGE, AND MECHANICS** • Classification of Words • Usage	1	Activities in the Students' Workbook, prepared for the course by the instructor
Week 2	**GRAMMAR, USAGE, AND MECHANICS** • Phrases & Clauses • Punctuation • Sentence Structure	1	Activities in the Students' Workbook, prepared for the course by the instructor
Week 3	**GRAMMAR, USAGE, AND MECHANICS** • Choosing Strong Words • Varying Sentences • Using Parallel Structure **Reading 1 and Related Exercises**	1	Activities in the Students' Workbook, prepared for the course by the instructor
Week 4	**Reading strategies** • Predicting • Questioning, • Clarifying, • Summarizing **Identifying Main Ideas and Supporting Details** • Identifying the author's thesis and purpose (to inform, persuade or entertain) • Identifying Main Idea (Stated) • Identifying the Supporting details (major & Minor)	2 & 3	Activities in the Students' Workbook, prepared for the course by the instructor
Week 5	**Identifying Implied Idea & Making Inferences** • Author's Purpose • Style Informal/Formal • Discussion Work: Analysis of assigned • essays/stories/articles	2 & 4	Activities in the Students' Workbook, prepared for the course by the instructor

	Reading 2 and Related Exercises		
Week 6	**Literary devices** • Humor, Satire, and Irony • Style and Tone in a text **Reading 2 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 7	**Rhetorical patterns of organization** • Cause & Effect • Compare & Contrast • Refutation • Definition • Order of Importance • Generalization & Examples • Classification • Chronological • Spatial **Reading 3 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 8	**Organization of texts** • Planning Titles for Paragraphs • Evaluating a text • Understanding Purpose and Register **Reading 3 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 9	**Selecting key points** • Note-taking • Paraphrasing • Summary writing **Reading 4 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 10	**Organizing paragraphs** • Organizing main body **Reading 4 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 11	**Essay Writing practice** • Introductions • Conclusions • Proof-reading **Reading 5 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 12	**Cause and Effect Essay** • Written work based on assigned reading • Peer checking	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor

	Reading 5 and Related Exercises		
Week 13	**Narrative Writing** • Planning • Writing • Revising **Reading 6 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 14	**Persuasive Writing** • Describing a product or service to make someone want to purchase or use it. • Generalization **Reading 6 and Related Exercises**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 15	**Argumentative Essay** • Essay writing topics **Reading Tests**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 16	**Practice Types of Essays** **Reading Tests**	2, 3 & 4	Activities in the Students' Workbook, prepared for the course by the instructor
Week 17	**FINAL EXAMS**		

Important AI Tools for Language Learning

1. **TalkPal:**

GPT-powered, TalkPal is the perfect AI language tutor. The tool improves your language skills as users can chat on unlimited interesting topics in written or verbal form. The tool is designed in a way that will help users with beginner-level understanding and who would like to improve their skills. This generally includes individuals with A2, B1, B2, C1, or C2 level knowledge of a particular language.

An added advantage is that the tool can improve your knowledge in any area of your interest while helping you improve your language skills. For instance, students can talk about science or law in the language they're learning. The responses generated are personalized, and the tool becomes a better teacher, understanding your fluency and interest over time. TalkPal supports English, Spanish, French, German, and Italian.

2. **Praktika ai**

Praktika offers an immersive language learning experience through an app that uses AI-powered avatars for interactive English conversation practice. The tool is ideal for learners who want to focus and improve their English speaking skills. Users can practice English speaking by engaging in conversations with AI avatars. The app also provides immediate and after-session feedback to help you understand and address the gaps. It features over 1000 lessons and characters to practice varied topics. The best part is that users can track

their fluency progress on a detailed curve towards excellence. The app is available on Android and iOS platforms.

3. GPTionary

The dictionary is essential for language learning; GPTionary is an AI-powered dictionary with a twist. The conventional dictionary gives you the meaning of a word, but GPTionary gives you a word or more to what you're thinking. The user has to provide a clear and descriptive word, phrase, or question, and the tool will find the words that fit the request.

4. Soofy

Soofy offers an innovative learning experience by focusing on practice and real-life scenarios. Users can improve pronunciation, writing, and conversation skills across French, Spanish, German, Portuguese, Italian, Russian, Japanese, Chinese, Turkish, and English. The tool will equip the user with excellent language skills, from writing essays and describing images to making debates with an AI. The tool also has an "Expression of the day" feature to help learners expand their vocabulary bank.

5. Languate

Languate focuses on the spoken aspect of the language and helps learners across beginner, intermediate and advanced levels to enhance their spoken language. The tool offers improved speaking skills through conversation with an AI assistant. Learners can practice English, Spanish, Italian, German or Portuguese. The conversation can be interest-specific with a premium account. The free version provides access to the general conversation section. Users can also change the language mid-conversation to maintain context and practice multiple languages.

Mapping PLOs with CLOs

	PLO 1 Computing Knowledge	PLO 2 Problem Analysis	PLO 3 Design Solutions	PLO 4 Investigation	PLO 5 Modern Tool	PLO 6 Society	PLO 7 Sustainability	PLO 8 Ethics	PLO 9 Team Work	PLO 10 Communication	PLO 11 Project Mgmt.	PLO 12 Life Long Learning
CLO 1	-	✓				✓	-	-	-	✓	-	✓
CLO 2	-	✓	-	-	-	-	-	-	-	✓	-	✓
CLO 3	-	✓	-	-	-	✓	-	-	✓	✓	-	✓
CLO 4	-	-	-	-	-	-	-	-	✓	✓	-	✓

Rubric for Assessing Students Writing Assignments:

Criteria	Inadequate=D (Below Standard) 0-2 Marks	Adequate=C (Meets Standard) 3 Marks	Above Average=B (Exceeds Standard) 4 Marks	Exemplary=A (Far Exceeds Standard) 5 Marks
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Level of Content	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, indepth analysis and evidences original thought and support for the topic.
Development	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
Grammar & Mechanics	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
Style	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
Format	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.