

ENG5004	ENGLISH FOR RESEARCHERS	L	T	P	J	C
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Pre-requisite	NIL	Syllabus version				
		v.1.0				
Course Objectives:						
<ul style="list-style-type: none"> To enable the researchers acquire language ability required for academic writing and presentation To have a clear understanding of the subject related concepts and of contemporary issues To have a clear understanding of professional and ethical responsibility 						
Expected Outcome:						
<ul style="list-style-type: none"> Enriched academic writing and presentation Enhanced effective research skills Developed designing, innovative and creative practices Potential research across all domains for the betterment of the society Application of ethical research to confront real world problems 						
Student Learning Outcomes (SLO):		11, 16, 18				
Module:1	Reading for Research	10 hours	SLO: 11,18			
Skimming, Scanning, Intensive, Extensive, Critical Reading Skills						
<i>Activities:</i>						
Analysis of various texts: Academic Writing, Essays, Lab Reports, Interpreting Graphical representations, Abstract, Dissertation and Theses, Articles, email.						
Analysis of Paragraphs: Identifying topic statement, Locating main ideas, Key words and Annotating.						
Module:2	Vocabulary for Research	4 hours	SLO: 16, 18			
Academic Words, Phrases and Clauses:						
<i>Activities:</i>						
Transitional Devices: Compare and Contrast, Cause and Effect, Express Consequences/outcomes/findings.						
Module:3	Grammar for Research	4 hours	SLO: 16, 18			
Specific Grammar Use:						
Concord and Tense Shift, Run-on sentences, Voice, Conditionals, Prepositional Phrases, Articles, Adjectives and Adverbs						
<i>Activities:</i>						
Word order activity using reviewing and critiquing; socializing and networking						

Module:4	Study Skills for Research	12 hours	SLO: 11,18
Note –taking, Dictionary Skills, Reference Skills, Note-making skills and Summarising, Quotations and Citations			
Activities:			
Concept Map, Mind map, Gap fill; Building logical connections of Authors’ finding; Interpreting Figures and Tables			
Module:5	Writing Process	10 hours	SLO: 16,18
Prewriting Strategies, Writing Strategies, Revision Strategies: Deleting, Elaborating			
Activities:			
Error Correction: being concise, redundancy, ambiguity, vagueness, Correcting Punctuation, Sentence Length and Rewording, Creating Unity, Paraphrasing and Plagiarism, Use of Tense in Citing.			
Module:6	Oral Presentation Skills	7 hours	SLO: 11,16
Challenges in Presentation, Verbal Ability, Audience Orientation, Body Language, Etiquette			
Activities:			
Role Play; Mirror Language and gestures;			
Module:7	Writing and Presentation	8 hours	SLO: 11,16,18
Research Writing and Presentation: Types of Academic Writing, Characteristics, Structure and Style			
Activities:			
Definition and Extended Definition, Expository Writing			
Descriptive Writing: Functional and Process, Argumentative Writing, Narrative Writing			
Module:8	Writing and Analyzing Research Papers	5 hours	SLO: 11,16,18
Guest Lecture			
	Total Practical hours:	60 hours	
Text Book(s)			
1.	Dignen, Bob, 50 Fifty Ways to Improve Presentation Skills in English, 2011, Orient Blackswan. Authors, book title, year of publication, edition number, press, place		
2.	McCarthy & O Dell, Felicity. Academic Vocabulary in Use, 2016, CUP, Cambridge.		
3.	Wallwork, Adrian. English for Writing Research Paper, 2016, Springer Publication, London.		
Reference Books			

	Brink-Budgen, R.van den. Critical Thinking for Students, 2011, How to books,Oxford.
	Chazal, Edward de & McCarter, Sam, Oxford EAP, 2012, OUP, Oxford.

<p>Glasman-Deal, Hillary. <i>Science Research Writing: For Non-Native Speakers of English</i>, 2010, Imperial College Press.</p> <p>Grobman, Laurie and Joyce Kinkead. Eds. <i>Undergraduate Research in English Studies</i>.2010</p> <p>Hoffman, Angelika. Ed. <i>Scientific Writing and Communication: Papers, Proposals and Presentations</i>, 2010, OUP</p> <p>Howe, Stephen. <i>Phrase Book for Writing Papers and Research in English</i>, 2010, London.</p> <p>Michael Alley. <i>The Craft of Scientific Presentations: Critical Steps to Success and Critical Errors to Avoid</i>, 2013, Springer.</p> <p>Mounsey, Chris. <i>How to write a Successful Essays and Dissertations & Exams</i>. 2013, OUP, Oxford.</p> <p>Swales, John M., & Feak, Christine B. <i>Academic writing for graduate students: Essential tasks and skills</i> (3rd ed.), 2012 , The University of Michigan Press, Ann Arbor.</p> <p>Turabian, Kate L. <i>A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago Style for students and researchers</i>, 2013, The University of Chicago Press, Chicago.</p> <p><i>(Related articles, theses, working papers from Journals (University Journals, Thomson Reuters, Scopus and EBSCO, MLA and other reputed Indexes), Digital theses portals and websites)</i></p>			
<p>Mode of Evaluation: Assessment, Assignments and FAT (Final Assessment Test)</p> <p>Mode: Flipped classroom, In class</p>			
List of Challenging Experiments (Indicative)		SLO: 11, 16, 18	
1.	Develop Critical Reading Skills - Analysis of Paragraphs	8 hours	
2.	Paraphrase Types of Texts	2 hours	
3.	Practice Referencing Skills	10 hours	
4.	Develop Presentation Skills- Audience Orientation, Body Language, Etiquette	20 hours	
5.	Practice Academic Words, Phrases, Clauses and Word order	8 hours	
6	Analysye, Write and Present Research Articles	12	
Total Laboratory Hours			60 hours
<p>SLO</p> <p>11. Having interest in lifelong learning</p> <p>16. Having a good working knowledge of communicating in English</p> <p>18. Having critical thinking and innovative skills</p>			
Recommended by Board of Studies		22-07-2017	
Approved by Academic Council		No.47	Date 05.10.2017