

Course Code	ULE20AE1T	Course Name	English	Course Category	AE	Ability Enhancement Course	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	English	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Extend and expand the integrity in an individual which shall never allow him/her to compromise upon a noble way of living	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Enable the students to overcome the fear of speaking a foreign language and enable them to think through a foreign language.																		
CLR-3 :	Make them communicate an unbiased way of thinking in a better manner																		
CLR-4 :	Develop strategies of comprehension of texts based on different culture and life styles																		
CLR-5 :	Strengthen spoken and written skills of the student in English																		
CLR-6 :	Help them express their sentiments, emotions and opinions, and reactions to information and situations in a civilized, cultured and humane manner.																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 :	To acquire knowledge of becoming better beings through the tools of Language and Literature	2	75	60	H	H	H	-	-	H	-	H	-	H	H	H	-	-	-
CLO-2 :	To acquire a strong knowledge on concept, culture, civilization through English Literature	2	80	70	-	H	-	H	-	H	-	H	-	-	H	H	-	-	-
CLO-3 :	To develop own content and to be able to translate using the features in English Language	2	70	65	H	-	-	H	-	H	-	H	-	-	H	H	-	-	-
CLO-4 :	To interpret the contents in the texts presented in English Language	2	70	70	H	-	H	H	H	H	-	H	-	-	H	-	-	-	-
CLO-5 :	To present an improved and healthier communication and intercultural elements acquired through English Literature	2	80	70	-	H	-	H	-	H	-	H	-	-	H	-	-	-	-
CLO-6 :	To participate in any level of conversation and discussion presented in English with both proficiency in the language and positive caliber in the content of speech	2	75	70	H	H	-	H	M	H	M	H	H	H	H	H	H	H	H

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Introduction to the art of poetry writing will be done	Post-colonial impacts in India as observed in their language and culture will be discussed.	Story through images is explained to the students	The definition and purpose of monologue is explained	Homophones and Homonyms are to be explained in the class along with examples of usage.
	SLO-2 The rationale behind this unit will be discussed.	The students will be encouraged to impart their views	The students are asked to create their own stories from those images	the sample monologues are to be provided to the learners	How where and when these as vocabulary can be used is to be explained
S-2	SLO-1 Feminism through Kamaladas' poem 'In Kindergarten' is explained	Mathraboorthan and the mother tongue influence in English – a discussion	Every day the students are made to bring their own cartoons to tell stories related to social issues and political issues.	The learners are made to create their own monologue contents.	Cross word puzzles are to be given to the students to make them understand the differences and usage of homophones and homonyms

	SLO-2	<i>feminist critique's stand through poets like Meena Kandasamy is discussed</i>	<i>Students from different regions are asked to talk. The peculiarity in their pronunciation is to be identified by them</i>	<i>How to identify irony and sarcasm is taught</i>	<i>The contents are assessed and the lacuna is informed</i>	<i>The students are evaluated by making them use homophones and homonyms on their own</i>
S-3	SLO-1	<i>The writer Meena Kandasamy is invited to read her poems on women.</i>	<i>Enjoy within limits, says Mr Mathrubootham is taught and discussed</i>	<i>International Political memes to be created in the class</i>	<i>Discuss the contents created by the students and reiterate the idea that a monologue should mimic a story and has to have a proper beginning middle and an end.</i>	<i>How exactly to decide a proper word at a given situation is to be practically explained in the class.</i>
	SLO-2	<i>Questions on her perspectives are to be posed by the students</i>	<i>Every mistake found in the text is analysed</i>	<i>Memes on popular issues to be created in the class</i>	<i>The created monologues are to be assessed by the students themselves</i>	<i>Mundane situations are to be given to the students to check their ability to use those words</i>
S-4	SLO-1	<i>Gender inequality is discussed through A K Ramanujam and his poetry</i>	<i>The structure of sentence in English and the distortion of the sentence is verified</i>	<i>Autobiography and biography differences are explained</i>	<i>To ask the students to bring newspaper to class and make them select a column and read it loudly.</i>	<i>To give all the parts of speech not according to the grammar book order but according to a method which would easily make one understand correlation of one with the other. For instance – Noun, Pronoun, Adjective, Verb, Adverb... will have to be the order</i>
	SLO-2	<i>Different legal situations where both the genders suffer is explained in the class</i>	<i>Different sentences are given and tested</i>	<i>Certain Classic autobiographies and biographies are presented</i>	<i>No meaning is to be explained. Just the flow is to be checked.</i>	<i>The students are made to use as many adjectives as possible for describing their friends</i>
S-5	SLO-1	<i>Kalki the poet is invited to conduct a guest lecture on her own poem.</i>	<i>Nobel? What Nobel, asks Mr Mathrubootham is discussed</i>	<i>How to give voice to an inanimate object.</i>	<i>Another reading loud session of the same passages are to be conducted along with dictionary checking for meanings are to be done.</i>	<i>The parts of speech must be used in different sentences</i>
	SLO-2	<i>Questions on her perspectives are to be posed by the students</i>	<i>The attitudes of people in a ludicrous manner is discussed</i>	<i>Different objects are given to the students and they are asked to give autobiographical notes to them</i>	<i>The new meanings that the students get must be compared with the given word and the distance between the meanings are to be explained</i>	<i>the teacher ought to use the board to draw a situation to make one understand each part's usage.</i>
S-6	SLO-1	<i>Seminar to generate discussion to enhance gender sensitivity is conducted</i>	<i>The Text is analyzed in detail</i>	<i>Practically test the students in class by giving them different concrete objects.</i>	<i>To make them compare and realize how they had overcome their fear for English</i>	<i>Along with parts of speech particularly when Verb is being taught Tenses ought to be taught with same methodology mentioned above.</i>
	SLO-2	<i>Case studies are to be incorporated by the students in their seminar</i>	<i>More insights into Indian English is given</i>	<i>Ask the students to evaluate each other's autobiography on concrete objects</i>	<i>The comprehensive techniques are taught</i>	<i>The students are asked to create a lighter vein situation and asked to use all the tenses</i>
S-7	SLO-1	<i>Human interest columns in news papers - tragedies on women men and transgender documented is read aloud and discussed in the class room.</i>	<i>Neutral accent is taught along with right pronunciation</i>	<i>Caption writing is taught</i>	<i>To develop the ability to pick up a conversation is taught</i>	<i>The rules of Tenses are taught with live examples in the classes.</i>

	SLO-2	. how much are the students able to relate with or able to feel emotionally for those situations is to be checked and analysed	Test is to be conducted to check how far a student is able to understand neutral accent	The purpose of the caption writing is to be instilled	to engage in conversations and be able to interrupt and end conversation appropriately will be taught	Ability to use all the rules in tenses is taught.
S-8	SLO-1	Case studies to be given to the students to document their reactions	Mr Mathrubootham is fully supporting all new technologies – discussion	Different examples for captions are given	Different situations to be given to the students to engage in a conversation.	The basic way to pick an error is by already knowing the rules of grammar thoroughly.
	SLO-2	Find out if there is any student finding it hard to emote or is insensitive toward the moment	Humor and sarcasm is skimmed from the text	The students are asked to create captions similar to the ones shown in the class	The students are asked to find errors in each others' monologue	Hence all the rules are to be brushed up
S-9	SLO-1	Students are to be made to create their own enactable content on the prevailing gender inequalities	How to write a statement and question is to be taught with reference to the text.	The students are made to give captions different news articles, products and situations	To test how much one is able to use irony humor and sarcasm in one's conversation	Exercises on all sorts of possible errors are given to the students and asked to rectify.
	SLO-2	The students are asked to improvise on dialogue on their own	The way sentences are constructed according to the regional impact is discussed	The best is appreciated for its qualities of being best	Natural usage of pun is explained	Mathrubootham's passages are given to the students again to check the errors.
S-10	SLO-1	Feminism vs Gender inequality a test for the students to chart out the existing gap	Pizza maavu : Welcome to Mr Mathrubootham food recipe website is discussed	Public Speaking examples since Julius Caesar to Martin Luther is given	To teach different kinds of reading. -skimming scanning and intensive reading extensive reading is taught	Defines synonym and antonym. Ask the students to identify synonyms and antonyms in text.
	SLO-2	False allegations and Legal situations sometimes created by women to corner men only degrades the freedom struggle of women – discuss	The students are made to explain the text themselves	The techniques used by different leaders since ages is discussed	The students are practically asked to use those methodology to understand a text	Demonstrate their understanding of synonyms and antonyms in active learning. Introduce thesaurus reference.
S-11	SLO-1	A detailed discussion on the 4 poets is done in the class through comparative method	Identify the errors and make students to rewrite first two texts	The Ted X talks are played in the class, different political leader's canvassing is presented	The students are made to read the passages loudly	Demonstrate understanding of words by relating them to their opposites (antonyms)
	SLO-2	While comparison the students are able to get a deeper analytical way of thinking and are able to present an all encompassed points	Check if they are able to retain the humor in the text after correcting the sentences	What makes a talk impressive is identified and discussed	The students are asked questions from the passages to check their retention capacity	Demonstrate understanding of words with similar but not identical meanings (synonyms)
S-12	SLO-1	The comprehension and retention and application of all the acquired knowledge of the student is checked by initiating an informal discussion in the class.	Identify the errors and make the students to rewrite the last two texts	The students are given different topics to give impromptu	The learner is made to select phrases and words from the given passages and is asked to use it in own sentences	With the students brainstorm shortlist of commonly used words
	SLO-2	The overall development in the student's EQ pertaining to gender oriented issues will be sensible and objective.	Check if they are able to retain the humor in the text after correcting the sentences. Explain the result to them	The best talk is recorded and made available for other's references	The ability to converse with humor sarcasm or deep thoughts and with the capacity to emote the desired emotion in the other is checked	Ask them to rapidly give synonyms and antonyms to those words

Learning Resources	Theory:
	1. Horizon- English Text Book – Compiled and Edited by the Faculty of English Department, FSH, SRMIST, 2020 2. <i>English Grammar in Use by Raymond Murphy</i>

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	30%	-	30%	-	30%	-	30%	-	30%	-
	Analyze										
Level 3	Evaluate	40%	-	40%	-	40%	-	40%	-	40%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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