

Course Code	18LEH101J	Course Name	English	Course Category	H	HS	L	T	P	C
							2	0	2	3

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)															
CLR-1	To provide an understanding about the importance of communication in personal and professional contexts To make the learners identify the speech sounds in English	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2	To extend the proficiency of learners in vocabulary and grammar for accuracy in the use of language To train the learners in listening comprehension																				
CLR-3	To give practice to the learners in writing brief paragraphs using appropriate techniques To enhance their fluency in speaking skills																				
CLR-4	To enable the learners to write effective essays To provide them with a simulated experience of workplace communication																				
CLR-5	To give an outline of the steps involved in academic project report writing To assist the learners make effective presentations																				
CLR-6	To develop the LSRW skills in English in general and professional contexts																				
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																			
CLO-1	The learners will be able to understand the various types, modes, channels and barriers of communication and put this awareness into effective use. To distinguish different speech sounds and pronounce them correctly																				
CLO-2	The learners will be able to identify and rectify the common errors in the use of grammar and vocabulary The learners will be able to better listening skills and demonstrate these skills at writing a film/documentary review																				
CLO-3	The learners will be able to develop a topic sentence into a cohesive paragraph with examples improve The learners will be able to exhibit their fluency in speaking																				
CLO-4	The learners will be able to write logical and coherent paragraphs and essays The learners will be able to understand better the workplace culture																				
CLO-5	The learners will be able to research on a specific topic and write a comprehensible academic project on the same The learners will be able to implement the presentation skills acquired																				
CLO-6	The learners will have upgraded all the four skills involved in the use of English Language																				

	Learning Unit / Module 1	Learning Unit / Module 2	Learning Unit / Module 3	Learning Unit / Module 4	Learning Unit / Module 5
Duration (hour)	12 Communication	12 Vocabulary and Grammar	12 Discourse Techniques	12 Workplace Communication	12 Project Writing

S-1	SLO-1	Definition–process of communication	Introducing the English words with Foreign roots and Word formation – inflectional and derivational prefixes and suffixes	Sentence structure– Phrases and Clauses	Reading Comprehension –Guidelines – types of questions (referential, critical and interpretative)	Topics for project writing
	SLO-2	Filling in-class worksheets	Quiz - Identifying the borrowed roots and their meanings-Worksheet exercise	Exercise – worksheet – Identifying phrases and clauses – compound and complex sentences	Practice Exercise	Discussion
S-2	SLO-1	Verbal and non-verbal communication	Synonyms and Antonyms and Standard abbreviations	Developing ideas into paragraphs –cohesion markers	Précis-writing - Guidelines	Collection of Data – importance of avoiding plagiarism- authenticity and credibility of data
	SLO-2	Individual and group activities - Role play	Context based activity / Learner compiling standard abbreviations from his/her core subject	Identifying topic sentence in the given paragraph; writing a paragraph based on a topic sentence	Practice Exercise	Collection of data for verification
S-3	SLO-1	<i>LAB – Individual speech sounds</i>	<i>LAB – Listening to long conversations</i>	<i>LAB –Listening to short stories - Science fiction</i>	<i>LAB – Videos on workplace scenario</i>	<i>LAB –Importance of availing credible resources with examples</i>
	SLO-2	<i>Courseware on speech sounds (Listening and reproducing)</i>	<i>Identifying the various communication contexts and answering questions – use of making a list of words in relation to the context</i>	<i>To identify the main idea of the given story and narrate a story on the given topic – Written</i>	<i>Open Discussion on Workplace Etiquette (speaking in a language known to everyone, physical space, politeness in words and actions, being objective)</i>	<i>Collecting and compiling resource materials</i>
S-4	SLO-1	<i>LAB – often mispronounced sounds</i>	<i>LAB – Listening to long conversations –daily life</i>	<i>LAB – Speaking - practice activity – brain storming – mind mapping</i>	<i>LAB – Videos on workplace communication</i>	<i>LAB – Guidelines for preparing a PPT; presentation techniques</i>
	SLO-2	<i>Audio visual material (Listening to minimal pairs and reproducing)</i>	<i>Identifying the various communication contexts and answering questions - collocation</i>	<i>JAM</i>	<i>Role play based on the given workplace contexts</i>	<i>Preparing PPT on the topic of learners' choice</i>
S-5	SLO-1	Other Types of Communication – general and technical- formal and informal- external and internal	Homonyms and Homophones	Inputs on writing precisely – redundancies – wordiness-repetition- clichés	Summarising	Guidelines for writing an outline- objectives- background- methodology- discussion
	SLO-2	Write upon a selected type of communication	Fun activities – worksheets- cross words	Error analysis and editing	Group activity (oral/written) on the given passages	Drafting an outline
S-6	SLO-1	LSRW	Articles – Tenses	Defining – describing technical terms	Essay Writing – general introduction	Discussion using sample project
	SLO-2	Group activity (Newspaper) – Discussion and Feedback	Exercise through worksheets- individual activity -peer correction- open discussion	Writing definitions-product and process description	Brainstorming on relevant technical and non-technical topics	Writing the first draft on the selected topic
S-7	SLO-1	<i>LAB – Material on mispronounced words</i>	<i>LAB – Watching documentaries & short films related to science and technology</i>	<i>LAB- Describing a scene or event -videos</i>	<i>LAB – Technical communication – Interpreting Data</i>	Giving inputs on documentation based on IEEE
	SLO-2	<i>Individual oral activity</i>	<i>Picking out the</i>	<i>String narration –</i>	<i>Group activity -</i>	Preparing

		<i>and rectification of the probable mistakes.</i>	<i>terminology related to science and technology</i>	<i>describing an event or a scene</i>	<i>interpretation of data - oral presentation</i>	references
S-8	SLO-1	<i>LAB – sentence types</i>	<i>LAB – Introduction to English es –British and American -Videos</i>	<i>LAB – Channels of communication - videos</i>	<i>LAB –External communication-Advertising</i>	Checklist for project format (PPT)
	SLO-2	<i>Practice on sentence stress and intonation</i>	<i>Discussion on difference between British and American words</i>	<i>Observing and identifying the channels of communication –Role play</i>	<i>ADZAP (promoting a product) - Oral</i>	Self verification and submission of final draft
S-9	SLO-1	Communication barriers	Noun-pronoun agreement and subject-verb agreement	Inputs on Classifying/categorising and sequencing ideas with relevant diagrams	Essay Writing - Guidelines for writing introduction, elaboration and conclusion with examples	<i>LAB – Formal Presentation</i>
	SLO-2	Individual activity-sharing of personal experiences	Identifying and learning through error analysis - worksheets	Writing a passage on the given hints, tree diagram, classification table and flow chart	Individual activity (Written) on the given topic	<i>LAB – Formal Presentation</i>
S-10	SLO-1	Organizational communication - Channels of communication	Misplaced modifiers - prepositions- prepositional verbs and phrasal verbs	Importance of punctuation – miscommunication –ambiguity caused due to errors in punctuation	Organisational Report Writing - Progress report- Guidelines	<i>LAB – Formal Presentation</i>
	SLO-2	Group activity (worksheet) with visuals or written material.	Identifying and learning through practice – placing same modifier in different places in a sentence	Fun activities - worksheets for appropriate punctuation - written	Writing a progress report	<i>LAB – Formal Presentation</i>
S-11	SLO-1	<i>LAB – short biographical account on famous personalities - video</i>	<i>LAB – Watching video based on daily life</i>	<i>LAB – Barriers of communication Language barriers - videos</i>	<i>LAB- - Sample case studies for work ethics - videos</i>	<i>LAB – Formal Presentation</i>
	SLO-2	<i>Oral paraphrasing of the content shown</i>	<i>Observing and recording the features of spoken English</i>	<i>Identifying the language barriers of communication –Written</i>	<i>Debate on the videos shown</i>	<i>LAB – Formal Presentation</i>
S-12	SLO-1	<i>LAB – Listening to short conversations</i>	<i>LAB – Watching interviews of famous personalities</i>	<i>LAB – Barriers of communication-personal and organizational - video</i>	<i>LAB –Learning interview techniques through models</i>	<i>LAB – Formal Presentation</i>
	SLO-2	<i>Answering the questions on the above content</i>	<i>Quiz on the video shown</i>	<i>Role play on the videos shown</i>	<i>Mock interview</i>	<i>LAB – Formal Presentation</i>
Learning Resources		1. 2. Text / Audio / Video Text / Audio / Video				

	Level of Thinking	Continuous Assessment			Final Examination (40%)
		CA – 1 (20%)	CA – 2 (20%)	CA – 3 (20%) #	
Level 1	Remember Understand	40 %	30 %	30 %	30 %
Level 2	Apply Analyze	40 %	40 %	40 %	40 %
Level 3	Evaluate Create	20 %	30 %	30 %	30 %

CA – 3 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Suggested Readings:

1. Swan, Michael. *Practical English Usage*. OUP, 1995.
2. Kumar Sanjay and Pushpa Lata. *Communication Skills*. OUP, 2011.
3. CIEFL, Hyderabad. *Exercises in Spoken English*. Parts I-III. OUP.
4. Anbazhagan K., B. Cauveri and M. P. Devika. *English for Engineers*. Cengage, 2016.

Suggested online resources:

1. www.mmm.english.com
2. www.usingenglish.com
3. www.onlinewriting.com/purdue
4. <https://www.ieee.org/index.html>

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