

**English Language and Foundation Courses B.A/B.Sc/B.Com Career
Related 2(a) and 2 (b) Programmes**

(2019 Admission onwards)

B.A/ B.Sc Programmes

Semester I to IV- Course Breakup

Se m No	Course No	Course Title	Instructio nal hours	Credi ts
1	EN 1111.1	Language Course 1: Language Skills	5	4
1	EN 1121	Foundation Course 1: Writings on Contemporary Issues	4	2
2	EN 1211.1	Language Course 3: Ability Enhancement Compulsory Course: Environmental Studies and Disaster Management	6	4
2	EN 1212.1	Language Course 4: English Grammar, Usage and Writing	4	3
3	EN 1311.1	Language Course 6: English for Career	5	4
4	EN 1411.1	Language Course 8: Readings in Literature	5	4

English Language Courses for B. Com Programmes

Semester I to IV- Course Breakup

Se m No	Course No	Course Title	Instructio nal hours	Credi ts
1	EN 1111.2	Language Course 1: Language Skills	5	4
2	EN 1211.2	Language Course 3: English Grammar, Usage and Writing	5	4
3	EN 1311.2	Language Course 4: Business English	3	3
2	EN 1411.2	Language Course 6: Readings in Literature	3	3

English Language Courses for Career Related 2(a) Programmes

Semester I to IV- Course Breakup

Se m No	Course No	Course Title	Instructio nal hours	Credi ts
1	EN 1111.3	Language Course 1: Language Skills	5	4
2	EN 1211.3	Language Course 3: English Grammar, Usage and Writing	5	3
3	EN 1311.3	Language Course 5: English for Career	5	4
4	EN 1411.3	Language Course 6: Readings in Literature	5	4

English Language Courses for Career Related 2(b) Programmes

Semester I to II- Course Breakup

Se m No	Course No	Course Title	Instructio nal hours	Credi ts
1	EN 1111.4	Language Course 1: Language Skills	3	2
2	EN 1211.4	Language Course 3: English Grammar, Usage and Writing	3	2

Semester I

Language Course 1- EN 1111.1 (B A/ B. Sc), EN 1111.2 (B.Com), EN 1111.3 [Career Related 2(a)] Programme and EN 1111.4 [Career Related 2(b) Programme]

Course Title: LANGUAGE SKILLS

Credits: 4

Hours: 5/week (90 hrs)

Learning Objectives:

1. Mastering the language for personal and professional growth.
2. Basic language skills are to be acquired through interactive classroom sessions
3. Connecting literature with language learning

Learning Outcomes:

English as an acquired language for undergraduate students is to be mastered with focus on learning the basic skills of listening, speaking, reading and writing the language proficiently. This course aims to impart these skills in an interactive manner along with classroom activities and using the text as a resource for self study as well. Discursive Practice as the learning and teaching method for this course, will encourage teachers to localise and personalise learning of English for students in undergraduate classrooms. The course will equip the students with basic language skills along with improved non-verbal skills thereby improving their employability quotient.

Course Description**Module I: Basics of Communication****UNIT I**

Theories of communication - Types of communication - Effective communication - barriers to effective communication - English as a language for communication - Micro-skills and macro-skills

Module II: Listening

Unit I

Listening skills - Barriers to effective listening - Conducting interviews - Enhancing listening skills

Unit II

1. Short Story: "The Night Train at Deoli" by Ruskin Bond - Comprehension questions
2. Poem: "Lines Addressed to a Warrior" by Meena Kandasamy - Comprehension questions

Unit III

Strengthening Vocabulary - Summarising passages - conducting interviews

Unit 1V

Phonetics: A Ready Reckoner

Standard English - Phonetics - symbols - syllables - stress - pitch and intonation

Unit V

1. Speech by Chimamanda Ngozi Adichie - Comprehension Questions
2. *Rhinoceros* Act I (Excerpt) by Eugene Ionesco - Comprehension Questions

Unit VI

Strengthening vocabulary - identifying sounds - marking stress - creating conversations

Module III: Speaking

Unit I

Speaking Skills - enhancing speaking skills - public speaking - telephonic conversations - podcasting - anchoring

Unit II

1. Speech by Steve Jobs - Comprehension Questions
2. Poem - "Still I Rise" by Maya Angelou - Comprehension Questions

Unit III

Vocabulary building exercises - self introduction - telephonic conversation

Unit IV

1. Poem - "The Art of Losing" by Tishani Doshi - Comprehension Questions
2. Essay - "Tsunami" by Amitav Ghosh - Comprehension Questions

Unit V

Vocabulary building exercises - marking stress - creating conversations - making a speech - script for anchoring

Module IV: Reading

Unit I

Reading skills - four types of reading - barriers to reading effectively - basics of editing

Unit II

1. *Autobiography* (Excerpt) Nelson Mandela - Comprehension Questions
2. "Toba Tek Singh" by Sadat Hasan Manto - Comprehension Questions

Unit III

Vocabulary building exercises - identifying meanings - building conversations - narrating stories - editing passages

Unit IV

The Ivory Throne (Excerpt) by Manu S Pillai - Comprehension Questions

1. Excerpt from a Play *Chitra* by Rabindranath Tagore - Comprehension Questions

Unit V

Vocabulary Exercises - Identifying diphthongs and vowels - describing people - conducting interviews and conversations - writing food blogs

Module V: Writing

Unit I

Four types of writing - writing for special purposes - academic writing – plagiarism

Unit II

1. Essay "The Great Indian Paradox" by Shashi Tharoor - Comprehension Questions
2. Poem "A Dog has Died" by Pablo Neruda - Comprehension Questions

Unit III

Paragraph writing - subjective style - objective style - writing stories - newspaper reports

Unit IV

1. Writing letters - writing emails - writing reports - writing memos - writing minutes - self-introduction - resume - biodata - curriculum vitae - blogging

Unit V

1. **Extract** from *India Psychedelic: The Story of a Rocking Generation* by Sidharth Bhatia - Comprehension Questions
2. Blog on Kabir by Anuradha Goyal - Comprehension Questions

Unit VI

Writing letters - writing emails - writing minutes - writing reports - note taking

Module VI: Soft Skills

Unit I

Posture - gestures - eye contact - telephone etiquette - netiquette - interpersonal skills

Text Book Prescribed:

Language Skills: A Course on Communication Skills in English

By Dr. Swapna Gopinath, Associate Professor, Department of English, S.N College, Chempazhanchy and Sangeetha Hariharan, Assistant Professor, Department of English, S.N Women's College, Kollam

Publishers: Emerald

Suggested Reading

S .P. Dhanvel. *English and Softskills*. Orient Blackswan, 2010.

Dr M. Farook. *English for Communication*, Emerald Publishers, 2015.

Dr Mathew Joseph. *Fine-tune your English*. Orient Blackswan, 2010.

E. Suresh Kumar, B Yadava Raju and C Muralikrishna. *Skills in English*. Orient Blackswan, 2013.

Bill Bryson. *The Mother Tongue: English and How it Got it that Way*. Harper Collins, 1990.

Web sources

www.englishclub.com

<http://www.bbc.co.uk/learningenglish/>

<https://www.eslfast.com/>

<https://www.myenglishpages.com/>

<http://www.examenglish.com/>

<http://learnenglishteens.britishcouncil.org/exams/listening-exams>

<https://www.cambridgeenglish.org/learning-english/>

<https://www.pearson.com/us/>

Model Question Paper

Question Paper

Question paper setter, please note that questions are NOT to be asked from the passages and poems given in this text. They are meant to help in learning the basic language skills. Internal exams should focus on listening and speaking skills. Writing and reading skills will be tested as part of University Examinations

No questions should be asked from Additional/ Suggested Reading

Hours: 3

80 marks

Section A

Answer in a word or a sentence. All Questions carry One mark each

Questions 1 to 10 will be on suprasegmental features and will focus on words and simple sentences.
(10 x 1 = 10 marks)

Section B

Questions based on the theories of communication

Attempt Eight out of Twelve Short answers picked from first and sixth module
(8 x 2 = 16 marks)

Section C

Attempt Six out of nine questions to be answered in around 100 words

Questions based on the activities from all the modules except Module I and Module II
(6 x 4 = 24 marks)

Create a dialogue

Write a script for anchoring

Write a speech

Write a telephone conversation

Write a blog

Write a script for a podcast

Write a formal/informal letter

Edit the passage given below

Write an email

Write minutes for a meeting

Write a report

Edit the passage

Section D

Questions based on the activities from all the modules except Module I and Module II

Attempt any two out of four questions in about 300 words

(15 x 2 = 30 marks)

Write an essay on any one of the topics

Write a paragraph on two of the following

Semester I**Foundation Course 1- EN 1121 (B A/ B. Sc) and CG 1121.3 [Career Related 2 (a) Programme]****Course Title: WRITINGS ON CONTEMPORARY ISSUES****Credits: 2****Hours: 4/week (72 hrs)****Learning Objectives:**

1. To sensitize students to the major issues in the society and the world.
2. To provide students with a variety of perspectives on contemporary issues.
3. To encourage them to read literary pieces critically.

Learning Outcomes:

On completion of the course, the students should be able to

1. Have an overall understanding of some of the major issues in the contemporary world
2. Respond empathetically to the issues of the society
3. Read literary texts critically

Course Description

1. Living in the Planet of the Apps by Khyrunnisa A.
2. Ageing in India: Some Social Challenges to Elderly India by Abhay B. Mane
3. India's Women: The Mixed Truth by Amartya Sen
4. Drug Abuse: Causes and Solutions by Samudranil Mukherjee
5. Artificial Intelligence by Gareth Southwell
6. Universal Declaration of Human Rights by Leah Levin
7. What Secularism is and is not by Romila Thapar
8. The Globalisation of Inequality by P. Sainath

Textbook Prescribed:**Thoughts of Our Times**

Edited by Dr. C.A. Lal, Associate Professor of English, School of Distance Education, University of Kerala and Vishnu Narayanan, Assistant Professor, Institute of English, University of Kerala

Publishers: Orient Blackswan**Additional Reading**

1. Janaki Lenin, *My Husband & Other Animals*
2. Mark Tully, *No Fullstops in India*
3. Shashi Tharoor, *An Era of Darkness: The British Empire in India*
4. Alexander Frater, *Chasing The Monsoon: A Modern Pilgrimage Through India*
5. Bill Bryson, *A Short History of Nearly Everything*

Web sources

1. <https://storycorps.org/stories/>
2. <https://www.fullspate.digitalcounterrevolution.co.uk/english-articles-advanced/>
3. <https://www.thehindu.com/>
4. <https://www.theguardian.com/international>
5. <http://epaper.indianexpress.com/>
6. <https://www.nytimes.com/>
7. <https://www.telegraph.co.uk/>
8. https://ia601601.us.archive.org/26/items/in.ernet.dli.2015.460612/2015.460612.Jawaharlal-Nehrus-Speeches-Vol-2_text.pdf

Question Pattern**No questions should be asked from Additional/ Suggested Reading****Max. Marks: 80****Time: 3 hours****Part One**

10 questions to be answered, each in a word or sentence. (10 x 1=10marks)

Part Two

Eight questions to be answered from a total of 12 and to be written in not more than 50 words. (8 x 2= 16marks)

Part Three

Six questions to be answered from a total of 9 and to be written in around 100words. (6 x 4 = 24marks)

Part Four

Two questions to be answered out of four and to be written in not less than 300 words. (2 x 15= 30marks)

Semester II**EN 1211.1****Language Course 3: Ability Enhancement Compulsory Course – EN 1211.1 (B.A / B.Sc)****Course Title: ABILITY ENHANCEMENT COMPULSORY COURSE:
ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT****Credits: 5****Hours: 5/week (90 hrs)****Learning Objectives:**

To enable the student:

- to engage with a wide range of issues in environmental studies and disaster management.
- to acquire a set of values for environmental protection and conservation
- to recognize the ecological basis for regional and global environmental issues
- to manage natural disasters and other emergency situations
- to develop a critical vocabulary related to environmental studies and disaster management

Learning Outcomes:

The student will be able to:

- understand environmental crises and disaster management situations
- take lead in spreading environmental values and creating awareness among the public
- understand local environmental issues better
- respond in a better way to a natural calamity or disaster
- articulate environmental concerns using appropriate vocabulary

Course Description**Module 1*****Understanding the Environment*****Introduction:** Environment-its importance-types of ecosystems

- “Chief Seattle’s Speech”
- “The Religion of Forest” (An Essay by Rabindranath Tagore)
- “Trophic Cascade” (A poem by Camille T. Dungy)

A Glossary of relevant **key concepts** with examples

Comprehension Questions

Module 2

Resources and their Conservation

Introduction: Natural Resources-biodiversity- conservation

- An extract from *The Silent Spring*(A book by Rachel Carson)
- *On Killing a Tree* (A poem by Gieve Patel)
- *The Inheritors of the Earth* (A translation of Short Story by Vaikom Muhammed Basheer)

A Glossary of related **Key Concepts** with **examples**

Comprehension Questions

Module 3

Environmental Pollution

Introduction: Types-Causes-Effects-Waste management-Policies and practices

- *Beat Plastic Pollution* (An article from unenvironment.org)
- “Memory of Hiroshima” (A poem by K. Satchidanandan)
- *E is for E-waste* (Ellen Banda-Aaku)

A Glossary of Related **Key Concepts** with **examples**

Comprehension Questions

Module 4

Disaster Management

Introduction: Natural and Man-made- health emergency- handling hazardous materials-managing personal disasters- bomb threats- disasterpreparedness-management-rehabilitation

- An introductory essay on Disaster Management
- *The Truth about the Floods* (A poem by Nissim Ezekiel)
- An extract from Chapter 1 of *Patna Blues* by Abdullah Khan (Juggernaut Books)
- A newsletter on Bhopal Gas Tragedy

- Laboratory safety manual
- ‘Relief Standard Operating Procedure for Natural & Man-made disaster,’ an essay.

A Glossary of related Key Concepts with interesting examples

Comprehension Questions

Project report (10 Marks)

Students are expected to prepare a project report based on any one of the activities suggested below. General guidelines will be provided for preparing the Project Report.

1. Visit to a local area to document environmental assets: River/Forest/Grassland/Hill
2. Visit to a local polluted site: Urban/Rural/Industrial/Agricultural
3. Study of simple ecosystems: Pond/River/Hill slopes
4. Mock drill organized in their college by the local disaster management agencies

Model Question Paper

No questions should be asked from Additional/ Suggested Reading

Total marks: 80

Time: 3 hours

Part One

10 questions to be answered, each in a word or sentence.(10 x 1=10marks)

Part Two

Eight questions to be answered from a total of 12 and to be written in not more than 50 words. (8 x 2= 16marks)

Part Three

Six questions to be answered from a total of 9 and to be written in around 100 words. (6 x 4 = 24marks)

Part Four

Two questions to be answered out of four and to be written in not less than 300 words. (2 x 15= 30marks)

Text Book Prescribed:

Ecoscapes

Edited by Dr Kishore Ram, Assistant Professor, Department of English, N.S.S College, Kottiyam, Dr Gireesh J., Assistant Professor, Department of English, Govt. Arts College, Thiruvananthapuram, Ranjith Krishnan K.R., Assistant Professor, Department of English, N.S.S College, Kottiyam and Dr Deepa Prasad L. Assistant Professor, Research Centre and Department of English, University College, Thiruvananthapuram

Publishers: Emerald

Suggested Reading

1. Bharucha, Erach. *The Biodiversity of India*. Mapin Publishing Pvt. Ltd. Ahmedabad, 2003.
2. Brunner, R C. *Hazardous Waste Incineration*. McGraw Hill Inc, 1989.
3. Clark, R S. *Marine Pollution*. Clarendon Press, Oxford, 2008.
4. Cunningham, W P. *Environmental Encyclopaedia*. Jaico Publishing House, Mumbai, 2001.
5. Hawkins, R. E. *Encyclopedia of Indian Natural History*, Bombay Natural History Society, Bombay, 2005.
6. Heywood V.H. and Watson RT, *Global Biodiversity Assessment*. Cambridge University Press. 1995.
7. Jadhav H and Bhosale V.M. *Environmental Protection and Laws*. Himalaya Publishing House, Delhi, 1995.
8. Odum EP. *Fundamentals of Ecology*. WB Saunders Co. USA, 1971.
9. Bumgarner, Jeffrey B. *Emergency Management: A Reference Handbook*. ABC-Clio, 2008.
10. Birkland, Thomas A. [Lessons of Disaster: Policy Change after Catastrophic Events](#). Georgetown University Press, 2006.
11. Cahill, Kevin M. *Emergency Relief Operations*. FordhamUP, 2003.

Semester II

**Language Course 4 -EN 1212.1 (BA/B. Sc), Language Course 3 - EN 1211.2 (B.Com)
and Language Course 3 - EN 1211.3 [Career related 2(a) Programme]**

Course Title: ENGLISH GRAMMAR, USAGE AND WRITING

Credits: 4

Hours: 5/week (90 hrs)

Learning Objectives:

1. To help students have a good understanding of modern English grammar.
2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

Learning Outcomes:

On completion of the course, the students should be able to

1. Have an appreciable understanding of English grammar.
2. Produce grammatically and idiomatically correct spoken and written discourse.
3. Spot language errors and correct them.

Course Description

Module I:

Form Class Words – Noun, Verb, Adjective, Adverb

Function Class Words – Determiner, Pronoun, Auxiliary, Conjunction, Qualifier, Interrogative, Preposition, Interjection

Types of Sentences – Declarative, Interrogative and Tag Questions, Imperative, Exclamatory Punctuation, Capitalisation

Module II:

Tenses

Concord

Comparisons

Module III:

Active and Passive Voice

Direct and Indirect Speech

Clauses – Simple, Complex and Compound

Module IV:

Dialogue Construction

Outline Story

Preparing Questionnaire

Module V:

Expansion of Proverbs

Report Writing

Short Essay Writing

Textbook Prescribed:

Language in Use

Edited by Dr. Neeta Sasidharan, Assistant Professor, Department of English, Govt. Women's College, Thiruvananthapuram, Dr. Sarita G., Assistant Professor, Department of English, Govt. Women's College, Thiruvananthapuram and Kukku Xavier, Assistant Professor, Research Centre and Department of English, All Saints' College, Thiruvananthapuram

Publishers: Cambridge University Press

Additional Reading:

Eastwood, John. *Oxford Practice Grammar*. Oxford UP, 2002.

Murphy, Raymond. *English Grammar in Use with Answers: Reference and Practice for Intermediate Students*. Cambridge UP, 1994.

Swan, Michael. *Practical English Usage*. Oxford UP, 2001.

Web sources

<https://www.englishgrammar.org/exercises/>

<https://www.perfect-english-grammar.com/grammar-exercises.html>

<https://web2.uvcs.uvic.ca/elc/studyzone/grammar.htm>

Model Question Paper Pattern

No questions should be asked from Additional/ Suggested Reading

English Grammar, Usage and Writing

Total marks: 80

Time: 3 hours

Part One

10 questions to be answered, each in a word or sentence following the directions given. (10 x 1=10marks)

Part Two

Eight questions to be answered from a total of 12 and to be written in not more than 50 words or according to directions given (8 x 2= 16marks)

Part Three

Six questions to be answered from a total of 9 and to be written in around 100 words or as directions given. (6 x 4 = 24marks)

Part Four

Two questions to be answered out of four and to be written in not less than 300 words or as directions given. (2 x 15= 30marks)

Semester III

Language Course 6 - EN 1311.1 (BA/B. Sc), Language Course 5 - EN 1311.3 [Career related 2(a) Programme] and Language Course 1 - EN 1211.4 [Career related 2(b) Programme]

Course Title: English for Career

Credits: 4

Hours: 5 hours/ week (90 hrs)

Learning Objectives

- To introduce students to the language skills required for appearing in career oriented competitive examinations
- To frame modules of study that would develop the cognitive, logical, verbal and analytical skills necessary to succeed in competitive examinations.
- To provide the pattern of questions based on common models of competitive tests
- To provide sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English from the perspective of career oriented tests.
- To help students to prepare for and appear in competitive examinations.

Learning Outcomes

The student will

- Acquire the necessary language skills required in the competitive job market.
- Acquire the cognitive, logical, analytical and verbal skills necessary to succeed in competitive examinations
- Become familiar with the pattern of questions usually asked in the competitive examinations

- Get sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English
- Be able to prepare for and be successful in competitive examinations.

Course Description

Module 1

Vocabulary

Ten passages with two sets of exercises - Passage based exercises (10) and general exercises (10) Identifying words from passages- meanings -synonyms-antonyms- one word substitutions- phrasal verbs- common errors in usage- common phrases and idioms- technical/professional/official usages- formal and informal registers in use – words to be used in sentences- confusing words- misspelt words. Key has been provided

Module 2

Grammar

Fifteen units that cover all the major areas of grammar - Passage based exercises(5) and five sets of practice exercises (25) – Exercises in different question models – Fill in the blanks – Choose the right option – Match the following – Remedial exercises- Correction of errors in sentences

Exercises in statement- negative - question transformations- statement- imperative-exclamatory transformations - question tags- nouns- pronouns- adjectives and adverbs- usage and comparative and superlative degrees - verbs - correct usage of tenses- concord- sequence of tenses , gerund, participle - correct usage of articles, prepositions and phrasal verbs- direct and indirect speech- active and passive voice. Key has been provided

Module 3

Reading Comprehension

Comprehension of ten passages, with twelve questions each – Passages from different subject areas and different levels of complexity - Questions based on reading for information, understanding, learning, summarizing - Exercises to test comprehension, analytical and logical thinking, vocabulary skills and critical thinking.

Module 4

Remedial English

Set of hundred questions for correction of errors if/wherever necessary, with questions from all areas of Vocabulary, Usage and Grammar familiarized in the earlier sections. Key has been provided.

Note: The book is in the format of a workbook. Teachers can ask the students to write the answers in the spaces provided, or follow the directions given in the book.

Model Question Paper

Total Marks: 80

Time: 3 Hours

Part One

10 questions, based on errors in vocabulary and grammar (10 x 1 = 10)

Part Two

Eight sets of questions, two in each set, from a total of 12. Fill in the blanks (8 x 2=16)

Part Three

Six sets of questions, four in each set, from a total of nine. (6 x 4=24)

Part Four

Two sets of questions, with fifteen (three sets of five each) in each set, from a total of our sets. (15 x 2=30)

Textbook Prescribed:**English for Success in Career: A Workbook**

Edited by Dr. Bindu Nair, Associate Professor, Department of English, S.D College, Alappuzha, Dr. Sarita G., Assistant Professor, Department of English, Govt. Women's College, Thiruvananthapuram, R. Karthika, Assistant Professor, Department of English, S.D College, Alappuzha and M. Saritha, Assistant Professor, Department of English, S.D College, Alappuzha.

Publishers: Orient Blackswan**Additional Reading:**

Oxford English Language Reference. *Compact Oxford Dictionary, Thesaurus and Wordpower Guide*. OUP.

N.D.Turton and J.B. Heaton. *Dictionary of Common Errors*. Longman Ltd. 1998.

Jennifer Seidl and W. McMordie. *English Idioms and How to Use Them*. OUP 1978.

McCarthy, Michael and Felicity O' Dell. *English Vocabulary in Use*. Cambridge UP, 1994.

Roger Gower. *Grammar in Practice 1-6*. Cambridge UP. 2005, 2008.

Raymond Murphy. *Intermediate English Grammar*. CambridgeUP. 2005

Bridger, Nick and Alison Pohl. *Technical English: Vocabulary and Grammar*. Summertown Publishing, 2007.

Julie Moore. *Common Mistakes at Proficiency and How to Avoid Them*. Cambridge UP, 2005.

Rachel Roberts, *Practical English Grammar*. Viva Books, New Delhi.

V.K. Moothathu, *Concise English Grammar*. OUP 2013, 2014

F.T.Wood, *Remedial English Grammar*. Macmillan, 1979.

Michael A. Pyle and Mary Ellen Munoz. *Cliff's TOEFL Preparation Guide*. BPB Publications. 1992.

Bhatnagar, Mahesh et al. *General English – For All Competitive Exams*. Source Books, 2017.

Richa Dwivedi, *The Ultimate Guide to 21st Century Careers*. Hachette India, 2017.

Sangeeta Sharma, Gajendra Singh Chauhan. *Soft Skills: An Integrated Approach to Maximise Personality*. Wiley India. 2016.

Web sources:

<https://www.educationforever.in>

<https://owl.purdue.edu/>

<https://www.pinterest.com/>

www.naukri.com

Semester III**Language Course 4 - EN 1311.2 (B.Com)****Course Title: BUSINESS ENGLISH****Credits: 3****Hours: 3 hours/ week (54 hrs)****Learning Objectives**

1. To impart knowledge and understanding of the principles of business communication with special emphasis on the different forms of transactional writing.
2. To familiarize students with various business situations thereby tapping their creative quotient.
3. To enable students to employ the English language in habitual situations and thus gain an insight into its global popularity.
4. To instill interest in the students to read and enjoy narratives using texts drawn from a wide range of literary traditions and genres.

Learning Outcomes

On completion of the course, the students should be able to:

1. Understand the basic concepts of business communication
2. Employ the English language in everyday situations and business transactions

3. Communicate fluently and to reach across boundaries of personal and cultural differences

Course Description

Module 1

Transactional writing – business letters – letters of complaint – drafting e-mails – short reports - activities

Module 2

English in business transactions – agenda – minutes – short notes – language of advertising

Module 3

Job applications-*résumés*–cover letters – preparing for interviews

Module 4 - Business Prose

Course Material

1. ‘On the Education of a Man of Business’ – Arthur Helps
2. ‘Appro JRD’ – Sudha Murty
3. A Speech by N.R. Narayana Murthy
4. ‘Facebook is Making us Miserable’ – Daniel Gulati

Textbook Prescribed:

Effective Business Communication

Edited by Susan Alexander, Assistant Professor and Head, Department of English, St. Cyril’s College, Adoor, and Sowmya Mary Thomas, Assistant Professor, Department of English, St. Cyril’s College, Adoor,

Content created by Dr. Samson Thomas, Professor, Department of Literature, School of Literary Studies, EFLU, Hyderabad.

Publishers: Cambridge University Press

Further reading

1. Smith, Jenny. *The Complete Business English Master*
2. Abrams, M. H. *A Glossary of Literary Terms*.
3. Talbot, Fiona. *How to Write Effective Business English*
4. Owen, Roger. *BBC Business English*

Web sources

<https://learnenglish.britishcouncil.org/business-english>

<https://www.skillsyouneed.com/ips/interview-skills.html>

Question Pattern

No questions should be asked from Additional/ Suggested Reading

Max Marks: 80

Time: 3 hours

Part One

10 questions to be answered, each in a word or sentence. (10 x 1=10marks)

Part Two

Eight questions to be answered from a total of 12 and to be written in not more than 50 words. (8 x 2= 16marks)

Part Three

Six questions to be answered from a total of 9 and to be written in around 100words. (6 x 4 = 24marks)

Part Four

Two questions to be answered out of four and to be written in not less than 300 words. (2 x 15= 30marks)

Semester IV

Language Course 8 -EN 1411.1 (BA/B. Sc), Language Course 4 - EN 1411.2 (B.Com) and Language Course 6 - EN 1411.3 [Career related 2(a) Programme]

Course Title: READINGS IN LITERATURE

Credits: 4

Hours: 5/week (90 hrs)

Learning Objectives

1. To introduce students to Global Literatures and familiarize the writers
2. To sensitize students to the aesthetic, cultural and social aspects of literature originating from all over the world
3. To help them analyze and appreciate literary texts and the various cultures they embody.
4. Motivate further reading outside the class for enjoyment and pleasure

Learning Outcomes

On completion of the course, the students should be able to:

1. Understand and appreciate literary discourse.
2. Look at the best pieces of literary writing critically.
3. Analyze literature as a cultural and interactive phenomenon.
4. Understand the use of the target language and make use of it in daily life.

Course Material

Module 1 - Poetry

1. P.B. Shelley: “Song to the Men of England”
2. Robert Frost: “The Gift Outright”
3. Wole Soyinka: “Telephone Conversation”
5. Oodgeroo Noonuccal: “We are Going”
6. S. Joseph: “Identity Card.”
7. Anil Gharai: “Agony”
8. Margaret Atwood: “Journey to the Interior”
9. Meena Alexander: “House of a Thousand Doors”

Module 2 - Short Stories

1. C. Ayyappan : Madness
2. Kottarathil Sankunni: The Power of Faith
3. Chandrika Balan: You are Under Surveillance
4. Jerome K. Jerome: The Man who was a Hospital
5. Rabindranath Tagore: The Exercise Book

Module 3 - Essays

1. Malcolm X : Nightmare
2. Arundhati Roy. The End of Imagination (upto Bomb and I)

Module 4 - One Act Play

1. Anton Chekhov: A Marriage Proposal

Textbook Prescribed:

Global Voices and Cultures

Eds. Susan Alexander, Assistant Professor and Head, Department of English, St. Cyril's College, Adoor, Amith David, Assistant Professor, Department of English, Bishop Moore College, Mavelikkara, Nisha Mathew, Assistant Professor, Department of English, St. Cyril's College, Adoor and Shafana Shaffi, Assistant Professor, Department of English, T.K.M Arts and Science College, Kollam

Publishers: Oxford University Press

Further reading:

1. *A Concise Companion to Literary Forms*. Emerald, 2013.
2. Abrams, M. H. *A Glossary of Literary Terms*. 1971
3. Klarer, Mario. *An Introduction to Literary Studies*. Second edition. Routledge, 2009.

Books for Reference:

Andrew Taylor. *Reading Australian Poetry*. Queensland: U of Queensland P, 1987.

Direction to Teachers:

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended

Question Pattern

No questions should be asked from Additional/ Suggested Reading

Max. Marks: 80

Time: 3 hours

Part One

10 questions to be answered, each in a word or sentence.(Synonyms, antonyms, sentence making) (10 x 1=10marks)

Part Two

Eight questions to be answered from a total of 12 and to be written in not more than 50 words. (8 x 2= 16marks)

Part Three

Six questions to be answered from a total of 9 and to be written in around 100words. (6 x 4 = 24marks)

Part Four

Two questions to be answered out of four and to be written in not less than 300 words. (2 x 15= 30marks)

