



**CALICUT UNIVERSITY – FOUR-YEAR UNDER**  
**GRADUATE PROGRAMME (CU-FYUGP)**  
**GENERAL FOUNDATION COURSE**  
**ABILITY ENHANCEMENT COURSE (AEC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSE</b>   |                  |                   |                    |             |
| Course Code    | <b>ENG2FA103(3)</b>  |                  |                   |                    |             |
| Course Title   | <b>ADVANCED ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT</b>  |                  |                   |                    |             |
| Type of Course | <b>ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE AND MANAGEMENT</b>  |                  |                   |                    |             |
| Semester       | 2  |                  |                   |                    |             |
| Academic Level | 100-199  |                  |                   |                    |             |
| Course Details | Credit   | Lecture per week | Tutorial per week | Practical per week | Total Hours |
|                | 3  | 2                | -                 | 2                  | 60          |
| Pre-requisites | Basic Communication Skills in English  |                  |                   |                    |             |
| Course Summary | The course is designed to enable commerce stream learners to enhance their communication skills in general and augment their presentation and public speaking skills in common and discipline-specific environments. |                  |                   |                    |             |

**Course Outcome (CO):**

| <b>CO</b>   | <b>CO Statement</b>  | <b>Cognitive Level</b> | <b>Knowledge Category</b> | <b>Evaluation Tools used</b>      |
|---|--|------------------------|---------------------------|-----------------------------------|
| CO1   | Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.   | An                     | C                         | Assignments/Discussion            |
| CO2   | Enhance language learning through personal, social and professional contexts.  | U                      | M                         | Assignments & Team Exercise       |
| CO3   | Perspective formation and articulation   | E/C                    | C                         | Public Speaking Exercises/Debates |
| CO4   | Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.   | C                      | P                         | Presentations/GD                  |
| CO5   | Develop Collaborative cross-cultural Communication by participating effectively in collaborative projects, demonstrating strong interpersonal communication skills, the ability to listen actively, speak persuasively, read critically, and write cohesively. | C                      | P                         | Translation Exercise              |
| CO6   | Utilize advanced digital tools and platforms to support LSRW activities, including online research, virtual collaboration, multimedia presentations, and digital publication.  | Ap/C                   | P                         | Assignments in Digital Platforms  |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br/>                     #-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)</p> |  |                        |                           |                                   |

## Detailed Syllabus:

| Module     | Unit                                     | Content  | Hrs      | Marks     |
|------------|--|--|----------|-----------|
| <b>I</b>   | <b>Success Narratives</b>                |  | <b>7</b> | <b>15</b> |
|            | 1  | Standford Commencement Address-Steve Jobs<br><a href="https://youtu.be/UF8uR6Z6KLc?si=Xze8xBjdTCLN8Onh">https://youtu.be/UF8uR6Z6KLc?si=Xze8xBjdTCLN8Onh</a>   | 1        |           |
|            | 2  | The earth is a living thing-Lucille Clifton  | 2        |           |
|            | 3  | The Mexican- Jack London   | 2        |           |
|            | 4  | Forrest Gump( 1994) -Dir. Robert Zemeckis  | 2        |           |
| <b>II</b>  | <b>Specimens from The Literary World</b> |  | <b>7</b> | <b>15</b> |
|            | 5  | Express- Stephen Spender   | 2        |           |
|            | 6  | Fifteen Years-RK Narayan   | 2        |           |
|            | 7  | The Bennets- A Scene from the dramatized version of Jane Austin's <i>Pride and Prejudice</i>   | 2        |           |
|            | 8  | Luigi Pirandello's speech at the Nobel Banquet   | 1        |           |
| <b>III</b> | <b>Words and World</b>                   |  | <b>8</b> | <b>10</b> |
|            | 9  | The Gift of the Magi-O Henry   | 2        |           |
|            | 10                                       | I plead that you read- Shashi Tharoor  | 2        |           |
|            | 11                                       | For the Minicab Driver Who Looked as if He Needed Feeding-Imtiaz Dharker   | 2        |           |
|            | 12                                       | Opening Google I/O 2023- Sunder Pichai<br><a href="https://www.youtube.com/watch?v=ixRanV-rdAQ">https://www.youtube.com/watch?v=ixRanV-rdAQ</a>  | 2        |           |
| <b>IV</b>  | <b>Articulations in Black and White</b>  |  | <b>8</b> | <b>10</b> |
|            | 13                                       | Abdulrazak Gurnah-Nobel Prize in Literature 2021 at the Swedish Academy (Interview)<br><a href="https://youtu.be/gu1TqDhnLlw?si=_49BxDutB47MrDRU">https://youtu.be/gu1TqDhnLlw?si=_49BxDutB47MrDRU</a> | 2        |           |
|            | 14                                       | The Lottery- Sheryl Sandberg   | 2        |           |
|            | 15                                       | Wasteland of the Free-Iris DeMent  | 2        |           |
|            | 16                                       | Long Walk to Freedom- Nelson Mandela (chapter 10- Last Two pages)  | 2        |           |

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|---|------------------|---|-----------|--|
| V | <b>Practicum</b> |   | <b>30</b> |  |
|   | 1                | <p><b>Module I:</b></p> <ol style="list-style-type: none"> <li>1. Jobs' leadership style and philosophy are evident throughout his speech. Analyse his insights and discuss effective leadership qualities.</li> <li>2. Jobs' talk about resilience in the face of failure can serve as a basis for a workshop on building resilience and perseverance. Write down strategies for bouncing back from setbacks and maintaining a positive mindset in the face of adversity.</li> <li>3. Use the poem as a starting point for a discussion and review on environmental stewardship and the importance of protecting the Earth.</li> <li>4. Prepare an action plan for the learnerst o participate in the environmental conservation efforts in their community.</li> <li>5. Trace out the elements of adventure and survival in The Mexican</li> <li>6. Comment on the narrative techniques employed by Jack London to make his stories highly readable.</li> <li>7. Explore the historical context of the story, including the Mexican Revolution and the political and social conditions of the time and submit it as an assignment.</li> <li>8. Discuss and write a short note on real-world issues such as homelessness or refugee crises and survival issues.</li> <li>9. Prepare a speech on the themes of kindness, compassion, and service to others portrayed in the film.</li> <li>10. Write a report on the historical events such as the Vietnam War or the Watergate scandal etc after watching the film.</li> </ol> | 7         |  |

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|  | 2 | <p><b>Module II:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a discussion on the topic of Technological inventions and innovations and human progress in the light of the poem 'Express'.</li> <li>2. Conduct a close reading of 'Express' as a group, focussing on the language, imagery, and symbolism used by Spender to convey his ideas about love and expression and prepare a note.</li> <li>3. Create character portraits of the story's main characters, such as Swami, his grandmother and Rajam by depicting the physical appearance, personality traits, and key moments that reveal each character's development.</li> <li>4. Create a timeline of the events in Swami's life, marking the significant moments from the story. Discuss how these events shape Swami's growth and identity.</li> <li>5. Compare and contrast "The Bennets" scene from the dramatized version of "Pride and Prejudice" with the original text by Jane Austin. Discuss how the scene's adaptation for the stage or screen interprets and represents Austen's characters and themes.</li> <li>6. Discuss and write a critical appreciation of the various aspects of "The Bennets" scene, such as family dynamics, social class, marriage expectations, and gender roles.</li> <li>7. Discuss the idea of success by problematising the relationship between arguably the highest-ranking award in literature and the fame and quality of the awarded</li> <li>8. Write your ideas on how to educate your mind and exchange it with your peers then collect everything together to read in the classroom.</li> </ol> | 7 |  |
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|  | 3 | <p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the factors which make The Gift of the Magi an all-time favourite.</li> <li>2. Comment on the ' O Henry twist ' that renders a special charm to his stories.</li> <li>3. Do you think that the higher- level reading has been seriously affected by social media and the internet? Conduct a GD after reading the article by Tharoor</li> <li>4. 'Literacy will be read, and democracy will be dead as well.' Examine this statement and conduct a debate.</li> <li>5. Do you want to settle down abroad? How does the poem by Imtiaz Dhaker express the life of an immigrant worker in the West? Conduct a discussion in your class</li> <li>6. Collect details in groups and prepare a write up on literature of the Diaspora.</li> <li>7. Innovation is the soul of entrepreneurship. Examine the statement after watching Sunder Pichai' s speech</li> <li>8. Conduct a GD on the impact of digital technology on the youth.</li> </ol> | 8 |  |
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|--|---|--|---|--|
|  | 4 | <p><b>Module IV:</b></p> <ol style="list-style-type: none"> <li>1. Prepare a research project on a specific aspect of Abdulrazak Gurnah's life or work.</li> <li>2. Explore critical responses to Abdulrazak Gurnah's work and discuss different interpretations and analyses.</li> <li>3. Write a paper tracing the history of reception after the publication of the story and compare it with the comment section of the cyberspace today,</li> <li>4. Prepare an imaginary conversation with the writer as a creative assignment highlighting the aspects of savagery in perceivably modern cultures.</li> <li>5. Listening to the song and identify themes of wealth gap and disparity then divide into group and prepare a presentation</li> <li>6. Prepare a speech on the topics of unemployment, poverty and social inequality prevalent in the first world comparing it with the social problems of the third world.</li> <li>7. Analyse Mandela's commitment to social justice and service to others and prepare an article.</li> <li>8. Conduct a GD on Mandela's strengths, weaknesses, motivations, and how he evolves as a character in his autobiography.</li> </ol> | 8 |  |
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Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

**Mapping of COs with PSOs and POs:**

|         | PS<br>O<br>1 | PSO<br>2 | PSO<br>3 | PSO<br>4 | PSO<br>5 | PSO<br>6 | PO<br>1 | PO<br>2 | PO<br>3 | PO<br>4 | PO<br>5 | PO<br>6 | PO<br>7 |
|---------|--------------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|---------|---------|
| CO<br>1 | 3            | 2        | 3        | 3        | 3        | 3        | 2       | 2       | 1       | 2       | 1       | 2       | 2       |
| CO<br>2 | 3            | 3        | 3        | 3        | 2        | 3        | 3       | 2       | 2       | 1       | 2       | 1       | 3       |
| CO<br>3 | 3            | 3        | 3        | 3        | 3        | 3        | 3       | 3       | 2       | 1       | 2       | 2       | 1       |
| CO<br>4 | 3            | 3        | 3        | 3        | 3        | 3        | 2       | 2       | 1       | 3       | 1       | 2       | 2       |
| C05     | 3            | 2        | 3        | 3        | 3        | 3        | 2       | 2       | 2       | 2       | 3       | 2       | 1       |

**Correlation Levels:**

| Level | Correlation      |
|-------|------------------|
| -     | Nil              |
| 1     | Slightly/Low     |
| 2     | Moderate/Medium  |
| 3     | Substantial/High |

**Assessment Rubrics:**

- Quiz/Assignment/Quiz/Discussion/Seminar
- Mid-term Exam
- Viva
- Assignments (20%)
- Final Exam (70%)



**Mapping of Cos to Assessment Rubrics:**

|     | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|-----|---------------|------------|--------------------|---------------------------|
| CO1 | √             | √          |                    | √                         |
| CO2 | √             | √          |                    | √                         |
| CO3 | √             | √          |                    | √                         |
| CO4 | √             | √          |                    | √                         |
| CO5 | √             | √          |                    | √                         |