



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

Programme	<b>GENERAL FOUNDATION COURSE</b>				
Course Code	<b>ENG2FA103(1B)</b>				
Course Title	<b>ADVANCED ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES</b>				
Type of Course	<b>ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES</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 learners of the Humanities stream to enhance their communication skills and maximize their capacity to comprehend, to critically think and to interact effectively in an English-speaking academic environment.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Master critical thinking skills and enhance ability to comprehend and evaluate information through reading and listening.	An	C	Comprehension/ Discussion
CO2	Develop vocabulary and explore language expressions and idioms for effective communication	U	P	Quiz/ Role Play
CO3	Enhance interpersonal and digital communication proficiency for societal intervention	U	M	Oral Presentation/ Blogging/ Vlogging
CO4	Inculcate creative ideas and expressions and present them effectively	C	M	Travel Writing/ Digital Content Creation/ Recipe Writing
CO5	Understand and practice Interview Skills, GD skills and other skills essential for employability	C	C	Role Play/ Group Discussion
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
<b>I</b>		<b>Assertive Communication: Cultivating Self-Worth</b>	<b>7</b>	<b>15</b>
	1	Still, I Rise- Maya Angelou	2	
	2	Conversation between Gandhi and Narayana Guru (1924)	1	
	3	Born a Crime -Trevor Noah <a href="https://youtu.be/dEsWOZjjVt8?si=uFARisQeICQtuse2">https://youtu.be/dEsWOZjjVt8?si=uFARisQeICQtuse2</a>	2	
	4	Investigation of a Dog-Franz Kafka	2	
<b>II</b>		<b>Strategic Communication: Achieving Objectives Together</b>	<b>7</b>	<b>15</b>
	5	‘World’: Excerpt from <i>World Travel: An Irreverent Guide</i> -Anthony Bourdain	2	
	6	Nehru- A J Toynbee	2	
	7	The Revolution Will Not Be Televised (1971)- Gil Scott-Heron	2	
	8	Mightier Than War-Tony Walsh	1	
<b>III</b>		<b>Perspective Matters: Navigating Diversity In Communication</b>	<b>8</b>	<b>10</b>
	9	The True Story of the Three Little Pigs- Jon Scieszka.	2	
	10	Act with hope, Ignore the trolls-Greta Thunberg <a href="https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE">https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE</a>	2	
	11	Bezwada Wilson in conversation with Perumal Murugan <a href="https://www.thehindu.com/society/bezwada-wilson-in-conversation-with-perumal-murugan/article22260315.ece">https://www.thehindu.com/society/bezwada-wilson-in-conversation-with-perumal-murugan/article22260315.ece</a>	2	
	12	The Black Ball- Ralph Ellison	2	
<b>IV</b>		<b>Interventional Communication: Strategies for Impactful Engagement</b>	<b>8</b>	<b>10</b>
	13	I am Not That Woman- Kishwar Naheed	2	
	14	The Spare Room-Jeanette Winterson	2	
	15	Protests in the age of social media: ‘How was The March For Our Lives Movement Shaped by Social Media’-Edgar Klaussner. <a href="https://sites.manchester.ac.uk/global-social-challenges/2019/06/06/protests-in-the-age-of-social-media-how-was-the-march-for-our-lives-movement-shaped-by-social-media/">https://sites.manchester.ac.uk/global-social-challenges/2019/06/06/protests-in-the-age-of-social-media-how-was-the-march-for-our-lives-movement-shaped-by-social-media/</a>	2	
	16	The Corpse Exhibition-Hassan Blassim	2	

V	PRACTICUM		30	
	1	<p><b>Module I:</b></p> <ol style="list-style-type: none"> <li>1. Speaking Exercise: Sharing personal triumphs</li> <li>2. After reading the poem, identify major themes discussing it with your peers and write down your combined observation on oppression and resistance.</li> <li>3. Organize a discussion on the concept of self-hood and its role in defining freedom then create a chart based on the definitions collected from the activity.</li> <li>4. Critically read and analyse the conversation between Gandhi and Guru with respect to the idea of religion and community.</li> <li>5. Research on Kerala Renaissance and identify any three contemporaries of Narayana Guru and present their contribution in the class.</li> <li>6. After listening to the interview, prepare a speech analysing apartheid practised in South America.</li> <li>7. Write a short story as creative exercise imagining the emotional turmoil experienced by children ‘Born a Crime’.</li> <li>8. Trace the history of animal rights movement and identify the animal protection acts implemented in India.</li> <li>9. After reading the short story conduct a discussion on human centric and non-human centric narratives.</li> </ol>	8	
	2	<p><b>Module II:</b></p> <ol style="list-style-type: none"> <li>1. Group Discussion: Create a travel plan for a class tour, considering transportation, accommodation, and attractions.</li> <li>2. Travel Itinerary: Prepare a detailed travel itinerary for a tourist destination, discussing logistics and scheduling.</li> <li>3. Organise a discussion on the contemporary relevance of Nehru and try to identify the critique on him, then submit a short note on based on the critique.</li> <li>4. Asses the contribution of Nehru as a man of letters and present it in the class.</li> <li>5. Write an article on the civil rights movement.</li> <li>6. The intervention of Market in determining the outcome of any revolution- GD and Report.</li> <li>7. Identify war poems and present it in the class.</li> <li>8. Create imaginary responses to the atrocities happening in various war zones familiar to us through media.</li> </ol>	8	

3	<p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. After listening to the story, Stone Pot (Audio Text) create your own version. <a href="https://youtu.be/U1Avo5FJ250?feature=shared">https://youtu.be/U1Avo5FJ250?feature=shared</a></li> <li>2. Interview Skills: Learners prepare questions and interview characters of the story to understand their perspectives.</li> <li>3. News Report: Learners write balanced news reports based on interview.</li> <li>4. Group Discussion and mini report on media and activism.</li> <li>5. Research on the history of manual scavenging in the southern region of India and organise a debate on the topic 'caste and dignity of labour'.</li> <li>6. Identify literary works of your region problematising the manual scavenging.</li> <li>7. Prepare a short history of labour movements American South.</li> <li>8. The concept of Class and Race- GD and Report.</li> </ol>	7	
4	<p><b>Module IV:</b></p> <ol style="list-style-type: none"> <li>1. Prepare a speech on the role of patriarchy in Eastern cultures giving emphasis to your locality.</li> <li>2. Conduct a survey among your peers focusing on the gender roles they practise at home and analyse the data collected.</li> <li>3. Write a script based on the short story you studied.</li> <li>4. Create hashtags, posters, blogs, short films etc from the story you read.</li> <li>5. Digital Advocacy Strategies and Communicating in Social Media.</li> <li>6. Identify similar movements in various social spaces and prepare an article on them.</li> <li>7. Explore how the characters in "The Corpse Exhibition" cope with trauma, guilt, and survival instincts.</li> <li>8. Discuss the ethical dilemmas and moral ambiguities faced by individuals in times of war and violence.</li> </ol>	7	

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:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	1	3	-	-	-	-	1	-	-	3	-	1
CO 2	3	3	-	-	-	-	1	2	1	.	1	1	-
CO 3	3	3	1	-	3	1	-	2	1	1	-	1	-
CO 4	2	2	2	-	-	-	-	-	-	1	-	-	-

**Corelation Level:**

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

**Assessment Rubrics:**

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	