



**CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BA ENGLISH LANGUAGE AND LITERATURE**

**BASKET 2 – ENGLISH FOR PROFESSIONAL SUCCESS**

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG1VN102</b>				
Course Title	<b>FOUNDATIONS OF ENGLISH LANGUAGE PROFICIENCY</b>				
Type of Course	<b>VOCATIONAL MINOR</b>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	<p>Basic writing skills in English.</p> <p>Aptitude for listening, speaking, reading and writing in English language.</p>				
Course Summary	<p>This course offers a comprehensive introduction to communication skills, focusing on listening, speaking, reading, and writing. It combines theoretical knowledge with hands-on exercises to improve English language proficiency. Emphasizing self-directed learning, it equips learners with practical tools for effective communication in various contexts. Through interactive activities and feedback mechanisms, participants develop the skills needed for personal and professional success.</p>				

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
CO1	Enhance proficiency in managing everyday interactions and tasks, effectively navigating situations encountered while travelling in English-speaking regions.	U C	P	Seminars, Group Discussions Mock Presentations
CO2	Develop reading proficiency comprehending information from various genres of text.	E	P	Seminars  Brainstorming sessions  Reading Exercises
CO3	Write coherently and expansively on diverse topics, crafting essays, reports, and letters detailing events and personal experiences with clarity.	Ap	M	Assignments  Report Writing  Recording Events
CO4	Enhance proficiency in creating diverse content, incorporating cultural and linguistic nuances, and crafting essays, reports, and expressive letters detailing personal experiences.	Ap E	M	Assignments, Presentations
CO5	Create diverse audio-visual content, using innovative methods and multimedia tools across various platforms and audiences.	C Ap	P	Assignments Video and audio Presentations Role plays
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
<b>I</b>	<b>LISTENING</b>		<b>12</b>	<b>18</b>
	1	Introduction of listening skills in language acquisition - an overview of diverse listening tasks.	3	
	2	Vocabulary- Idiomatic expressions -Colloquialisms.	3	
	3	Master comprehension of spoken English.	3	
	4	Listening skills in daily situations like social interactions, travel, and media consumption.	3	
		<p><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Listen to short passages and write down what you hear afterwards, compare your transcription with the original text to identify areas for improvement.</li> <li>2. Participate in language exchange sessions, alternating between speaking and listening with native English speakers or fellow learners, and offer constructive feedback to enhance mutual language skills.</li> <li>3. Use online resources or textbooks with listening comprehension exercises. Practice identifying main ideas, details, and inference.</li> </ol>		
<b>II</b>	<b>SPEAKING</b>		<b>12</b>	<b>18</b>
	5	Phonetic symbols- Diverse English sounds and enhance pronunciation.	2	
	6	Synonyms, antonyms, and contextual usage.	2	
	7	Effective presentation techniques - practice speech delivery on chosen topics.	2	
	8	Advanced pronunciation practice.	3	
	9	Confidence-building exercises.	3	
		<p><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary quizzes and pronunciation assessments</li> <li>2. Interviews: Pair up and interview each other about your interests, experiences, or opinions.</li> <li>3. Discussion Circles: Create small groups for discussions on specific topics, giving each participant a chance to speak and contribute.</li> </ol>		

<b>III</b>	<b>READING</b>		<b>12</b>	<b>17</b>
	10	Skimming-scanning techniques.	2	
	11	Critical thinking and analytical skills.	2	
	12	Diverse text genres- learning strategies- main ideas- supporting details- inferred meanings.	2	
	13	Summarizing and synthesizing diverse information.	3	
	14	Discussions on favourite books/authors and cultivation of recreational reading habits.	3	
		<p><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Summarize a text in your own words, focusing on identifying main ideas and important details while maintaining clarity and coherence. (Assign any prose, poem or news article).</li> <li>2. Prepare multiple-choice questions that assess various aspects of reading comprehension, such as identifying the main idea, making inferences, and understanding vocabulary in context.</li> <li>3. Organize small group discussions where you can share your interpretations of a text, ask questions, and provide feedback to your peers.</li> </ol>		
<b>IV</b>	<b>WRITING</b>		<b>12</b>	<b>17</b>
	15	Introduction to basic writing techniques, grammar, and punctuation rules.	3	
	16	Grammar exercises on sentence structure, subject-verb agreement.	2	
	17	Vocabulary exercises on synonyms, antonyms, and idiomatic expressions and punctuation exercises.	2	
	18	Sentence combining and subordination exercises.	2	
	19	Revision strategies to improve clarity, coherence, and conciseness.	3	

		<p><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Attempt grammar exercises focusing on specific grammar rules, such as verb tense, subject-verb agreement, and punctuation.</li> <li>2. Introduce new vocabulary words regularly and use them in writing exercises and assignments.</li> <li>3. Organize peer editing sessions and exchange your writing with classmates for feedback and suggestions for improvement.</li> </ol>		
<b>V</b>	<b>OPEN ENDED</b>		<b>12</b>	

**Note:** The course is divided into five modules, with four having a total of 19 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

**Suggested Reading:**

1. Burley-Allen, Madelyn. *Listening: The Forgotten Skill*. Wiley, 1995.
2. Review, Harvard Business, et al. *Mindful Listening (HBR Emotional Intelligence Series)*. Harvard Business Review Press.
3. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford University Press, 2013.
4. Kumar, Sanjay, and Lata, Pushp. *Communication Skills: Workbook*. Oxford University Press, 2018.
5. Bell, Nick. *Reading Skills: How to Read Better and Faster - Speed Reading, Reading Comprehension & Accelerated Learning*. Polyscholar, 2021.
6. <https://www.cem.org/blog/10-essential-reads-to-improve-reading-comprehension>
7. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Penguin Publishing Group, 2000.
8. Gould, Mike, and Higgins, Eoin. *Cambridge Grammar and Writing Skills Learner's Book 8*. Cambridge University Press, 2019.
9. Foster, Thomas C. *How to Read Literature Like a Professor*. Harper, 2013.
10. Gallo, Carmine. *Talk Like TED: The 9 Public Speaking Secrets of the World's Top Minds*. Pan Macmillan, 2021.
11. Hewings, Martin. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English*. Cambridge University Press, 2013.
12. Lewis, Norman. *Word Power Made Easy*. BBC Publishing Corporation, 1995.
13. Murphy, Raymond. *English Grammar in Use*. Cambridge University Press, 2019.
14. Parrott, Martin. *Grammar for English Language Teachers*. Cambridge University Press, 2010.

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

	PS O1	PS O2	PSO 3	PS O4	PS O5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
<b>CO 1</b>	3	-	-	-	2	-	2	3	3	-	-	-	1
<b>CO 2</b>	3	-	-	-	2	1	3	3	2	-	-	-	1
<b>CO 3</b>	2	1	2	3	3	1	3	3	1	-	-	1	1
<b>CO 4</b>	3	2	2	2	3	1	2	3	3	-	-	1	1
<b>CO 5</b>	3	1	-	3	2	1	3	3	2	-	-	1	1

**Correlation Levels:**

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

**Assessment Rubrics:**

- Assignment/ Discussion / Seminar/Quiz
- Midterm Exam
- Class Tests
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Presentation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓		✓