

Course Title		INTRODUCTION TO FUNCTIONAL ENGLISH- II				
Type of Course		Major				
Semester		II				
Academic Level		100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		This course requires students to have a basic proficiency in English language and literature. Prior knowledge of fundamental communication concepts and familiarity with literary and film genres is recommended.				
Course Summary		This is a course designed to introduce the different major courses like communication skills, language for specific purpose, theory and film studies provided in the B.A Functional English programme. The course aims to enhance the reading and writing skills of the learners and to develop language skills necessary to communicate effectively within their chosen professional fields.It also introduces the basic concepts of criticism and theory in literature and different genres in film and theatre.				

COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate enhanced proficiency in oral and written communication	Ap	C	<p>Oral Presentations</p> <p>Reading comprehension activities</p> <p>Writing exercises</p> <p>Written test</p>
CO2	Distinguish specialized terminology and vocabulary relevant to the specific field or discipline for successful interaction in professional settings	Ap	P	<p>Seminar presentation</p> <p>Assignments</p> <p>Role-plays</p> <p>Written test</p>
CO3	Examine films and theatrical productions from different genres, styles, and cultural contexts to understand their artistic, cultural, and social significance.	An	P	<p>Discussions</p> <p>Written test</p>
CO4	Analyse literary texts through	E	P	Assignments

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I	Communication Skill-Reading and Writing		12	15
		Introduction to reading strategies- Skimming, Scanning, Summarizing	2	
		Analysing different texts by reading- Narrative, descriptive or argumentative	2	
		Basics of writing- Prewriting, Drafting, Revising, Editing, Proof Reading	2	
		Introduction to content writing	2	
		Different genres and forms of Creative writing	2	
		Academic writing- Essays, reports, review writing and case study	2	
	<p>Activity:</p> <p>Introduce different genres and forms of reading and writing by providing examples.</p> <p>Small writing exercises like poems or short stories can be given to improve writing skill.</p> <p>References:</p> <p>https://mugafi.com/blog/writing-guide-what-is-creative-writing-and-its-types</p> <p>https://media.bloomsbury.com/rep/files/9781472578440_txt_online.pdf</p> <p>https://www.portlandseogrowth.com/free-seo-resources/content-writing-samples/</p>			
II	English for Specific Purposes		8	25
		Social media writing- Introduce with examples	2	
		Samples of formal letters and minutes- English for business communication	2	
		Professional communication – self introduction, mails, letters (add more such, if needed)	2	

	English for digital communication- online etiquette tone, style and language used in discussion in online platforms.	2	
	<p>Activity:</p> <p>Provide situations to perform in a business setting (mock-interviews, self-introduction, meetings, discussions etc).</p> <p>Make the students write for different podcasts, blogs etc and distinguish the vocabulary used in different situations.</p> <p>Provide different forms of letters, minutes, emails to identify the differences in content and language according to situations.</p> <p>Writing exercises (letters, minutes, emails) can be given to improve their writing skills and use vocabulary related to each situation.</p>		
III	Criticism and Theory	17	20
	Formalist criticism- “The Road Not Taken” – Robert Frost	2	
	Reader-response theory- To Misread or to Rebel: A Woman’s Reading of “The Secret Life of Walter Mitty”	3	
	Feminism- “An Introduction”- Kamala Das	3	
	Postcolonial theory- main features- “A Far Cry from Africa” by Derek Walcott	3	
	Green literature- “A River” by A.K. Ramanujan	3	
	“Culture is Ordinary” – Raymond Williams	3	
	<p>Activity:</p> <p>Introduce the theories with a text and encourage students to collect other literary texts of such theories.</p> <p>Introduce the basic concepts of major theories and criticism and an awareness of its age wise development.</p>		
IV	Film and Theatre	11	10
	Introduce a film- <i>The Shawshank Redemption</i>	2	
	A film on gender and racial identity <i>Hidden Figures</i>	3	
	A documentary on Ecological issue- <i>Elephant Whisperers</i>	3	
	A Play to introduce the techniques of theatre- <i>Hayavadan</i> by Girish Karnad.	3	

	<p>Activity:</p> <p>Introduce the films and plays of different genres that address major contemporary issues.</p> <p>Encourage the students to watch movies and do presentations.</p> <p>Can ask the learners to write reviews on the movies.</p>		
V	Open-ended module	12	10
	Exploration of the interdisciplinary nature of contemporary communication and its intersection with literature, media, technology and cultural artefacts.		

Note: The course is divided into five modules, with four having total 20 fixed units and one open-ended module with a variable number of units. There are a total of 50 instructional hours for the fixed modules and 10 hours for the open-ended one. 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 20 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	3	3	-	2	-	1	3	-	2	-	-	-	-
CO 2	3	3	-	3		1	3	1	-	-	-	-	-
CO 3	3	-	-	-	-	2	3	-	-	-	-	-	1
CO 4	3	-	3	-	-	-	3	-	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Assignment	4	2
Seminar	6	4

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

References

English for Effective Communication. OUP, 2013.

Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2018.

M. H. Abrams. *A Glossary of Literary Terms*, Harcourt Publishers, New Delhi, 2001.

Nagarajan, M. S. + *English Literary Criticism and Theory: An Introductory History*, Orient Black Swan, 2006.

Hayward, Susan. *Cinema Studies: The Key Concepts (second edition)*, Routledge, 2000.

Villerajo, Amy. *Film Studies: The Basics*, Routledge, 2007.

Shepherd-Barr, Kirsten. *Modern Drama: A Very Short Introduction*. Oxford UP, 2016

Carlson, Marvin. *Theatre*. Oxford UP, USA, 2014

<https://www.teachingenglish.org.uk/>

<https://egyankosh.ac.in/bitstream/123456789/41770/1/Unit-3.pdf>

<https://ebooks.inflibnet.ac.in/engp14/chapter/indian-theatre-in-english-genesis-and-evolution/>

Course Title	Children's Literature				
Type of Course	Minor				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A genuine interest in children's literature and an openness to exploring diverse narratives and perspectives.				
Course Summary	This course offers an in-depth exploration of children's literature, examining oral narratives, film adaptations, and critical perspectives. Through a multi-disciplinary approach, students will delve into the rich world of children's stories, analyzing their cultural significance and literary merit.				

Course Outcomes (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of the various forms of children's literature	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Critically analyse Children's Literature	An	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Compile local oral narratives, stories for children	C	P	Assignment Seminar Presentation In-class discussion Written Test
CO4	Appreciate film adaptations of Children's literature	An	P	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	Folk Tales/ Oral Narratives		12	15
	1	"The Magical Bird" by Ramendra Kumar	3	
	2	"Baba Yaga" by Verra de Blumenthal	3	
	3	"How Mushrooms First Grew" by W.H. Barker and Cecilia Sinclair	2	
	4	"The Blue Umbrella" by Ruskin Bond	2	
		Suggested activities: <ul style="list-style-type: none"> ● The students present oral narratives/folk tales ● Practice the art of story telling in groups ● Compile oral narratives/folk tales from the locality 		
II	Fiction		12	20
	5	<i>Alice's Adventures in Wonderland</i> by Lewis Carroll	3	

	6	<i>Totto-chan: the Little Girl at the Window</i> by Tetsuko Kurayanagi	3	
	7	<i>Swami and Friends</i> by R K Narayan	2	
	8	<i>Mae Among the Stars</i> by Roda Ahmed	2	
		Suggested activities: <ul style="list-style-type: none"> ● Role plays of the characters ● Group discussion on the literary aspects of the texts ● Write similar stories, Rewriting of the storyline 		
III	Film adaptations		12	15
	9	<i>Harry Potter and the Philosopher's Stone</i> by Chris Colombus	3	
	10	<i>The Secret Garden</i> by Marc Munden	3	
	11	<i>The Water Babies</i> by Lionel Jeffries	2	
	12	<i>Little Women</i> by Greta Gerwig	2	
		Suggested activities: <ul style="list-style-type: none"> ● prepare subtitles for different scenes ● Write an article comparing the two mediums of representation of the same story ● Conduct an opinion survey regarding the effectiveness of film adaptations of literary works 		
IV	Criticism		12	20
	13	"Children's Literature in Kerala: Traces and Trajectories" by Robin D'Cruz	3	
	14	"Indian Children's Literature in English." By Nandini Nayar	3	
	15	"Multiethnic Literature Holding Fast to Dreams" by Kathryn Meyer Reimer	2	
	16	"Come and Listen to a Story about a Girl Named Rex: Using Children's Literature to Debunk Gender Stereotypes" by Lisen C. Roberts and Heather T. Hill	2	
		Suggested activities: <ul style="list-style-type: none"> ● Debate on the various arguments presented in the essays ● Do paper presentations on the essays ● Attempt analytical reading of different works, prepare book reviews 		
V	Open Ended Module		12	10
		Write children's stories on given themes Interview an author of Children's literature (The experiences and opinion of the author interviewed can be recorded)		

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	P O 6	P O 7
C O 1	2	-	-	-	-	-	-	-	-	-	-	-	-
C O 2	-	-	3	-	2	3	-	-	3	1	1	1	-
C O 3	-	-	3	-	-	3	-	-	3	-	-	-	-
C O 4	-	3	-	2	-	-	3	2	-	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

Internal Assessment 30%

- Script submission/ Assignment/ Review writing/ Discussion / Seminar
- Play presentation
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Play presentation	Review writing	Script writing	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Suggested Reading:

Indian Tales and Folk Tales. Ed. Navin Menon. Children's Book Trust 2003

West African Folk-Tales. Cd. W.H. Barker and Cecilia Sinclair .George G. Harrap and Company

Alice's Adventures in Wonderland. Lewis Carroll. Macmillan Children's Books 2015

The Secret Garden. Frances Hodgson Burnett. Vintage Classics 2012

Totto-chan: the Little Girl at the Window. Tetsuko Kurayanagi. Kodansha America Inc 2012

Swami and Friends. R K Narayan. Indian Thought 2001

Mae Among the Stars. Roda Ahmed. Harper Collins

Course Title	Graphic Narratives				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding and appreciation of visual storytelling.				
Course Summary	<p>This course introduces students to the rich and diverse world of graphic narratives, encompassing historical milestones and recent developments. Through a global lens, students will explore the evolution of graphic storytelling, analyze various narrative techniques, and engage with a range of texts representing different cultural, social, and artistic perspectives. Emphasizing multimodal literacy, the course will foster critical thinking skills and an appreciation for the unique storytelling potential of graphic narratives.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop an understanding of the historical evolution and cultural significance of graphic narratives.	U	C	Oral Presentation In-class discussion Assignments
CO2	Explore diverse voices and perspectives in graphic storytelling from around the world.	Ap	P	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
CO3	Analyze the formal elements, narrative techniques, and visual storytelling strategies in graphic narratives.	An	P	Listening and Speaking Tasks Presentation Scriptwriting
CO4	Cultivate critical thinking skills and multimodal literacy through the analysis and creation of graphic narratives.	E	M	Interactive Tasks Debates and discussion Storyboard Evaluation Mini-projects (group work)
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus

Module	Unit	Content	Hrs (48+ 12)	Marks (70)
I	Foundations of Graphic Narratives		15	20
	1	<i>Comics and Sequential Art</i> by Will Eisner Chapter 1- Comics as a Form of Reading (pp. 7-12)	3	
	2	Chapter 2 - Imagery (pp. 13-24)	3	
	3	Chapter 3 - Timing (pp. 25-37)	3	

	4	<i>Understanding Comics: The Invisible Art</i> by Scott McCloud Chapter 2 -The Vocabulary of Comics (pp. 24-59)	3	
	5	Chapter 3- Blood in the Gutter (pp 60-93)	3	
		Suggested Activities 1. Read <i>A Contract With God</i> by Will Eisner and explore the narrative techniques used. 2. Read- <i>Frame as a narrative device</i> from Comics and Sequential Art (46 - 50) and analyze frames in popular comics.		
II	Perspectives in Graphic Storytelling		15	20
	6	Abbott, H. Porter. <i>The Cambridge Introduction to Narrative</i> ,2008. Chapter 1- Narrative and Life (pp.1-11)	2	
	7	Chapter 2- Defining Narrative (pp.12-22)	2	
	8	Chapter 3- The Borders of Narrative (pp. 25-31)	2	
	9	Graphic Memoir: <i>Persepolis: The Story of a Childhood</i> by Marjane Satrapi. Translated by Matthias Ripa.	3	
	10	Graphic Fiction: The Four Encounters from <i>Buddha</i> Series by Osamu Tezuka	3	
	11	Graphic Non-fiction : <i>Maus: A Survivor's Tale</i> : 1. My Father Bleeds History.	3	
		NOTE: Students are expected to read the graphic novels before the class and be prepared to participate in classroom discussions. SuggestedActivities: 1. Watch the animated film adaptation of Persepolis and compare it with the graphic novel. 2. Arrange classroom discussion on the use of narrative techniques in Maus. 3. Prepare a presentation on “The Four Encounters” based on McCloud’s <i>UnderstandingComics</i> . 4. Assignments on the various themes and issues raised in the narratives.		
III	Contemporary Trends and Innovations		10	15
	12	<i>Spirited Away</i> (2001) film by Hayao Miyasaki	3	
	13	Graphic Reportage- <i>The Fixer: A Story from Sarajevo</i> by Joe Sacco.	3	

	14	Graphic Non-fiction: Martin Luther King and the Montgomery Story	3	
	15	Graphic Poetry: Naoko Fujimoto's "Protest Against" Naoko Fujimoto reads "Protest Against" (from GLYPH)	1	
		NOTE: Students are expected to watch the anime, read the selected texts before the class, and be prepared to participate in classroom discussions. Suggested Activities: 1. Discuss how artists use symbols, exaggeration, irony, and symbols to create cartoons. 2. Create graphic poetry on various themes. 3. Make a presentation on the prospects of Graphic Reportage.		
IV		Graphic Narratives of India	8	15
	16	A Gardener in the Wasteland: Jotiba Phule's Fight for Liberty - Srividya Natarajan, Aparajita Ninan.	3	
	17	"Cartoons Age Dangerously" from <i>R.K. Laxman: Back with a Punch</i> by E.P.Unny (pp. 90-100). (Students may be familiarized with the political cartoons of RK Laxman)	3	
	18	Bobanum Moliyum - Toms -(translated)- Bobanum Molliyum Classics Vol 19 PDF	2	
		Suggested Activities: 1. Create a storyboard for a comic strip. 2. Create an album of popular cartoons. 3. A brief study on the cartoonscape of Kerala. 4. Interactions with Cartoonists.		
V		Open Ended Module:	12	
		Create a graphic narrative (cartoon/ comic strip/ anime) based on a short story, poem, film, etc. This can be done as pair/ group work. Encourage the students to use digital and AI-based tools to try out different genres.	12	

Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7
CO 1	-	3	-	-	-	-	-	2	-	-	-	-	-
CO 2	-	-	-	-	2	-	-	1	-	-	1	2	-
CO 3	2	-	2	-	-	-	3	-	-	2	-	-	-
CO 4	-	-	2	-	-	3	-	3	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar (10%)
- Creation & Evaluation of Graphic Narrative (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

Core Reading

Comics and Sequential Art by Will Eisner, Poorhouse Press, 1985.

Understanding Comics: The Invisible Art. by Scott McCloud, Ed. Mark Martin, Paradox Pr. 2000.

Suggested Reading

Embroideries by Marjane Satrapi

Chicken with Plums by Marjane Satrapi

Message to Adolf by Osamu Tezuka

Buddha series by Osamu Tezuka

Hostage by Guy Delisle

Pashmina by Nidhi Chanani

Santa and the Scribes: The Making of Fort Kochi by E P Unny

Eisner, Will. *Expressive Anatomy for Comics and Narratives*

Gravett, Paul. *Graphic Novels: Everything You Need to Know*, Collins, 2005.

Robbins, Trina. *From Girls to Grrrlz: A History of Comics from Teens to Zines*, Chronicle Books, 1999.

Weiner, Stephen. *Faster than a speeding Bullet: The Rise of the Graphic Novel*, 2003.

Rothschild D. Aviva. *Graphic Novels: A Bibliographic Guide to BookLength Comics*, Englewood, 1995.

Gonick Larry. *The Cartoon History of the Universe*, Vol:1-7, Broadway Books, 1990.

Petersen, S. Robert. *Comics, Manga, and Graphic Novels: A History of Graphic Narrative*, 2011.

Sabin, Roger. *Comics, Comix and Graphic Novels: A History of Comic Art*, Phaidon Pr., 1996.

Prince, Gerald. *A Dictionary of Narratology*, 2003.

Journals

Booklist, Chicago, ALA, 1905-

The Comics Journal, Seattle, 1977-

Library Journal, New York.

Kirkus Reviews.

Online Resources:

[Graphic India](#)

<https://noflyingnotights.com/>

<https://www.naokofujimoto.com/gallery-of-graphic-poems.html>

<http://fdjpkc.fudan.edu.cn/upload/article/files/a7/fc/a02b49ac4485ac0109d7f9167289/0cef85a3-0b78-4bf8-8fa2-f2e8e57f5092.pdf>

Course Title	AI and English Language Learning				
Type of Course	Vocational Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	1. Basic knowledge of the English language – basic grammar, pronunciation 2. Basic communicative skills in LSRW				
Course Summary	<p>The course aims to introduce learners to AI. With AI as an ever evolving field, learners are introduced to its application in the teaching and learning processes. The learners are made aware of its dynamic nature. The learners are also equipped to use the various apps and tools in the teaching and learning processes.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate ability to effectively use AI tools in language learning and teaching through practical projects.	Ap	M	Practical assignment
CO2	Present a language lesson incorporating AI tools, demonstrating practical application.	Ap	P	Practical Assignment
CO3	Actively engage in discussions and reflections on the ethical considerations of using AI in academic settings.	An	M	Group discussion/ JAM sessions
CO4	Assess the dynamics and ethics of using AI for academic purposes.	E	F	Instructor created written exam
CO5	Implement the use of AI tools for employability	Ap	P	Seminar/ Written assignment
CO6	Create a piece of writing with the assistance of AI tools, showcasing the integration of AI in creative processes	C	P	Practical assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module		Content	Hrs (60)	Marks (70)
Module I	Unit		Hrs 9	15
	Introduction to AI			
	1	Introduction to AI tools for English language learning (AI mobile apps, Grammarly, Duolingo for learning a foreign language)	2	
	2	History and evolution	1	
	3	Emerging trends in AI	1	
	4	AI in personalized learning and intelligent tutoring systems	2	

	5	AI in language learning	2	
	6	AI for early intervention in learning disabilities	1	
<p>Activity</p> <p>Explore Grammarly by typing sentences with intentional grammatical errors. Observe how Grammarly provides suggestions for corrections and explanations for each suggestion. Engage students in a creative activity related to the language they are learning. This could include writing a short story, creating a dialogue, or even drawing illustrations to represent vocabulary. Encourage the use of the language they have learned during the activity.</p>				
<p>Suggested Reading</p> <p>AI & ELE - Website containing notes by Dr Premanand M E, www.englishskillsone.in</p> <p>Introduction to AI</p> <p>Conversations Across Continents: Forging Education for the AI Age Conversations Across Continents: Forging Education for the AI Age (linkedin.com)</p> <p>“Grammarly” as AI-powered English Writing Assistant: Students’ Alternative for English Writing https://www.researchgate.net/publication/352207965_Grammarly_as_AI-powered_English_Writing_Assistant_Students'_Alternative_for_English_Writing</p> <p>AI in the Foreign Language Classroom: A Pedagogical Overview of Automated Writing Assistance Tools. https://www.hindawi.com/journals/edri/2023/4253331/</p>				
II	AI for academic purpose (Use of Quillbolt Designing/creating an Image using AI tools (Dall.E, Microsoft Designer)		14	20
	7	AI in academic writing	3	
	8	Summarizing using AI tools (Quillbotetc).	3	
	9	Paraphrasing using AI tools	1	
	10	Creating an image using free AI tools (Dall.E, Microsoft Designer)	3	
	11	Impact of AI in literary analysis	2	
	12	Impact of AI on Interpretation and translation	2	

<p>Suggested learning activities:</p> <p>Engage in a class discussion about the challenges and benefits of using AI tools for summarising and paraphrasing.</p> <p>Discuss the importance of understanding the context and purpose of the text when using AI tools.</p> <p>Instruct students to generate images using DALL·E based on specific prompts or themes provided by the instructor. (If DALL·E, allow direct image creation, guide students to use Microsoft Designer or a similar tool to design an image related to a given topic or concept. Have students showcase their AI-generated images to the class. Encourage a discussion on the creative process, challenges faced, and the uniqueness of AI-generated images.</p>			
<p>Suggested reading</p> <p>AI & ELE - Website containing notes by Dr Premanand M E, www.englishskillsone.in, Introduction to AI https://www.englishskillsone.in/#h.4axsv6dr9df5 Harnessing AI Power: A Look at the Top 10 Tools for Education Professionals https://youtu.be/Yp0KdkZpaVU?si=n2e6-3aYkgPZ_58w</p> <p>The Brilliance And Weirdness Of ChatGPT. https://www.nytimes.com/2022/12/05/technology/chatgpt-ai-twitter.html</p>			
III	Prose and poetry using AI Generative tools (ChatGPT, Google Bard)	15	20
	13 Different types of writing (Descriptive, Expository, Persuasive)	3	
	14 Types of poetry (Sonnets, Haiku, and Free verse with examples)	3	
	15 Writing poetry using Generative AI	3	
	16 Writing prose using Generative AI	3	
	17 Podcasts – creation, usefulness and practical application – (create a podcast and refine it using AI)	3	
<p>Suggested learning activities:</p> <p>Instruct students to input a descriptive prompt or scene into ChatGPT and observe the prose it generates. Encourage them to refine and edit the generated text to enhance descriptive elements.</p> <p>Assign a topic for an expository essay and have students use ChatGPT to generate the main points and structure of the essay. Provide a persuasive writing prompt and guide students in using ChatGPT to develop persuasive arguments.</p> <p>Instruct students to experiment with generating sonnets, haiku, and free verse poems using the AI poetry generator. Encourage creativity in adapting traditional poetic forms or creating entirely new structures.</p>			

	<p>Suggested reading</p> <p>AI & ELE - Website containing notes by Dr Premanand M E, www.englishskillsone.in Introduction to AI https://www.englishskillsone.in/#h.4axsv6dr9df5 Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4337484 Generative AI is here: How tools like ChatGPT could change your business https://opexsociety.org/body-of-knowledge/generative-ai-is-here-how-tools-like-chatgpt-could-change-your-business/</p>		
IV	Ethics and privacy concerns	10	15
	18 Ethical implications of AI	2	
	19 Privacy concerns – best practices for ensuring privacy in AI systems	3	
	20 Algorithmic Biases in AI	2	
	21 Job displacement and workforce impact	1	
	22 Best practices for integrating AI in education	2	
	<p>Suggested learning activities:</p> <p>Identify potential risks, challenges, and ethical considerations related to data collection, storage, and usage in AI. Discuss the importance of transparency, user consent, and data anonymization. Conduct group discussions or JAM sessions for the following: How can ethical considerations and privacy practices be integrated into AI development and deployment? Different ways society can prepare for changes in the job market and support affected workers.</p>		

	Suggested reading			
	AI & ELE - Website containing notes by Dr Premanand M E, www.englishskillsone.in Introduction to AI https://www.englishskillsone.in/#h.4axsv6dr9df5 The Ethical Implications of Artificial Intelligence (AI) For Meaningful Work. https://typeset.io/questions/what-are-the-ethical-implications-of-artificial-intelligence-o19wa3wspf Artificial Intelligence in Education: A Review https://ieeexplore.ieee.org/document/9069875			
V	Practical Applications and case study (open ended)		12	
	1	The learners can be encouraged to do hands-on projects incorporating AI components into English Language learning		

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	3	-	3	-	-	3	-	-	-
CO 2	1	-	-	1	3	-	-	-	-	3	-	-	-
CO 3	-	1	-	1	-	2	-	-	-	2	-	3	-
CO 4	-	2	-	1		3	3	-	-	-	2	3	-
CO 5	2	-	-	-	3	-	-	-	3	-	2	-	2
CO 6	-	2	-	2	3	-	2	-	2	3	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Group Discussion (10 %)
- Written Assignments/ Teaching Assignments/ Seminar (10%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Group Discussion	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2		✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5		✓		✓
CO 6		✓		

Course Title	Professional English for Career Development				
Type of Course	Vocational Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	<p>This is a comprehensive course designed to enhance learners' language proficiency and communication skills in a professional context. Through a combination of theoretical lessons, practical exercises, and real-world simulations, students will develop the linguistic competence and confidence necessary to excel in their careers. The course will cover various aspects of professional communication, including writing, speaking, listening, and interpersonal skills, tailored to meet the demands of contemporary workplace environments.</p>				

COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To develop advanced proficiency in written communication for professional purposes	U	C	Writing Assignments- emails, reports Seminar Presentation Written Test
CO2	Enhance and describe oral communication skills for effective workplace interactions	An	P	Role Plays Oral Presentation In-class discussion Written Test
CO3	Evaluate listening comprehension skills and critical thinking abilities to accurately understand and respond to spoken communication in professional settings.	E	C	Listening comprehension tasks Mock Interviews Peer Group Presentations
CO4	Develop confidence and professionalism in all aspects of professional English communication	C	P	Assignment Seminar Presentation Role Plays Written Test
<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	Hours	Marks
I	Written Communication Skills		10	15
	1	Principles of effective business writing	2	
	2	Crafting professional emails	2	
	3	Writing reports and proposals	2	
	4	Application Letter- Resume- Covering Letter	2	
	5	Business correspondence and etiquette	2	
	<p>ACTIVITY: Divide students into groups and assign each group a different business scenario. Ask them to craft professional emails and reports.</p> <p>Learners may be asked to prepare a resume, cover letter and job application.</p>			
II	Oral Communication Skills		10	15
	6	Presentation skills: planning and delivery	2	
	7	Presentation skills: visual aids	2	
	8	Participating in meetings and discussions	2	
	9	Negotiation and persuasion techniques	2	
	10	Handling challenging conversations and conflicts	2	
	<p>ACTIVITY: Have learners prepare and deliver short presentations on topics relevant to their field of study or interests using audio-visual aids.</p> <p>Organize simulated meetings or discussions where students take on different roles.</p>			
III	Listening Comprehension and Critical Thinking in the Workplace		16	20
	11	Active listening strategies	3	
	12	Understanding spoken instructions and presentations	3	
	13	Extracting key information from meetings and discussions	2	
	14	Responding appropriately to verbal communication	2	
	15	Analyzing and evaluating information	2	
	16	Creative thinking techniques for innovation	2	
	17	Applying critical thinking to real-world workplace scenarios	2	

	<p>ACTIVITY: Conduct listening exercises where students listen to audio recordings or live presentations and summarize the key points.</p> <p>Facilitate group discussions or meetings and instruct students to extract important information or action items.</p> <p>Provide students with case studies, reports, or data sets. Instruct them to analyse the information critically.</p>			
IV	Career Advancement Strategies		12	20
	18	Networking skills: building professional connections and relationships	3	
	19	Job search techniques	2	
	20	Interview preparation	3	
	21	Professional development and lifelong learning	2	
	22	Personal branding and self-promotion	2	
	<p>ACTIVITY: Interview tips from an industry expert can be provided.</p> <p>Conduct mock interviews with students playing the role of both interviewer and interviewee.</p> <p>Invite guest speakers or alumni to share their experiences and insights on career development and lifelong learning.</p> <p>Have students create personal branding portfolios or online profiles showcasing their skills, achievements, and career aspirations.</p>			
V	Open Ended Module: Intercultural Communication		12	10
	1	<ul style="list-style-type: none">● Understanding cultural differences in communication styles● Adapting communication strategies for diverse audiences● Overcoming cultural barriers in the workplace● Building cross-cultural relationships and collaboration <p>Open-Ended Exploration and Assessment:</p> <ul style="list-style-type: none">● Written assignments (e.g., emails, reports)● Oral presentations and role-plays● Listening comprehension tasks (e.g., summarizing spoken content)● Critical thinking exercises (e.g., analyzing case studies)● Participation in discussions and simulations		

Note: The course is divided into five modules, with four having total 22 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 one. 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 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PSO 5	PS O6	P O 1	P O 2	P O 3	PO 4	PO 5	PO6	PO7
CO 1	-	3	-	-	-	-	1	2	-	-	-	-	-
CO 2	2	3	-	-	-	-	1	2	-	-	-	-	-
CO 3	-	3	-	-	-	-	-	-	3	-	-	-	-
CO 4	-	3	-	3	-	-	-	2	3	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar 10%
- Midterm Exam 10%
- Programming Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Core Texts

MODULE 1

"Writing That Works: How to Communicate Effectively In Business" by Kenneth Roman and Joel Raphaelson

<https://www.studocu.com/in/document/university-of-mumbai/bachelors-of-mass-media-bmm/writing-that-works-how-to-communicate-effectively-in-business-e-mail-letters-memos-presentations-plans-reports-proposals-resumes-speeches-pdfdrive/31535529>

MODULE 2

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

MODULE 3

Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.

Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008

MODULE 4

Jay. *Effective Presentation*. New Delhi: Pearson, 2009.

References

Boucher, Jane. *Email Writing Skills: Essential Guide to Effective Communication*. Kogan Page, 2017.

Chatfield, Tom. *Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study*. SAGE Publications Ltd, 2017.

Hoppe, Michael H. *Active Listening: Improve Your Ability to Listen and Lead*. American Management Association, 2017.

Murphy, Herta A., Herbert W. Hildebrandt, and Jane P. Thomas. *Effective Business Communication*. McGraw-Hill Education, 2016.

Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When Stakes Are High*. McGraw-Hill Education, 2011.

Roman, Kenneth, and Joel Raphaelson. *Writing That Works: How to Communicate Effectively In Business*. Harper Business, 2010.

Online Resources:

<https://www.sciencedirect.com/journal/english-for-specific-purposes>

<https://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html>

<https://onlinelibrary.wiley.com/journal/15457249>

<https://www.baleap.org/>

Course Outcomes (CO):

Course Title	Public Speaking and Debating Skills				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Familiarity with basic concepts of communication				
Course Summary	This course enhances students' public speaking and debating skills, providing them with the knowledge and practical experience needed to communicate effectively in various settings. Through a combination of theoretical understanding, hands-on activities, and real-world applications, students will develop the confidence and competence required for successful public speaking and debating.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recognise the basic concepts of effective communication.	R	F	Instructor-created exams / Quiz
CO2	Explain Public Speaking Techniques and Fundamentals of Debate	U	C	Assignment / Written tests
CO3	Demonstrate proficiency in Public Speaking and Debating	Ap	P	Oral presentations/ Group Tutorial Work
CO4	Analyse different speech and debate formats gaining insights into selecting the most appropriate format for specific communication goals	An	C	Instructor-created exams / Practical Assignments
CO5	Evaluate diverse perspectives and communication styles	E	C	In-class discussions/Written tests/Self and peer Assessments
CO6	Create compelling and persuasive arguments and effectively deliver them in public speaking and debating settings.	C	P	Observation of practical skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Foundations of Effective Communication		6	5
	1	Introduction to Communication- Meaning, concept and process of communication	2	
	2	Characteristics of effective communication	2	
	3	Verbal, non-verbal and visual communication basics	1	
		Activities: Conduct communication skill workshops focussing on effective communication through interactive activities, group discussions and feedback sessions.		

		<p>References:</p> <ol style="list-style-type: none"> 1. Kumar, Sanjay, and Lata, Pushp. <i>Communication Skills</i>. Oxford University Press, 2015. pp (1-3, 10-11). 2. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill. 2020. pp (17-21). 		
II	Communication Barriers		5	5
	4	Common communication barriers	1	
	5	Overcoming Communication Barriers	2	
	6	Communication Techniques	1	
	7	Adapting to different audiences.	1	
		<p>Activities:</p> <p>Communication barrier case studies. Analyse the cases and propose strategies for overcoming the specific communication challenges presented.</p> <p>Assertion and confidence-building workshops</p>		
		<p>References:</p> <ol style="list-style-type: none"> 1. Kumar, Sanjay, and Lata, Pushp. <i>Communication Skills</i>. Oxford University Press, 2015. pp (13-17). 2. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill. 2020. pp (94-110). 3. Communication barriers: https://www.youtube.com/watch?v=jsl468Hwr4o 4. Communication techniques: Overcoming Communication Barriers https://www.youtube.com/watch?v=HAnw168huqA 		
III	Mastering Public Speaking Techniques		15	20
	8	Introduction to Public Speaking	2	
	9	Ethics in Public Speaking	2	
	10	Speeches: Informative, persuasive, and online speeches	3	
	11	Speaking on Special Occasions	3	
	12	Organising and outlining	2	
	13	Delivering the speech	3	

		<p>Activities:</p> <p>Analysing famous speeches based on the topics discussed in the module.</p> <p>Crafting and delivering short speeches. Reflection on speaking experiences can also be given by peers.</p>		
		<p>References:</p> <ol style="list-style-type: none"> 1. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill.2020. 2. Public speaking: https://www.youtube.com/watch?v=i5mYphUoOCs 3. I Have a Dream https://www.youtube.com/watch?v=vP4iY1TtS3s 4. Emma Watson on gender equality https://www.youtube.com/watch?v=nIwU-9ZTTJc 		
IV	Debating Skills and Logical Reasoning		10	20
	14	Introduction to Debate	1	
	15	The Debate Process- Resolution/Proposition, Affirmatives and Negatives	2	
	16	Organising the speeches	3	
	17	Speakers' duties	2	
	18	Language and delivery	2	
		<p>Activities:</p> <p>In-depth analysis of a debate video. Participation in a mini-debating tournament</p>		
		<p>References:</p> <ol style="list-style-type: none"> 1. Luckett W. Joseph. "Basic Concepts for Teaching and Learning Debate".March 2006. https://www.scribd.com/document/573325830/228567016 2. Jon M. Ericson, James J. Murphy, and Raymond Bud Zeuschner<i>The Debater's Guide</i> Third Edition Southern Illinois University Press Carbondale. pp (87-112). 3. Debating skills: link to the sample video to be analysedhttps://www.youtube.com/watch?v=J8-hqlvdU_E 		
V	Open Ended Module: Applied Oratory and Debate		9	

	1	Debate Portfolio, debating and public speaking clubs, role-playing scenarios, peer evaluation system of performances, workshops or training programs		
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Note: The course is divided into five modules, with four having a total of 18 fixed units and one open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended ones. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Core Reading

1. Kumar, Sanjay, and Lata, Pushp. *Communication Skills*. Oxford University Press, 2015.
2. Lucas, Stephen E. *The Art of Public Speaking*. McGraw Hill. 2020.
3. Luckett W. Joseph. "Basic Concepts for Teaching and Learning Debate". March 2006.
<https://www.scribd.com/document/573325830/228567016>
4. Jon M. Ericson, James J. Murphy, and Raymond Bud Zeuschner. *The Debater's Guide*. Third Edition Southern Illinois University Press Carbondale.

Suggested Reading

1. Rainbolt, George W. *Critical Thinking: The Art of Argument*. Oxford University Press, 2015.
2. Hanson, J. *NTC's Dictionary of Debate*. National Text Book Company. 1990.
3. Lubetsky, M., Le Beau, C & Harrington, D. *Discover Debate*. Language Solutions, Inc. 2000.
4. Swargiary Khritish, and Kavita Roy. *Communication and Public Speaking*. Lap Lambert Academic Publishing. 2022.

Mapping of COs with PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	3	-	-	-	-	-	3	-	-	-	-	-	-
CO 3	-	3	3	-	-	3	-	-	3	-	-	-	-
CO 4	3	-	-	-	-	-	-	-	-	-	3	-	-
CO 5	-	-	-	-	3	-	-	-	-	-	2	-	-
CO 6	-	-	3	-	-	-	-	3	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Speech presentation 5
- Debate participation 5
- Seminar/ Assignment 5
- Midterm Exam 10
- Final Exam 50

Mapping of COs to Assessment Rubrics:

	Viva voce/ Written Exam	Seminar/ Assignment	Observation of practical skills	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓	✓	
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	