

Course Title	Introduction to Phonetics				
Type of Course	Major				
Semester	IV SEMESTER				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English.				
Course Summary	This introductory course in Phonetics serves as a gateway to the fascinating world of English speech sounds and their production. Students explore the International Phonetic Alphabet (IPA) to transcribe and represent English speech sounds accurately. Practical exercises include listening to and producing the sounds of English to enhance articulatory skills, providing essential skills for further studies in linguistics, communication sciences, or related fields.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Distinguish the distinctive sounds of English and understand their production.	U	C	Task Completion In-class Discussion Written Test
CO2	Produce and transcribe the speech sounds of English using the IPA.	Ap	P	Transcription assignments Speaking Test
CO3	Develop the ability to speak English in an internationally acceptable manner applying suprasegmentals in speech.	Ap	P	Speaking test In-class discussion
CO4	Compare and contrast different varieties of English.	E	M	In-class Discussion
* - 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	Mark
			48+12	70
I		Linguistics and Phonetics	10	20
	1	Components of Linguistics English as an unphonetic language- The IPA	3	

	2	The Speech Mechanism Airstream Mechanisms- Pulmonic, Glotallic, Velaric.	1	
	3	Organs of Speech	2	
	4	Introduction to the Sounds of English	4	
		Suggested Activities Students may be shown videos exposing them to the correct pronunciation of speech sounds in RP. Practice pronouncing the sounds of RP		
II	Classification of speech sounds		15	20
	5	Vowels and Consonants	5	
	6	Place of Articulation	2	
	7	Manner of Articulation	2	
	8	Cardinal Vowels	2	
	9	Diphthongs, Triphthongs.	2	
	10	Phonemes and Allophones.	2	
		Suggested Activities: https://www.tefl.net/elt/ideas/pronunciation/top-fun-pronunciation-games/ 1		
III	Suprasegmentals		15	20
	11	The Syllable	3	
	12	Weak forms	2	
	13	Word and Sentence accent	3	
	14	Intonation	2	
	15	Juncture	2	
	16	Assimilation and Elision – main types	3	

IV		Suggested Activities: https://preply.com/en/blog/english-pronunciation-practice/		
	Main Varieties of English		8	10
	17	Differences between British and American English	3	
	18	Applications of phonetics in language teaching and learning	2	
V	19	Connect phonetic principles to real-world applications, such as speech pathology, forensic phonetics, and linguistic anthropology.	3	
		Suggested Activities: Students will compare British and American English and explore how phonetics applies to language teaching and real-world contexts like speech pathology and forensic linguistics. Through analysis and discussion, they'll grasp differences in pronunciation and grammar, and see how phonetic principles play a role in various professional fields, promoting a deeper understanding of language diversity and its practical implications.		
	Open Ended Module: Intensive drilling in listening and producing English sounds -Practice in pronouncing words with the correct accent -Reading practice -Transcription practice (learners have to be exposed to the accent variations with the help of language labs/digital devices/mobile apps)		12	

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	-	2	-	1	3	-	-	-	2	-	-
CO2	2	-	-	3	-	-	-	-	-	-	2	-	1
CO3	-	3	-	-	1	-	-	-	2	-	-	2	-
CO4	1	-	-	-	2	2	-	-	-	-	-	-	1

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
Listening Assignments	4	2
Seminar/quiz/Pronunciation tests	6	4

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

Balasubramanian, T. A Textbook of English Phonetics for Indian Students

English Phonetics For Indian Students : A Workbook by T Balasubramanian (Author),

Macmillan Publishers India (Publisher)

English Phonetics and Phonology: A Practical Course" by Peter Roach

Syamala V. A Textbook of English Phonetics and Structure for Indian Students

Cambridge English Pronouncing Dictionary, 17th Edition

Course Title	Writing for Academic Purpose				
Type of Course	Major				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learners are expected to have a general understanding of different types of writing and what makes one type different from the other. Besides, they are expected to be equipped with an intermediate level of English language skills to do the course effectively.				
Course Summary	This course introduces students to the essential principles and practices of academic writing. It provides a comprehensive overview of the key concepts, skills, and strategies needed to excel in written academic communication across various disciplines.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Distinguish between formal and informal writing styles.	U	An	Assignments
CO2	Produce well-organized written texts that demonstrate clarity, cohesion, and coherence	C	An	Internal Exam, Seminars
CO3	Think critically and express ideas in a logical and persuasive manner suitable for each genre of writing	C	Ap	Home Assignments Presentations
CO4	Use English for correcting, revising, improving and editing works written for different academic purposes	C	An	Assignments
CO5	Organise writing with standard citation styles and understand the importance of proper referencing and academic integrity.	C	AP	Practice Writing
<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
			60	70
I	Introduction to Academic Writing		11	
	1	Understanding academic writing	2	
	2	Characteristics of academic writing	2	
	3	Stages of the writing process (Planning-Pre-writing-Drafting-Revising-Editing -Formatting-Publishing)	2	

	4	Academic vocabulary and grammar for academic writing (common mistakes related to tenses & punctuations)	3	18
	5	AI assisted tools for editing/proofreading (Grammarly/writer/Quill Bot Chat GPT and Gemini etc)	2	
		Activity: Students are divided into groups and each group is given one paragraph and one essay each. They have to analyse characteristics of writings in the given texts. The specialised use of language in the text is also analysed.		
II	Structuring a paragraph		14	19
	6	Structure of a well-knit paragraph-	2	
	7	Developing a topic sentence.	2	
	8	Writing support sentences	2	
	9	Framing a concluding sentence	3	
	10	Sentence varieties (simple, compound and complex)	3	
	11	Punctuations and vocabulary choice	2	
		Activity: Students are divided into groups and each group is assigned a topic on which they write a paragraph. The teacher discusses the paragraph of each group and makes corrective or appreciative observations.		
III	Writing an essay		14	18
	12	Planning and structuring an essay	3	
	13	Writing the thesis statement	3	
	14	Structuring Introduction, body paragraphs, and conclusion	3	
	15	Types of essays (descriptive, analytical, compare and contrast, cause and effect)	3	
	16	Transition words and linkers in academic writing	2	

		<p>Activity:</p> <ol style="list-style-type: none"> Students are divided into groups and each group is assigned a topic on which they write an essay. The teacher analyses the written text in the light of the features of academic writing and rates the answers. Analyse any one of the two essays given to you by the teacher in the light of the salient features of academic writing and rate them on a scale of 1-10 points. Justify your rating. 		
IV	Research and Citation		9	15
	17	Conducting effective research-	2	
	18	Citation and Refencing	2	
	19	Avoiding plagiarism	2	
	20	Digital tools for citation and plagiarism check-(Zotero /Turnitin/Quillboatetc)	2	
	21	Publishing	1	
		<p>Activities:</p> <ol style="list-style-type: none"> Students are divided into groups and each group is given a list of books for preparing a reference list using applications/software for the purpose. Teacher provides texts to students and ask them to generate a similarity index using free plagiarism checking software. 		
V	Open Ended Module:		12	
		<ul style="list-style-type: none"> ● Writing paragraphs on any given topics. ● Writing essays on any given topics. ● Using Citation Management Software (Zotero, Mendeley) ● Practising how to use Plagiarism Detection Tools. ● Using software like Grammarly/Quillbot for language correction/improvement. 		

Note: The course is divided into five modules, four and one open-ended module with a variable number of units. There are 48 instructional hours for the selected 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 21 units from the selected modules.

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

Mapping of COs with PSOs and POs:

Correlation Levels:

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

Assessment Rubrics:

Final Exam – 70 marks

Internal Assessment – 30 marks

- Test paper
- Seminar/viva
- Assignment

Mapping of COs to Assessment Rubrics:

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

Required Readings

Hafid, Moh. (2018, October, 28) *Basic Academic Writing* . STKIP PGRI Bangkalan

Butler, L. (2006, December 1). *Fundamentals of Academic Writing*. Pearson Longman.

http://books.google.ie/books?id=xk-4NwAACAAJ&dq=Basic+academic+writing&hl=&cd=1&source=gbs_api

Suggested reading

Zemach, D. E., & Rumisek, L. A. (2006, January 1). *Academic Writing from Paragraph to Essay*.

http://books.google.ie/books?id=LOTsPQAACAAJ&dq=Academic+Writing+from+paragraph+to+essay&hl=&cd=1&source=gbs_api

Robertson, M. (2019, January 1). *Academic Writing Basics*. http://books.google.ie/books?id=JlarzQEACAAJ&dq=Academic+Writing+Basics+Megan+Robertson&hl=&cd=1&source=gbs_api

http://books.google.ie/books?id=JlarzQEACAAJ&dq=Academic+Writing+Basics+Megan+Robertson&hl=&cd=1&source=gbs_api

Zotero Online Tutorial:

1. <https://academicguides.waldenu.edu/library/zotero>

2. https://www.zotero.org/support/quick_start_guide

Mendeley Online Tutorial

1. <https://www.mendeley.com/guides/mendeley-reference-manager/>

Course Title	INTRODUCTION TO JOURNALISM				
Type of Course	MAJOR				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills				
Course Summary	This paper aims to impart understanding in basic concepts of Journalism and equip the students with the knowledge and skills necessary for pursuing a career in Media. The course also helps the students have a critical perspective on contemporary journalism.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of the basic principles of Journalism	U	C	<ul style="list-style-type: none"> ● Assignments ● Seminar ● Class presentations
CO2	Draft, edit and produce news reports according to the kind of media.	Ap	P	<ul style="list-style-type: none"> ● Home Assignments ● Portfolios
CO3	Critically evaluate news stories and sources	E	P	<ul style="list-style-type: none"> ● Role play performance ● Self-evaluation
CO4	Create news stories for different media using various techniques	C	P	<ul style="list-style-type: none"> ● Video production ● Portfolios
* - 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 60	Mar ks (70)
I	Introduction to Journalism		12	20
	1	Brief history of Journalism	02	
	2	Basic Aspects of media: Data Collection- Reporting- Writing- Editing- Printing/Production	02	
	3	Freelance Journalism	02	
	4	Role of Media in society,	02	
	5	Ethics in journalism- Democracy – Access	02	
	6	Data and source Verification	02	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Present seminars on various aspects of media 2. Group work: Choose a freelance journalist and present before the class his/her, the impact their stories had in the society 3. From a given set of news reports or articles fact check and identify fake news and present the case in front of the class. 		
II	Print Journalism		14	20
	7	Types of stories- Narrative journalism, feature, news, Op-ed	03	
	8	News Collection, interviews, reporting, News writing	04	
	9	Editing, designing the page - Newspaper, Magazine	03	
	10	Proofreading	02	
	11	Print production and distribution	02	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Work in pairs and collect different types of news stories and present in class. 2. Write a news story and rewrite it in different ways for different media. It can be individual or group work. 3. Do a team role play of a news desk at a newspaper including covering news, making a report, editing, proofreading and finally printing the frontpage. 		
III	Photojournalism		10	15
	12	Basic concepts of photography	02	
	13	News Photography	02	
	14	Documentary photography	02	
	15	Online Photojournalism	02	
	16	Ethics, privacy	02	

		<p>Activities:</p> <ol style="list-style-type: none"> 1. <i>Collect iconic photographs that have had a significant impact in history and organise a class exhibition.</i> 2. <i>Conduct a photography competition on any topic of news value for the class</i> 		
IV	Visual Journalism		12	15
	17	Scripting, shooting- visual narration	03	
	18	Video editing- sequencing of shots, effects – Graphics	03	
	19	Video Production and distribution	03	
	20	Video journalism	03	
		<p>Activities:</p> <ol style="list-style-type: none"> 1. <i>Form groups and collect different videos with different editing effects and quiz each other</i> 2. <i>Work in groups and produce a video of 2-5 minutes using mobile phones or cameras narrating a story and write down the different narrative and editing techniques used.</i> 		
V	open Ended : Online Journalism		12	
		This module may contain exercises and activities for developing skills in online media journalism		

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 total 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.

* This course can be chosen ideally if the Department or the institution has a language lab/ media studio.

* Media visit can be made a part of the syllabus and students can submit a report based on the visit which can be used for internal evaluation.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	1	-	-	-	-	-	-
CO 2	1	1	-	3	3	2	1	-	2	3	1	-	1
CO 3	1	1	3	1	-	2	1	-	-	2	-	2	1
CO 4	1	1	-	1	3	2	-	2	-	3	2	-	-

Correlation Levels:

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

Assessment Rubrics:

- Submission of portfolio prepared for module II and III by the student (5%)
- Group Assignment: Prepare a feature story (written or video) of a personality/social issue in your locality. (5%)
- Video presentations/Video documentary. Video produced as an activity in Module IV could be used. (10%)
- 10% is from the open ended module designed by the teacher.
- Final Exam (70%)
- Mapping of COs to Assessment Rubrics:

	Portfolio	Seminar	Assignment	Video presentation	End Semester Examinations
CO 1		✓	✓		✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓		✓	✓
CO 4	✓			✓	✓

Kobre, Kenneth. *Videojournalism: Multimedia Storytelling*. Focal Press: China, 2012. Print.

Nyiro Andras. *21 Century Journalism: A Practical Guide* .

Shrivastava, K.M. *Introduction to Journalism* .

Tim Felle, John Mair and Damian Radcliffe, *Data Journalism: Inside the Global Future*, Abrams, 2015.

Keval J. Kumar, *Mass Communication in India*. 4th edition, Ahmedabad: Jaico Publishing House.2011

Margaret H. DeFleur and Melvin Defleur. *Mass Communication Theories:Explaining Origins, Processes, and Effects*, New York: Routledge. 2009

Malhan, Sangita Menon. *The TOI Story- How a Newspaper Changed the Rules of the Game*. Harper Collins Publishers, India. 2013

The Associated Press Stylebook

Suggested Readings:

Conboy, Martin.. *Journalism: A Critical History*. Sage Publications, New Delhi. 2004.

*Practical Photojournalism: A Professional Guide*By Martin Keene, 2015, Ammonite Press, 2015

News Reporting and Editing.Sterling Publishers, New Delhi.Shrivastava, K M. 2015.

The Photography Reader, Liz Wells, Routledge, 2003

The New Journalism edited by Tom Wolfe and E.W. Johnson

Visual Storytelling: Infographic Design in News by Liu Yikun and Dong Zhao