

(Effective from the academic year 2023-24)

## COMMUNICATIVE ENGLISH

(Common to CS, DS, AI&ML, EE & ME)

L	T	P	C
2	0	2	3

### Course Code: HUT101B

Course Type: Theory + Practical (Integrated)

IA: 30 % UE: 70% (70% Theory + 30% Practical)

Contact Hours: 45

Pass Weightage (CA & UE) – 40% & 40%

UE Exam: (70% Theory + 30% Practical)

Credits Units: 3

CA: UE Weightage - 30:70

Aggregate Pass Marks: 40%

Special Examination Fees: NA

Pre-requisite (if any): Basic LSRW Skills

Course Facilitator (s): Dr. Raisun Mathew

### Preamble

*The course is a unified approach to enhancing the language and communication skills of learners with the aim of honing their social, interpersonal, and expressive skills and increasing or enhancing their employability. The course is designed to acquaint, enrich, and equip the learners with the necessary LSRW (listening, speaking, reading, and writing) skills needed either for recruitment or further studies abroad, for which they will attempt international exams like TOEFL, IELTS, and the GRE (skills necessary for securing placement and getting good scores in exams like TOEFL, IELTS, and the GRE that are prerequisites for overseas education). It enables and facilitates the learners (with opportunities and drills to improve communicative competence essential for academic, professional, and interpersonal domains) to improve their communication skills, which are crucial in an academic environment as well as in their professional and personal lives.*

### Programme Objectives

At the end of the programme students will be able to:	
<b>PO 1</b>	<b>Engineering Knowledge:</b> Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation to the solution of complex engineering problems.
<b>PO 2</b>	<b>Problem Analysis:</b> Identify, formulate, review research literature, and analyse

	complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences
<b>PO 3</b>	<b>Design/Development of Solutions:</b> Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
<b>PO 4</b>	<b>Conduct Investigations of Complex Problems:</b> Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
<b>PO 5</b>	<b>Modern Tool Usage:</b> Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
<b>PO 6</b>	<b>The Engineer and Society:</b> Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues, and the consequent responsibilities relevant to the professional engineering practice.
<b>PO 7</b>	<b>Environment and Sustainability:</b> Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
<b>PO 8</b>	<b>Ethics:</b> Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
<b>PO 9</b>	<b>Individual and Team Work:</b> Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
<b>PO10</b>	<b>Communication:</b> Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
<b>P011</b>	<b>Project Management and Finance:</b> Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
<b>PO12</b>	<b>Life-Long Learning:</b> Recognise the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.
<b>PSO1</b>	<b>LSRW Skills:</b> Equip the students to improve their listening, speaking, reading and writing skills.

<b>PSO2</b>	<b>Analytical Skills:</b> Utilise appropriate interpretational strategies to develop their analytical and critical thinking.
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### Course Objectives:

On completion of the course, the learners will have an ability:

- To enable the learners to develop listening skills for better comprehension of academic presentations, lectures and speeches.
- To hone the speaking skills of learners by engaging them in various activities such as just a minute (JAM), group discussions, oral presentations, and role plays.
- To expose/familiarise the learners to/with key reading techniques such as skimming and scanning for comprehension of different texts.
- To acquaint the learners with effective strategies of paragraph and essay writing, and formal correspondence such as email, letters and resume.
- To provide learners with the critical impetus necessary to forge a path in an academic environment, in the professional life and in an increasingly complex, interdependent world.

## COURSE STRUCTURE

### UNIT I

12L

**Listening:** Communication Model, Listening for gist and specific information; **Speaking:** Self Introduction; 7C's of Communication, Developing fluency through JAM; **Reading:** Skimming for gist and Scanning for specific information; **Writing:** Paragraph writing - Coherence and Cohesion, Narrative and Descriptive, Use of appropriate punctuation; **Grammar & Vocabulary** – Articles, Prepositions; Word families – Verb, Noun, Adjective, Adverb, Prefixes, and Suffixes

#### Unit 1 - Learning Outcomes:

After completion of this unit, the student will be able to

- apply the requisite listening skills and comprehend at local and global level. (L3)
- introduce/ themselves with accurate structure in diverse social and professional contexts. (L1)
- apply relevant reading strategies for comprehension of any given text (L3)
- write a paragraph using cohesive devices maintaining coherence (L1)
- understand the use of Articles and Prepositions, and apply appropriately for meaningful communication (L2)
- understand the relevance of various categories in word family and apply them meaningfully in context (L2)

### UNIT II

7L

**Listening:** Listening for Note taking and summarising; **Speaking:** Role plays and Aided Presentations; **Reading:** Intensive Reading - Reading for implicit meaning; **Writing:** e-Posters, Précis Writing; **Grammar & Vocabulary:** Verb Forms – Tenses, Active and Passive Voice

### **UNIT II - Learning Outcomes:**

After completion of this unit, the student will be able to

- employ note taking and summarising strategies to comprehend the listening text (L3)
- use strategies for successful and relevant oral presentation (L3)
- demonstrate effective communication skills by applying turn-taking and role distribution techniques for meaningful and contextual Speaking (L2)
- apply various reading strategies imbuing inferential and extrapolative comprehension of any given text. (L3)
- apply various note-making techniques while comprehending the reading text to present a complete and concise set of structured notes (L3)
- write notes to draft a summary (L1)
- use correct tense forms and appropriate structures in speech and written communication (L3)
- identify context specific use of Prefixes and Suffixes for meaningful communication (L1)

### **UNIT III**

**10L**

**Listening:** Retelling Lectures; **Speaking:** Phonetics - IPA, Phonemic Chart (Monophthongs, Diphthongs, Consonants); **Reading:** Inferring using textual clues, **Writing:** Formal Letter and Email writing; **Grammar & Vocabulary:** Antonyms, Synonyms to avoid repetition in speech and writing.

### **Unit III - Learning Outcomes:**

After completion of this unit, the student will be able to

- notice and understand effective listening strategies to identify discourse markers in presentations. (L2)
- make formal oral presentations using effective strategies such as audio – visual aids (L3)
- infer meaning and inter – relatedness of ideas (L2)
- understand the basics of Phonetics and Phonemic chart (L2)
- recall active and passive voice for meaningful communication and draft formal letters in suitable format (L1)
- comprehend and apply available vocabulary items relevant to the context (L3)

### **UNIT IV**

**10L**

**Listening:** Listening for labelling-maps, graphs, tables, illustrations; **Speaking:** Syllables, Stress, Phonetic Transcription; **Reading:** Reading for identification of facts and opinions; **Writing:** Minutes of the Meeting, Agenda Writing, Video Resume, LinkedIn Profile; **Grammar & Vocabulary:** Subject-verb agreement.

### **Unit IV - Learning Outcomes:**

After completion of this unit, the student will be able to

- match visual and auditory inputs and use the information comprehensively and adequately demonstrate important relationships or patterns between data points (L3)
- choose and coordinate resources appropriate to context and speak intelligibly (L1)
- recall advanced reading skills for analytical and extrapolative comprehension (L1)
- make decisions on arrangement of ideas and transfer them from visual to verbal form using context appropriate structure. (L1)
- demonstrate ability to identify phonetic transcription, stress, and syllables (L2)
- comprehend and apply grammatical rules and basic formats of communication at workplace (L3)

## UNIT V

8L

**Listening:** Listening to discussions for opinions; **Speaking:** Introducing the topic, organisation of ideas, conclusion; **Reading:** Reading for inferences; **Writing:** Essay writing (argumentative, analytical); **Grammar & Vocabulary:** Noun-Pronoun Agreement, Sentence structures – Simple, Compound, and Complex sentences.

### Unit V - Learning Outcomes:

After completion of this unit, the student will be able to

- apply analytical and problem-solving strategies to identify and interpret facts and opinions from a dialogue. (L3)
- able to administer group dynamics to contribute valid ideas to a discussion with clarity and precision (L3)
- demonstrate techniques to analyse contextual clues (L2)
- compare and correlate ideas and facts to produce an organised essay with adequate supporting evidence (L2)
- recall the available structural/grammatical knowledge and apply them in a real time context (L1)
- comprehend meaning for new words/phrases used, Noun-pronoun combination, and apply the sentence structures in various contexts. (L3)

### ASSIGNMENTS [ANY TWO]

1. Listening: Note taking/Summarising/Answering questions
2. Speaking: Video Resume/ 5-minute video talk on a relevant topic
3. Reading: Read a newspaper column and submit a letter to the Editor
4. Writing: Create an e-Poster using Canva on a relevant topic

### Lab Practical [Internal Assessment]

1. Listening Skills (IELTS - Audio)
2. Aided Presentation

### Reference Book(s):

1. Arosteguy, K.O. and Bright, A. and Rinard, B.J. and Poe, M. *A Student's Guide to Academic and Professional Writing in Education*, UK, Teachers College Press, 2019.
2. Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. Cambridge University Press, 2019.
3. Peter Watkins. *Teaching and Developing Reading Skills*, UK, CUP, 2018.
4. Deeptha Achar et al. *Basic of Academic Writing* (1and 2) parts New Delhi: Orient BlackSwan, (2012& 2013).
5. Kumar S and Lata P, *Communication Skills*, New Delhi Oxford University Press, 2015.
6. Wren, P.C & Martin, H. *High School English Grammar & Composition*, Wren & Martin. 2018.

### Comments

1. Communicative English (CLT) is an approach in ELT using real life interaction as against grammar-based method
2. Alternative “English Communications Course/Skills”
3. Grammar, fluency, business correspondence, Academic writing, presentation skills, research skill, creative writing
4. Communicative competence: Grammatical, Phonological, and Socio-linguistic competence (registers)
5. Critical thinking is not addressed in the content: it can be introduced by introducing review writing or academic, position paper writing under writing skills

### Course Outcomes

On completion of this course, the successful students should be able to:

SNo.	Description	Course Outcome	Bloom's Taxonomy Level
1	Think critically, analytically, creatively and communicate confidently in English in social and professional contexts with improved skills of fluency and accuracy. (S)	CO1	L3
2	Write grammatically correct sentences employing appropriate vocabulary suitable to different contexts. (G&V)	CO2	L1
3	Comprehend and analyse different academic texts. (R)	CO3	L2
4	Employ active listening techniques to engage in productive participation, effectively employing their comprehension skills across diverse contexts. (L)	CO4	L3
5	Demonstrate proficiency in managing formal correspondence and executing various writing tasks with precision and effectiveness. (W)	CO5	L3

**Assessment Scheme (Theory & Practical): CA: UE – 30:70**

<b>Sl. No.</b>	<b>Assessment Instrument</b>	<b>Formative/ Summative</b>	<b>Frequency</b>	<b>Weightage (%)</b>	<b>CO</b>
1.	In-Class Participation	Formative	Everyday	05	
2.	Assignment		2	5	<b>1-5</b>
3.	Lab Practical		2	10	<b>1-5</b>
4.	Internal Assessment		2	10	<b>1-5</b>
5.	End Semester Examination (UE - Theory)	Summative	1	70	
6.	End Semester Examination (UE – Practical)	Summative	1		
	<b>Total</b>			100	

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