



MANGALOREUNIVERSITY

DEPARTMENT OF ENGLISH

SYLLABI FOR UNDERGRADUATE DEGREE PROGRAMMES

(AS PER NEP 2020)

Approved on August 24-25, 2022, BOS (UG)

Effective for batches commencing from 2021 onwards



**MANGALORE UNIVERSITY
DEPARTMENT OF ENGLISH**

(AS PER NEP 2020)

**Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards
ABILITY ENHANCEMENT COMPULSORY COURSE
LANGUAGE (AECC)-L2-GENERIC ENGLISH**

**BA/BAHRD/BSW/BVA/BHA/BSC/BCOM/BCA/BBA and all other UG
programmes offered by Mangalore University**

SEMESTER III

**Total Credits for the Program : 03
Year of implementation : 2022-23
Teaching hours per week : 04**

Title of the Course: GENERIC ENGLISH - L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50

Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentations skills

4. To develop the ability to critically analyze, interpret and appreciate literary texts
5. To inculcate an openness to, and appreciation of, social, cultural, religious and ethnic diversities
6. To train students for new and emerging professional positions like – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations like:
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others

Course Outcomes

At the end of the course the students will have:

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing)skills
2. Been equipped with interpersonal communicative skills
3. Augmented their presentation and analytical skills
4. Developed an ability to critically analyse, interpret and appreciate literary texts
5. Developed an openness to, and appreciation of social, cultural, religious and ethnic diversities
6. Developed the skills required for employability in emerging professional positions such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for successfully facing competitive examinations like:
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2-GENERIC ENGLISH
(As per NEP 2020)**

**Syllabus for III Semester BA/ BHRD/BSW/BVA/BHA and other courses
Under the Faculty of Arts**

Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards

III SEMESTER		50hrs	60 marks
UNIT-1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 Hrs	30 marks
READING SKILLS	PLAY For written examination only	17 hrs	30 marks
	<i>She Stoops to Conquer</i> - Oliver Goldsmith		
LISTENING SKILLS (Audio version of the speeches to be emphasized)	PERSUASIVE SPEECHES (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none"> 1. Swami Vivekananda's speech at the World Parliament of Religions in Chicago. 2. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management. 3. Rahul Dravid's speech at BITS Pilani, Goa. 4. Martin Luther King's I Have a Dream Speech, 1963. 5. Severn Suzuki- Speech at the UN Conference on Environment and Development. 6. Dalai Lama's Nobel Peace Prize accepting speech. 7. Emma Watson's speech- Gender Equality is your issue too. 8. Charlie Chaplin's final speech from <i>The Great Dictator</i>. 9. Malala Yousufzai - Nobel Peace Prize Speech 10. Steve Jobs - Commencement Address 11. Muniba Mazari, The inspiring "Iron Lady of Pakistan" 12. Nick Vujicic - How to stop a bully 13. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. 14. Mother Teresa's acceptance speech - Nobel Prize 		
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PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 marks
SPEAKING SKILLS	PRESENTATION SKILLS For internal assessment only	4 hrs	15 marks for IA
	Types: <ul style="list-style-type: none"> • Informative/Instructive Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING For written examination	7 hrs	10 marks
	Introduction to Writing - Types of Writing <ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing • Reflective Writing • Persuasive/Argumentative Writing • Comparative Writing • Cause and Effect Writing 		
	CORRESPONDENCE For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> • Letters of Enquiry and Order Letters, • Letters of Complaint and Replies to Letters of Complaint, • Application for a Job and CV. 		
	COMMERCIAL WRITING For written examination Any two can be taught	6 hrs	10 marks

	<ul style="list-style-type: none">• Advertisement Writing• Product Manual• Poster/Brochure Writing		
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Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2-GENERIC ENGLISH
(As per NEP 2020)**

**Syllabus for III Semester B.SC/B.SC (FND)/B.SC (HS)/B.SC(CS)/
B.SC(FD)/B.SC(GD)/B.SC(LD)/B.SC(IDD)/B.SC(AVE)/B.SC(C)/B.SC(FT)
and other courses under the Faculty of Science**

Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards

III SEMESTER		50hrs	60 marks
UNIT-1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 Hrs	30 marks
READING SKILLS	PLAY For written examination only	17 hrs	30 marks
	<i>Waiting for Godot- Samuel Beckett</i>		
LISTENING SKILLS (Audio version of the speeches to be emphasized)	PERSUASIVE SPEECHES (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none">1. Swami Vivekananda's speech at the World Parliament of Religions in Chicago.2. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management.3. Rahul Dravid's speech at BITS Pilani, Goa.4. Martin Luther King's I Have a Dream Speech, 1963.5. Severn Suzuki- Speech at the UN Conference on Environment and Development.6. Dalai Lama's Nobel Peace Prize accepting speech.7. Emma Watson's speech- Gender Equality is your issue too.8. Charlie Chaplin's final speech from <i>The Great Dictator</i>.9. Malala Yousufzai - Nobel Peace Prize Speech10. Steve Jobs - Commencement Address11. Muniba Mazari, The inspiring "Iron Lady of Pakistan"12. Nick Vujicic - How to stop a bully13. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership.14. Mother Teresa's acceptance speech - Nobel Prize		
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UNIT-2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 marks
SPEAKING SKILLS	PRESENTATION SKILLS For internal assessment only	4 hrs	15 marks for IA
	Types: <ul style="list-style-type: none"> • Informative/Instructive Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING For written examination	7 hrs	10 marks
	Introduction to Writing - Types of Writing <ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing • Reflective Writing • Persuasive/Argumentative Writing • Comparative Writing • Cause and Effect Writing 		
	CORRESPONDENCE For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> • Letters of Enquiry and Order Letters, • Letters of Complaint and Replies to Letters of Complaint, • Application for a Job and CV. 		
	COMMERCIAL WRITING For written examination Any two can be taught	6 hrs	10 marks

	<ul style="list-style-type: none">• Advertisement Writing• Product Manual• Poster/Brochure Writing		
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Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2-GENERIC ENGLISH
(As per NEP 2020)**

Syllabus for III Semester B.Com/ B.Com (E-Com)

Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards

III SEMESTER		50hrs	60 marks
UNIT-1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 Hrs	30 marks
READING SKILLS	PLAY For written examination only	17 hrs	30 marks
	<i>Hayavadhana</i> -Girish Karnad		
LISTENING SKILLS (Audio version of the speeches to be emphasized)	PERSUASIVE SPEECHES (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none">1. Swami Vivekananda's speech at the World Parliament of Religions in Chicago.2. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management.3. Rahul Dravid's speech at BITS Pilani, Goa.4. Martin Luther King's I Have a Dream Speech, 1963.5. Severn Suzuki- Speech at the UN Conference on Environment and Development.6. Dalai Lama's Nobel Peace Prize accepting speech.7. Emma Watson's speech- Gender Equality is your issue too.8. Charlie Chaplin's final speech from <i>The Great Dictator</i>.9. Malala Yousufzai - Nobel Peace Prize Speech10. Steve Jobs - Commencement Address11. Muniba Mazari, The inspiring "Iron Lady of Pakistan"12. Nick Vujicic - How to stop a bully13. The speech by Kiran Bedi, India's first woman IPS officer on		
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	<p>visionary leadership.</p> <p>14.Mother Teresa's acceptance speech - Nobel Prize</p>		
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UNIT-2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 marks
SPEAKING SKILLS	PRESENTATION SKILLS For internal assessment only	4 hrs	15 marks for IA
	<p>Types:</p> <ul style="list-style-type: none"> • Informative/Instructive Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING For written examination	7 hrs	10 marks
	<p>Introduction to Writing - Types of Writing</p> <ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing • Reflective Writing • Persuasive/Argumentative Writing • Comparative Writing • Cause and Effect Writing 		

	CORRESPONDENCE For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> • Letters of Enquiry and Order Letters, • Letters of Complaint and Replies to Letters of Complaint, • Application for a Job and CV. 		
	COMMERCIAL WRITING For written examination Any two can be taught	6 hrs	10 marks
	<ul style="list-style-type: none"> • Advertisement Writing • Product Manual • Poster/Brochure Writing 		

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2-GENERIC ENGLISH
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Syllabus for III Semester B.B.A

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III SEMESTER		50hrs	60 marks
UNIT-1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 Hrs	30 marks
READING SKILLS	PLAY For written examination only	17 hrs	30 marks
	<i>A Doll's House</i> -Henrik Ibsen		
LISTENING SKILLS (Audio version of the speeches to be emphasized)	PERSUASIVE SPEECHES (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none">1. Swami Vivekananda's speech at the World Parliament of Religions in Chicago.2. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management.3. Rahul Dravid's speech at BITS Pilani, Goa.4. Martin Luther King's I Have a Dream Speech, 1963.5. Severn Suzuki- Speech at the UN Conference on Environment and Development.6. Dalai Lama's Nobel Peace Prize accepting speech.7. Emma Watson's speech- Gender Equality is your issue too.8. Charlie Chaplin's final speech from <i>The Great Dictator</i>.9. Malala Yousufzai - Nobel Peace Prize Speech10. Steve Jobs - Commencement Address11. Muniba Mazari, The inspiring "Iron Lady of Pakistan"12. Nick Vujicic - How to stop a bully		
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	<p>13.The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership.</p> <p>14.Mother Teresa's acceptance speech - Nobel Prize</p>		
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UNIT-2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 marks
SPEAKING SKILLS	PRESENTATION SKILLS For internal assessment only	4 hrs	15 marks for IA
	<p>Types:</p> <ul style="list-style-type: none"> • Informative/Instructive Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING For written examination	7 hrs	10 marks
	<p>Introduction to Writing - Types of Writing</p> <ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing • Reflective Writing • Persuasive/Argumentative Writing • Comparative Writing • Cause and Effect Writing 		

	CORRESPONDENCE For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> • Letters of Enquiry and Order Letters, • Letters of Complaint and Replies to Letters of Complaint, • Application for a Job and CV. 		
	COMMERCIAL WRITING For written examination Any two can be taught	6 hrs	10 marks
	<ul style="list-style-type: none"> • Advertisement Writing • Product Manual • Poster/Brochure Writing 		

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**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2-GENERIC ENGLISH
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Syllabus for III Semester B.C.A

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III SEMESTER		50hrs	60 marks
UNIT-1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 Hrs	30 marks
READING SKILLS	PLAY For written examination only	17 hrs	30 marks
	<i>Tara-</i> Mahesh Dattani		
LISTENING SKILLS (Audio version of the speeches to be emphasized)	PERSUASIVE SPEECHES (Any Five) For internal assessment only	8 hrs	15 marks for IA

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| | <ol style="list-style-type: none">1. Swami Vivekananda's speech at the World Parliament of Religions in Chicago.2. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management.3. Rahul Dravid's speech at BITS Pilani, Goa.4. Martin Luther King's I Have a Dream Speech, 1963.5. Severn Suzuki- Speech at the UN Conference on Environment and Development.6. Dalai Lama's Nobel Peace Prize accepting speech.7. Emma Watson's speech- Gender Equality is your issue too.8. Charlie Chaplin's final speech from <i>The Great Dictator</i>.9. Malala Yousufzai - Nobel Peace Prize Speech10. Steve Jobs - Commencement Address11. Muniba Mazari, The inspiring "Iron Lady of Pakistan"12. Nick Vujicic - How to stop a bully13. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership.14. Mother Teresa's acceptance speech - Nobel Prize | |
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UNIT-2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 marks
SPEAKING SKILLS	PRESENTATION SKILLS For internal assessment only	4 hrs	15 marks for IA
	Types: <ul style="list-style-type: none"> • Informative/Instructive Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING For written examination	7 hrs	10 marks
	Introduction to Writing - Types of Writing <ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing • Reflective Writing • Persuasive/Argumentative Writing • Comparative Writing • Cause and Effect Writing 		
	CORRESPONDENCE For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> • Letters of Enquiry and Order Letters, • Letters of Complaint and Replies to Letters of Complaint, • Application for a Job and CV. 		
	COMMERCIAL WRITING For written examination Any two can be taught	6 hrs	10 marks

	<ul style="list-style-type: none"> • Advertisement Writing • Product Manual • Poster/Brochure Writing 		
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References:

1. Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
2. Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article.
3. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
4. Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2005, 2020.
5. Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
6. Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005,2012.
7. Stannard, Allen William . *Living English Structure*. Longman, London, 1974.
8. Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
9. Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
10. Chaturvedi P D and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
11. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson. 2008
12. Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5th Edition.
13. Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP, 1998, 2013.

ASSESSMENT

Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 Marks.
- In each semester, there shall be Internal Evaluation for 40 Marks.

A. FORMATIVE ASSESSMENT - 40 marks

B. SUMMATIVE ASSESSMENT - 60 marks

TOTAL - 100 marks

A. FORMATIVE ASSESSMENT – 40 marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation Skills	15
Persuasive speeches- Speaking and listening skills	15
Total	40

BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's *Taxonomy* was revised slightly in 2001.

Bloom's taxonomy has three separate domains of educational activities:

- Cognitive
- Psychomotor
- Affective

These domains are also referred to by the acronym KSA, as follows:

- K = Knowledge (cognitive)
- S = Skills (psychomotor)
- A = Attitudes (affective)

The objective is that all students should acquire new *knowledge*, *skills*, and *attitudes* about a given subject by the end of the course.

In Bloom's *Taxonomy*, there are six levels of skills:

The lowest level of challenge for learners and teachers is at the bottom of the taxonomy, and the most challenging level is at the top.

Lower Order Thinking (LOT) exists towards the bottom of the pyramid and involves remembering basic facts.

Higher Order Thinking (HOT) exists towards the top of the pyramid and requires applying knowledge, such as the ability to hypothesize and theorize.

These 6 levels can be used to structure the learning objectives, lessons and assessments. Questions can be framed based on the verbs mentioned below:

Knowledge: Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List, Quote, Label.

Understand: Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire, Associate, Explore, Convert.

Apply: Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

Analyze: Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

Evaluate: Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

Create: Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

PEDAGOGY

Student-centric teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too. The course will also equip the student with job skills to become content writers, interpreters, translators, transcribers and also the course will facilitate preparation for competitive examinations such as UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and such others.

Graphic novel – a narrative text uses language to recreate experience. Graphic novels combine text and pictures equally in order to convey a narrative.

Digital advertising promotes business, products, and services to generate brand

awareness, sales, and more through digital, like Google, Facebook, YouTube, and such other social media.

Reading Skills	<ul style="list-style-type: none"> ✓ Reading Visual texts stimulates the imagination of the students resulting in impactful comprehension. ✓ The text could be used to teach the processes of understanding like ‘Interpreting’, ‘Exemplifying’, ‘Classifying’, ‘Summarizing’, ‘Inferring’, ‘Comparing’ and ‘Explaining’.
Listening Skills	<ul style="list-style-type: none"> ✓ Listening to the speeches of great personalities will teach voice modulation and expressive articulation. ✓ Students could be made to listen and reproduce the speech in an impactful manner. The students can be made to deliver speech on any topic of their choice as classroom activity.
Speaking Skills	<ul style="list-style-type: none"> ✓ Team leaders, marketing professionals, sales people, financial and healthcare executives, human resources professionals, government staff, and other managerial people are expected to be good communicators. ✓ Presentations will help the students in effective information delivery. Games like <i>PowerPoint Karaoke</i> can be played where participants take turns presenting slide decks that they've never seen before. This would increase the confidence of the students to provide effective presentations.
Writing Skills	<ul style="list-style-type: none"> ✓ Writing skill increases career opportunities and increases productivity. The ability to write with brevity and clarity can be acquired by practice. ✓ Writing exercises can be taken from play or graphic narrative prescribed under Reading Skill. ✓ Commercial writing which involves advertisement writing is a marketing communication that aims to promote or provide information about a product, idea or service. Advertisements are usually communicated through mass media such as newspapers, magazines, radio, televisions, social media, and blog. ✓ Students can be given assignments on blog writing, product manual, posters and brochures.



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**ABILITY ENHANCEMENT COMPULSORY COURSE
LANGUAGE (AECC) - L2 - GENERIC ENGLISH**

**Syllabus for BA/BAHRD/BSW/BVA/BHA/BSC/BCOM/BCA/ BBA and all other UG
programmes offered by Mangalore University**

SEMESTER IV

**Total Credits for the Program : 03
Starting year of implementation : 2022-23
Teaching hours per week : 4**

TITLE OF THE COURSE:GENERIC ENGLISH– L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50

COURSE OBJECTIVES

- 1) To enhance the students' creative, interpretative and critical thinking
- 2) To equip the students to communicate confidently and effectively
- 3) To prepare the students for facing interviews and train them for working efficiently in different professional contexts

- 4) To build the persuasive and creative social media writing skills of the students
- 5) To develop the students' analytical and evaluative skills
- 6) To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) To develop the students' ability for self-expression

COURSE OUTCOMES

By the end of the course the students will have:

- 1) Enhanced their creative, interpretative and critical thinking
- 2) Developed the ability to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand the different social contexts and ethical frameworks presented through texts
- 6) Developed the ability to articulate their views with clarity and confidence
- 7) Developed the skills which would enable them to function efficiently and professionally in careers that require a proficiency in English like content writing, journalism, advertising etc.

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) L2-GENERIC ENGLISH
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**Syllabus for IV Semester BA/ BHRD/BSW
BVA/ BHA and other courses
Under the Faculty of Arts**

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IV SEMESTER		50 Hrs	60 marks
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL For written examination	20 hrs	30 marks
	<i>Dweepa</i> - Na D' Souza		
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING Listen to and understand two Ted Talks For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> 1. How a 13 year old changed 'Impossible' to 'I'm Possible' - Sparsh Shah 2. 7 Ways to Make a Conversation with Anyone - Malavika Varadan 3. The Secrets of Learning a New Language- Lydia Machova 4. The Skill of Self Confidence- Dr Ivan Joseph 5. Where Joy Hides and How to Find it - Ingrid Fetell Lee 6. Why you should be a climate activist? - 		

	<p>Luisa Neubauer</p> <p>7. Save the World by Changing the Rules- Greta Thunberg</p> <p>8. Women should rethink their inheritance - Leila Seth</p> <p>9. Power of Perspective- Preethi Sreenivasan</p> <p>10. How SHE became an IAS officer Surabhi Gautam</p>		
Listening Skills	<p>Listen to and understand selected poems (2poems)</p> <p><u>For internal assessment</u></p>	2 hrs	05 marks for IA
	<p>1. The Road Not Taken - Robert Frost</p> <p>2. Refugee Blues – W. H. Auden</p> <p>3. Still I Rise - Maya Angelou</p> <p>4. If- Rudyard Kipling</p> <p>5. O Captain! My Captain - Walt Whitman</p> <p>6. A Psalm of Life - H W Longfellow</p> <p>7. The Duck and the Kangaroo - Edward Lear</p> <p>8. On Seeing a White Flag across a by road - Kamala Wijeratne</p> <p>9. Our Strange Lingo - Lord Cromer</p> <p>10. Money Madness- D H Lawrence</p> <p>11. Telephone Conversation - Wole Soyinka</p> <p>12. Soap - Nissim Ezekiel</p> <p>13. Once Upon a Time - Gabriel Okara</p>		
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	
Chapter – 3 SPEAKING SKILLS	<p>Group Discussion</p> <p>Public Speaking</p> <p>For Internal assessment</p>	4 hrs	10 Marks for IA 10 Marks for IA
WRITING SKILLS	<p>TECHNICAL WRITING</p> <p>For written examination</p>	8 hrs	10 marks
	<ul style="list-style-type: none"> • Scientific Writing • Copywriting • Travel Writing • Article Writing 		
E-correspondence and Content Writing Skills			

For written examination			
	<ul style="list-style-type: none"> • E-mail - Casual and professional • Apology Letters, Congratulation/Appreciation Letters, • Leave Letters, 	5 hrs	10 marks
	<p>Social Media Content Writing skills (Any 3)</p> <ul style="list-style-type: none"> • Blog writing • Podcast writing • Writing on Twitter • Writing on Facebook • Writing on Quora • Writing On Instagram 	8 hrs	10 marks

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(AECC) L2-GENERIC ENGLISH
(As per NEP 2020)**

**Syllabus for IV Semester B.SC/B.SC (FND)/B.SC (HS)/B.SC (CS)/
B.SC(FD)/B.SC(GD)/B.SC(LD)/B.SC(IDD)/B.SC(AVE)/B.SC(C)/B.SC(FT) and other
courses under the Faculty of Science**

Approved on August 24-25, 2022, BOS (UG)

Effective for batches commencing from 2021 onwards

IV SEMESTER		50 Hrs	60 marks
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL For written examination	20 hrs	30 marks
	<i>Akkarmashi : The Outcaste</i> - Sharankumar Limbale		
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING Listen to and understand two Ted Talks For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> 1. How a 13 year old changed 'Impossible' to 'I'm Possible' - Sparsh Shah 2. 7 Ways to Make a Conversation with Anyone - Malavika Varadan 3. The Secrets of Learning a New Language- Lydia Machova 4. The Skill of Self Confidence- Dr Ivan Joseph 5. Where Joy Hides and How to Find it - Ingrid Fetell Lee 		

	<p>6. Why you should be a climate activist? - Luisa Neubauer</p> <p>7. Save the World by Changing the Rules- Greta Thunberg</p> <p>8. Women should rethink their inheritance - Leila Seth</p> <p>9. Power of Perspective- Preethi Sreenivasan</p> <p>10. How SHE became an IAS officer Surabhi Gautam</p>		
Listening Skills	<p>Listen to and understand selected poems (2poems)</p> <p><u>For internal assessment</u></p>	2 hrs	05 marks for IA
	<p>1. The Road Not Taken - Robert Frost</p> <p>2. Refugee Blues – W. H. Auden</p> <p>3. Still I Rise - Maya Angelou</p> <p>4. If- Rudyard Kipling</p> <p>5. O Captain! My Captain - Walt Whitman</p> <p>6. A Psalm of Life - H W Longfellow</p> <p>7. The Duck and the Kangaroo - Edward Lear</p> <p>8. On Seeing a White Flag across a by road - Kamala Wijeratne</p> <p>9. Our Strange Lingo - Lord Cromer</p> <p>10. Money Madness- D H Lawrence</p> <p>11. Telephone Conversation - Wole Soyinka</p> <p>12. Soap - Nissim Ezekiel</p> <p>13. Once Upon a Time - Gabriel Okara</p>		
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	
Chapter – 3 SPEAKING SKILLS	<p>Group Discussion</p> <p>Public Speaking</p> <p>For Internal assessment</p>	4 hrs	10 Marks for IA 10 Marks for IA
WRITING SKILLS	<p>TECHNICAL WRITING</p> <p>For written examination</p>	8 hrs	10 marks
	<ul style="list-style-type: none"> • Scientific Writing • Copywriting • Travel Writing • Article Writing 		

E-correspondence and Content Writing Skills			
For written examination			
	<ul style="list-style-type: none"> • E-mail - Casual and professional • Apology Letters, Congratulation/Appreciation Letters, • Leave Letters, 	5 hrs	10 marks
	<p>Social Media Content Writing skills (Any 3)</p> <ul style="list-style-type: none"> • Blog writing • Podcast writing • Writing on Twitter • Writing on Facebook • Writing on Quora • Writing On Instagram 	8 hrs	10 marks

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) L2-GENERIC ENGLISH
(As per NEP 2020)**

Syllabus for IV Semester B.Com/ B.Com (E-Com)

Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards

IV SEMESTER		50 Hrs	60 marks
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL For written examination	20 hrs	30 marks
	<i>Animal Farm</i> - George Orwell		
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING Listen to and understand two Ted Talks For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> 1. How a 13 year old changed 'Impossible' to 'I'm Possible' - Sparsh Shah 2. 7 Ways to Make a Conversation with Anyone - Malavika Varadan 3. The Secrets of Learning a New Language- Lydia Machova 4. The Skill of Self Confidence- Dr Ivan Joseph 5. Where Joy Hides and How to Find it - Ingrid Fetell Lee 6. Why you should be a climate 		

	<p>activist? -Luisa Neubauer</p> <p>7. Save the World by Changing the Rules- Greta Thunberg</p> <p>8. Women should rethink their inheritance - Leila Seth</p> <p>9. Power of Perspective- Preethi Sreenivasan</p> <p>10.How SHE became an IAS officer Surabhi Gautam</p>		
Listening Skills	<p>Listen to and understand selected poems (2poems)</p> <p><u>For internal assessment</u></p>	2 hrs	05 marks for IA
	<p>1. The Road Not Taken - Robert Frost</p> <p>2.Refugee Blues – W. H. Auden</p> <p>3. Still I Rise - Maya Angelou</p> <p>4. If-Rudyard Kipling</p> <p>5. O Captain! My Captain - Walt Whitman</p> <p>6. A Psalm of Life - H W Longfellow</p> <p>7. The Duck and the Kangaroo - Edward Lear</p> <p>8. On Seeing a White Flag across a by road - Kamala Wijeratne</p> <p>9.Our Strange Lingo - Lord Cromer</p> <p>10. Money Madness- D H Lawrence</p> <p>11. Telephone Conversation - Wole Soyinka</p> <p>12. Soap - Nissim Ezekiel</p> <p>13.Once Upon a Time - Gabriel Okara</p>		
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	
Chapter – 3 SPEAKING SKILLS	<p>Group Discussion</p> <p>Public Speaking</p> <p>For Internal assessment</p>	4 hrs	10 Marks for IA 10 Marks for IA
WRITING SKILLS	<p>TECHNICALWRITING</p> <p>For written examination</p>	8 hrs	10 marks
	<ul style="list-style-type: none"> • Scientific Writing • Copywriting • Travel Writing • Article Writing 		
E-correspondence and Content Writing Skills			

For written examination			
	<ul style="list-style-type: none"> • E-mail - Casual and professional • Apology Letters, Congratulation/Appreciation Letters, • Leave Letters, 	5 hrs	10 marks
	<p>Social Media Content Writing skills (Any 3)</p> <ul style="list-style-type: none"> • Blog writing • Podcast writing • Writing on Twitter • Writing on Facebook • Writing on Quora • Writing On Instagram 	8 hrs	10 marks

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) L2-GENERIC ENGLISH
(As per NEP 2020)**

Syllabus for IV Semester B.B.A

Approved on August 24-25, 2022, BOS (UG)

Effective for batches commencing from 2021 onwards

IV SEMESTER		50 Hrs	60 marks
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL For written examination	20 hrs	30 marks
	<i>Ghachar Ghochar</i> - Vivek Shanbhag		
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING Listen to and understand two Ted Talks For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> 1. How a 13 year old changed 'Impossible' to 'I'm Possible' - Sparsh Shah 2. 7 Ways to Make a Conversation with Anyone - Malavika Varadan 3. The Secrets of Learning a New Language- Lydia Machova 4. The Skill of Self Confidence- Dr Ivan Joseph 5. Where Joy Hides and How to Find it - Ingrid Fetell Lee 6. Why you should be a climate activist? - Luisa Neubauer 7. Save the World by Changing the 		

	<p>Rules- Greta Thunberg</p> <p>8. Women should rethink their inheritance - Leila Seth</p> <p>9. Power of Perspective- Preethi Sreenivasan</p> <p>10. How SHE became an IAS officer Surabhi Gautam</p>		
Listening Skills	<p>Listen to and understand selected poems (2 poems)</p> <p><u>For internal assessment</u></p>	2 hrs	05 marks for IA
	<p>1. The Road Not Taken - Robert Frost</p> <p>2. Refugee Blues – W. H. Auden</p> <p>3. Still I Rise - Maya Angelou</p> <p>4. If - Rudyard Kipling</p> <p>5. O Captain! My Captain - Walt Whitman</p> <p>6. A Psalm of Life - H W Longfellow</p> <p>7. The Duck and the Kangaroo - Edward Lear</p> <p>8. On Seeing a White Flag across a by road - Kamala Wijeratne</p> <p>9. Our Strange Lingo - Lord Cromer</p> <p>10. Money Madness - D H Lawrence</p> <p>11. Telephone Conversation - Wole Soyinka</p> <p>12. Soap - Nissim Ezekiel</p> <p>13. Once Upon a Time - Gabriel Okara</p>		
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	
Chapter – 3 SPEAKING SKILLS	<p>Group Discussion</p> <p>Public Speaking</p> <p>For Internal assessment</p>	4 hrs	10 Marks for IA 10 Marks for IA
WRITING SKILLS	TECHNICAL WRITING	8 hrs	10 marks
	<ul style="list-style-type: none"> • Scientific Writing • Copywriting • Travel Writing • Article Writing 		
E-correspondence and Content Writing Skills			
	For written examination		
	<ul style="list-style-type: none"> • E-mail - Casual and professional 	5	10

	<ul style="list-style-type: none"> • Apology Letters, Congratulation/Appreciation Letters, • Leave Letters, 	hrs	marks
	<p>Social Media Content Writing skills (Any 3)</p> <ul style="list-style-type: none"> • Blog writing • Podcast writing • Writing on Twitter • Writing on Facebook • Writing on Quora • Writing On Instagram 	8 hrs	10 marks

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) L2-GENERIC ENGLISH
(As per NEP 2020)**

Syllabus for IV Semester B.C.A

Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards

IV SEMESTER		50 Hrs	60 marks
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL For written examination	20 hrs	30 marks
	<i>Breaking Ties</i> - Sara Abubakar		
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING Listen to and understand two Ted Talks For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> 1. How a 13 year old changed 'Impossible' to 'I'm Possible' - Sparsh Shah 2. 7 Ways to Make a Conversation with Anyone - Malavika Varadan 3. The Secrets of Learning a New Language- Lydia Machova 4. The Skill of Self Confidence- Dr Ivan Joseph 5. Where Joy Hides and How to Find it - Ingrid Fetell Lee 		

	<p>6. Why you should be a climate activist? -Luisa Neubauer</p> <p>7. Save the World by Changing the Rules- Greta Thunberg</p> <p>8. Women should rethink their inheritance - Leila Seth</p> <p>9. Power of Perspective- Preethi Sreenivasan</p> <p>10.How SHE became an IAS officer Surabhi Gautam</p>		
Listening Skills	<p>Listen to and understand selected poems (2poems)</p> <p><u>For internal assessment</u></p>	2 hrs	05 marks for IA
	<p>1. The Road Not Taken - Robert Frost</p> <p>2.Refugee Blues – W. H. Auden</p> <p>3. Still I Rise - Maya Angelou</p> <p>4. If-Rudyard Kipling</p> <p>5. O Captain! My Captain - Walt Whitman</p> <p>6. A Psalm of Life - H W Longfellow</p> <p>7. The Duck and the Kangaroo - Edward Lear</p> <p>8. On Seeing a White Flag across a by road - Kamala Wijeratne</p> <p>9.Our Strange Lingo - Lord Cromer</p> <p>10. Money Madness- D H Lawrence</p> <p>11. Telephone Conversation - Wole Soyinka</p> <p>12. Soap - Nissim Ezekiel</p> <p>13.Once Upon a Time - Gabriel Okara</p>		
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	
Chapter – 3 SPEAKING SKILLS	<p>Group Discussion</p> <p>Public Speaking</p> <p>For Internal assessment</p>	4 hrs	10 Marks for IA 10 Marks for IA
WRITING SKILLS	<p>TECHNICAL WRITING</p> <p>For written examination</p>	8 hrs	10 marks
	<ul style="list-style-type: none"> • Scientific Writing • Copywriting • Travel Writing • Article Writing 		

E-correspondence and Content Writing Skills			
For written examination			
	<ul style="list-style-type: none"> • E-mail - Casual and professional • Apology Letters, Congratulation/Appreciation Letters, • Leave Letters, 	5 hrs	10 marks
	<p>Social Media Content Writing skills (Any 3)</p> <ul style="list-style-type: none"> • Blog writing • Podcast writing • Writing on Twitter • Writing on Facebook • Writing on Quora • Writing On Instagram 	8 hrs	10 marks

References:

1. Garg, Manoj Kumar. English Communication -Theory and Practice -Ability Enhancement Compulsory Course. Cengage, 2019.
2. Rogers, C., Farson, R. E. Active Listening. Gordon Training.
3. Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article
4. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Routledge, 2016.
5. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2005, 2020.
6. Yadugiri, M. A. The Pronunciation of English - Principles and Practice. Viva Books, 2013, 2017.
7. Peck, John and Martin Coyle. Write It Right – Secrets of Effective Writing (Palgrave Study Skills), Palgrave Macmillan, 2005, 2012.
8. Stannard, Allen William . Living English Structure. Longman, London, 1974.
9. Wood, Frederick.T. A Remedial English Grammar for Foreign Students. Macmillan Education, India, 1990.
10. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
11. Chaturvedi, P.D and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
12. Dev, Anjana Neira, Anuradha Marwah& Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
13. Murphy, Raymond. Grammar in Use. CUP, 2019. 5th Edition.
14. Seely, John. Oxford Guide to Effective Writing and Speaking. OUP,1998, 2013.

ASSESSMENT

Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 Marks.
- In each semester, there shall be Internal Evaluation for 40 Marks.

C. FORMATIVE ASSESSMENT - 40 marks

D. SUMMATIVE ASSESSMENT - 60 marks

TOTAL - 100 marks

A. FORMATIVE ASSESSMENT – 40 marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Group Discussion	10
Public Speaking	10
Listening and decoding-Ted Talks	5
Listening and understanding-Poems	5
Total	40

BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

Bloom's taxonomy has three separate domains of educational activities

- Cognitive
- Psychomotor
- Affective

These domains are also referred to by the acronym KSA, as follows:

- K = Knowledge (cognitive)
- S = Skills (psychomotor)
- A = Attitudes (affective)

The objective is that all students should acquire new *knowledge, skills, and attitudes* about a given subject by the end of the course.

In Bloom's Taxonomy, there are six levels of skills:

The lowest level of challenge for learners and teachers is at the bottom of the taxonomy, and the most challenging level is at the top.

Lower Order Thinking (LOT) exists towards the bottom of the pyramid and involves remembering basic facts.

Higher Order Thinking (HOT) exists towards the top of the pyramid and requires applying knowledge, such as the ability to hypothesize and theorize.

These 6 levels can be used to structure the learning objectives, lessons, and assessments. Questions can be framed based on the verbs mentioned below:

Knowledge: Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List, Quote, Label.

Understand: Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract,

Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire, Associate, Explore, Convert.

Apply: Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

Analyze: Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

Evaluate: Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

Create: Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

PEDAGOGY

Learner oriented teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too.

Life-writing includes biography, autobiography, memoirs, letters, diaries, journals, anthropological data, oral testimony, eye-witness accounts, biopics, plays and musical performances, obituaries, scandal sheets, and gossip columns,

blogs, and social media such as Tweets and Instagram stories. This would encourage our students to become transcendent creative writers by expressing life's experiences.

Novella or Novel – is a narrative text which uses language to recreate experiences. This can be used to teach students how to outline their experiences into meaningful narratives. Theme, plot, structure, characterization, dialogues, contexts and narratives help the students to be articulate.

<p>Reading Skills</p>	<ul style="list-style-type: none"> ✓ Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills. ✓ Reading the text will also help students to develop vocabulary building, clarity in comprehension and decoding of written language and texts. ✓ Reading aloud will improve pronunciation of the reader.
<p>Listening Skills</p>	<ul style="list-style-type: none"> ✓ Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills. ✓ Role plays based on the life writings novella/novel, video-audio clippings of the life writings/novella/novel or similar situation-based videos played in the classroom will help the students to listen to the proper pronunciation of the words, modulation of voice ,intonation and effective delivery of speech.
<p>Writing Skills</p>	<ul style="list-style-type: none"> ✓ Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising. ✓ Report writing, social media writing and Email writing enhance the skills needed in professional sphere. ✓ Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed. Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, paraphrasing and vocabulary building. ✓ Dialogues in the life writing/novella/novel can be used

	<p>to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills.</p> <ul style="list-style-type: none"> ✓ Life writing/novella/novel can also be used for story writing, character analysis, recreating the context from different perspectives to build critical thinking and creative writing.
<p>Speaking Skills</p>	<ul style="list-style-type: none"> ✓ Presentation Skills refine communicative ability. ✓ Using effective and influential slides for visual communication, use of effective language in verbal communication and building good rapport with the audience through interpersonal communication play a vital role in presentations. ✓ Impactful use of non-verbal language can be taught through visuals. ✓ Life writing/novella/novel has to be used to provide loud reading practice. ✓ Role plays, dialogue delivery, oral narration of the situations by the students, vocabulary games and oral presentation of the themes in the novella should be done to enhance the speaking skills of the students. ✓ Students can be asked for short presentations based on the life writing/novella/novel for effective and confident communication skills.



**MANGALORE UNIVERSITY DEPARTMENT OF ENGLISH
(AS PER NEP 2020)**

**(Approved on August 24-25, 2022 BOS (UG)
Effective for Batches commencing from 2021 onwards**

**ABILITY ENHANCEMENT COMPULSORY COURSE
LANGUAGE (AECC)-L1 ADDITIONAL ENGLISH**

Course Outcomes:

1. This Course aims at introducing English poetry, drama and prose to develop reading skills
2. It teaches communicative and writing skills.

Mangalore University
Department of English

Approved on August 24-25, 2022 BOS (UG)
Effective for batches commencing from 2021 onwards

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)–L1 ADDITIONAL ENGLISH**

**Syllabus for III Semester L1 Additional English for Arts/Science/Commerce and
Business Administration/Computer Application Courses**

POETRY

1. Let's Unite - Syed Saud
2. When it Rains in Dharamsala -Tenzin Tsundue
3. Yashodhara's Lament - Ranjini Obeyesekere

PROSE

1. Wilshire Bus- Hisaye Yamamoto
2. On the Other Side of War-Elizabeth Gordon
3. Malala's Nobel Award Acceptance Speech- Malala Yousafzai

ONE ACT PLAY

Chitra - Rabindranath Tagore

LANGUAGE COMPONENT

1. Giving Instructions
2. Information Transfer

TEXT BOOK: CONFLUENCE III

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)–L1ADDITIONALENGLISH**

**Syllabus for IV Semester L1 Additional English for Arts/Science/Commerce and Business
Administration/Computer Application Courses**

Approved on August 24-25, 2022 BOS (UG)
Effective for batches commencing from 2021 onwards

POETRY

1. The Earth is our Friend- Yasus Afari
2. Once Upon a Time- Gabriel Imomotimi Okara
3. A Day off- Lucy Maud Montgomery

PROSE

1. The Lost Tribes of the Amazon- Joshua Hammer
2. The Garden Party-Katherine Mansfield
3. The Rabbit Proof Fence-Doris Pilkington Garimara

Grammar and Composition.

1. Giving Directions
2. Story Outline

Title of the Text Book: **CONFLUENCE - IV**



MANGALOREUNIVERSITY

DEPARTMENT OF ENGLISH (ASPERNEP 2020)

(Approved on August 24-25, 2022 BOS (UG))

Effective for batches commencing from 2021onwards

Mangalore University

Department of English

DISCIPLINE CORE (DSC) - B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES PROGRAMME

Name of the Degree Program: B.A. in English (Basic/Hons.) Discipline Core: English
(Hons.)

Year of implementation: 2022-23

Programme Specific Outcomes (PSO)

On completion of the 03/04years Degree in English, students will have achieved the following:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non- canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Would have honed their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness.
5. Most importantly, learners would develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate and the values they reaffirm.
6. Equipped with advanced literary, linguistic skills.
7. Able to develop competency in the use of English from/for a variety of domains.
8. Able to inculcate a spirit of inquiry and critical thinking.
9. Be able to articulate thoughts and generate/understand multiple interpretations.
10. Able to locate and contextualize texts across theoretical orientations and cultural spaces.

11. Possess reading and writing skills catering to academic and other professional discipline viz. print and electronic media, advertising, content writing etc.
12. Imbibe a multi-disciplinary approach in higher education and research.
13. Skilled in multiple domains and careers.
14. Become adept at use of English in the current technological climate.
15. Have hands-on work experience

B.A. Semester – III

Subject: English Discipline Specific Core Course (DSCC)

The III semester BA (English) programme has two DSCC courses (Course I & II) for 06 credits: Each course has 03 credits. Both the courses are compulsory.

Course No - 5

TITLE - BRITISH LITERATURE UP TO 1800 - PAPER 1 FROM CHAUCER TO THE AGE OF TRANSITION

Course	Type of Course	Theory/ Practical	Credits	Instruction hours per week	Total No. of Lectures /Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
05	DSCC	Theory	03	03	45hrs	2.30 hrs	40	60	100

Course Outcomes

1. The course will equip learners to gain an introductory knowledge of texts, trends and movements in British Literature, and society up until 1800.
2. The course will enable students to answer the NET and KSET examinations.
3. Students will learn to identify and read canonical texts of English Literature
4. Students will be able to distinguish between different genres, poets, playwrights and novelists of English Literature up until 1800.
5. Students will have an insight into the intersections of contexts and texts.

Course 5 British Literature upto 1800 Paper 1 From Chaucer to the Age of Transition	Total Hrs: 45
Unit-I : History of English Literature (Upto 1800)	10hrs
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 th Century Prose, Development of the Novel in the 18 th Century. Neo-classical age and Transitional Poetry	

Unit-II :Major Authors and Works	10hrs
<p>Authors: Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, William Shakespeare, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.</p> <p>Works: <i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Pamela, Letters of Elizabeth Carter</i> etc.</p>	
Unit-III :Representative Texts	25hrs
<p>Poems</p> <p>Geoffrey Chaucer - Prologue to the Canterbury Tales - Knight, Wife of Bath, Monk, Pardoner</p> <p>William Shakespeare - My mistress's eyes are nothing like the sun,</p> <p>John Donne - Sunne Rising,</p> <p>John Milton - On His Blindness</p> <p>William Blake - A Poison Tree</p> <p>Samuel Taylor Coleridge - Kubla Khan</p> <p>Essays</p> <p><i>Of Love</i> – Francis Bacon</p> <p><i>Sir Roger at Church</i> – Joseph Addison</p> <p>Play</p> <p>William Shakespeare- As You Like it</p>	

Books Recommended and Suggested Reading

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi.
4. Jim Daems, *The Norton Anthology to British Literature Vol I and Vol II. Seventeenth Century Literature and Culture*. Continuum, 2006

5. Andrew Galloway, *Medieval Literature and Culture*. Continuum, 2006.
6. Stephen Greenblatt, et al. Editors. *The Norton Anthology of English Literature* (Ninth Edition) Volumes A, B, C. W.W Norton & Company, 2012.
7. Lisa Hopkins and Matthew Steggle. *Renaissance Literature and Culture*. Continuum, 2006.

Course No-6

TITLE - INDIAN LITERATURE IN TRANSLATION PAPER 2

Course No.	Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-06	DSCC	Theory	03	03	45hrs	2.30 hrs	40	60	100

Course Specific Outcomes: CO

After completion of the course:

1. The students will be able to appreciate the history of Indian Writing in Translation.
2. The students will get an insight into how texts are embedded in their socio/ historic contexts.
3. The Students will become aware of the variety of languages in India and the many writers and writings in these languages.
4. The students will become aware of the great need for translation in India and some of them may be inspired to become future translators of texts from their respective mother-tongue into English or other Indian languages.
5. The students will learn to distinguish between translations and appreciate the work being done in translating texts in India
6. The students will learn the value of knowing and learning more than one language.

<p style="text-align: center;">Course 6 Title-Indian Literature in Translation Paper 2</p>	<p style="text-align: center;">Total Hrs: 45</p>
<p style="text-align: center;">Unit-I: Introduction to Translation Studies</p>	<p style="text-align: center;">15hrs</p>
<p>Sujit Mukherjee- Translation as Discovery</p> <p>G. N. Devy- Indian Literature in English Translation</p>	
<p style="text-align: center;">Unit-II: Representative Texts</p>	<p style="text-align: center;">15 hrs</p>
<p>K Satchidanandan -“Stammer”</p> <p>Mudnakudu Chinnaswamy- “ Sandals and I” (From <i>Steel Nibs are Sprouting</i>)</p> <p>Vachanas of Basavanna - No.97 The Master in the house, (From <i>Speaking of Siva</i>)</p> <p>Devara Dasimayya-133 If they see breasts, (From <i>Speaking of Siva</i>)</p> <p>Vacanas of Akkamahadevi: No 124 You cannot confiscate (From <i>Speaking of Siva</i>)</p> <p>Amir Khusrau- Ghazal 249- Yearning for you (In the Bazaar of Love)</p> <p>Challapalli Swaroopa Rani - Water (From <i>Steel Nibs are Sprouting</i>)</p>	
<p>Unit-III: Representative Texts (any one novel or play and four short stories)</p>	<p style="text-align: center;">15hrs</p>
<p>Play: ‘Silence! the Court is in Session’- Vijay Tendulkar</p> <p>OR</p> <p>Novel: <i>Softly Dies a Lake</i>- Akkineni Kutumbarao</p> <p>Short Stories:</p> <p>AmritaPritam - Stench of Kerosene</p> <p>Sadat Hasan Manto - Toba Tek Singh</p> <p>Saroj Pathak - Saugandh (From <i>Women Writing in India</i>)</p>	

Mahasweta Devi - Shishu (From <i>Women Writing in India</i>)	
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Books recommended and Suggested Reading

1. Sujit Mukherjee: *Translation as Discovery*
2. *Modern Indian Writing in Translation*, Ed Dhananjay Kapse, 2016
3. Kumar, Sukrita Paul (Ed), *Diversity, Linguistic Plurality and Literary Traditions in India*, New Delhi: Macmillan, 2005
4. Tharu, Susie and K, Satyanarayana, Editors. *Steel Nibs are Sprouting*. OUP. 2013
5. Tharu, Susie and K Lalitha, Eds. *Women Writing in India: 600 BC to the Present-Volume II: The Twentieth Century*.OUP. 1993
6. Ramanujan, A K, *Speaking of Siva*. Penguin Classics

PEDAGOGY

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

The five genres of literature that the students should be familiar with are Poetry, Drama, Prose, Non-fiction, and Media.

The aim should be to develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding, to visualize the impressions created by different literary pieces and to enhance their awareness of the relationship between literature and society.

Poetry is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences.

Drama is a unique tool to explore and express human feelings. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. Ancient Greeks were masters in writing and enacting drama on the stage. Any text meant to be performed rather than read can be considered. In layman's terms, dramas are usually called plays.

Prose is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. The common unit of prose is purely grammatical, such as a sentence or paragraph. The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction.

Non-fiction includes histories, textbooks, travel books, newspapers, self-help books, and literary criticism. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. Non-fiction is often used to support and expand students' understanding of fiction texts.

Media plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

THE PEDAGOGY SHOULD AIM AT:

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
- Enhancing their creativity and literary imagination and developing their appreciation of literature
- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life

B.A. Semester –IV

Subject: English

Discipline Specific Core Course (DSCC)

The course BA (English) in IV semester has two courses (Course 7&8) for 06 credits: Each course has 03 credits. Both the courses are compulsory.

Course -7

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course 07	DSCC	Theory	03	03	45 hrs	2.30 hrs	40	60	100

Course 7

Title -British Literature (19th and 20th Century) (Part 2)

Course Outcome (CO)

After completion of the course students will be:

1. Familiar with the important trends and movements in British literature from the Victorian Era to the Twentieth Century.
2. Able to answer NET and KSET examinations.
3. Familiar with a range of literary genres and artistic movements.
4. Familiar with modern critical tools and conceptual categories for reading literary texts.
5. Be able to locate texts in their socio-historic context.

Course 7	Total Hrs: 45
Title- British Literature (19th and 20th Century) (Part 2)	
Unit-I :	15 hrs
Romantic Poetry, Victorian Poetry, Victorian Novel, 19 th century Prose, Irish Theatre Movement, Modern Drama, Modern Novel,	

Modern Prose	
Unit-II :Representative Writers, works, trends	15 hrs
William Wordsworth, Samuel Coleridge, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Cardinal Newman, Thomas Hardy, Charles Dickens, T. S. Eliot, W. B. Yeats, W.H. Auden. G.B. Shaw, Virginia Woolf, D. H. Lawrence, Graham Green, Somerset Maugham, J. M. Synge, John Galsworthy etc.	
Unit-III : Representative Texts	15 hrs

Poems

Daffodils-William Wordsworth,

Ode to Autumn- John Keats,

My Last Duchess-Robert Browning.

God's Grandeur-Gerard Manley Hopkins,

Journey of the Magi-T S Eliot.

Easter 1916-W B Yeats,

The Unknown Citizen-W H Auden

My last Duchess- Robert Browning-

Essays

Enslaved by Civilization - D. H. Lawrence

On Letter Writing - A. G. Gardiner

With the Photographer – Stephen Leacock

Novel: Charles Dickens - *Great Expectations*

OR

Drama: G B Shaw - *Pygmalion*

Books recommended and Suggested Reading

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrahams, *A Glossary of Literary Terms*, Signage Publishers, New Delhi.
4. Carter Ronald and John McRae: *The Routledge History of Literature in English (Britain and Ireland)*, third edition. New York: Routledge (2017)

B.A. Semester – IV
Subject: English
Discipline Specific Core Course (DSCC)

Course - 8
GENDER STUDIES (PART I)

Course No.	Type of	Theory /	Credits	Instruction	Total No. of	Duration of	Formative	Summative	Total
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	Course	Practical		hour per week	Lectures/Hours / Semester	Exam	Assessment Marks	Assessment Marks	Marks
Course - 08	DSCC	Theory	03	03	45 hrs	2.30 hrs	40	60	100

Course Outcomes (CO)

By the end of the course students will:

1. Be familiar with key concepts in Gender Studies.
2. Be exposed to texts that discuss issues regarding gender and which have not traditionally been included in the canon of Literary texts.
3. Understand the ways in which gender and sex are socially constructed.
4. Develop critical thinking with regard to issues related to gender and sexuality.

Syllabus- Course 3: Gender Studies (part 1)	Total Hrs: 45
<p>Concepts: Patriarchy, Gender, Sex, Sexuality, The sex gender system. The heterosexual matrix, Masculinities, Femininities, transgender and transsexual, Queer Studies. Gender as performance. Gender and caste.</p> <p>Any two essays</p> <p>Niveditha Menon-<i>Seeing like a Feminist</i>, Chapter titled– The Body</p> <p>Jean E. Howard – “Crossdressing, The Theatre, and Gender Struggle in Early Modern England”</p> <p>R W Connell: “The History of Masculinity” in <i>The Masculinities Reader</i> (pp 266-287)</p>	15 hrs
Unit-II : Film texts and autobiographies	15 hrs
<p>Movie text- Naanu Avanalla Avalu</p> <p>OR</p> <p>Kumbalangi Nights</p> <p>Revathi - Autobiography: <i>The Truth About Me</i> (chapters 6-11)</p> <p>Ashok Row Kaviraj- Autobiography: <i>The Contract of Silence</i> (From</p>	

<i>Yaarana: Gay Writing From South Asia)</i>	
Unit-III : Short Stories and Poems	15 hrs
<p>Short stories:</p> <p>Vasudhendra- Anagha</p> <p>Urmila Pawar - A Childhood Tale</p> <p>Mahashwetha Devi - Bayen</p> <p>Veena Shanteshwar - Her Independence</p> <p>Poems:</p> <p>Vijaya Dabbe - Advice to Gentlewomen</p> <p>Raja Rao - Bread and Breakfast</p> <p>Hoshang Merchant - Scent of Love</p>	

Books recommended and suggested Reading

1. Geetha. V. *Gender*. Stree.2002.
2. Butler Judith. *Gender Trouble*. Routledge. 1990.
3. Foucault, Michel. *The History of Sexuality: An Introduction*. Volume I. Pantheon Books. 1978.
4. Revathi A. *The Truth about Me: A Hijra Life Story*. Penguin. 2010.
5. Menon, Niveditha. *Seeing Like a Feminist*. Penguin.2012
6. Stryker, Susan and Stephen Whittle. *The Transgender Studies Reader*. Routledge. 2013.

PEDAGOGY

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

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The aim should be to develop their capacity for critical thinking, creativity, self-

expression, personal growth, empathy and cultural understanding, to visualize the impressions created by different literary pieces and to enhance their awareness of the relationship between literature and society.

Poetry is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences.

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Media plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet,

social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

THE PEDAGOGY SHOULD AIM AT

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
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- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life



**MANGALOREUNIVERSITY
DEPARTMENT OF ENGLISH**

(AS PER NEP 2020)

Approved on August 24-25, 2022 BOS (UG), effective for batches commencing from 2021 onwards

SEMESTER III

DISCIPLINE SPECIFIC CORE COURSE (DSCC) B.A. (HONS.) COMMUNICATIVE ENGLISH

Starting year of implementation : 2022-23
Discipline/Subject : Discipline Specific Core Course (DSCC)
Name of the Degree Program : BA (HONS.) COMMUNICATIVE ENGLISH
Total Credits for the Program : 04+02(Practical)
Teaching hours per week : 04+04 (Practical)

Sem	Type of Course	Theory / Practical	Instruction Hr/Week	Total Hours of Syllabus/ Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC A3	Theory	4	56	2 1/2 Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2
IV	DSCC A4	Theory	4	56	2 1/2 Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2

OBJECTIVES

1. To acquaint students with the background and evolution of Print Media and Radio.
2. To enhance the knowledge about the role of newspapers and radio in society.
3. To help students have a clear idea about the functioning of a newspaper organization, familiarize them with the characteristics of print media content and the basics of writing for print media.
4. To give students an understanding of the various aspects of news writing, feature

writing and profile writing.

5. To help students learn to frame questions and compile information before interviewing a person.
6. To help students know the different formats of radio programmes and understand the conventions of scriptwriting for different radio genres.
7. To enable students to apply theoretical and practical skills in print and radio.

COURSE OUTCOMES

After completion of the course, the student will be

1. Acquainted with the history of print media and radio.
2. Familiar with the role of newspapers and radio in society.
3. Able to have a knowledge about the functioning of a newspaper organization.
4. Familiar with the different kinds of writing in print media and also conversant in writing features, news reports and scripting for radio programmes.
5. Conversant with framing questions and interviewing.
6. Able to create and develop different radio scripts using appropriate skills.
7. Able to bring out a newsletter and produce a radio programme

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
04	52 or 56	02	48
A3 TITLE: INTRODUCTION TO MASS COMMUNICATION AND WRITING FOR MEDIA: PRINT AND RADIO			52/56Hrs
UNIT – 1			13/14
Features of Mass Communication and Effects of Mass Media Introduction to Print Media			

<p>Origin and growth of Newspapers in India</p> <p>Structure of a Newspaper</p> <p>Organization</p> <p>News Agencies</p> <p>Major Newspapers, Magazines, Tabloid News Report</p> <p>a. Types of News Writing b. Writing Reports</p>	
UNIT – 2	13/14
<p>Headline</p> <p>a. Kinds of Headlines b. Writing Headlines for news reports</p> <p>Features</p> <p>a. Kinds of features b. Writing features c. Writing Profiles</p> <p>Interviews</p> <p>a. Types of Interviews b. Framing questions for an Interview</p> <p>Letters to the Editor</p>	
UNIT – 3	13/14
<p>Introduction to Radio as a Medium of Communication</p> <p>A brief history of Radio in India</p> <p>Types of Radio Programmes</p> <p>Impact of Radio on society</p> <p>Radio Jingles</p>	

Principles of Writing for Radio	
UNIT – 4	13/14
Writing for Radio Public Service announcements RJ Script Radio Feature Radio Play	

Practical Component

A) Students will have to bring out a newsletter in groups of 4-5 members. The components to be included are news report, feature, interview, profile, editorial, entertainment (quiz, puzzle etc.)

B) Students will have to produce a radio programme in groups of 4-5 members. The components to be included are: feature/ drama, R Jing and public service announcement. **(This is for Internal Assessment)**

*** Students have to do a minimum of 3 weeks internship during the semester break, in either a Print media organization or a Radio station and present a report in the 4th Semester.

Suggested Reading

1. Ahmad Shahzad. *Art of Modern Journalism*. Anmol publication Mencher Melvin.
Basic News Writing. Universal Bookstall
2. Chantler, Paul and Stewart Peter. *Basic Radio Journalism*, Focal Press
3. P.C. Chatterjee. *Broadcasting in India*. Sage Publications
4. Harcup Tony. *Journalism: Principles and Practice*. Sage Publications Paxson
Peyton. *Mass Communication and Media Studies an Introduction*
5. Kumar J Keval. *Mass Communication in India*. Jayco publishing house

6. Srivastava K. M. *News Reporting and Editing*. Kim Sterling Publishers Press
7. Srivastava KM. *Radio and Television*. Sterling Publications.
8. Stein ML and Petrina F Susan. *The News writers Handbook an Introduction to Journalism*. Surjit publication.
9. Nick Caramella, Elizabeth Lee and Vincent Miller. *Understanding Digital Culture.*, Sage Publications
10. *Cambridge English for the Media*. Cambridge University
11. Esta de Fossard. *Writing and Producing Radio Dramas*. Sage publications
12. Raman Usha. *Writing for the Media*. OUP, 2015

ASSESSMENT

Weightage for Assessments

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	25	25

Formative Assessment for Practical	
Assessment Occasion/ type	Weightage in Marks
Radio Program	10
Test and Attendance	10
Record	05
Total	25

Formative Assessment for Theory	
Assessment Occasion/ type	Weightage in Marks
Radio Program	20
Test and Attendance	20
Total	40

Summative Assessment
Question Paper Pattern

Time 2½ Hours

Max. Marks:60

Section A

1. Answer any five of the following questions in one or two sentences each:
(5X2=10) (From Unit 1 and 3, 7 questions to be given)

Section B

- | | |
|--|-----------|
| 1. Provide Headlines for the following News reports/ features:
(Newspaper clipping to be given) | 5 |
| 2. Writing a news report in about 150-
200words.
(Information to be given) | 10 |
| 3. Interview
(Framing questions) | 5 |
| 4. Feature writing in about 200-250 words
(Topic to be given) | 10 |
| 5. Writing an RJ script
(Theme/ topic to be given) | 5 |
| 6. Writing a Radio play
(Topic/Pointers to be given) | 10 |
| 7. Writing a Public Service Announcement in 50-75 words | 5 |

PEDAGOGY

The syllabus for this semester is to give students an understanding of what constitutes mass communication, know the importance of mass communication in our daily lives, focusing on print media and radio.

The course will not only educate them about mass communication but also enable the students to write different formats of writing for print and radio.

The course will equip the students with job skills to work in the communication department in organizations, corporate communication sector, newspaper organizations and radio stations. The practical components will give them a hands-on experience of writing, designing and production of both print and radio.

Newspapers have to be used in the classroom, where students will learn, identify and analyse the different formats of writing.

Students have to be made to listen to radio and have to identify the aspects that go into the making of different genres.

They can be made to interview people in the campus, student achievers etc and report about the events in the college, write features about the activities in the college or about anything that interests them.

Students can be made to air campus, local, national and international news of during the lunch break if there is a facility for this.

Students can be taken to a newspaper organisation, newspaper printing press, and radio station. Assignments, classroom activities that involve communication for a large number of people can be done.

SEMESTER IV

DISCIPLINE SPECIFIC CORE COURSE (DSCC) B.A. (HONS.) COMMUNICATIVE ENGLISH

Starting year of implementation	:	2022-23
Discipline/Subject (DSCC)	:	Discipline Specific Core Course
Name of the Degree Program ENGLISH	:	BA (HONS.) COMMUNICATIVE ENGLISH
Total Credits for the Program	:	04+02(Practical)
		Teaching hours per week: 04+04 (Practical)

Se m	Type of Course	Theor y/ Practi cal	Instructi on Hr/Wee k	Total Hours of Syllab us/ Sem	Durati on of Exam	Formati ve Assessm ent Marks	Summa tive Assessm ent Marks	Tot al Mar ks	Cred its
III	DSC C A3	Theor y	4	56	2 1/2 Hours	4 0	60	10 0	4
		Practi cal	4	48	2 Hours	2 5	25	50	2
IV	DSCCA 4	Theor y	4	56	2 ½ Hour s	4 0	60	10 0	4
		Practi cal	4	48	2 Hours	2 5	25	50	2

OBJECTIVES

1. To familiarize students with the new trends in media and develop a critical approach to the use and misuse of news media.
2. To enable students to communicate to diverse audiences on different social media platforms.

3. To prepare students for a wide range of writing-related careers.
4. To develop hands on experience and understanding of the current trends in media production and consumption.
5. To develop short story writing skills and the ability to identify and use narrative tenses when writing.
6. To create and foster the impulse to write short stories, drama, poems and profiles and also develop their critical thinking skills and develop emotional and imaginative expression through writing.
7. To develop aptitude, confidence and the ability to write independently.

COURSE OUTCOMES

After completion of the course, the student

1. Will know the trends in media and have a cognizance of the positive and negative aspects of new media.
2. Will be able to communicate their ideas and opinions and views on social media/ new media platforms.
3. Will be prepared to take up jobs related to writing.
4. Will be exposed to current trends in media production and consumption.
5. Will be able to use the principles of creative writing, including form, technique, and style.
6. Will have the acumen to discuss and analyse a short story, understand and appreciate poetry and drama, will be able write a few verses and a short drama.
7. Will have developed the aptitude, confidence and skill to write on their own.

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
04	52 or 56	02	48

A4 TITLE: CREATIVE WRITING AND NEW MEDIA	52/56Hrs
UNIT – 1	13/14

Brief History and Evolution of the Internet

Internet as a medium of communication

New Media terminologies: websites and portals; cyber space, cyber culture, cyber journalism, digital divide, blogs, vlog, webisodes, podcasts, search engines, search engine optimization, hits and page views

Social Media and society

Social Media Platforms

Podcast

Blogs

Creating profiles for social media

Social media marketing

UNIT – 2	13/14
<p>Meaning and Significance of Creative Writing</p> <p>Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms</p> <p>Short story</p> <p>a) Genres- Science fiction, adventure, horror, romance etc. b) Theme c) Plot d) Character e) Point of view f) setting g) Tone</p> <p>Book</p> <p>Review</p> <p>Diary</p> <p>Writing</p>	
UNIT – 3	13/14
<p>Persuasive Writing</p> <p>a) Brochures b) Handouts c) Pamphlets</p> <p>Writing</p> <p>Speeches</p> <p>Travel Writing</p>	
UNIT – 4	13/14
<p>Poetry</p> <p>a) Diction b) Theme c) Imagery d) Figures of Speech e)</p> <p>Structure and form Drama</p> <p>a) Theme b) Character c) Plot d) Form e) Dialogue</p> <p>Writing</p> <p>Proof Reading and Editing</p>	

Practical Component

a) Students in groups of 4-5 will have to bring out an anthology of their own with: poems, short stories, travelogues, book review and market/ promote the same on

social media.

b) Produce a podcast and air it on social media. (**This is for Internal Assessment**)

Suggested Reading

SAM Richards. *500 Writing prompts for Fiction, Journaling, Blogging and Creative Writing*

Youngs Tim. Cambridge Introduction to Travel Writing

Dev Neira Anjana, Marwah Anuradha & Pearson Pal Swathi. *Creative Writing A Beginners Manual*

Seely John. *Oxford Guide to Effective Writing and Speaking*. OUP

Style Guide: Viva Books Private Limited

Marley David. *The Cambridge Introduction to Creative Writing*.CUP

Perlman Alan. *Writing Great Speeches: Professional Techniques You Can Use* (Part of the Essence of Public Speaking Series): Alan Perlman

Raphalson Joel, Roman Kenneth. *Writing that*

Works <https://castos.com/podcast->

[script/https://live365.com/blog/how-to-write-a-](https://live365.com/blog/how-to-write-a-)

[podcast-script/](https://live365.com/blog/how-to-write-a-podcast-script/)

<https://timesofindia.indiatimes.com/podcasts/the-times-of-india->

[podcasthttps://podcasts.apple.com/us/podcast/an-uplifting-](https://podcasts.apple.com/us/podcast/an-uplifting-)

[mosaic/id1504847224?i=1000553542323](https://podcasts.apple.com/us/podcast/an-uplifting-mosaic/id1504847224?i=1000553542323)

ASSESSMENT

Weightage for Assessments

Type of Assessment	Formative Assessment / IA	Summative Assessment
Theory	40	60

Practical	25	25
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FORMATIVE ASSESSMENT FOR THEORY	
Assessment Occasion/ type	Weightage in Marks
Report on the Internship done after the III Semester	20
Test and Attendance	20
Total	40

FORMATIVE ASSESSMENT FOR PRACTICAL	
Assessment Occasion/ type	Weightage in Marks
Podcast	10
Test and Attendance	10
Record	05
Total	25

SUMMATIVE ASSESSMENT
QUESTION PAPER PATTERN

Time: 2½ Hours

Max. Marks: 60

Section A

1. Answer any five of the following questions in one or two sentences each:

(5X2=10)

0 (From Unit 1, 7 questions to be given)

2. Answer any one of the following in about 100-150 words:

(1x5=5)

5 (From Unit 1, 3 questions to be given)

Section B

- | | |
|--|-----------|
| 3. Book Review. | 5 |
| 4. Diary Writing/Entry. | 5 |
| 5. Designing a brochure/pamphlet | 10 |
| 6. Speech | 5 |
| 7. Travel Writing.
(Pointers to be given/ destination to be given) | 10 |
| 8. Writing a one act play. | 5 |
| 9. Proof reading/Editing
(Passage to be given) | 5 |

PEDAGOGY

The syllabus for fourth semester is to give the students an understanding of the importance of social media in the present times and about the different kinds of creative writing.

Social media is ubiquitous and is an important part of modern society.

The focus here should be to educate students that social media is not just for entertainment but also for the development and progress of an individual and society.

Podcasts should be played in the classroom.

The misnomer that creative writing is an innate skill should be erased by encouraging and making them write.

The course will prepare the students with job skills that will help them find to jobs in organisations associated with: social media social media marketing, content writing, copy writing, social media influencers, publishing houses etc.

The practical components will focus on writing different genres of creative writing and write and use podcasts, one of the most popular medium of communication today.

Students should be encouraged to use social media for constructive purposes, talked about the benefits of different platforms, read different postings on social media and analyse the same. They should be motivated to post about current issues on social media.

A reading club can be formed, where they read different genres of writing and share what has been written by them.

Assignments, classroom activities that focus on social media for development communication can be done.

Students should be encouraged to write for the college magazines and other publishing houses that encourage amateur writers.



MANGALOREUNIVERSITY

DEPARTMENT OF ENGLISH

(AS PER NEP 2020)

(Approved on August 24-25, 2021 BOS (UG))

Effective for batches commencing from 2021 onwards

Mangalore University
Department of English

English Open Elective - 3

SPEAKING AND LISTENING SKILLS

[Teaching Hours: Lecture 3 Hours-Credit3]

(60 marks paper of Three Hours+ 40 Marks for Internal Assessment)

1. Section I: Introduction to Phonetics

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation -Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

2. Section II: Speaking Skills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.

3. Section III: Listening Skills

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

4. Section IV: Presentation Skills

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks

Question Paper Pattern

- | | |
|--|----------------|
| 1. Very Short Answer Questions on all sections | 15x2 =30 Marks |
| 2. Four Short Notes on all sections | 2x 5 = 10Marks |
| 3. One Question on Presentation of Speeches | 1x10 = 10Marks |
| 4. One Essay Type Question | 1x10= 10Marks |

Suggested Reading:

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al. *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubramanian. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *SpeakWell*, BlackSwan

English Open Elective -4 TRANSLATION THEORY AND PRACTICE
[Teaching Hours: Lecture 3 Hours-Credit 3]

(60 marks paper of Three Hours+40 Marks for Internal Assessment)

Course and Skill Outcome

1. This paper aims at teaching the students the theory and techniques of translation.
2. It teaches them Translation skills.

Syllabus

1. Translation- Meaning, methods, problems and challenges of Translation, Source Language and Target Language. Translating poetry and prose, Technical translation,
2. Problems of Translation
3. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)

Question Paper Pattern

1. Essay type questions on Translation Meaning, Definitions and methods and problems and challenges 1x10=10
2. Problems of Translation 1x10=10
3. Short type questions on translation, translation theory 2x5=10
4. Translation of short passages 2x5=10
5. Translation passage from English to Kannada (One out of two) 1X10=10
6. Translation passage from Kannada to English (one out of two) 1X10=10