



# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Options for  
Under Graduate Course- as per NEP 2020)**

**Syllabus for English  
III & IV Semester**

**2022-23 onwards**

No. BCU/ARTS/BOS/125/2022-23

Date: 14.10.2022

The Registrar  
Bengaluru City University  
Central College Campus  
Bengaluru 560001

Sub: Proceedings of the BoS meeting for UG – English

In continuation to a virtual meeting held on 1<sup>st</sup> of September 2022, Board of Studies physical meeting was convened on 10<sup>th</sup> of September, 2022 at 11:00 am in KSHEC Conference Hall. I am here by submitting the proceedings of the meeting of the Board of Studies of UG English, BCU held under the Chairmanship of Dr. T. N. Thandava Gowda.

**Proceedings of the Board of Studies in English - UG**

**Members Present**

<b>Dr. R. V. Sheela</b> Associate Professor and Head, Department of English, MES College of Arts, Commerce and Science, Malleswaram, Bengaluru-560003	<b>Dr. Kavita Shastri</b> Associate Professor and Head, Department of English and Media Studies, Vijaya College, Jayanagar, Bengaluru-560011.
<b>Prof. Leena Karanth. A</b> Assistant Professor and Head, Department of English, Bishop Cotton's Women's Christian College, Bengaluru-560001.	<b>Prof. Ayesha Firdose</b> Associate Professor, Department of English and Media Studies, Vijaya College, Jayanagar, Bengaluru-560011
<b>Dr. Narasimharaju. K</b> Associate Professor Department of English Govt. R.C. College of Commerce and Management Race Course Road, Bengaluru-560001.	<b>Prof. Prasanna Udipikar</b> Associate Professor and Head, Department of English and Media Studies, V.V.N Degree College, Bengaluru-560004.

P.T.O

Leave of absence was granted to the members unable to attend the meeting.

The BOS Chairman welcomed all the Members present and presented the following agendas of the meeting.

- 1) Review of Previous Meeting
- 2) B.Sc Syllabus
- 3) B.Com Syllabus
- 4) B.A. Syllabus
- 5) Additional English Syllabus
- 6) DSC English Honours III & IV Syllabus
- 7) DSC Communicative English III & IV Syllabus
- 8) Critical Thinking and Creative Writing Syllabus
- 9) Any other matter

Each agenda was discussed in detail and the syllabus was framed and approved as attached. With respect to the Open Elective, it was decided as below.

To make the title more specific, the board decided to change the title of the following Open Electives

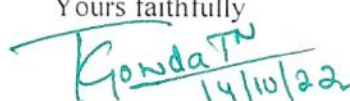
- I Semester - Critical Thinking and Creative Writing – Short Story
- II Semester - Critical Thinking and Creative Writing – Poems
- III Semester - Critical Thinking and Creative Writing – Plays
- IV Semester - Critical Thinking and Creative Writing – Film Review

as

- I Semester - Creative Writing in English – Short Story**
- II Semester - Creative Writing in English – Poems**
- III Semester - Creative Writing in English - Plays**
- IV Semester - Creative Writing in English – Film Review**

The board also decided to suggest including Formative Assessment marks as C1, C2, C3, C4 in the Internal Marks Portal as prescribed in the Syllabus. The meeting was concluded with vote of thanks by the Chairman of the committee to all the BoS members for contributing their best in framing the syllabus.

Thanking You

Yours faithfully  
  
Dr. Thandava Gowda TN

Copy to:

1. PS to the Hon'ble Vice Chancellor, Bengaluru City University
2. Finance Officer, Bengaluru City University



**GENERIC ENGLISH/L2**

**SYLLABUS**

*for*

**III SEMESTER**

**B.A./B.S.W./ B.A.(MUSIC)**

**AND OTHER COURSES**

**COMING UNDER FACULTY OF ARTS.**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
III Semester  
Generic English/L2  
B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH - L2**

**Name of the Degree Program: B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

<b>Title of the Course: GENERIC ENGLISH - L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**COURSE OBJECTIVES**

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations - 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. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>III SEMESTER</b> <b>B.A./B.S.W./ B.A.(Music) and other Courses</b> <b>coming under Faculty of Arts.</b>		<b>50/56hrs</b>	<b>60</b> <b>marks</b>
<b>UNIT - I</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND</b> <b>LISTENING SKILLS</b>		<b>23 hrs</b>	<b>40</b> <b>marks</b>
<b>READING SKILLS</b>	<b>PLAY</b>		30 marks
	<i>The Purpose</i> by TP Kailasam	15 hrs	
<b>LISTENING SKILLS</b> <b>Audio version of the speeches to</b> <b>be emphasized</b>	<b>PERSUASIVE SPEECHES</b>	8 hrs	10 marks
	<i>My Vision for India</i> by Dr. APJ Abdul Kalam is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India.  <a href="https://youtu.be/neKaXXXKtHE?t=30">https://youtu.be/neKaXXXKtHE? t=30</a>		
	Martin Luther King's, <i>I Have a Dream</i> Speech, 1963 <a href="https://www.youtube.com/watch?v=smEqnklfYs">https://www.youtube.com/watch? v=smEqnklfYs</a>		
	The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management <a href="https://youtu.be/mMqJztCWbqA">https://youtu.be/mMqJztCWbqA</a>		
	The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. <a href="https://youtu.be/IqYqMhVxTsY">https://youtu.be/IqYqMhVxTsY</a>		
	Sachin Tendulkar's farewell speech at Wankhede Stadium <a href="https://www.youtube.com/watch?v=EYLF3qQCKM0">https://www.youtube.com/watch? v=EYLF3qQCKM0</a>		

<b>UNIT – II</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>23 hrs</b>	<b>20 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b>	5 hrs	
	<b>Types</b> <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Demonstrative Presentation</li> </ul>		5 marks
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Writing</li> </ul> <b>Types of Paragraph Writing</b> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing,</li> </ul>	6 hrs	5 marks
	<b>BUSINESS CORRESPONDENCE</b>		
	<ul style="list-style-type: none"> <li>• Letters of Enquiry</li> <li>• Order Letters</li> <li>• Letters of Complaint</li> <li>• Reply to Letter of Complaint</li> <li>• Sales Letters</li> </ul>	6 hrs	5 marks
	<b>COMMERCIAL WRITING</b>	6 hrs	5 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		
<b>FORMATIVE ASSESSMENT</b>		<b>4 hrs</b>	
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>	<b>Discussion / Guidance for Experiential Learning under Formative Assessment</b>		

## 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.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Project on Poster/Brochure	20
Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language



skill building must be organized.

- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**QUESTION PAPER PATTERN**  
**for**  
**B.A./B.S.W./ B.A.(Music) and other Courses**  
**coming under Faculty of Arts.**  
**III SEMESTER**  
**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- |      |  |         |
|------|--|---------|
| I.   | Answer in about a page. (2 questions out of 3)(Play based)     | 2x5=10  |
| II.  | Answer in about 2 – 3 pages (2 questions out of 3)(Play based) | 2x10=20 |
| III. | Answer in about a page. (2 questions out of 3)(Speeches based) | 2x5=10  |

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- |      |  |       |
|------|--|-------|
| IV.  | Provide 5 slides of the presentation (1 question out of 2) | 1x5=5 |
| V.   | Paragraph Writing (Attempt any 1 out of 3)                 | 1x5=5 |
| VI.  | Write any 1 Letter out of the given 2 Letters              | 1x5=5 |
| VII. | Poster/Brochure / Advertisement /Product Manual Writing    | 1x5=5 |

## 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.

<b>Reading Skills</b>	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’.
<b>Listening Skills</b>	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.
<b>Speaking Skills</b>	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.
<b>Writing Skills</b>	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.

	<p>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.</p> <p>Students can be given assignments on blog writing, product manual, posters and brochures.</p>
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## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
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- Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
- Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
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- Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
- Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
- Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5<sup>th</sup> Edition.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



## **GENERIC ENGLISH/L2**

### **SYLLABUS**

*for*

### **IV SEMESTER**

**B.A./B.S.W./ B.A.(Music)**

**and other Courses coming under**

**Faculty of Arts.**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
IV Semester  
Generic English/L2  
B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH /L2**

**Name of the Degree Program: B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**Total Credits for the Program: 03**

**Teaching hours per week: 4**

<b>TITLE OF THE COURSE: GENERIC ENGLISH – L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**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 for various interviews and professional contexts
- 4) To build persuasive and creative social media writing skills
- 5) To develop 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 enable students for self-expression

**COURSE OUTCOMES**

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills 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 social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

<b>IV SEMESTER</b>			<b>60</b>
<b>B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.</b>		<b>50/56hrs</b>	<b>marks</b>
<b>UNIT – 1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter 1 READING SKILLS</b>	<b>Novel</b>	18 hrs	30 marks
	<i>DWEEPA</i> by Na. D’Souza		
<b>Chapter 2 LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b>	5 hrs	
	Lewis Carroll’s <i>The Walrus and the Carpenter</i>	3 hrs	10 marks
	GS Shivrudrappa’s <i>Beyond Memories</i> translated by C Ravikumar		
	Simon Sinek 's talk on <i>How great leaders inspire Action</i> <a href="https://www.youtube.com/watch?v=qp0HIF3Sfi4">https://www.youtube.com/watch?v=qp0HIF3Sfi4</a>	2 hrs	
	'Impossible' to 'I'm Possible'   Sparsh Shah   <a href="https://www.youtube.com/watch?v=bC0hIK7WGcM">https://www.youtube.com/watch?v=bC0hIK7WGcM</a>		
<b>UNIT – 2</b>			
<b>PRODUCTIVE SKILLS SPEAKING SKILLS AND WRITING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter – 3 SPEAKING SKILLS (Formative Assessment)</b>	• <i>Pechakucha</i> Presentation	4 hrs	
	• Group Discussion		



	<ul style="list-style-type: none"> <li>Public Speaking</li> </ul>		
<b>Chapter – 4 WRITING SKILLS</b>	<b>TECHNICAL WRITING</b>		5 marks
	<ul style="list-style-type: none"> <li>Copy writing</li> </ul>	8 hrs	
	<ul style="list-style-type: none"> <li>Business Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>Travel Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>Article Writing</li> </ul>		
<b>E-correspondence and Content Writing Skills</b>			
	<ul style="list-style-type: none"> <li><b>E-mail Casual and Professional</b></li> </ul>	5 hrs	10marks
	Requisition Letters, Apology Letters, Appreciation Letters, Congratulation Letters, Acknowledgement Letters		
	<b>Social Media Content Writing skills</b>	6hrs	5 marks
	Dos & Don'ts of Writing on Social Media Platforms, Blog Writing, Writing Profiles		
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>		<b>4hrs</b>	
Discussion /Guidance for Experiential Learning under Formative Assessment			

## 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.
- Each semester there shall be Internal Marks for 40.

#### A. FORMATIVE ASSESSMENT – 40 Marks

#### B. SUMMATIVE ASSESSMENT – 60 Marks

#### Total – 100 Marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – <i>Pechakucha/ Group Discussion/ Public Speaking</i>	10
<p style="text-align: center;">Experiential Learning (Any 2 Activities)</p> <ul style="list-style-type: none"> <li>• Blog Writing</li> <li>• Report on any Mega event/Field Visit</li> <li>• Internship- teaching English for school children,</li> <li>• Project Work (any topic related to the components in the textbook)</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> <li>• The activities taken up in the III Semester should not be repeated in the IV Semester.</li> </ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of

respondents to obtain information and insights into various topics of interest.

- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate

**SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

**For**

**B.A./B.S.W./ B.A.(Music) and other Courses  
coming under Faculty of Arts.**

**IV SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- I. Answer in about a page. (2 questions out of 3) (based on Novel) 2x5=10  
II. Answer in about 2 – 3 pages (2 questions out of 3) (based on Novel) 2x10=20  
III. Elaborate the quote (2 questions out of 3)  
(Attempt 1 each based on poems and Tedtalks) 2x5=10

**UNIT – 2**

**i. PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- IV. Technical Writing (Any 1 question out of 2) 1x5=5  
V. Email (Any 2 question out of 3) 2x5=10  
VI. Social Media Content Writing (Any 1 question out of 2) 1x5=5

## 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:

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- S = Skills (psychomotor)
- A = Attitudes (affective)

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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.

**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, characterisation, dialogues, contexts and narratives help the students to be articulative.

<b>Reading Skills</b>	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.
<b>Listening Skills</b>	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.
<b>Writing Skills</b>	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, note making, paraphrasing and vocabulary building. Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills. 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.
<b>Speaking Skills</b>	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.
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## References

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



# **GENERIC ENGLISH/L2**

## **SYLLABUS**

### **III SEMESTER**

**B.Sc. /B.C. A / B.Sc. (FAD) / B.V. A  
and**

**other courses coming under**

**Faculty of Science**

**2022-23**



## Syllabus for the Undergraduate Degree Program

2022-23

### III Semester

### Generic English/L2

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under  
Faculty of Science**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH - L2**

**Name of the Degree Program: B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other  
courses coming under Faculty of Science**

**Total Credits for the Program: 03**

**Teaching hour 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	50/56

#### COURSE OBJECTIVES

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations - 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. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyze, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>III SEMESTER</b> <b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses</b> <b>coming under Faculty of Science</b>		<b>50/56hrs</b>	<b>60</b> <b>marks</b>
<b>UNIT - I</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND</b> <b>LISTENING SKILLS</b>		<b>23 hrs</b>	<b>40</b> <b>marks</b>
<b>READING SKILLS</b>	<b>PLAY</b>		30 marks
	<i>The Life of Galileo</i> by Bertolt Brecht	15 hrs	
<b>LISTENING SKILLS</b> <b>Audio version of the speeches to</b> <b>be emphasized</b>	<b>PERSUASIVE SPEECHES</b>	8 hrs	10 marks
	<b>Dr. B R Ambedkar's</b> Constituent Assembly Speech on Dec 17,1946 <a href="https://www.youtube.com/watch?v=2VFm0Uo63rY">https://www.youtube.com/watch? v=2VFm0Uo63rY</a>		
	“My Vision for India” by <b>Dr. APJ</b> <b>Abdul Kalam</b> is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India. <a href="https://youtu.be/neKaXXXKtHE?t=30">https://youtu.be/neKaXXXKtHE? t=30</a>		
	<b>Sachin Tendulkar's</b> farewell speech at Wankhede Stadium <a href="https://www.youtube.com/watch?v=EYLF3qQCKM0">https://www.youtube.com/watch? v=EYLF3qQCKM0</a>		
	<b>Malala Yousafzai's</b> Nobel Peace Prize acceptance speech <a href="https://www.youtube.com/watch?v=8hx0ajieM3M">https://www.youtube.com/watch? v=8hx0ajieM3M</a>		
	The Speech of <b>Chief Seattle</b> <a href="https://www.youtube.com/watch?v=2uOM2stiVfk">https://www.youtube.com/watch? v=2uOM2stiVfk</a>		

<b>UNIT – II</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>23 hrs</b>	<b>20 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b>	5 hrs	
	<p style="text-align: center;"><b>Types</b></p> <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Demonstrative Presentation</li> </ul>		5 marks
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Writing</li> </ul> <p><b>Types of Paragraph Writing</b></p> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>	6 hrs	5 marks
	<b>BUSINESS CORRESPONDENCE</b>		
	<ul style="list-style-type: none"> <li>• Letters of Enquiry</li> <li>• Order Letters</li> <li>• Letters of Complaint</li> <li>• Reply to Letter of Complaint</li> <li>• Sales Letters</li> </ul>	6 hrs	5 marks
	<b>COMMERCIAL WRITING</b>	6 hrs	5 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		
<b>FORMATIVE ASSESSMENT</b>		<b>4 hrs</b>	
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>	<b>Discussion / Guidance for Experiential Learning under Formative Assessment</b>		

## 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.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Project on Poster/Brochure Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.

- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning (PBL)** through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**QUESTION PAPER PATTERN**

for  
**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under**  
**Faculty of Science**  
**III SEMESTER**  
**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- |      |  |         |
|------|--|---------|
| I.   | Answer in about a page. (2 questions out of 3)(Play based)     | 2x5=10  |
| II.  | Answer in about 2 – 3 pages (2 questions out of 3)(Play based) | 2x10=20 |
| III. | Answer in about a page. (2 questions out of 3)(Speeches based) | 2x5=10  |

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- |      |  |       |
|------|--|-------|
| IV.  | Provide 5 slides of the presentation (1 question out of 2) | 1x5=5 |
| V.   | Paragraph Writing (Attempt any 1 out of 3)                 | 1x5=5 |
| VI.  | Write any 1 Letter out of the given 2 Letters              | 1x5=5 |
| VII. | Poster/Brochure / Advertisement /Product Manual Writing    | 1x5=5 |

## 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/ KPSK/ 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.

<b>Reading Skills</b>	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’.
<b>Listening Skills</b>	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.
<b>Speaking Skills</b>	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.
<b>Writing Skills</b>	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.



## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
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- Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
- Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
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- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
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- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



## **GENERIC ENGLISH/L2**

### **SYLLABUS**

*for*

### **IV SEMESTER**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A**

**and other courses coming under**

**Faculty of Science**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23**

**IV Semester**

**GENERIC ENGLISH/L2**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming  
under Faculty of Science**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH /L2**

**Name of the Degree Program: B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses  
coming under Faculty of Science**

**Total Credits for the Program: 03**

**Teaching hours per week: 4**

<b>TITLE OF THE COURSE: GENERIC ENGLISH – L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**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 for various interviews and professional contexts
- 4) To build persuasive and creative social media writing skills
- 5) To develop 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 enable students for self-expression

**COURSE OUTCOMES**

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills 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 social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

<b>IV SEMESTER</b>			<b>60</b>
<b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science</b>		<b>50/56hrs</b>	<b>marks</b>
<b>UNIT – 1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter 1 READING SKILLS</b>	<b>Novel</b>	18 hrs	30 marks
	<i>Siddhartha</i> by Hermann Hesse		
<b>Chapter 2 LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b>	5 hrs	
	<i>Caged Bird</i> by Maya Angelou	3 hrs	5 marks
	<i>The Force that through the Green Fuse Drives the Flower</i> by Dylan Thomas		
	Exploring Ableism - An Invitation to create an inclusive society   Gagan Chhabra   TEDxOsloMet <a href="https://www.youtube.com/watch?v=EFhL9Bf6a_I">https://www.youtube.com/watch?v=EFhL9Bf6a_I</a>	2 hrs	5 marks
	School strike for climate - save the world by changing the rules   Greta Thunberg   TEDxStockholm <a href="https://www.youtube.com/watch?v=EAmUIEsN9A">https://www.youtube.com/watch?v=EAmUIEsN9A</a>		
<b>UNIT – 2</b>			
<b>PRODUCTIVE SKILLS SPEAKING SKILLS AND WRITING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter – 3 SPEAKING SKILLS (Formative Assessment)</b>	• <i>Pechakucha</i> Presentation	4 hrs	
	• Group Discussion		
	• Public Speaking		
<b>WRITING SKILLS</b>	<b>TECHNICAL WRITING</b>		5 marks
	• Copy writing	8 hrs	
	• Business Writing		
	• Travel Writing		

	<ul style="list-style-type: none"> <li>• Article Writing</li> </ul>		
<b>E-correspondence and Content Writing Skills</b>			
	<ul style="list-style-type: none"> <li>• <b>E-mail Casual and Professional</b></li> </ul>	5 hrs	10 marks
	Requisition Letters, Apology Letters, Appreciation Letters, Congratulation Letters, Acknowledgement Letters		
	<b>Social Media Content Writing skills</b>	6hrs	5 marks
	Dos & Don'ts of Writing on Social Media Platforms, Blog Writing, Writing Profiles		
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>		<b>4hrs</b>	
Discussion /Guidance for Experiential Learning under Formative Assessment			

## 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.
- Each semester there shall be Internal Marks for 40.

#### A. FORMATIVE ASSESSMENT – 40 Marks

#### B. SUMMATIVE ASSESSMENT – 60 Marks

#### Total – 100 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation – <i>Pechakucha</i> Group Discussion/ Public Speaking	10
Experiential Learning (Any 2 Activities)	20
<ul style="list-style-type: none"> <li>• Blog Writing</li> <li>• Report on any Mega event/Field Visit</li> <li>• Internship- teaching English for school children,</li> <li>• Project Work (any topic related to the components in the textbook)</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> <li>• The activities taken up in the III Semester should not be repeated in the IV Semester.</li> </ul>	
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person

through verbal responses to verbal inquiries.

- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate

**SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

for

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under**

**Faculty of Science**

**IV SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

1. Answer in about a page. (2 questions out of 3) (based on Novel) 2x5=10
2. Answer in about 2 – 3 pages (2 questions out of 3) (based on Novel) 2x10=20
3. Elaborate the quote (2 questions out of 3) (Attempt 1 each based on poems and Tedtalks) 2x5=10

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

4. Technical Writing (Any 1 question out of 2) 1x5=5
5. Email (Any 2 question out of 3) 2x5=10
6. Social Media Content Writing (Any 1 question out of 2) 1x5=5

## 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.

**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, characterisation, dialogues, contexts and narratives help the students to be articulate.

<b>Reading Skills</b>	<p>Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills.</p> <p>Reading the text will also help students to develop vocabulary building, clarity in comprehension, and decoding of written language and texts.</p> <p>Reading aloud will improve pronunciation of the reader.</p>
<b>Listening Skills</b>	<p>Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills.</p> <p>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>
<b>Writing Skills</b>	<p>Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising.</p> <p>Report writing, social media writing and Email writing enhance the skills needed in professional sphere.</p> <p>Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed.</p> <p>Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, note making, paraphrasing and vocabulary building.</p> <p>Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills.</p> <p>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>
<b>Speaking Skills</b>	<p>Presentation Skills refine communicative ability.</p> <p>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.</p> <p>Impactful use of non-verbal language can be taught through visuals.</p> <p>Life writing/novella/novel has to be used to provide loud reading practice.</p> <p>Role plays, dialogue delivery, oral narration of the situations by the</p>

	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.
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## References

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



# GENERIC ENGLISH/L2

## SYLLABUS

*for*

## III SEMESTER

**B.Com./BBA and other courses coming  
under  
Faculty of Commerce and Management**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
III Semester  
Generic English/L2  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH - L2**

**Name of the Degree Program: BCom/BBA/ and other courses coming under Faculty of  
Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

<b>Title of the Course: GENERIC ENGLISH - L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**COURSE OBJECTIVES**

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations - 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. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>III SEMESTER</b> <b>B.Com./BBA and other courses coming under</b> <b>Faculty of Commerce and Management</b>		<b>50/56hrs</b>	<b>60</b> <b>marks</b>
<b>UNIT - I</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND</b> <b>LISTENING SKILLS</b>		<b>23 hrs</b>	<b>40</b> <b>marks</b>
<b>READING SKILLS</b>	<b>PLAY</b>		30 marks
	Mahesh Dattani's <i>Dance Like a Man</i>	15 hrs	
<b>LISTENING SKILLS</b> Audio version of the speeches to be emphasized	<b>PERSUASIVE SPEECHES</b>	8 hrs	10 marks
	<b>Swami Vivekananda's speech at the World Parliament of Religions in Chicago</b> <a href="https://www.youtube.com/watch?v=cdTy8e7XMxA">https://www.youtube.com/watch?v=cdTy8e7XMxA</a>		
	<b>Mahatma Gandhiji's speech at Kingsley Hall, London. 1931</b> <a href="https://www.youtube.com/watch?v=brOVuLg5UoI">https://www.youtube.com/watch?v=brOVuLg5UoI</a>		
	<b>Steve Jobs' famous Stanford commencement speech</b> <a href="https://www.youtube.com/watch?v=Tuw8hxrFBH8">https://www.youtube.com/watch?v=Tuw8hxrFBH8</a>		
	<b>JK Rowling's speech at Harvard University on 'The Fringe Benefits of Failure, and the Importance of Imagination'</b> <a href="https://www.youtube.com/watch?v=wHGqp8lz36c&amp;t=54s">https://www.youtube.com/watch?v=wHGqp8lz36c&amp;t=54s</a>		
	<b>Subroto Bagchi's Go Kiss The World – Inspirational Speech</b> <a href="https://youtu.be/r_B94mSQqvY">https://youtu.be/r_B94mSQqvY</a> <a href="https://youtu.be/3Q7DCWoysf8">https://youtu.be/3Q7DCWoysf8</a> <a href="https://youtu.be/zMyAeg3iQ5E">https://youtu.be/zMyAeg3iQ5E</a>		

<b>UNIT – II</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>23 hrs</b>	<b>20 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b>	5 hrs	
	<b>Types -</b> <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>		5 marks
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Writing</li> </ul> <b>Types of Paragraph Writing</b> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> </ul>	6 hrs	5 marks
	<b>BUSINESS CORRESPONDENCE</b>		
	<ul style="list-style-type: none"> <li>• Letters of Enquiry</li> <li>• Order Letters</li> <li>• Letters of Complaint</li> <li>• Reply to Letter of Complaint</li> <li>• Sales Letters</li> </ul>	6 hrs	5 marks
	<b>COMMERCIAL WRITING</b>	6 hrs	5 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		
<b>FORMATIVE ASSESSMENT</b>		<b>4 hrs</b>	
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>	<b>Discussion / Guidance for Experiential Learning under Formative Assessment</b>		

## 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.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Project on Poster/Brochure Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.



- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning (PBL)** through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

**for**

**B.Com./BBA and other courses coming under**

**Faculty of Commerce and Management**

**III SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- |      |  |         |
|------|--|---------|
| I.   | Answer in about a page. (2 questions out of 3)(Play based)     | 2x5=10  |
| II.  | Answer in about 2 – 3 pages (2 questions out of 3)(Play based) | 2x10=20 |
| III. | Answer in about a page. (2 questions out of 3)(Speeches based) | 2x5=10  |

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

- |      |   |       |
|------|---|-------|
| IV.  | Provide 5 slides of the presentation (1 question out of 2)                          | 1x5=5 |
| V.   | Paragraph Writing (Attempt any 1 out of 2)  | 1x5=5 |
| VI.  | Write any 1 Letter out of the given 2 Letters                                       | 1x5=5 |
| VII. | Poster/Brochure / Advertisement /Product Manual Writing<br>(Attempt any 1 out of 2) | 1x5=5 |

## 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.

<b>Reading Skills</b>	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’.
<b>Listening Skills</b>	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.
<b>Speaking Skills</b>	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.
<b>Writing Skills</b>	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.

## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
- Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2005, 2020.
- Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
- Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
- Stannard [Allen William](#). *Living English Structure*. Longman, London, 1974.
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- Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
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- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



# GENERIC ENGLISH/L2

## SYLLABUS

*for*

## IV SEMESTER

**B.Com./BBA and other courses coming  
under  
Faculty of Commerce and Management**

**2022-23**

**Syllabus for the Undergraduate Degree Program  
2022-23  
IV Semester  
Generic English/L2  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: GENERIC ENGLISH /L2**

**Name of the Degree Program: B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hours per week: 4**

<b>TITLE OF THE COURSE: GENERIC ENGLISH – L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50/56</b>

**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 for various interviews and professional contexts
- 4) To build persuasive and creative social media writing skills
- 5) To develop 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 enable students for self-expression

**COURSE OUTCOMES**

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills 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 social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

<b>IV SEMESTER</b>			<b>60</b>
<b>B.Com./BBA and other courses coming under Faculty of Commerce and Management</b>		<b>50/56hrs</b>	<b>marks</b>
<b>UNIT – 1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter 1 READING SKILLS</b>	<b>Novel</b>	18 hrs	30 marks
	<i>The Financial Expert</i> by RK Narayan		
<b>Chapter 2 LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b>	5 hrs	5 marks
	<i>Stopping by Woods on a Snowy Evening</i> by Robert Frost	3 hrs	
	<i>Vachanas</i>		
	TED Talk by Kailash Satyarthi: How to make peace? Get angry <a href="https://www.youtube.com/watch?v=HI7zfpitZpo&amp;t=446s">https://www.youtube.com/watch?v=HI7zfpitZpo&amp;t=446s</a>	2 hrs	5 marks
	Destigmatizing Disability   Preethi Srinivasan  TEDxYouth@Hyderabad <a href="https://www.youtube.com/watch?v=dW52GqY_NVQ">https://www.youtube.com/watch?v=dW52GqY_NVQ</a>		
<b>UNIT – 2</b>			
<b>PRODUCTIVE SKILLS SPEAKING SKILLS AND WRITING SKILLS</b>		<b>23 hrs</b>	
<b>Chapter – 3 SPEAKING SKILLS (Formative Assessment)</b>	• <i>Pechakucha</i> Presentation	4 hrs	
	• Group Discussion		
	• Public Speaking		
<b>Chapter – 4 WRITING SKILLS</b>	<b>TECHNICAL WRITING</b>		5 marks
	• Copy writing	8 hrs	



	<ul style="list-style-type: none"> <li>• Business Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>• Travel Writing</li> </ul>		
	<ul style="list-style-type: none"> <li>• Article Writing</li> </ul>		
<b>E-correspondence and Content Writing Skills</b>			
	<ul style="list-style-type: none"> <li>• <b>E-mail Casual and Professional</b></li> </ul>	5 hrs	10 marks
	Requisition Letters, Apology Letters, Appreciation Letters, Congratulation Letters, Acknowledgement Letters		
	<ul style="list-style-type: none"> <li>• <b>Social Media Content Writing skills</b></li> </ul>	6hrs	5 marks
	Dos & Don'ts of Writing on Social Media Platforms, Blog Writing, Writing Profiles		
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>		<b>4hrs</b>	
Discussion /Guidance for Experiential Learning under Formative Assessment			

## 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.
- Each semester there shall be Internal Marks for 40.

#### A. FORMATIVE ASSESSMENT – 40 Marks

#### B. SUMMATIVE ASSESSMENT – 60 Marks

#### Total – 100 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation – <i>Pechakucha/ Group Discussion/ Public Speaking</i>	10
<p style="text-align: center;">Experiential Learning (Any 2 Activities)</p> <ul style="list-style-type: none"> <li>• Blog Writing</li> <li>• Report on any Mega event/Field Visit</li> <li>• Internship- teaching English for school children,</li> <li>• Project Work (any topic related to the components in the textbook)</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> <li>• The activities taken up in the III Semester should not be repeated in the IV Semester.</li> </ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.

- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate

**SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

**for**

**B.Com./BBA and other courses coming under**

**Faculty of Commerce and Management**

**IV SEMESTER**

**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

1. Answer in about a page. (2 questions out of 3) (based on Novel) 2x5=10
2. Answer in about 2 – 3 pages (2 questions out of 3) (based on Novel) 2x10=20
3. Elaborate the quote (2 questions out of 3) (Attempt 1 each based on poems and Tedtalks) 2x5=10

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

4. Technical Writing (Any 1 question out of 2) 1x5=5
5. Email (Any 2 question out of 3) 2x5=10
6. Social Media Content Writing (Any 1 question out of 2) 1x5=5

## 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.

**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, characterisation, dialogues, contexts and narratives help the students to be articulate.

<b>Reading Skills</b>	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.
<b>Listening Skills</b>	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.
<b>Writing Skills</b>	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, note making, paraphrasing and vocabulary building. Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills. 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.
<b>Speaking Skills</b>	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.
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## References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., [www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/), Extract from 1957 article
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
- Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2005, 2020.
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- Stannard [Allen William](#). *Living English Structure*. Longman, London, 1974.
- Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
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- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
- Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5<sup>th</sup> Edition.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.



**ADDITIONAL ENGLISH**  
**SYLLABUS**  
*for*  
**III SEMESTER**

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of  
Arts**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty  
of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and  
Management**

**2022-23**



# Syllabus for the Undergraduate Degree Program

2022-23

III Semester

## ADDITIONAL ENGLISH

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of Arts  
B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under  
Faculty of Science  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: ADDITIONAL ENGLISH**

**Name of the Degree Program:**

**B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

Title of the Course: ADDITIONAL ENGLISH		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

### COURSE OBJECTIVES

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To augment presentation skills
3. To critically analyze, interpret and appreciate literary texts
4. To sensitize about social, cultural, religious and ethnic diversities
5. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
6. To facilitate preparation for competitive examinations - 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. Augmented presentation and analytical skills
3. Ability to critically analyse, interpret and appreciate literary texts
4. An awareness of social, cultural, religious and ethnic diversities
5. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
6. Acquired language skills for competitive examinations  
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>III SEMESTER</b>		<b>50/56hrs</b>
<b>B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.</b> <b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science</b> <b>B.Com./BBA and other courses coming under Faculty of Commerce and Management</b>		
<b>UNIT - I</b>		<b>32 hrs</b>
1	Wilshire Bus by Hisaye Yamamoto (Short story)	3hrs
2	The Ugly Politician by R.K.Laxman (Prose)	3hrs
3	Excerpts from The Diary of a Young Girl by Anne Frank	5hrs
4	Let's Unite by Syed Saud (Poem)	2hrs
5	When It Rains In Dharamsala by Tenzin Tsundue (Poem)	2hrs
6	Yashodhara's Lament ( Folk Poem)	2hrs
7	Krishnan's Dairy by Jacob Ranjan (Play)	15 hrs
<b>UNIT - II</b>		<b>18hrs</b>
1	Note Making	5 hrs
2	Report Writing	3 hrs
3	Life Skills and Social Activities	5 hrs
4	Basic Sentence Pattern/ Structure in English.	5 hrs



**ADDITIONAL ENGLISH**  
**SYLLABUS**  
*for*  
**IV SEMESTER**

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of  
Arts**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty  
of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and  
Management**

**2022-23**

# Syllabus for the Undergraduate Degree Program

2022-23

IV Semester

## ADDITIONAL ENGLISH

**B.A./B.S.W./ B.A.(MUSIC) and other courses coming under Faculty of Arts  
B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under  
Faculty of Science  
B.Com./BBA and other courses coming under  
Faculty of Commerce and Management**

**Starting year of implementation: 2022-23**

**Discipline/Subject: ADDITIONAL ENGLISH**

**Name of the Degree Program:**

**B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.**

**B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science**

**B.Com./BBA and other courses coming under Faculty of Commerce and Management**

**Total Credits for the Program: 03**

**Teaching hour per week: 04**

Title of the Course: ADDITIONAL ENGLISH		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

### COURSE OBJECTIVES

7. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
8. To augment presentation skills
9. To critically analyze, interpret and appreciate literary texts
10. To sensitize about social, cultural, religious and ethnic diversities
11. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
12. To facilitate preparation for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

### COURSE OUTCOMES

At the end of the course the students will have

7. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
8. Augmented presentation and analytical skills
9. Ability to critically analyse, interpret and appreciate literary texts
10. An awareness of social, cultural, religious and ethnic diversities
11. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
12. Acquired language skills for competitive examinations UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

<b>IV SEMESTER</b>		<b>50/56hrs</b>
<b>B.A./B.S.W./ B.A.(Music) and other Courses coming under Faculty of Arts.</b> <b>B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science</b> <b>B.Com./BBA and other courses coming under Faculty of Commerce and Management</b>		
<b>UNIT – I</b>		<b>29 hrs</b>
<b>PROSE, POETRY AND NOVELLA</b>		
1	The Lost Tribes of the Amazon by Joshua Hammer	4hrs
2	2. The Earth is Our Friend by Yasus Afari	2hrs
3	3. Once Upon a Time by Gabriel Imomotimi Okara	2hrs
4	4. The Garden Party by Katherine Mansfield	3hrs
5	5. Why we travel? by Pico Iyer	3hrs
6	6. The Rabbit Proof Fence by Doris Pilkington Garimara	15 hrs
<b>UNIT – II</b>		<b>21 hrs</b>
<b>LANGUAGE COMPONENT</b>		
1	Composing Invitation	5 hrs
2	Telephone Skills	5 hrs
3	Designing a Visiting card / Business Card	6 hrs
4	Understanding News Headlines	5 hrs

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CITY UNIVERSITY

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BE BOUNDLESS

**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**COMMUNICATIVE ENGLISH**

**SYLLABUS**

*for*

**III SEMESTER**

**2022-23**

**THE III SEMESTER BA (BASIC/HONS.)  
COMMUNICATIVE PROGRAM HAS TWO DSCC  
COURSES (COURSE 5 & 6) FOR 06 CREDITS:  
EACH COURSE HAS 03 CREDITS. BOTH THE  
COURSES ARE COMPULSORY**

**SYLLABUS**  
**III SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (Basic/Hons.) COMMUNICATIVE ENGLISH**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Discipline Specific Core Course (DSCC)**

**Name of the Degree Program: BA (Basic/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	DSCCA4	Theory	4	56	2 ½ Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2

**OBJECTIVES**

1. To acquaint students about 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 with the characteristics of print media content and the basics of writing for print media.
4. To understand the aspects of news writing, feature writing and profile writing.
5. To learn to frame questions and compile information before interviewing a person.
6. To know the different formats of radio programmes and understand the conventions of scriptwriting for different radio genres.
7. 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 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

<b>A3 TITLE: INTRODUCTION TO MASS COMMUNICATION AND WRITING FOR MEDIA: PRINT AND RADIO</b>	<b>52/56Hrs</b>
<b>UNIT – 1</b>	<b>13/14</b>
Features of Mass Communication and Effects of Mass Media Introduction to Print Media Origin and growth of Newspapers in India Structure of a Newspaper organization News Agencies Major Newspapers, Magazines, Tabloid News Report a. Types of News Writing b. Writing Reports	
<b>UNIT – 2</b>	<b>13/14</b>
Headline a. Kinds of Headlines b. Writing Headlines for news reports	

Features a. Kinds of features b. Writing features c. Writing Profiles Interviews a. Types of Interviews b. Framing questions for an Interview Letters to the Editor	
<b>UNIT – 3</b>	<b>13/14</b>
Introduction to Radio as a Medium of Communication A brief history of Radio in India Types of Radio Programmes Impact of radio on society Radio Jingles Principles of Writing for Radio	
<b>UNIT – 4</b>	<b>13/14</b>
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 4<sup>th</sup> Semester.**

### **Suggested Reading**

Ahmad Shahzad. *Art of Modern Journalism*. Anmol publication

Mencher Melvin. *Basic News Writing*. Universal Bookstall

Chantler Paul and Stewart Peter. *Basic Radio Journalism*, Focal Press

P.C. Chatterjee. *Broadcasting in India*. Sage Publications

Harcup Tony. *Journalism: Principles and Practice*. Sage Publications

Paxson Peyton. *Mass Communication and Media Studies an Introduction*

Kumar J Keval. *Mass Communication in India*. Jayco publishing house

Srivastava Kim. *News Reporting and Editing*. Kim Sterling Publishers Press

Srivastava KM. *Radio and Television*. Sterling Publications.

Stein ML and Petrina F Susan. *The News writers Handbook an Introduction to Journalism*. Surjit publication.

Nick Caramella, Elizabeth Lee and Vincent Miller. *Understanding Digital Culture.*, Sage Publications

*Cambridge English for the Media*. Cambridge University

Esta de Fossard . *Writing and Producing Radio Dramas*. Sage publications

Raman Usha. *Writing for the Media*. OUP, 2015

**ASSESSMENT**  
**Weightage for Assessments**

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

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

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

**Summative Assessment**  
**Question Paper Pattern**

**Time 2 ½ 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:<br>(Newspaper clipping to be given) | 5  |
| 2. Writing a news report in about 150- 200 words.<br>(Information to be given)                     | 10 |
| 3. Interview<br>(Framing questions)  | 5  |
| 4. Feature writing in about 200-250 words<br>(Topic to be given)                                   | 10 |
| 5. Writing an R J script<br>(Theme/ topic to be given)   | 5  |
| 6. Writing a Radio play<br>(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 organisations, corporate communication sector, newspaper organisations 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.



**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**COMMUNICATIVE ENGLISH**

**SYLLABUS**

*for*

**IV SEMESTER**

**THE IV SEMESTER BA (BASIC/HONS.)  
COMMUNICATIVE PROGRAM HAS TWO DSCC  
COURSES (COURSE 7 & 8) FOR 06 CREDITS:  
EACH COURSE HAS 03 CREDITS. BOTH THE  
COURSES ARE COMPULSORY**



**SYLLABUS**  
**IV SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (Basic/Hons.) COMMUNICATIVE ENGLISH**

*Starting year of implementation: 2022-23*

*Discipline/Subject: Discipline Specific Core Course (DSCC)*

*Name of the Degree Program: BA (Basic/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	DSCCA4	Theory	4	56	2 ½ Hours	40	60	100	4
		Practical	4	48	2 Hours	25	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 new 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 will be

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

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

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

### **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-podcast-script/>

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

<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

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

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

**SUMMATIVE ASSESSMENT  
QUESTION PAPER PATTERN**

**Time: 2 ½ 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, 7 questions to be given)

2. Answer any one of the following in about 100-150 words: (1x5=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.                              | 10 |
| (Pointers to be given/ destination to be given) |    |
| 8. Writing a one act play.                      | 5  |
| 9. Proof reading/Editing                        | 5  |
| (Passage to be given)                           |    |

## **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.

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CITY UNIVERSITY

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BE BOUNDLESS

**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**ENGLISH LITERATURE**

**SYLLABUS**

*for*

**III SEMESTER**

**2022-23**

**THE III SEMESTER BA (BASIC/HONS.)  
ENGLISH LITERATURE PROGRAM HAS TWO  
DSCC COURSES (COURSE 5 & 6) FOR 06  
CREDITS: EACH COURSE HAS 03 CREDITS.  
BOTH THE COURSES ARE COMPULSORY**



**SYLLABUS**  
**III SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (BASIC/HONS.) ENGLISH LITERATURE**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Discipline Specific Core Course (DSCC)**

**Name of the Degree Program: B.A. (HONS.) English Literature**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**PROGRAM OBJECTIVES**

Provide a comprehensive foundation in literary studies and linguistic competencies:

1. Introduce multiple areas of writings in English language and translations in English.
2. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
3. Develop the students' ability to read, process, think critically and independently.
4. Explore texts and contexts of writings and readings, from varied spaces.
5. Establish a multidisciplinary approach towards higher studies and research.
6. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
7. Provide training to students in multiple areas of employment – conventional and new.
8. Train students in professional skills relevant to career opportunities.
9. Prepare students for the technologically advanced world, its challenges and opportunities.
10. To enable practical and experiential learning.

**PROGRAM OUTCOMES**

On completion of the 03/04 years Degree in Optional English, students will be:

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. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
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. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research
13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

**THE III SEMESTER BA (HONS.) ENGLISH LITERATURE PROGRAM**

**HAS TWO DSCC COURSES (COURSE 5 & 6) FOR 06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY.**

**COURSE – 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 1/2hrs	40	60	100

**COURSE OUTCOMES**

After completion of course, students will be able to:

- 1) Learn the important trends and movements in the British literature of the prescribed period
- 2) Identify and understand the canonical literature of England
- 3) Distinguish the poets, playwrights and novelists of different periods
- 4) Appreciate some representative texts of the prescribed period

<b>COURSE 5 TITLE - BRITISH LITERATURE UP TO 1800 PAPER 1 FROM CHAUCER TO THE AGE OF TRANSITION</b>	<b>Total Hrs: 45</b>
<b>UNIT I HISTORY OF ENGLISH LITERATURE (UP TO 1800)</b>	<b>15hrs</b>
The Social Context of Medieval English Literature, Renaissance, Metaphysical Poetry, Restoration Drama, 18th Century Prose, Development of Novel in 18th Century, Neo-classical and Transitional Poetry	
<b>UNIT II MAJOR AUTHORS AND WORKS</b>	<b>15hrs</b>
Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, Alexander Pope, Dr. Samuel Johnson, , John Bunyan, Aphra Behn, Elizabeth Cary-	

As You Like it, Volpone	
<b>UNIT III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<ul style="list-style-type: none"> <li>• Sonnet 18 Shall I Compare Thee to a Summer's Day-William Shakespeare</li> <li>• <i>On His Blindness</i>-John Milton</li> <li>• <i>Lyric- Lover's Infiniteness</i>-John Donne</li> <li>• <i>A poison Tree</i>-William Blake</li> <li>• Essay- Sir Roger at Chirch-Joseph Addison</li> <li>• Man in Black- Oliver Goldsmith</li> </ul>	
<ul style="list-style-type: none"> <li>• Play- <i>The Merchant of Venice</i>- William Shakespeare</li> </ul>	

### **Teaching material**

Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples.

### **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.

## **ASSESSMENT**

### **A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**TOTAL - 100 Marks**

<b>A. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**GENERAL PATTERN OF THEORY QUESTION PAPER**

**Time: 2 ½ Hours**

**Total: 60 Marks**

**Part-A**

1. Question number 01-06 carries 2 marks each. Answer any 5 questions     5X2= 10 marks

**Part-B**

2. Question number 07- 11 carries 5Marks each. Answer any 4 questions     4X5= 20 marks

**Part-C**

3. Question number 12-15 carries 10 Marks each. Answer any 3 questions     3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**

**COURSE – 6**

**TITLE - INDIAN LITERATURE IN TRANSLATION**

## PAPER 2

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
06	DSCC	Theory	03	03	45hrs	21/2hrs	40	60	100

### COURSE OUTCOME

After completion of course, students will be able to:

- 1) Understand the meaning and methods of translation
- 2) Comprehend the scope of translation in the modern age
- 3) Have the knowledge of Indian writers and literature in general
- 4) Appreciate the translated text

<b>COURSE 6</b>	<b>Total Hrs: 45</b>
<b>TITLE - INDIAN LITERATURE IN TRANSLATION</b>	
<b>PAPER 2</b>	
<b>UNIT I</b>	<b>15hrs</b>
<b>INTRODUCTION TO TRANSLATION STUDIES</b>	
<ul style="list-style-type: none"> <li>• Introduction to Translation Studies in India References:</li> <li>• Translation as Discovery - Sujit Mukherjee</li> <li>• Indian Literature in English Translation - G. N. Devy</li> </ul>	
<b>UNIT II</b>	<b>15hrs</b>
<b>REPRESENTATIVE TEXTS (ANY 6-8 TRANSLATED POEMS)</b>	
Vachanas of Basavanna – No. 59 Cripple me Father, No. 97 The Master in the House, Fruits of the Earth- Sumithranandan Pant, Allamaprabhu- Kanakadasa: Do Not Quarrel over Caste Mother- Jyothi Lanjewar	
<b>UNIT-III</b>	<b>15hrs</b>
<b>REPRESENTATIVE TEXTS</b>	
<b>Novel</b> <i>Breaking Ties</i> - Sara Abubaker <b>(Kannada)</b>	
<b>Short Stories</b>	

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Chess Players- Munshi Premchand</li><li>• <i>The Weed</i> - Amrita Pritam</li><li>• <i>A Tale of 1947</i> - Sadat Hasan Manto</li><li>• <i>The goddess of Revenge</i>- Lalithambika Antharjanam</li></ul> |  |
|---|--|

### **Teaching material**

*Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples*

### **Books Recommended and Suggested Reading**

1. Sujit Mukharjee. *Translation as Discovery*
2. Sharma T. R. S. (Ed). *Ancient Indian Literature: An Anthology*, (Vols 2: Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: Sahitya Akademi, 2000
3. Kumar, Sukrita Paul (Ed). *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*. New Delhi: Macmillan, 2005
4. Dev, Anjana et al (Ed) *Indian Literature*. New Delhi: Pearson, 2000

## **ASSESSMENT**

**A. FORMATIVE ASSESSMENT – 40 marks**  
**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**TOTAL - 100 Marks**

<b>B. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students’ critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**  
**GENERAL PATTERN OF THEORY QUESTION PAPER**

**Time: 2 ½ Hours**

**Total: 60 Marks**

**Part-A**

4. Question number 01-06 carries 2 marks each. Answer any 5 questions    5X2= 10 marks

**Part-B**

5. Question number 07- 11 carries 5Marks each. Answer any 4 questions    4X5= 20 marks

**Part-C**

6. Question number 12-15 carries 10 Marks each. Answer any 3 questions 3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**



## **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



**DISCIPLINE SPECIFIC CORE COURSE  
(DSCC)**

**B.A. (BASIC/HONS.)**

**ENGLISH LITERATURE**

**SYLLABUS**

*for*

**IV SEMESTER**

**2022-23**

**THE IV SEMESTER HAS TWO COURSES  
(COURSE 7 & 8) FOR 06 CREDITS. EACH  
COURSE HAS 03 CREDITS. BOTH THE  
COURSES ARE COMPULSORY.**

**SYLLABUS**  
**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM**  
**IV SEMESTER**  
**DISCIPLINE SPECIFIC CORE COURSE(DSCC)**  
**B.A. (BASIC/HONS.) ENGLISH LITERATURE**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Discipline Specific Course (DSC)**

**Name of the Degree Program: B.A. (HONS.) English Literature**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**PROGRAM OBJECTIVES**

Provide a comprehensive foundation in literary studies and linguistic competencies:

1. Introduce multiple areas of writings in English language and translations in English.
2. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
3. Develop the students' ability to read, process, think critically and independently.
4. Explore texts and contexts of writings and readings, from varied spaces.
5. Establish a multidisciplinary approach towards higher studies and research.
6. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
7. Provide training to students in multiple areas of employment – conventional and new.
8. Train students in professional skills relevant to career opportunities.
9. Prepare students for the technologically advanced world, its challenges and opportunities.
10. To enable practical and experiential learning.

## **PROGRAM OUTCOMES**

On completion of the 03/04 years Degree in Optional English, students will be:

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. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
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. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research
13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

## COURSE -7

### TITLE - BRITISH LITERATURE (19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY) (PART 2)

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
<b>07</b>	DSCC	Theory	03	03	45 hrs	21/2hrs	40	60	100

#### **COURSE OUTCOMES**

After completion of course, students will be able to:

- 1) Learn the important trends and movements in the British literature of prescribed period
- 2) Identify and understand canonical literature of England
- 3) Distinguish the poets, playwrights and novelists of different periods
- 4) Appreciate some representative texts of the prescribed period

<b>COURSE 7</b> <b>TITLE - BRITISH LITERATURE (19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY)</b> <b>(PART 2)</b>	<b>Total Hrs: 45</b>
<b>UNIT- I</b>	<b>15 hrs</b>
Pre-Raphaelite Poetry, Victorian Novel, 19 <sup>th</sup> century Prose, War Poetry, Modern Novel, Modern Drama, Problem Plays, Modern Prose. Pre-Raphaelite Poetry, Victorian Novel, 19 <sup>th</sup> century Prose, War Poetry, Modern Novel, Modern Drama, Problem Plays, Modern Prose. (One Pre-Raphaelite poetry and one War poetry) ( One Pre-Raphaelite poetry and one War poetry)	
<b>UNIT-II</b> <b>REPRESENTATIVE WRITERS, WORKS, TRENDS (ANY 20)</b>	<b>15hrs</b>
Jane Austen, Charles Lamb, William Hazlitt, Alfred Tennyson, Matthew Arnold, Thomas Carlyle, Thomas Hardy, Charles Dickens, T. S. Eliot, W.B. Yeats, W. H. Auden. G. B. Shaw, Virginia Woolf, D. H. Lawrence John Galsworthy etc.	

<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<p><b>Poems</b></p> <ul style="list-style-type: none"> <li>• <i>Ode on Grecian Urn</i> - John Keats</li> <li>• <i>Second Coming</i> - W. B. Yeats</li> </ul> <p><b>Essay</b></p> <ul style="list-style-type: none"> <li>• <i>Enslaved by Civilization</i> - D. H. Lawrence</li> <li>• <i>With the Photographer</i> - Stephen Leacock</li> </ul> <p><b>Novel</b></p> <p><i>To the Lighthouse</i> - Virginia Woolf</p> <ul style="list-style-type: none"> <li>•</li> </ul>	

### **Teaching material**

*Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples*

### **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, 2014.



## ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

<b>C. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

### GENERAL PATTERN OF THEORY QUESTION PAPER

**Time: 2 ½ Hours**

**Total: 60 Marks**

#### **Part-A**

7. Question number 01-06 carries 2 marks each. Answer any 5 questions     5X2= 10 marks

#### **Part-B**

8. Question number 07- 11 carries 5Marks each. Answer any 4 questions     4X5= 20 marks

#### **Part-C**

9. Question number 12-15 carries 10 Marks each. Answer any 3 questions     3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**

**THE IV SEMESTER HAS TWO COURSES (COURSE 7 & 8) FOR 06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY.**

**COURSE -8  
GENDER STUDIES (PART 1)**

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
<b>08</b>	DSCC	Theory	03	03	45hrs	21/2hrs	40	60	100

**COURSE OUTCOMES**

After completion of the course, students will be able to:

1. Understand the concept of gender studies
2. Learn the basics of patriarchy, sex and gender and gynocentrism
3. Understand the significance of Gender as a discourse
4. Appreciate literature by women writers

<b>COURSE 8: GENDER STUDIES (PART 1)</b>	<b>Total Hrs: 45</b>
<b>UNIT-I INTRODUCTION TO GENDER STUDIES</b>	<b>15hrs</b>
Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc.  <b>Essays</b> <ul style="list-style-type: none"> <li>• <i>Sexual Politics</i> - Kate Millet (Extract)</li> <li>• <i>The Second Sex</i> - Simone De Beauvoir (Extract)</li> </ul>	
<b>UNIT-II REPRESENTATIVE WRITERS</b>	<b>15hrs</b>
<b>Short Stories of Representative Writers</b> <ul style="list-style-type: none"> <li>• <i>The Quilt</i> - Ismat Chughtai</li> <li>• <i>Open It</i> - Manto</li> </ul> Savithri Bai Phule, Mahashweta Devi,	

(One short story of each of the above writers)	
<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<i>Nine Indian Women Poets: An Anthology</i> - Eunice D'Souza (Four Poems) Biography sketches M. S.- <i>A Life in Music</i> - T. J. S George	

### **Teaching material**

*Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples*

### **Books Recommended and Suggested Reading**

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.

Connel, R. W. *Masculinities*. University of California Press, 1995.

## ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

<b>D. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

### GENERAL PATTERN OF THEORY QUESTION PAPER

**Time: 2 ½ Hours**

**Total: 60 Marks**

#### Part-A

10. Question number 01-06 carries 2 marks each. Answer any 5 questions     5X2= 10 marks

#### Part-B

11. Question number 07- 11 carries 5Marks each. Answer any 4 questions     4X5= 20 marks

#### Part-C

12. Question number 12-15 carries 10 Marks each. Answer any 3 questions  
3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.**

## 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

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BE BOUNDLESS

**SYLLABUS**

*for*

**III SEMESTER**

**ENGLISH OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH  
DRAMA**

**2022-23**

**SYLLABUS  
SEMESTER III  
OPEN ELECTIVE (OE)  
CREATIVE WRITING IN ENGLISH**

**Starting year of implementation: 2022-23**

**Discipline/Subject: OPEN ELECTIVE (OE)**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**COURSE OBJECTIVES**

1. To provide exposure to different genres of literature
2. To tap their literary talent and creativity
3. To develop skills for writing plays
4. To empower with the aesthetic skills
5. To enhance presentation skills
6. To master the ability to read, process, think critically and independently
7. To sensitize about social, cultural, religious and ethnic diversities
8. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrights, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others

**COURSE OUTCOMES**

At the end of the course the students will have

1. Developed creative and literary talent
2. Equipped themselves with writing plays
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrights, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others



<b>III SEMESTER CREATIVE WRITING IN ENGLISH DRAMA</b>		<b>42/48hrs</b>
<b>UNIT - I</b>	Definition  Components of Drama in terms of plot- Characters  Rise and Fall of action  Climax- Denouement	<b>10 hrs</b>
<b>UNIT - II</b>	History of Drama- Tracing it back to  Greek Plays.	
<b>UNIT - III</b>	Brief Introduction to select Dramatists  Sophocles  Shakespeare  Bernard Shaw  Bertolt Brecht  Kalidasa  Rabindranath Tagore  Girish Karnad	<b>10 hrs</b>

<p><b>UNIT - IV</b></p>	<p>Theatre and Society- social concerns- modern theatre- Mahesh Dattani</p> <p>Summary of the plays</p> <p><i>Dance Like a Man</i></p> <p><i>Where there is a Will</i></p>	<p><b>10 hrs</b></p>
<p><b>UNIT - V</b></p>	<p>Exercises</p> <p>Develop a dialogue between characters in a given situation</p> <p>Create a dramatic scene for a given situation</p> <p>Change or modify the ending of a play</p> <p>Write a scene depicting a social issue with 4 characters.</p> <p>Identifying message of the play</p>	<p>4hrs</p>

## 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.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation – (seminar/webinar)	10
Completion of Practice Session Exercises	10
Experiential Learning (Activity based) Note: <ul style="list-style-type: none"><li>• Proper documentation should be maintained and submitted for assessment.</li></ul>	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

for

**III SEMESTER**

**OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

- |      |   |         |
|------|---|---------|
| I.   | Answer in 2 or 3 sentences (5 questions out of 7) | 5x2=10  |
| II.  | Answer in about a page (4 questions out of 5)     | 4x5=20  |
| III. | Answer in about 2 pages (2 questions out of 3)    | 2x10=20 |
| IV.  | Do as Directed                                    | 2x5=10  |

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BE BOUNDLESS

**SYLLABUS**

*for*

**IV SEMESTER**

**ENGLISH OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH**

*FORAY INTO FILMS*

**2022-23**

**SYLLABUS**  
**SEMESTER IV**  
**OPEN ELECTIVE (OE)**  
**CREATIVE WRITING IN ENGLISH**  
**FORAY INTO FILMS**

**Starting year of implementation: 2022-23**

**Name of the Course: OPEN ELECTIVE (OE)**

**Title of the Course: CREATIVE WRITING IN ENGLISH**

**Total Credits for the Program: 03**

**Teaching hours per week: 03**

**COURSE OBJECTIVES**

1. To develop skills for writing plays
2. To empower with the aesthetic skills
3. To enhance presentation skills
4. To master the ability to read, process, think critically and independently
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrighters, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others

**COURSE OUTCOMES**

At the end of the course the students will have

1. Equipped themselves with writing plays
2. Augmented presentation and analytical skills
3. Ability to critically analyse, interpret and appreciate literary texts
4. An awareness of social, cultural, religious and ethnic diversities
5. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers, playwrighters, theatre professionals, writers, TV artist, Films, Radio Artist, creative writer and copy writers, and such others

<b>IV SEMESTER CREATIVE WRITING IN ENGLISH FORAY INTO FILMS</b>		<b>42/48hrs</b>
<b>UNIT - I</b>	The History of Cinema	<b>6 hrs</b>
<b>UNIT - II</b>	Development of Cinema as an art form	<b>6 hrs</b>
<b>UNIT - III</b>	Cinema and Society	<b>6 hrs</b>
<b>UNIT - IV</b>	1. Parallel Cinema 2. Popular Cinema	<b>12 hrs</b>
<b>UNIT - V</b>	Review Writing/Film Appreciation. Films for screening and practice of review writing 1. Charlie Chaplin movies like, The Gold Rush, City Lights, The Circus, The Great Dictator, Modern Times. (choose from the list) (English) 2. The man on the train (French) 3. Sholay (Hindi) 4. Lagaan (Hindi) 5. Tayi Saheba (Kannada)	<b>12 hrs</b>

## **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.
- Each semester there shall be Internal Marks for 40.

**A. FORMATIVE ASSESSMENT – 40 marks**

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**



<b>A. Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Completion of Practice Session Exercises	10
Films for screening and for Review writing assignment for Internal marks.  1. The Lord of the Rings 2. Manthan 3. Dweepa 4. Bhoomi Geetha 5. Dance Like a Man  Or any other film dealing with a social issue.  Note: <ul style="list-style-type: none"> <li>• Proper documentation should be maintained and submitted for assessment.</li> </ul>	20
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.

**B. SUMMATIVE ASSESSMENT – 60 Marks**

**QUESTION PAPER PATTERN**

**for**

**III SEMESTER**

**OPEN ELECTIVE**

**CREATIVE WRITING IN ENGLISH**

**Time: 2 ½ Hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

- |      |   |         |
|------|---|---------|
| I.   | Answer in 2 or 3 sentences (5 questions out of 7) | 5x2=10  |
| II.  | Answer in about a page (4 questions out of 5)     | 4x5=20  |
| III. | Answer in about 2 pages (2 questions out of 3)    | 2x10=20 |
| IV.  | Do as Directed                                    | 2x5=10  |