

<b>COURSE CODE:</b>	<b>HU-114</b>
<b>COURSE NAME:</b>	<b>FUNCTIONAL ENGLISH</b>
<b>CREDIT HOURS:</b>	Theory = 03 Practical = 00 Total = 03
<b>CONTACT HOURS:</b>	Theory = 48 Practical = 00 Total = 48
<b>PREREQUISITE:</b>	Nil ( <b>It is a Prerequisite course of ENGL-104 Expository Writing</b> )

**MODE OF TEACHING:** Lectures: Three hours of lecture per week 100%

#### **COURSE DESCRIPTION:**

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through the application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

#### **COURSE OBJECTIVES:**

**By the end of this course, students will be able to:**

1. Develop students' proficiency in English language usage, focusing on appropriate word choices, grammar, and sentence structure to improve both written and spoken communication.
2. Equip students with the ability to comprehend nuanced messages and apply analytical skills in listening and reading to interpret and respond to diverse real-world scenarios effectively.
3. Enable students to produce clear, concise, and professional written documents and deliver effective public speeches, tailored to various audiences and purposes.
4. Foster the ability to engage in everyday conversations with ease, ensuring students can navigate social interactions and casual dialogues confidently and appropriately.
5. Cultivate a deep understanding of the impact of language on diverse audiences, encouraging students to communicate inclusively and demonstrate cultural awareness in their language use.
6. Prepare students to interact effectively in a globalized world, enabling them to make positive impacts in their functional interactions across different cultural and professional contexts.

## RELEVANT PROGRAM LEARNING OUTCOMES (PLOs):

The course is designed so that students will achieve the PLOs:

1	Engineering Knowledge	<input type="checkbox"/>	7	Ethics	<input type="checkbox"/>
2	Problem Analysis	<input type="checkbox"/>	8	Individual and Collaborative Team Work	<input type="checkbox"/>
3	Design/Development of Solutions	<input type="checkbox"/>			
4	Investigation	<input type="checkbox"/>	9	Communication:	<input checked="" type="checkbox"/>
5	Tool Usage	<input type="checkbox"/>	10	Project Management and Finance	<input type="checkbox"/>
6	The Engineer and the World	<input type="checkbox"/>	11	Lifelong Learning	<input type="checkbox"/>

## COURSE LEARNING OUTCOMES:

Upon successful completion of the course, students will be able to:

S.No	CLO	Domain	Taxonomy Level	PLO
1	Apply enhanced English communication skills through effective use of word choices, grammar, and sentence structure.	Cognitive	3	9
2	Comprehend a variety of literary/ non-literary written and spoken texts in English.	Cognitive	3	9
3	Effectively express information, ideas and opinions in written and spoken English.	Affective	2	9
4	Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.	Cognitive	3	9

## PRACTICAL REQUIREMENT:

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.

## TOPICS COVERED WITH THEIR CONTRIBUTION TO PLOs:

Week	Topic Covered	Reading Assignment/ Homework	CLO No	Assessment Methodology
1	<b>Foundations of Functional English:</b> Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)	<a href="https://www.mdc.edu/kendall/collegeprep/documents2/context%20cluesrev8192.pdf">https://www.mdc.edu/kendall/collegeprep/documents2/context%20cluesrev8192.pdf</a> PPT <a href="https://education.nsw.gov.au/content/dam/main-education/en/home/">https://education.nsw.gov.au/content/dam/main-education/en/home/</a>	1	Assignments, Quizzes, MSE, ESE

		<a href="https://teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/teaching-strategies/stage-2/reading/s2-reading-vocabulary.pdf">teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/teaching-strategies/stage-2/reading/s2-reading-vocabulary.pdf</a>		
<b>2</b>	Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.) Sentence structure	PPT Clauses <a href="http://faculty.washington.edu/ezent/ims.c.htm">http://faculty.washington.edu/ezent/ims.c.htm</a>	Assignment no. 1 Quiz 1	<b>1</b>
<b>3</b>	Word formation (affixation, compounding, clipping, back formation, etc.) Sentence structure (simple, compound, complex and compound-complex)	<a href="https://engforengg.wordpress.com/word-formation/">https://engforengg.wordpress.com/word-formation/</a>		<b>1</b>
<b>4</b>	Sound production and pronunciation	Book: J D O Connor		<b>1</b>
<b>5</b>	<b>Comprehension and Analysis:</b> Understanding purpose, audience and context. Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)	Book Review	Assignment 2	<b>2</b>
<b>6</b>	Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)	Introduce authentic reading (DAWN newspaper and nonspecialist academic books/texts Conduct classroom reading activities (using strategies skimming, scanning, SQW3R, previewing, annotating, detailed reading and notetaking) using standard tests (TOEFL and IELTS)	Quiz 2	<b>2</b>

		<p>Assign books/articles/reports for their individual home assignments</p> <p>Share model review reports and annotated bibliographies</p> <p>1.Oh, U. L. (May 26, 2020). Talking to kids about xenophobia. National Geographic. Retrieved from <a href="https://www.nationalgeographic.com/family/2020/05/talkingtoaboutxenophobiacos/">https://www.nationalgeographic.com/family/2020/05/talkingtoaboutxenophobiacos/</a> 2. <a href="https://writingcenter.unc.edu/tips-and-tools/bookreview/">https://writingcenter.unc.edu/tips-and-tools/bookreview/</a></p>		
7	Active listening (overcoming listening barriers, focused listening, etc.)			2
8	<b>Mid Semester Examination</b>			
9	<p><b>Effective Communication:</b> Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.).</p> <p>Structuring documents (introduction, body, conclusion and formatting).</p> <p>Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.).</p>	<p>Effective communication</p> <p><a href="http://www.directorieservice.org/cadre/section4.cfm">http://www.directorieservice.org/cadre/section4.cfm</a></p> <p>Interpersonal communication process</p> <p><a href="http://www.myinterpersonal.com/communication-process.html">http://www.myinterpersonal.com/communication-process.html</a></p> <p>Practice online quiz on the communication process</p> <p><a href="http://wps.prenhall.com/chet_quible_adminofficemgt_8/0,9618,1580085-content,00.utf8.htm">http://wps.prenhall.com/chet_quible_adminofficemgt_8/0,9618,1580085-content,00.utf8.htm</a></p>		4

		1 Miscommunication Cartoons can be pulled out from newspapers Quiz 3			
10	Public speaking (overcoming stage fright, voice modulation and body language).	<a href="https://webcontent.indianhills.edu/_myhills/courses/SPC101/documents/lu03_publicSpeaking.pdf">https://webcontent.indianhills.edu/_myhills/courses/SPC101/documents/lu03_publicSpeaking.pdf</a>		3	
11	<b>Public Speaking Activity</b>		Assignment 3	3	
12	<b>Public Speaking Activity</b>			3	
13	Presentation skills (organization content, visual aids and engaging the audience). Informal communication (small talk, networking and conversational skills).	<a href="https://weissman.bach.cuny.edu/wp-content/uploads/sites/20/2020/09/GuideLines.pdf">https://weissman.bach.cuny.edu/wp-content/uploads/sites/20/2020/09/GuideLines.pdf</a>		3	
14	Professional writing (business e-mails, memos, reports, formal letters, etc.)	<a href="https://www.fasset.org.za/downloads/Business_Communication_and_Report_Writing_Handbook.pdf">https://www.fasset.org.za/downloads/Business_Communication_and_Report_Writing_Handbook.pdf</a>	Quiz 4	3	
15	Professional writing (business e-mails, memos, reports, formal letters, etc.).	<a href="https://www.fasset.org.za/downloads/Business_Communication_and_Report_Writing_Handbook.pdf">https://www.fasset.org.za/downloads/Business_Communication_and_Report_Writing_Handbook.pdf</a>		3	
16	Final Presentations		Assignment 4		
17	Final Presentations				
18	<b>End Semester Examination</b>				

### **Suggested instructional and Reading material:**

1. “Understanding and Using English Grammar” by Betty Stampfer Azar.
2. “English Grammar in Use” by Raymond Murphy.
3. “The Blue Book of Grammar and Punctuation” by Jane Straus.
4. “English for Specific Purposes: A Learning-Centered Approach” by Tom Hutchinson and Alan Waters.
5. “Cambridge English for Job-hunting” by Colm Downes.
6. “Practical English Usage” by Michael Swan.
7. “Reading Literature and Writing Argument” by Missy James and Alan P. Merickel.

<file:///C:/Users/HP/Downloads/Reading%20Literature%20and%20Writing%20Argument.pdf>

8. "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
9. "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
10. "Communication Skills for Business Professionals" by J.P Verma and Meenakshi Raman.

## ASSESSMENT SYSTEM

### Assessment System for Theory

<b>Theoretical/Instruction</b>			<b>100%</b>
	<i>Assignments/group presentations with/without write-up submissions 10%</i>		
	<i>Participatory discussion sessions and class activities 5%</i>		
	<i>Quizzes 10%</i>		
	<i>Mid Semester Exam 25%</i>		
	<i>End Semester Exam 50%</i>		
<b>Total</b>			<b>100%</b>