

COURSE INFORMATION SHEET

Program : Diploma in Engineering	
Course Code : 1001	Course Title : English for Communication - 1
Semester : 2	Credits : 3
Course Category : Common Course	
Periods per week : 4	Periods per semester : 60

Course Objectives:

1. To equip the learners to read, listen and comprehend the idea contained in articles, essays, and technical writings of various kinds.
2. To instill aesthetic sense and humanitarian ethos.
3. To familiarize the learners with the different techniques of writing and use them effectively in business correspondences.
4. To develop communication skills and present their views in a logical and convincing way.
5. To enable the learners to internalise different language functions like greetings/ thanking/ interrupting/ introducing another/ asking for permission and so on and apply them effectively in daily communication.
6. To cultivate proficiency in the right usage and pronunciation of English words and the correct use of grammar.

Syllabus:

Module	Topics	Hours
1	MODULE – I 1. Reading passage - Relationships. 2. Vocabulary – Words related to family relationships, Vocabulary acquisition through dictionaries. 3. Grammar – Types of sentences and their transformation 4. Writing – Letter Writing. 5. . Speaking – Describing people	
2	MODULE - II 1. Reading passage - Mysteries 2. Vocabulary – words related to weather and diseases 3. Grammar – passive voice. 4. Writing – Welcome speech and vote of thanks 5. Speaking – Process writing	
3	MODULE - III 1. Reading passage - Inspirations 2. Vocabulary – Vocabulary through word association, words associated with jobs and machines	

	3. Grammar – Relative clauses. 4. Writing – Describing an object 5. Language Function – Greetings/ interrupting a conversation/ Permission/ Apologising/ Thanking. 6. Speaking – Interview skills.	
4	MODULE - IV 1. Reading passage - Innovations. 2. Vocabulary – Words related to travel and computer. 3. Grammar – Reported Speech. 4. Writing – E-mails. 5. Speaking – Reporting.	
	Total Hours	60

Text / Reference:

T/R	Book Title/Author
	Course Book – Rise and Shine (A Coursebook in English for Polytechnic College Students – Semester II)

Course Outcomes

CO No.	Description	Blooms Taxonomy level
1	The learners are enabled to read, listen to and comprehend the ideas contained in articles, essays, and technical writings of various kinds	II
2	Students are instilled with aesthetic sense and humanitarian ethos	III
3	Learners are familiarised with the different techniques of writing and use them effectively in business correspondences	I,III
4	Students communicate effectively and present their views in a logical and convincing way.	IV
5	The learner internalises different language functions like greetings/ thanking/ interrupting/ introducing another/ asking for permission and so on and applies them effectively in daily communication	III
6	Acquires proficiency in the right usage and pronunciation of English words and the correct use of	III

	grammar	
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Course Pre-requisites:

Topic	Course code	Course name	Semester	Decription
Ability to read and comprehend English language				Basic knowledge in the four skills of English language

Student Learning Outcomes and Development of Course Outcomes:

On completion of the course the student will be able to

CO No.	Description	Topic from syllabus	SLO No.	Description	Suggested Learning Activities. (Most of these strategies are adopted in the text book)	Duration (periods)	Blooms Taxonomy Level
CO1	The learners are enabled to read/ listen and comprehend the idea contained in articles, essays, and technical writings of various kinds	1.1 Passage - Relationships	SLO1	Read with comprehension	Silent reading Reading aloud Guided questions	To cover SLO 1-9 for reading passage in the first module-3+1=4	II. understanding
		2.1 Passage - Mysteries	SLO2	Make effective use of reading strategies like skimming and scanning	Guided questions		II. understanding III. Application
		3.1 Passage - Inspirations	SLO 3	Listen with comprehension	Comprehension questions	2 nd module - 3 3 rd module	I. Remembering
		4.1 Passage - Innovations	SLO 4	Identify the major ideas in the passage	Guided questions Jumbled summary		III. Applying
			SLO 5	Appraise the significance of issues discussed in the text	Case studies		V. Evaluating
			SLO 6	Evaluate critically the diverse issues articulated in the text.	debate		V. Evaluating

			SLO 7	Formulate solutions to the problems discussed in the text	Group discussion	=1	VI. Creating
			SLO 8	Demonstrate significant increase in word knowledge	Tree diagram, Paragraph writing Cloze -Written and spoken activities	4 th module = 3 (total 11 hours to cover the reading passages – SLO 1-9)	II. Understanding
			SLO 9	Apply learned words in new contexts			III. Applying
CO2	Students are instilled with aesthetic sense and humanitarian ethos	1.1 Reading passage 1 – Relationships	SLO 10	Present their understanding of the need to value familial relationships and reciprocate parental love	presentation in another genre like poem, review etc	1	II. understanding
			SLO11	Propose feasible solutions to the problems faced by the aged and poor	Group discussion, case studies	1	VI. creating
			SLO12	Illustrate empathy with the poor and needy	Posters, placards, paragraph writing	1	II. understanding
			SLO 13	Recommend the importance of simple acts of love and kindness	Role play	1	V. evaluating
			SLO 14	Demonstrate respect and care towards elders/aged	Field trip	1	III. Applying
		2.1 Reading passage on	SLO15	Employ rational thinking.	Appreciation/ Debate	1	III. Applying

		mysteries					
		3.1. reading passage - inspiration	SLO16	Design future plans with increased motivation and self respect	Presentation – Spoken and written	1/2	VI. Creating
		4.1 Reading passage on innovations	SLO 17	Appraise past innovations with respect and design future innovations with passion	Review Pair work Presentation	1/2	V. Evaluating VI. Creating
CO3	Learners are familiarised with the different techniques of writing and to use them effectively in business correspondences	1.5 Letter Writing	SLO18	Write formal letters in correct format with the right use of grammar and vocabulary.	Individual work, self check questions, editing	1	I. Remembering III. applying
		2.5. Process writing	SLO19	Compose a paragraph of process description with logic and coherence	Cloze Jumbled writing Guided writing	1	III. Applying
			SLO20	Use connectors/linkers to connect ideas and ensure sequentiality	Sample paragraph Self check questions Guided writing		I. Remembering III.Applying
		3.5. Describing an object	SLO 21	Organise data logically and sequentially	Individual work, self check questions, Editing, improvisation	1	III. Applying
			SLO 22	Use words specific to the object described			
			SLO 23	Apply the rules of grammar appropriately			3 Applying
			SLO 24	Demonstrate use of clarity and brevity			2.understanding

		4.5- E-mails	SLO 25	Use the stylistic aspects of e mail writing and compose one effectively		1	III applying
			SLO 26	Apply the principles of clarity, brevity and accuracy			3 applying
C04	Students communicate effectively and present their views in a logical and convincing way.	Reading Passages	SLO 27	Discuss the basic concepts involved in the passages	Group discussion	For the 4 reading passages 1x4=4	VI. Creating
			SLO.28	Compare real time issues with the topics discussed	Group discussion and presentation		5. evaluating
		1.4 Describing persons	SLO 29	Use words specific to the person described	Table completion Multiple Choice Oral Presentation	1	I. Remebering III. Applying
			SLO 30	Apply the rules of grammar appropriately			III. Applying
		2.4 (a) Welcome Speech	SLO 31	Develop competency in using structures specific to welcome speech	Self Check questions Editing Help box Model Speech	1	III. Applying
			SLO32	choose appropriate connectors to ensure sequence			I. Remembering III. Aplying
			SLO 33	Construct a welcome speech applying rules of formal organisation and conventions (greetings/ introducing the guest etc) effectively	Oral presentation	1	III.Applying VI. Creating
		2.4 (b) Vote of thanks	SLO 34	Develop competency in using structures specific to Vote of thanks	Self Check questions Editing Help box Model Speech	1	III. Applying
			SLO35	choose appropriate connectors to ensure			II. Remembering

				sequence			III. Applying
			SLO36	Construct Vote of thanks applying rules of formal organisation and conventions (greeting/ grounds for gratitude etc) effectively	Oral presentation	1	III.Applying VI. Creating
		3.4 Interview Skills	SLO37	Choose an outfit (neat and tidy physical appearance) apt for an interview	Video lessons Picturisation	1	IV. Analysing
			SLO 38	Adopt appropriate body language	True/False		III. Applying
			SLO 39	Use language functions appropriate during an interview	Pick and write		III Applying
			SLO40	Practice questions and answers most frequently asked during an interview	Multiple choice		III. Applying
			SLO 41	Make use of the different strategies to perform well in an interview	Question bank		II. Applying
			SLO42	Perform confidently and effectively	Mock interview		3
			4.4 Reporting	SLO43	Report day's activities with correct grammar.	Composition Role play Telephone Conversation Pair work	1
			SLO 44	Use linkers to show sequence	Role play		I. Remembering III. Applying

C05	The learner internalises different language functions like greetings, thanking, interrupting, introducing another, asking for permission and so on and applies them effectively in daily communication	3.3 (Let's talk) Language Functions	SLO45	Apply apt language functions in day to day life	Role play Sample dialogue Multiple choice Help box Contextual learning	2	III. Applying VI. Creating
C06	Acquires proficiency in the right usage and pronunciation of English words and the correct use of grammar	1.2 Vocabulary – words related to family relations	SLO 46	Uses words correctly for family relations	Family tree Cloze	1/2	II. understanding
		1.2 Dictionary reference	SLO 47	Uses dictionary effectively to enrich vocabulary	Realia	1/2	III Applying I. remembering 6. creating
		2.2 Vocabulary – words related to weather and diseases	SLO 48	Accurately Spell , pronounce and use new words related to the topic	Vocabulary register	1/2	
		3.2 Words related to work place, jobs, machines			Word sun	1/2	
		4.2 words			Phonetic transcripts	1/2	

		related to technology					
		3.2 vocabulary development through association	SLO 49	Applies words learned through the technique of association in new contexts	Table completion Word games	1/2	
			SLO 50	Construct Meaningful sentences with newly acquired vocabulary	Use in Sentences Situational application	1/2	IV. Applying VI. Creating
		Phonetics	SLO 51	Pronounces words correctly	Chalk and talk, Listening, Mobile apps , Pronunciation Dictionary, Pronunciation Quiz.	5	I. Remembering
		Grammar – 1.3 Types of sentences and their transformation	SLO 52	Identify sentence types	Sample sentences Sentences in context Pick and choose	1/2	1. Remembering
			SLO 53	Construct/respond to sentence types appropriate to the context/intention.	Pair work Role play	1/2	III. Applying IV analysing
		1.3 Forming negative	SLO54	Construct negative forms of sentences and use them in contexts.	Pair work Role play Transformation exercises	1/2	III.Applying

		2.3 passive voice	SLO 55	Make efficient use of passive voice to give emphasis to object/action.	Picture based exercises Comparison Sentence completion/ construction Worksheets Paragraph composition.	3	III. Applying
		3.3 Relative clauses	SLO 56	Express additional information about a person/place/ thing/ time using appropriate relative pronouns	Flash cards Sentence completion/ construction Guessing games	1	1. Remembering II. Understanding III. Applying
		4.3 Reported Speech	SLO 57	Report what another person has said with accuracy.	Matching structures Multiple choice exercises Cloze Role play	3	I. Remembering III. Applying V. Analysing
				SERIES TEST 1,2,3		3	I - VI
				REVISION (QP DISCUSSION)		2	

Mapping of CO to PO and PSO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
C01				1	2		3		3			
C02					2		3		3			
C03								2	3	2		
C04					2		2	2	3			
C05								2	3	1		
C06					1			1	3	1		

3-Strongly mapped

2-Moderately mapped

1-Weakly mapped

Justification for CO-PO and CO-PSO mapping

CO	Description	Cognitive levels	Mapped POs	Level of mapping	Justification
CO1	the learners are enabled to read and comprehend the idea contained in articles, essays, and technical writings of various kinds		PO 9	3	Develops reading and listening skills , two of the four basic skills of language, which helps in acquiring proficiency in communication
			PO7	3	The reading passages aid in the development of humanitarian ethos like care and empathy for the aged, respect for elders etc
			PO5	2	Prompts the engineering student to assess his role as an engineer in ensuring optimal life for the elders and the needy and enhancing rational thinking.
			PO4	1	The reading passage especially on the history of scientific and technological advancements help him appreciate the past, recognise and overcome limitations and work towards a better future.
CO2	Students are instilled with aesthetic sense and humanitarian ethos		PO 9	3	Provides opportunities to discuss and present ideas leading to better communication skills

			PO 7	3	Selection of passages inculcate humanitarian ethos and provoke an attempt to apply ethical principles to ensure better future for humanity
			PO 5	2	The learner is made aware of the diverse societal and cultural issues including prevalence of poverty, superstitions, problems of the aged and needy and the need for positive, rational steps.
			PO 6	1	Instills a sense of responsibility towards others especially the vulnerable and ensuring sustainable development
CO3	the learners are familiarised with the different techniques of writing and to use them effectively in business correspondences		PSO 9	3	Develops proficiency in written communication
			PO 8	2	Provides opportunities for team work and discussion. Acquiring proficiency in written communication can help function effectively as an individual and as a member of the

			PO 10	2	group Aids in seeking and gathering information and knowledge conducive to life long learning.
CO4	Students communicate effectively and present their views in a logical and convincing way.		PO 9	3	Provides ample opportunity for the learner to imbibe the rules of speaking confidently in a group.
			PO 8	2	Equips the learner with sufficient skills and consequent self confidence to function effectively as an individual and as a member of a group.
			PO 7	1	The topics given for discussion instill in the engineering student an insight into his role and responsibilities in the society as a professional who upholds ethics and provides the proficiency to put forward his ideas logically and convincingly
CO5	The learner internalises different language functions like greetings/ thanking/ interrupting/ introducing		PO 9	3	Develops the learner's social interaction skill considerably by laying the basic foundation for social interaction

	another/ asking for permission and so on and applies them effectively in daily communication.		PO 8	2	Equips the learner with the necessary language structures required to function effectively as an individual and as the member of the group.
			PO 10	1	Prompts them to use the appropriate language functions to gather information and stay up to date
CO6	Acquires proficiency in the right usage and pronunciation of English words and the correct use of grammar		PO 9	3	Aids the learner to use the language confidently, accurately and effectively
			PO 8	1	Prompts the learner to communicate freely using acquired vocabulary and function effectively as an individual and as a member/leader of the group.
			PO5	1	Provides competency in use of vocabulary and language skills to carry out his responsibility as an engineer
			PO 10	1	Enables the learner to prepare for and engage in independent and life-long learning

Gaps in the Syllabus - To meet industry/profession requirements:

Sl.No.	Description	Proposed Action	Mapped POs/PSOs	Justification
1				

Contents beyond syllabus/Advanced Topics/Design:

Sl.No.	Description	Proposed Action	Mapped POs/PSOs	Justification
1				

Web Source Reference: (at least 5 website links)

Sl No	Website Link
1	https://www.youtube.com/watch?v=f17Tc1lwWuQ - Severn Suzuki speech
2	http://www.eastoftheweb.com/short-stories/index.php?p=web/author/OHenry
3	https://en.islcollective.com/resources
4	www.bbc.co.uk/learningenglish
5	www.cambridgeenglish.org/in/learning-english/

Assessment Methodologies - Direct:

<input checked="" type="checkbox"/> ASSIGNMENTS	<input checked="" type="checkbox"/> SERIES TEST	<input checked="" type="checkbox"/> MODEL EXAM	<input checked="" type="checkbox"/> END SEMESTER EXAM	<input type="checkbox"/> LAB PRACTICE
<input type="checkbox"/> STUDENT VIVA	<input type="checkbox"/> COURSE PROJECT	<input type="checkbox"/> CERTIFICATION	<input type="checkbox"/> ADD-ON COURSES	<input type="checkbox"/> OTHERS

Assessment Methodologies - In Direct:

<input checked="" type="checkbox"/> SPOKEN ASSIGNMENT