

**DEPARTMENT OF ENGLISH  
UNIVERSITY OF DELHI  
DELHI - 110007**

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**Structure of BA Honours English  
English for BA/ BCom/BSc Programme  
and  
English for BA(H)/BCom(H)/BSc (H)  
under Learning Outcomes-based Curriculum Framework for Undergraduate Education**

**SEMESTER 1**

**Core, Ability Enhancement Course Compulsory (AECC), B.A/B.Com Program, B.A.  
English Discipline and Generic Electives (GE)**

*Syllabus applicable for students seeking admission to the  
BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF  
w.e.f. the academic year 2019-20*

<b>SEMESTER I</b>
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**B. A. & B. COM. PROGRAMME**

**CORE ENGLISH LANGUAGE**

**General Course Statement**

1. The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.

2. **The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.**

As 98% of the BA &B.Com Programme students have done English in class 12, **streaming will be now based on their Class XII marks in English.** There will be three streams:

1. 80% and above: **ENGLISH LANGUAGE THROUGH LITERATURE**
  2. 60% and above up to 80%: **ENGLISH FLUENCY**
  3. Less than 60%: **ENGLISH PROFICIENCY**
- We have retained the present Delhi University Rule of streaming students who have done English up to Class X and Class VIII to ENGLISH FLUENCY and ENGLISH PROFICIENCY respectively to take care of the 2% who may not have done English up to Class XII
  - We have provided a 10% relaxation in Class XII English marks while streaming for students who have studied English Elective in class XII

The detailed syllabus with suggested readings, teaching plans, testing/evaluation pattern and learning outcomes for two semesters under CBCS is as follows:

**ENGLISH LANGUAGE THROUGH LITERATURE I & II**  
**ENGLISH FLUENCY I & II**  
**ENGLISH PROFICIENCY I & II**

## A -- ENGLISH LANGUAGE THROUGH LITERATURE

### Course Objectives

This course aims to

- develop in students the ability and confidence to process understand and examine different kinds of texts - verbal and written - that they encounter in everyday life
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources be these verbal or written.

## COURSE CONTENT FOR SEMESTERS I / II

### Unit 1

#### Understanding Everyday Texts

This unit aims to help students understand that we are surrounded by texts So thinking about texts reading writing and comprehension are necessary life skills not merely language skills

**Reading:** Texts may include reportage open letters campaigns social reports etc Students will practice skimming scanning analysing interpreting

**Writing:** Descriptive passage making notes drafting points creating a program sheet paragraphs outlines drafts etc

**Speaking:** Make short presentations 2-3 minutes long showcasing their understanding of any topical issues

**Listening** and responding to short presentations

**Grammar/Vocabulary:** Tenses -- verb tenses and the ability to use them in a variety of contexts

**Suggested Readings:**

Edwards, Adrian 'Forced displacement worldwide at its highest in decades'

*UNHCR.org* [UNHCR http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#](http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#) Accessed 1 June 2018

Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network* 1 Jan 2018 <https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1 June 2018

Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph* 15 December 2017 <https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1 June 2018

'13 letters every parent every child should read on Children's Day' *The Indian Express* 10 November 2014 <http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1 June 2018

**Unit 2**

**Understanding Drama**

This unit focuses on dramatic texts centre human communication; the focus will be to see how speech is connected to character and situation

**Reading** one-act/short plays to identify different elements of drama characterization/ conflict/ plot etc

**Writing:** Rewriting dialogue for a character; writing an alternative playscript for a scene with stage directions; practicing expository writing; writing analytical pieces about the plays

**Speaking:** Learning to use one's voice and body to perform/enact a character

**Listening:** Watching plays live or recorded; studying why actors perform the way they do

**Grammar/Vocabulary:** Observing and learning the use of the first person/second person/third person address

**Suggested Readings:**

Lakshmi CS 'Ambai' 'Crossing the River' *Staging Resistance: Plays by Women in Translation* edited by Tutun Mukherjee Oxford: Oxford University Press 2005

## Unit 3

### Understanding Poetry

Poetic texts centre the use of language in clear and striking ways: students will learn how poetic language can help them attain brevity clarity depth and complexity in verbal and written expression

**Reading** poetry to identify tone imagery rhythm rhyme and use of tropes

**Writing** and reviewing poems with particular emphasis on formal elements; paraphrase and analysing poems to produce argumentative interpretations of poems

**Speaking:** reading poetry out loud as in poetry slam in order to listen to tone emphasis etc

**Listening** to others' poetry and preparing responses

**Grammar/Vocabulary:** Modifiers Synonyms Antonyms Homophones Simile Metaphor

#### Suggested Readings:

Angelou Maya 'Caged Bird' *The Complete Collected Poems of Maya Angelou* New York: Random House Inc 1994

Ezekiel Nissim 'Goodbye Party For Miss Pushpa TS' *Collected Poems* New Delhi: Oxford University Press 2005

Okara Gabriel 'Once Upon a Time' *Gabriel Okara: Collected Poems* Nebraska: University of Nebraska 2016

Lawrence DH 'Last Lesson of the Afternoon' *The Complete Poems of DH Lawrence* Hertfordshire: Wordsworth Editions 1994

## Unit 4

### Understanding Fiction

Narrative texts use language to recreate experience: students will learn how to order their experiences into meaningful narratives

**Reading** a short story to identify themes, plot, structure, characterisation and narrative voice

**Rewriting** the story from another perspective to redevelop plot and characters

**Speaking** discussing the formal elements of a piece of fiction of their choice

**Listening** to audio clips of writers reading their work/work read aloud to study how fiction uses literary devices and also rhythm pauses punctuation etc

**Grammar/Vocabulary:** Imperatives Conditional Clauses Transitions

#### Suggested Readings:

Kumar E Santhosh 'Three Blind Men describe an Elephant' *Indian Review*  
[http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-  
elephant-by-e-santhosh-kumar/](http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-<br/>elephant-by-e-santhosh-kumar/) Accessed 1 June 2018

Mistry Rohinton 'The Ghost of Firozsha Baag' *Tales from FirozshaBagh* McClelland  
& Stewart 1992

Joshi Umashankar 'The Last Dung Cake' *The Quilt from the Flea-market and Other  
Stories* Delhi: National Book Trust 2017

## Unit 5

### Creating Your Own Voice

This unit helps students understand that the creation of a unique personal voice is possible through an understanding of the mechanics of language. This section will study how different audiences lead us to modify what we wish to say so that our thoughts become accessible and communication is successful

**Reading:** Texts may include columns opinion and editorial pieces from newspapers magazines social media online news and e-zines

**Writing:** Examine the process of writing: drafting editing and revising; respond to what you are reading in the form of a personal essay preliminary forms can include social posts or blogs structured as brief personal essays

**Speaking** about thematically similar content to different audiences to help students understand how the listener affects form and content

**Listening:** Students' presentations can supply the core listening task; listen to texts on similar themes addressed to different audiences film clips from feature and documentary films; songs on the same theme

**Grammar/Vocabulary:** Register tone word choice

### Suggested Readings:

[https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-  
knowledge/](https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-<br/>knowledge/) Accessed 18 July 2019

Khanna Twinkle 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' *The Times of India* 16 September 2018  
[https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-  
over-broken-spine/](https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-<br/>over-broken-spine/) Accessed 13 June 2018

## **TESTING AND EVALUATION**

**Internal Assessment:** Of 20 marks 10 marks will be allocated for assessment of reading and writing assignments and 10 marks for assessment of speaking and listening test.

### **Semester I/II Final Examination 75 marks**

#### **Reading and Writing skills:**

- Unseen comprehension passage 650 words to test reading comprehension critical thinking and vocabulary skills 15 marks
- Questions related to the suggested literary texts: to test awareness of literary form and context through comprehension testing 2 x 15 = 30 marks
- Questions testing composition skills: descriptive passage; personal essay; paraphrasing poem; re-writing story-ending etc. 2 x 10 = 20 marks

**Grammar:** Different grammar topics to be tested via exercises of editing/rewriting a given passage 10 marks

#### **Teaching Plan**

Week 1 – Introduction; Unit 1 --Understanding Everyday Texts

Week 2 – Unit 1 contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- Understanding Drama

Week 5 – Unit 2 contd

Week 6 – Unit 2 contd

Week 7 – Unit 3 -- Understanding Poetry

Week 8 – Unit 3 contd

Week 9 – Unit 4 -- Understanding Fiction

Week 10 – Unit 4 contd

Week 11 – Unit 4 contd

Week 12 – Unit 5 -- Creating Your Own Voice

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd and summing up

#### **General Template for Facilitating the Achievement of Course Learning Outcomes**

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

### **Keywords**

Language through literature

Verbal and written texts

Social and ethical frameworks

Listening and reading comprehension

Argumentative descriptive and narrative writing styles

Confident self-expression



## **B -- ENGLISH FLUENCY**

### **Course Objectives**

This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces. The course will help students to

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyse texts in English
- organise and write paragraphs and short essays in a variety of rhetorical styles

### **COURSE CONTENTS FOR SEMESTERS I / II**

#### **Unit 1**

##### **In the University**

Introducing oneself -- Note-making

Pronunciation Intonation – Nouns, Verbs, Articles

- Introduce yourselves as individuals and as groups -- group discussion exercise. Take notes on your fellow students' introductions
- Introduce characters from the text you are reading via posters

##### **Suggested Readings:**

Tales of Historic Delhi by Premola Ghose Zubaan. 2011

#### **Unit 2**

##### **In the domestic sphere**

Diary/ Blog writing

Modifiers, Prepositions, Conjunctions

- Write a diary entry and convert it into a blog post

- Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

**Suggested Readings:**

‘The Lost Word’ by Esther Morgan From *New Writing*, ed. Penelope Lively and George Szirtes, Picador India, New Delhi, 2001.

*Squiggle Gets Stuck: All About Muddled Sentences:* Natasha Sharma. Puffin Young Zubaan. 2016.

**Unit 3**

**In public places**

CV Job applications

Tenses and concord

- Write the CV of a fictional character
- Write the perfect job application for your dream job

**Suggested Readings:**

‘Amalkanti’ by Nirendranath Chakrabarti From Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadkar and A.K. Ramanujan, OUP, New Delhi, 1994, pp 52-3.

Extract from *Bhimayana* Srividya Natarajan and S. Anand. Navayana Publications. pp 60-71.

**Unit 4**

**In the State**

Research -- Filing an FIR, making an RTI request, submitting a consumer complaint

Active & Passive voice; idioms

- Find out what the procedure is for making a complaint about trees being cut in your neighbourhood
- Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

**Suggested Readings:**

*Where the Wild Things Are* by Maurice Sendak Random House UK, 2000.

[rtionline.gov.in/index.php](http://rtionline.gov.in/index.php)

[consumerhelpline.gov.in/consumer-rights.php](http://consumerhelpline.gov.in/consumer-rights.php)

[www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)

[www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

## Unit 5

### Interface with Technology

Book/film reviews

Punctuation

- Write a review of a text you have read in class
- Record a collaborative spoken-word review of the latest film your group have all seen

### Suggested Readings:

*Priya's Shakti*: Ram Devineni, Lina Srivastava and Dan Goldman. Rattapallax, 2014.

[www.priyashakti.com/priyas\\_shakti/](http://www.priyashakti.com/priyas_shakti/)

Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." ThoughtCo, Jul. 3, 2019, [thoughtco.com/where-the-wild-things-are-maurice-sendak-626391](https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391).

### Teaching Plan

Week 1 – Introduction & Unit 1 -- In the University

Week 2 – Unit 1 contd

Week 3 – Unit 2 --In the domestic sphere

Week 4 – Unit 2 contd

Week 5 – Unit 2 contd

Week 6 – Unit 3 --In public places

Week 7 – Unit 3 contd

Week 8 – Unit 3 contd

Week 9 – Unit 4 --In the State

Week 10 – Unit 4 contd

Week 11 – Unit 4 contd

Week 12 – Unit 5 --Interface with Technology

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd & Summing Up

### General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions

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## **Keywords**

Effective communication

Listening

Speaking

Reading and writing

Communicative tasks and activities

Familiar contexts

Professional contexts

Social contexts

## **Evaluation:**

Internal assessment (25 marks)

Reading & Writing assignment(10 marks)

Oral listening & speaking test(10 marks)

Attendance: 5 marks

FINAL EXAM 75 marks

## **Semester I/II**

Book or film review(15 marks)

Comprehension passage(15 marks)

RTI request or FIR(10 marks)

Dialogue or Interview(10 marks)

Diary or blog post(10 marks)

Proofreading/Punctuation passage(5 marks)

Note-making(5 marks)

Facebook or Twitter post(5 marks)

### General Template for Facilitating the Achievement of Course Learning Outcomes

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Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

### Keywords

Effective communication

Listening

Speaking

Reading

Writing

Communicative tasks and activities

Familiar context

Personal communication

Professional communication

Social communication

## **C ENGLISH PROFICIENCY**

### **Course Objectives**

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

## **COURSE CONTENTS FOR SEMESTER I / II**

### **Unit 1**

#### **Reading and Comprehension - I**

*Note: The unit names are indicative only and identify core language areas that are targeted through the course. The learning of various language skills needs to happen in an integrated fashion. It is therefore imperative that for every unit learners should work through the whole range of tasks in the prescribed readings irrespective of the title of the unit.*

- Short and simple passages from the prescribed books
- These texts are to be used to enhance reading and comprehension skills of learners through various textual tasks such as reading aloud, sentence completion, true / false activities, re-ordering jumbled sentences, identifying central ideas, supplying alternative titles, attempting short comprehension questions, etc.
- Learners are encouraged to exploit the recommended books beyond the prescribed sections

- The end-semester examination will include the testing of the comprehension of an unseen passage of an equivalent level

### **Suggested Readings:**

*A Foundation English Course for Undergraduates: Reader I*, Delhi: Oxford University Press, 1991, pp. 1 - 36 Units 1 - 6

*Everyday English* Delhi: Pearson, 2005, pp. 1 - 15 Units 1 - 3 & 21 - 31 Units 5 - 6

## **Unit 2**

### **Learning about words**

Students cultivate the habit of using a dictionary to learn about words - their spelling, pronunciation, meaning, grammatical forms, usage, etc. Students are introduced to word associations, the relationships between words – synonyms, antonyms, homonyms, homophones. They learn the use of prefixes and suffixes; commonly confused words; phrasal verbs and idioms

The specific reading prescribed for this unit is to be used in conjunction with the vocabulary sections in the other recommended course texts, where activities like matching, sorting, and fill-in-the-blanks are used to engage the learners with words.

As a semester-long project the learners could be required to prepare 'mini-dictionaries' of their own, consisting of unfamiliar words they come across on a daily basis

### **Suggested Readings:**

*Everyday English* Delhi: Pearson, 2005, pp. 36 - 43 Unit 8

## **Unit 3**

### **Basic Grammar Rules - I**

Subject-verb agreement; tenses; modals; articles; prepositions; conjunctions

The prescribed reading for this unit is to be supplemented by the grammar tasks contained in the other recommended course books to provide intensive practice to learners

### **Suggested Readings:**

*Developing Language Skills I*, Delhi: Manohar, 1997, pp. 186 - 195 & 206 - 209 Units 2 3 & 5 of the 'Grammar' section

## **Unit 4**

### **Writing Skills - I**

This section will introduce students to the structure of a paragraph; they will write a short guided composition of up to 100 words. These skill is to be practised through activities such as supplying topic sentences to given paragraphs, completing given paragraphs, expressing given facts or information from tables and expressing it in paragraphs, re-ordering jumbled sentences, and then re-writing them as connected paragraphs, using suitable linking devices etc

Relevant sections from the other recommended course books are to be used for this purpose in addition to the prescribed reading for this section

### **Suggested Readings:**

*Everyday English*, Delhi: Pearson, 2005, pp. 21 - 31 Units 5 - 6

*A Foundation English Course for Undergraduates: Workbook I*, Delhi: Oxford University Press, 1919, pp. 1 - 31 Units I - V

## **Unit 5**

### **Conversing - I**

Students will learn to listen to the sounds of English; the essentials of English pronunciation; conversational formulae used for greetings. After introducing themselves and others, students will learn correct modes of thanking, wishing well, apologizing, excusing oneself, asking for and giving information, making offers and requests, and giving orders.

In addition to the prescribed reading for this unit, the 'Speaking' sections at the end of the first five units of the *Everyday English* text should be used

### **Suggested Readings:**

*Developing Language Skills I*, Delhi: Manohar, 1997, pp. 8 - 26 Units 1 - 5 of 'Oral Communication: Speech Patterns'

## **Teaching Plan**



## Teaching Learning Process

Since language skills can only be learnt and mastered through the teaching-learning process, instruction needs to be learner-centric. The class time is to be taken up with hands-on activities by learners, involving reading aloud / silently, speaking, listening, and writing. Peer and group work should be used extensively. The teacher is to act as a facilitator, setting up and overseeing learner tasks and providing stimulus, encouragement, and corrective inputs as and when necessary. The teacher is also expected to source additional related material and activities pitched at an appropriate level of difficulty, to plug in gaps in the prescribed readings as well as to extend the knowledge of the learners and to hone their skills.

## Teaching Plan for Semester I / II

Week 1 – Introduction; *A Foundation English Course for Undergraduates: Reader I*, pp. 1 – 15  
Units 1 - 3

Week 2 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 1 – 14 Unit I

Week 3 – *A Foundation English Course for Undergraduates: Reader I*, pp. 17 – 33 Units 4 – 6

Week 4 – *Developing Language Skills I*, pp. 186 – 189 Unit 2 of ‘Grammar’; *Everyday English*, pp. 1-9 Units 1 – 2

Week 5 – *Everyday English*, pp. 10 - 15 36 - 43 Units 3 & 8

Week 6 – *English at the Workplace II*, pp. 10 - 13 Unit 3; *Developing Language Skills I*, pp. 1 – 13 Units 1 & 2 of ‘Oral Communication: Speech Patterns’

Week 7 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 15 – 20 Unit II; *Everyday English*, pp. 21 - 27 Unit 5

Week 8 – *Everyday English*, pp. 28 - 31 Unit 6; *Developing Language Skills I*, pp. 18 – 21 Unit 4 of ‘Oral Communication: Speech Patterns’

Week 9 – *Developing Language Skills I*, pp. 189 – 195 Unit 3 of ‘Grammar’

Week 10 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 21 – 22 Unit III; *Developing Language Skills I*, pp. 14 – 18 Unit 3 of ‘Oral Communication: Speech Patterns’

Week 11 – *Developing Language Skills I*, pp. 21 - 26 Unit 5 of ‘Oral Communication: Speech Patterns’

Week 12 – *Developing Language Skills I*, pp. 206 – 208 Unit 5 of ‘Grammar’

Week 13 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 23 – 27 Unit IV

Week 14 - *A Foundation English Course for Undergraduates: Workbook I*, pp. 28 – 31 Unit V

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Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
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**Note:** The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

## References

*A Foundation English Course for Undergraduates: Reader I*, Delhi: Oxford University Press, 1991

*A Foundation English Course for Undergraduates: Workbook I*, Delhi: Oxford University Press, 1991

*Everyday English*, Delhi: Pearson, 2005

*Developing Language Skills I*, Delhi: Manohar, 1997

## Additional Resources:

*English at the Workplace*, Delhi: Macmillan, 2006

## Assessment Methods

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading comprehension, vocabulary, grammar, composition, and oral communication. The proposed weightage for these sections in the end-semester exam is as follows:

- Reading Comprehension - 25 marks
- Vocabulary - 15 marks
- Grammar - 15 marks
- Written composition - 10 marks
- Oral communication - 10 marks

## **Keywords**

English proficiency

Reading

Writing

Speaking

Listening

Pronunciation

Comprehension

Vocabulary

Syntax

Grammar

Composition

Conversation

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*Syllabus applicable for students seeking admission to the  
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LOCF w.e.f. the academic year 2019-20*

*For Semesters II, III, IV, V, VI*

*Subject to the approval of Academic Council*

## **B. A. & B. COM. PROGRAMME**

### **CORE ENGLISH LANGUAGE**

#### **General Course Statement**

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2. The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.
3. The existing criteria for streaming was discussed thoroughly in the context of the almost complete collapse of English B and English C classes across colleges. This structural collapse has led to severely compromised language acquisition opportunities for BA & BCom students. At present 98% of BA& BCom programme applicants are from boards where English is offered as a subject in class XII. Currently in Delhi University, a student with minimum pass marks in English in Class XII will do the same English course as a student scoring above 90%. Such guaranteed variance in competences and standards in the classroom is a huge pedagogic challenge that stalls the aim of achieving any tangible proficiency in the language over two semesters.

In order to address this reality, which was further aggravated by the reduction in the language teaching span in CBCS to two semesters, the committee concluded that it is imperative to have additional streaming criteria (NOT eligibility or admission criteria) to benefit the students in the classroom and in their careers. A hugely participative student feedback survey was conducted online. Thousands of BA & BCom Delhi University students responded to the detailed questionnaire and helped us to our conclusions.

Based on these findings and the consensus in our meetings the BA/BCom Programme Cluster Subcommittee proposes the following:

As 98% of the BA & BCom Programme students have done English in class 12, streaming will be now based on their Class XII marks in English. There will be three streams:

1. 80% and above: **ENGLISH LANGUAGE THROUGH LITERATURE**
2. 60% and above up to 80%: **ENGLISH FLUENCY**
3. Less than 60%: **ENGLISH PROFICIENCY**

- We have retained the present Delhi University Rule of streaming students who have done English up to Class X and Class VIII to ENGLISH FLUENCY and ENGLISH PROFICIENCY respectively to take care of the 2% who may not have done English up to Class XII
- We have provided a 10% relaxation in Class XII English marks while streaming for students who have studied English Elective in class XII

This proposal is the most academically sound non-hierarchical and inclusive one we could arrive at that successfully addresses the pedagogical and learning imperatives in English language teaching.

The revised syllabus proposed here is in sync with the CBCS outline. Additionally, this syllabus works out the specifics of language learning required to enable the students of Delhi University in the process of language acquisition and proficiency, as it integrates critical thinking, reading, writing, and speaking capabilities, without compartmentalising any one or two as the expected focus or outcome of language study. For this purpose, a compiled list of suggested readings collated by the Department of English Delhi University can be finalised .

The detailed syllabus with suggested readings, **Teaching Plans**, testing/evaluation pattern and learning outcomes for two semesters under CBCS is as follows:

**ENGLISH LANGUAGE THROUGH LITERATURE I & II**  
**ENGLISH FLUENCY I & II**  
**ENGLISH PROFICIENCY I & II**

**COURSE CONTENT FOR SEMESTERS III / IV**

**Unit 6**

**Understanding Life Narratives**

Giving students the skills to document their own lives meaningfully; journals, memoirs, and autobiographical writings can be excellent tools for personal reflection and growth, therapeutic as well as a method for organising one's own thoughts in a fashion that helps one live meaningfully

**Reading** sections from life narratives, biographies, autobiographies and diary entries

**Writing** a statement of purpose for university applications; CV/resume; daily/weekly journal

**Speaking** to your class to persuade them to do something public speech

**Listening** to public speeches like convocation addresses, political speeches, TED Talks to trace structure of argument and worldview; to observe the use of description, persuasion, and argument

**Grammar/Vocabulary:**      Action Verbs  
    Active and Passive voice

## **Suggested Readings:**

Das, Kamala. 'The Park Street Home' *My Story* Kottayam: DC Books, 2009.

Singh, Mayank 'Mayank Austen Soofi'. Selected extracts from 'I Had Come Too Far' *Nobody Can Love You More* Delhi: Penguin Books, 2014.

Bhattacharjee, Kishalay. 'Back To Where I Never Belonged' *First Proof: The Penguin Book of New Writing From India* Delhi: Penguin Books India, 2005.

Issacson, Walter. Selected extracts from *Steve Jobs* New York: Simon and Schuster, 2011.

## **Unit 7**

### **Exploring Poetry**

Here, students are trained to use the techniques of poetry to write in poetic form; they understand how the concept of beauty works through access to aesthetic forms; they learn how to express the same thought in different ways and observe how form impacts meaning; these skills can become tools for personal confidence in linguistic use

**Reading:** Using context to read effectively; identifying elements of poetics in different forms of poetry prose poems / slam poetry

**Writing** slam poetry; writing a critical response to a poem

**Listening:** Reciting/performing poetry; listening to audio/video clips of poets reading their poetry to appreciate the significance of pauses, rhythm etc

**Grammar/Vocabulary:** Denotation/Connotation

## **Suggested Readings:**

Nair, Rukmini Bhaya. 'Gargi's Silence' *Yellow Hibiscus: New and Selected Poems* Delhi: Penguin, 2004.

Nongkynrih, Kynpham Sing. 'Light-In-The-Night (For Amanda)'

Seth, Vikram. 'Part One' *The Golden Gate* London: Faber and Faber, 1999.

Charara, Hayan. 'Usage' *Something Sinister* Pittsburgh: Carnegie Mellon University Press, 2016.

## **Unit 8**

### **Exploring Drama**

To highlight the rhetorical possibilities of drama through an understanding of its form and mechanics; students learn how to handle conflict, how to have meaningful conversations, and, above all, learn how one's words and gestures impact others.

**Reading** a one-act/ longer play to understand the interaction of dramatic forms/elements and social context

**Writing** a critical response to the dramatic text; writing the script for a skit/short play, keeping in mind formal features like characterisation, plot development, stage directions, etc

**Speaking:** Students learn to use their voices and bodies to perform/enact skits in groups

**Listening** to a radio play to appreciate the aural elements of drama

**Grammar/Vocabulary:** Direct/ Indirect Speech  
Phrases and Idioms  
Tone and Register

### **Suggested Readings:**

Sarkar, Badal. 'Beyond the Land of Hattamala' *Beyond the Land of Hattamala and Scandal in Fairyland* Calcutta: Seagull Books, 1992.

## **Unit 9**

### **Exploring Fiction - Novella**

Narrative texts can be seen as a tool for exploring reality including contests of what should be accepted as real. Students will learn how to write narrative and through narrative to examine their own responses to issues confronting them.

**Read** a longer piece of fiction to discern narrative voice, narrative structure, character development, while locating the text in its socio-historical context

**Write** your own short story/novella; speculative fiction can be particularly useful as young people are often in positions of contest with the social reality afforded to them; read and review short stories/novellas/novels

**Speak:** Initiate discussion about a novella, drawing upon the critical reading skills developed by students in the previous semester; focus will be on broadening their repertoire of reading: texts chosen and responded to for personal pleasure

**Listen** to audio clips/ videos of writers talking about what writing means to them; audio clips of books being read aloud to enable discussion of reading styles pauses punctuation etc

**Grammar/Vocabulary:** Punctuation pauses manner of reading/speaking/crafting complex sentences

### **Suggested Reading:**

Cisneros, Sandra. *The House on Mango Street* New York: Knopf Doubleday Publishing Group, 2013.

## **Unit 10**

### **Writing your own academic essay / paper for the classroom**



Using language skills learned over the course, students are to create academic documents such as term papers, reports and assignments. They should examine and revisit earlier such submissions to learn how to improve and edit these better; to learn to identify and cite the right sources to avoid plagiarism; to recognise and rectify bias in their own writing: biases such as those of class/caste/race/gender/sexuality/religion can be discussed in class.

**Writing**, revising and formatting drafts of essays analysing the coherence of arguments; perspectives on a topic; balance of presentation; students can test their ability to choose between various forms of information/fact/opinion; they can create questionnaires, conducting surveys; edit and create bibliographies and checklists

**Speaking**: Students should be able to tell the class what their core idea is in the essay / paper, and why they have chosen a particular topic or idea; they should be able to debate various points of view on the same topic

**Listening** to others views and being able to figure out which arguments are key and why; examining ideology and location of speakers

**Grammar/Vocabulary:** Paragraphs  
Topic sentences and transitions

### **Suggested Readings:**

Patel, Raj and Moore, Jason W. 'How the chicken nugget became the true symbol of our era' *The Guardian*, 8 May 2018

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era> Accessed 4 June 2018

Latest editions of the MLA and APA style sheets

## **TESTING AND EVALUATION**

**Internal Assessment:** Of 20 marks, 10 marks are to be allocated for assessment of reading and writing assignments and 10 marks for assessment of speaking and listening test

### **Semester III/ IV Final Examination 75 marks**

#### **Reading and Writing skills:**

- Unseen comprehension passage 750 words to test reading comprehension critical thinking and vocabulary skills 15 marks
- Questions related to suggested literary texts: to test awareness of literary form and context through comprehension testing 2 x 15 = 30 marks
- Questions testing composition skills: essay statement-of-purpose essay / argumentative / personal / descriptive ; diary/journal; questionnaire; dramatise story/write short scene etc 2 x 10 = 20 marks
- Question testing academic writing formats via exercise of correcting citation or bibliographical entry 5 marks

**Grammar:** Different grammar topics to be tested via exercise of editing/rewriting a given passage 5 marks

## Teaching Plan

Week 1 – Introduction & Unit 6 -- Understanding Life Narratives

Week 2 – Unit 6 contd

Week 3 – Unit 6 contd

Week 4 – Unit 7 -- Exploring Poetry

Week 5 – Unit 7 contd

Week 6 – Unit 8 -- Exploring Drama

Week 7 – Unit 8 contd

Week 8 – Unit 8 contd

Week 9 – Unit 9 -- Exploring Fiction - Novella

Week 10 – Unit 9 contd

Week 11 – Unit contd

Week 12 – Unit 10 --Writing your own academic essay / paper for the classroom

Week 13 – Unit 10 contd

Week 14 – Unit 10 contd & Summing Up

## General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

## Keywords

Language through literature

Verbal and written texts

Social and ethical frameworks

Listening

Reading

Comprehension

Argumentation  
Descriptive writing  
Narrative writing

## **BA/ B COM PROGRAMME CORE ENGLISH LANGUAGE:**

### **B -- ENGLISH FLUENCY**

#### **Course Objectives**

This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces. The course will help students to

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyse texts in English
- organise and write paragraphs and a short essays in a variety of rhetorical styles

#### **COURSE CONTENTS FOR SEMESTER III / IV**

##### **Unit 6**

##### **In the University II**

Elements of debate/ Academic writing  
Argument and Textual evidence

- Prepare a presentation on a topic you have seen debated on television; delineate the arguments and textual evidence used by both sides
- Write a paragraph on any topic you are studying in any of your courses at present; cite all sources of information you use

#### **Suggested Readings:**

Peeradina, Saleem. 'Sisters', *Group Portrait*. Madras: OUP. pp. 21-22.

<https://kafila.online/2016/09/20/the-radical-significance-of-the-du-photocopy-case-for-global-copyright/> Accessed on 19 September 2019

## Unit 7

### In the domestic sphere II

Informal/ Epistolary writing

Descriptive & Expository writing

- Write a letter to your daughter -- in your own mother's voice; use a text you have read in class as a sample
- Prepare a presentation on a fictional place as though you have visited it

### Suggested Readings:

"To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All About". 2016. *Scroll.In*.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 19 September 2019

Payne, Karen. *Between Ourselves: Letters Between Mothers and Daughters* 1750-1982, Virago 1994.

## Unit 8

### In public places II

Dialogue: Conversation/ Interview between fictional characters

Narrative logic; connectives & transitions

- Group exercise: Prepare an interview between a refugee and her prospective landlord
- Write a conversation you have overheard in a public place recently

### Suggested Readings:

<https://www.businessinsider.com/a-12-year-old-syrian-refugee-wrote-this-heartbreaking-letter-to-the-king-of-sweden-2016-2?IR=T> Accessed on 19 September 2019

'We Sinful Women' by Kishwar Naheed from *We Sinful Women: Contemporary Urdu Feminist Poetry*. Translated and edited by Rukhsana Ahmed. The Women's Press, 1991.

## Unit 9

### In the State II

Paragraph writing

Brainstorming planning/outline rough drafts editing

- Work in groups to brainstorm ideas for a paragraph on any social topic

- Prepare individual outlines and rough drafts
- Peer review and edit each others' writing

### **Suggested Readings:**

Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin: 2014.

Lorde, Audre. 'The Transformation of Silence into Language and Action'. *Sister Outsider*. Random House: New York, 1984. pp. 40-44

## **Unit 10**

### **Interface with technology II**

Creative writing/ Social media presence

Affective & Poetic expression; rhetoric

- Write a Facebook post announcing a cultural event
- Write a poem of 140 characters to post on twitter
- Evaluate your favourite WhatsApp group's last 10 posts

### **Suggested Readings:**

Extract from *Haroun and the Sea of Stories*: Salman Rushdie. Penguin Books, New Delhi, 1991. pp. 15-23.

### **Evaluation:**

Internal assessment (25 marks)

Reading & Writing assignment(10 marks)

Oral listening & speaking test(10 marks)

Attendance: 5 marks

FINAL EXAM 75 marks

### **Semester I/II**

Book or film review(15 marks)

Comprehension passage(15 marks)

RTI request or FIR(10 marks)

Dialogue or Interview(10 marks)

Diary or blog post(10 marks)

Proofreading/Punctuation passage(5 marks)

Note-making(5 marks)

Facebook or Twitter post(5 marks)

## Semester III/IV

Literature review(15 marks)  
Comprehension passage(15 marks)  
Debate(15 marks)  
Job application(10 marks)  
Informal letter(10 marks)  
Proofreading/Punctuation passage(5 marks)  
Paragraph writing(5 marks)

### Teaching Plan

Week 1 – Introduction & Unit 1 - In the University  
Week 2 – Unit 1contd  
Week 3 – Unit 2 - In the domestic sphere  
Week 4 – Unit 2contd  
Week 5 – Unit 2contd  
Week 6 – Unit 3: In public places  
Week 7 – Unit 3 contd  
Week 8 – Unit 3 contd  
Week 9 – Unit 4: In the State  
Week 10 – Unit 4 contd  
Week 11 – Unit 4 contd  
Week 12 – Unit 5: Interface with Technology  
Week 13 – Unit 5 contd  
Week 14 – Unit 5 contd & Summing Up

### General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

## **Keywords**

Effective communication  
Listening  
Speaking  
Reading  
Writing  
Communicative tasks and activities  
Familiar context  
Personal communication  
Professional communication  
Social communication

## **BA/ B COM PROGRAMME CORE ENGLISH LANGUAGE:**

### **C ENGLISH PROFICIENCY**

#### **Course Objectives**

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

### **COURSE CONTENT FOR SEMESTER III / IV**

Building on the contents of the introductory semester, the focus in this semester is to further develop the language skills of the learners in all the core areas. The approach is to develop these skills in an integrated way through an intense engagement with the prescribed texts. In each unit, teachers are to eschew a narrow focus and ensure that all the activities in the prescribed sections are attempted by the learners

## **UNIT 6**

### **Reading & Comprehending - II**

This section involves reading and comprehending passages of greater length and complexity, using the prescribed texts that develop and test these skills through a variety of tasks: re-ordering, true / false sentence completion, fill in the blanks, short comprehension questions, etc.

Learners are to be encouraged to explore the texts listed below beyond the prescribed sections. The comprehension of an unseen passage will be a part of the end-semester written examination.

#### **Suggested Readings:**

*A Foundation English Course for Undergraduates: Book II*, Delhi: University of Delhi, 1992. pp. 1 - 7 Units 1 & 2; pp. 19 - 21 Unit 6; pp. 47 - 49 Unit 13; pp. 61 - 63 Unit 16 & pp. 75 - 79 Unit 19

*Everyday English 2*, Delhi: Foundation Books, 2006. pp. 14 - 29 Units 3 - 5; pp. 91 - 101 Units 16 - 17 & pp. 121 - 128 Unit 21

## **UNIT 7**

### **Basic Grammar Rules - II**

Questions, negatives, and question tags; conditionals; more on articles, prepositions, tenses, simple present, present continuous, present perfect, simple past, past continuous, past perfect, modals and linking words.

Relevant sections from all the recommended books are to be used in addition to the specific reading prescribed for this unit.

#### **Suggested Readings:**

*Developing Language Skills I* Delhi: Manohar, 1997. pp. 183 - 186 & pp. 209 - 216 Units 1, 6 & 7 of 'Grammar'

## **UNIT 8**

### **Conversing - II**

Understanding word stress and features of connected speech; conversational formulae for getting and giving permission, agreeing and disagreeing, warning and persuading, inviting, suggesting, accepting and refusing, expressing likes and dislikes, regulating speech and ending a conversation.

#### **Suggested Readings:**



*English at the Workplace II*, Delhi: Oxford University Press, 2007. pp. 10 - 13 Unit 3 & pp. 38 – 45 Unit 9

*Developing Language Skills I*, Delhi: Manohar, 1997. pp. 26 - 45 Units 6 - 10 of 'Oral Communication: Speech Patterns'

## **UNIT 9**

### **Writing Skills - II**

Writing short paragraphs of up to 150 words independently including describing people places events; giving directions; short application letters

#### **Suggested Readings:**

*A Foundation English Course for Undergraduates: Workbook I*, Delhi: Oxford University Press, 1991. pp. 32 - 63 Units VI - X

## **UNIT 10**

### **Applying for a Job**

Learning to present oneself at job interviews; writing simple job applications

#### **Suggested Readings:**

*English at the Workplace*, Delhi: Macmillan, 2006. pp. 67 - 75 Unit 11

*Everyday English 2*, Delhi: Foundation Books, 2006. pp. 121 - 128 Unit 21

#### **References**

*A Foundation English Course for Undergraduates: Book II*, Delhi: University of Delhi, 1992. pp. 1 – 7 Units 1 & 2; pp. 19 – 21 Unit 6; pp. 47 – 49 Unit 13; pp. 61 – 63 Unit 16 & pp. 75 – 79 Unit 19

*Everyday English 2*, Delhi: Foundation Books, 2006. pp.14 – 29 Units 3 – 5; pp. 91 – 101 Units 16 – 17 & pp.121 – 128 Unit 21

*A Foundation English Course for Undergraduates: Workbook I* Delhi: Oxford University Press, 1991. pp. 32 – 63 Units VI – X

*Developing Language Skills I* Delhi: Manohar, 1997. pp 26 – 45 Units 6 – 10 of 'Oral Communication: Speech Patterns'; pp.183 – 186 & pp. 209 – 216 Units 1, 6 & 7 of 'Grammar'

**Internal Assessment:**

Simple conversations in pairs; short oral presentations

**End-semester evaluation pattern:**

Reading comprehension	20 marks
Vocabulary	10 marks
Grammar	15 marks
Written composition	20 marks
Oral communication	10 marks

**Teaching Plan****Teaching Learning Process**

Since language skills can only be learnt and mastered through the use of the teaching-learning process, the course needs to be learner-centric. The class time is to be taken up with hands-on activities by learners, involving reading aloud / silently, speaking, listening, and writing. Peer and group work should be used extensively. The teacher is to act as a facilitator, setting up and overseeing learner tasks and providing stimulus, encouragement, and corrective inputs as and when necessary. Teachers are also expected to source additional related material and activities pitched at an appropriate level of difficulty, to plug in gaps in the prescribed readings as well as to extend the knowledge of the learners and hone their skills.

**Teaching Plan for Semester III / IV**

Week 1 – Introduction; *A Foundation English Course for Undergraduates: Book II*, pp. 1 – 7  
Units 1 & 2

Week 2 – *Everyday English 2*, pp 14 – 29 Units 3 – 5

Week 3 – *A Foundation English Course for Undergraduates: Workbook I*, pp 32 – 36 Unit VI; *A Foundation English Course for Undergraduates: Book II*, pp 19 – 21 Unit 6

Week 4 – *A Foundation English Course for Undergraduates: Book II*, pp 47 – 49 Unit 13; *Developing Language Skills I*, pp 183 – 186 Unit 1 of ‘Grammar’

Week 5 – *A Foundation English Course for Undergraduates: Book II*, pp 61 – 63 Unit 16 75 – 79 Unit 19

Week 6 – *Developing Language Skills I*, pp 209 – 216 Units 6 & 7 of ‘Grammar’; *Everyday English 2*, pp 91 – 94 Unit 16

Week 7 – *A Foundation English Course for Undergraduates: Workbook I*, pp 37 – 42 Unit VII; *Everyday English 2*, pp 95 – 101 Unit 17

Week 8 – *A Foundation English Course for Undergraduates: Workbook I*, pp 43 – 47 Unit VIII; *Developing Language Skills I*, pp 26 – 31 Unit 6 of ‘Oral Communication: Speech Patterns’

Week 9 – *A Foundation English Course for Undergraduates: Workbook I*, pp 48 – 51 Unit IX; *Developing Language Skills I*, pp 31 – 34 Unit 7 of ‘Oral Communication: Speech Patterns’

Week 10 – *A Foundation English Course for Undergraduates: Workbook I*, pp 52 – 57 Unit X; *Developing Language Skills I*, pp 35 – 37 Unit 8 of ‘Oral Communication: Speech Patterns’

Week 11 – *Developing Language Skills I*, pp 37 - 45 Units 9 – 10 of ‘Oral Communication: Speech Patterns’

Week 12 – *English at the Workplace II*, pp 38 - 45 Unit 9

Week 13 – *English at the Workplace*, pp 67 - 75 Unit 11

Week 14 – *Everyday English 2*, pp 121 - 128 Unit 21

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### Practical

The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

### References

*A Foundation English Course for Undergraduates: Reader I*. Delhi: Oxford University Press, 1991

*A Foundation English Course for Undergraduates: Workbook I*. Delhi: Oxford University Press, 1991

*Everyday English* Delhi: Pearson, 2005

*Developing Language Skills I* Delhi: Manohar, 1997

### Additional Resources:

*English at the Workplace* Delhi: Macmillan, 2006

## **Assessment Methods**

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication. The proposed weightage for these sections in the end-semester exam is as follows:

Reading Comprehension - 25 marks

- Vocabulary - 15 marks
- Grammar - 15 marks
- Written composition - 10 marks
- Oral communication - 10 marks

## **Keywords**

English proficiency

Reading

Writing

Speaking

Listening

Pronunciation

Comprehension

Vocabulary

Syntax

Grammar

Composition

Conversational formulae

## **General Note**

No part of 'Fluency in English II' is proposed as suggested reading in this syllabus.