**19SH1101-** **FUNCTIONAL ENGLISH**

(Common to all branches)

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|  **Course Category:** | Basic Sciences | **Credits:** | 2 |
| **Course Type:** | Theory | **Lecture-Tutorial-Practical:** | 2-0-0 |
| **Prerequisite:** | Basic Level of LSRW Skills | **Sessional Evaluation:****External Exam Evaluation:****Total Marks:** | 4060100 |

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| **Course****Objectives** | Students undergoing this course are expected to understand: |
| 1. To develop basic writing skills in English.
2. To learn writing paragraphs effectively with unity and coherence
3. To achieve specific linguistic and communicative competence.
4. To acquire relevant skills and use them effectively in realistic working context.
5. To learn writing simple and analytical essays.
6. To inculcate the habit of reading.
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| **Course Outcomes** | Upon successful completion of the course , the students will be able to: |
| CO1 | Improve syntactical knowledge and use of phrases and clauses in sentences and encourage their appropriate use in writing. |
| CO2 | Obtain effective writing skills in practicing different types of formal letters.  |
| CO3 | Attain both public speaking skills and writing skills by practicing drafting of speeches |
| CO4 | Acquire data interpretation and summarizing skills  |
| CO5 | Acquire effective strategies for good writing and demonstrate the same in summarizing, writing well-organized essays, record and report the useful information. |
| CO6 | Focus on appropriate reading strategies for comprehension of various academic texts and authentic materials. |
| **Course****Content****Course****Content** | **UNIT-I****WRITING:** Paragraph Writing: Sentence Structures: use of phrases and clauses in sentences- importance of proper punctuation- The Five Parts: introducing the topic, logical order, creating coherence, unity and summarizing the main idea.**GRAMMAR:** Parts of Speech: Nouns, Pronouns, Verbs, Adjectives and Adverbs; Nouns: Countable and Uncountable, Singular and Plural; Pronoun-Agreement; Subject-Verb Agreement.**UNIT-II****WRITING:** Letter Writing: Parts of a Letter - Formats of Letters- Types of Letters- Formal letter Writing (enquiry, complaints, seeking permission, seeking internship etc.)**GRAMMAR:** Use of Articles and Zero Article, Prepositions, basic sentence structures; simple question form - wh-questions; word order in sentences**UNIT-III****WRITING:** Drafting of Public Speech**:** Ideas / Content Generation, Structure**GRAMMAR:** Tenses- Active Voice & Passive Voice; Conditional Sentences**UNIT-IV****WRITING:** Information transfer; comprehend, compare, contrast, identify significance/trends based on information provided in figures/charts/graphs/tables. **GRAMMAR:** Degrees of Comparison; Question Tags, Non-finite Verbs (infinitives, gerunds & participles) **UNIT-V****WRITING:** Essay Writing: Writing structured essays on specific topics- Introducing, analyzing and arguing an issue-creating coherence-Usage of proper punctuation-importance of conclusion **GRAMMAR:** Direct and Indirect Speech, Modifiers**UNIT-VI****READING:** Comprehension: Different Reading Strategies- Skimming-Scanning-Inferring, Predicting and Responding to Content - Guessing from context and vocabulary extension.**GRAMMAR:** Common Errors: Identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, parallelism, subject verb agreement, pronoun agreement etc.) |
| **Text Books and Reference Books** | **REFERENCE BOOKS:**1. Bailey, Stephen. Academic writing: A handbook for international students. Routledge,  2014.2. Chase, Becky Tarver. Pathways: Listening, Speaking and Critical Thinking. Heinley  ELT; 2nd Edition, 2018.3. Skillful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.4. Hewings, Martin. Cambridge Academic English (B2). CUP, 2012.5. Murphy, Raymond. English Grammar in Use, 4th ed, CUP |

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| Contribution of Course Outcomes towards achievement of Program Outcomes (3-High, 2-Medium, 1-Low) |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO1 | 3 | - | - | - | - | - | - | 2 | 3 | 2 | 2 | 2 | - | - |
| CO2 | 3 | - | - | - | - | - | - | 3 | 3 | 2 |  3 | 2 |  - |  - |
| CO3 | 3 |  - |  - |  - |  - |  - |  - | 3 |  3 | 2 | 3 |  3 | - | - |
| CO4 | 3 | - | - | - | - | - | - | 3 | 3 | 2 |  3 | 3 | - | - |
| CO5 | 3 | - | - | - | - | - | - | 2 | 2 | 2 | 2 | 3 | - | - |
| CO6 | 3 | - | - | - | - | - | - | 2 | 3 | 2 | 2 | 2 | - | - |