

**KL University**

**Department of English  
SEMESTER- 2014-2015**

- 1. Course Name : English**
- 2. Course Code : 13HS101**
- 3. Course Coordinator : Dr.K.K.Sunalini**
- 4. Course Structure : 2-0-2**
- 5. Credits : 3**
- 6. Team Members : Dr.K.V.Divya, P.N.V.S.Kumari, M.Raja Ambethkar, V.Leela Priyadarsini, D.Anand .**

**Program Outcomes (POs)**

<b>PO no.</b>	<b>Program Outcome</b>
<b>1</b>	<b>Apply knowledge of Mathematics, Science, Engineering fundamentals and Computer Science and Engineering to the conceptualization engineering models.</b>
<b>2</b>	<b>Identify, formulate, research literature, and solve complex problems reaching substantial conclusions using first principles of Mathematics and computer science.</b>
<b>3</b>	<b>Design solutions for complex engineering problems and design Systems, components, or processes that meet specified needs with Appropriate consideration of public health, and safety, cultural, societal and environmental considerations.</b>
<b>Selected</b>	
<b>4</b>	<b>Conduct investigations of Complex problems including design of modules and components, analysis and interpretation of data, and synthesis of information to provide valid conclusions.</b>
<b>5</b>	<b>Create, select and apply appropriate techniques, resources and modern engineering tools, including prediction and</b>

	<b>modeling to complex engineering activities, with an understanding of limitations.</b>
<b>6</b>	<b>Function effectively as an individual, and as a member or leader in diverse teams and multi disciplinary settings.</b>
<b>Selected</b>	
<b>7</b>	<b>Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.</b>
<b>Selected</b>	
<b>8</b>	<b>Demonstrate understanding of societal, health, safety, legal and cultural issues and the consequent responsibilities and norms of engineering practice.</b>
<b>9</b>	<b>Understand and Commit to professional ethics and responsibilities and norms of engineering practice.</b>
<b>Selected</b>	
<b>10</b>	<b>Demonstrate a knowledge and understanding of management and business practices, such as risk and change management and understand their limitations.</b>
<b>Selected</b>	
<b>11</b>	<b>Recognize the need for and have the ability to engage in independent and life-long learning.</b>
<b>Selected</b>	

**9 COGNITIVE PROCESSES associated with the course**

S. No	Cognitive Level	Selected/ Not-Selected	Explanation for selection and non-selection based on the nature of the course and instructor's preferences
1.	Remember	selected	Cognitive and verbal devices are the operations employed by the learners to aid the acquisition, storage, retrieval and use of the information in language learning.
2.	Understand	selected	Associating the knowledge with visual images to understand and remember new verbal information. Pictorial diagrams, tree diagrams are some of the examples.
3.	Apply	selected	Linking of ideas with new information or integrating new ideas with known information.
4.	Analyze	selected	Self-evaluation, questioning, self-guided activities lead to better learning
5.	Create	selected	Learners must be encouraged to develop independence inside and outside the class room using their creativity.

**10 CATEGORIES OF KNOWLEDGE associated with Engineering Courses:**

S. No	Knowledge Category	Selected/ Not-Selected	Explanation for selection and non-selection based on the nature of the course and instructor's preferences
1.	Factual	selected	Providing the real life situations helps the learners to improve their communication skills
2.	Conceptual	selected	Though Learning English is purely pragmatic conceptual basis of teaching is also encouraged Ex. Grammar Translation Method is a concept which is applicable in conventional teaching in the present scenario.
3	Procedural	selected	Though English is not a technical subject like any other, still procedures can be adopted. English

			teaching and learning depends on the discussions. English curriculum is based on procedural teaching through practice in the computer aided language labs..
4.	<b>Fundamental Design Concepts</b>	<b>Selected</b>	<b>Fundamental structures of sentence construction and grammar rules are necessary to practice English regularly.</b>
5.	<b>Criteria and Specifications</b>	<b>selected</b>	<b>Criteria and specifications depend on the aims of the students' interests which are related to their personal goals.(civils,bank tests, higher studies etc)</b>
6.	<b>Practical Constraints</b>	<b>Lack of exposure to the language. Inhibitions and lack of confidence in speaking English</b>	<b>To overcome these constraints opportunities must be provided with audio lingual aids for understanding the native accent. Encouragement must be given to speak English in building up confidence in using language.</b>
7.	<b>Design Instrumentalities</b>	<b>selected</b>	<b>Activities must be designed by the teacher to make the class interesting and innovative.</b>
8.	<b>Meta-cognitive</b>	<b>Selected</b>	<b>Meta -Cognitive strategies involve planning and thinking, such as one's own learning and monitoring, evaluating one's own learning.</b>

**11 TAXONOMY TABLE: Selected Cognitive Level – Knowledge Matrix.**

Knowledge Categories	Cognitive Levels					
	Rememb er	Understan d	Apply	Analyze		Evaluate

					<b>Create</b>	
<b>Factual</b>	√	√	√	√	√	<b>All the metacognitive strategies of learning English involve planning and thinking one's own teaching and learning. Cognitive strategies include conscious ways of tackling learning situations. Thus all the components of Knowledge categories are selected for the teaching and learning situations of a class room</b>
<b>Conceptual</b>	√	√	√	√	√	
<b>Procedural</b>	√	√	√	√	√	
<b>Fundamental Design Concepts</b>	√	√	√	√	√	
<b>Practical Constraints</b>	√	√	√	√	√	

**12 COMPETENCIES: At the end of the course the student should be able to**

<b>S. No.</b>	<b>Course Competency</b>	<b>Program Outcome-Level</b>
<b>1</b>	<b>Kinesics</b>	<b>To enable the students with the study of body language as it is an essential component of soft skills. Study of Kinesics helps the students in getting through campus selections</b>
<b>2</b>	<b>Lexis</b>	<b>Vocabulary building helps to prepare the students for the competitive tests like GRE,TOEFL,IELTS,GMAT and CAT.</b>
<b>3</b>	<b>English usage and mechanics</b>	<b>Grammar and verbal reasoning helps the students to get through competitive tests.</b>
<b>4</b>	<b>Office communication</b>	<b>Students learn writing skills to be successful as professional Engineers and Entrepreneurs</b>
<b>5</b>	<b>Reading Skills</b>	<b>To inculcate the reading skills like skimming and scanning for various purposes like academics, general information and aesthetic sense.</b>

**12 COMPETENCIES IN TAXONOMY TABLE:**

Knowledge Categories	Cognitive Levels				
	Remember	Understand	Apply	Analyze	Create
<b>Factual</b>	<b>C1</b>	<b>C2</b>	<b>C1</b>	<b>C5</b>	<b>C5</b>
<b>Conceptual</b>	<b>C1</b>	<b>C4</b>	<b>C1</b>	<b>C1</b>	<b>C1</b>
<b>Procedural</b>	<b>C4</b>	<b>C4</b>	<b>C5</b>	<b>C4</b>	<b>C5</b>
<b>Fundamental Design Concepts</b>	<b>C2</b>	<b>C4</b>	<b>C1</b>	<b>C2</b>	<b>C5</b>
<b>Practical Constraints</b>	<b>C2</b>	<b>C2</b>	<b>C5</b>	<b>C1</b>	<b>C1&amp;C5</b>

**14 COMPETENCY MAP: COMPETENCY – PROGRAM OUTCOME MATRIX**

Program Outcomes													
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<b>Course Competencies</b>	<b>C1</b>			√			√			√	√		
	<b>C2</b>							√				√	
	<b>C3</b>							√				√	
	<b>C4</b>							√				√	
	<b>C5</b>							√				√	

1. Low:                      2. Average:                      3. High:

**15. Time Table:**

**16. Competencies and sub-competencies and associated Taxonomy table**

	Competency	POs-Levels	
<b>C1</b>	<b>Kinesics</b>	<b>High</b>	
	<b>Sub-competencies</b>	<b>High</b>	
<b>C1.1</b>	<b>Postures, Gestures, Eye contact</b>	<b>High</b>	



<b>C1.2</b>	<b>Personality traits</b>	<b>High</b>	
<b>C1.3</b>	<b>Case studies involving application of concepts.</b>	<b>High</b>	

**Taxonomy Table for Sub-competencies**

<b>Knowledge Categories</b>	<b>Cognitive Levels</b>				
	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Create</b>
<b>Factual</b>	<b>Kinesics</b>	<b>Situation</b>	<b>Real life application</b>	<b>Case studies</b>	<b>-</b>
<b>Conceptual</b>	<b>Personality traits</b>	<b>Visualize in personal and professional lives</b>	<b>Profession</b>	<b>Self-evaluation</b>	<b>-</b>
<b>Procedural</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Criteria and Specifications</b>	<b>-</b>	<b>-</b>	<b>Goal achievements</b>	<b>Self - evaluation</b>	<b>-</b>

	<b>Competency</b>	<b>POs-Levels</b>	
<b>C2</b>	<b>Lexis and language proficiency.</b>		
	<b>Sub-competencies</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>
<b>C2.1</b>	<b>GRE Word list 800 words.</b>	<b>Using dictionary and internet resources</b>	<b>Getting through foreign tests</b>

C2.2			
C2.3			

**Taxonomy Table for Sub-competencies**

Knowledge Categories	Cognitive Levels				
	Remember	Understand	Apply	Analyze	Create
Factual					
Conceptual					
Procedural	memorized	-	Memorized by reading or writing	Prediction / completion of missing parts	-
Criteria and Specifications	-	-	-		-

**Taxonomy Table for Sub-competencies**

Knowledge Categories	Cognitive Levels				
	Remember	Understand	Apply	Analyze	Create
Factual					
Conceptual				The sequence of sentences is analysed	
Procedural			Searching for clue words for beginning and ending of a		

			<b>sentence.</b>		
<b>Criteria and Specifications</b>	-	-	-	-	-

	<b>Competency</b>	<b>Pos-Levels</b>	
<b>C4</b>	<b>Office communication</b>	<b>Average</b>	
	<b>Sub-competencies</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>
<b>C4.1</b>	<b>Formats of letter writing</b>	<b>Professional communication</b>	-
<b>C4.2</b>	<b>Writing circulars</b>	<b>Professional communication</b>	-
<b>C4.3</b>	<b>Memo writing and routing slips</b>	<b>Management and business practices</b>	-

**Taxonomy Table for Sub-competencies**

<b>Knowledge Categories</b>	<b>Cognitive Levels</b>				
	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Create</b>
<b>Factual</b>					
<b>Conceptual</b>					
<b>Procedural</b>	<b>practice</b>	-	-	-	<b>Produce authentic business letters/memos/routing slips.</b>
<b>Criteria and Specifications</b>	-	-	-	-	-

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	Competency	POs-Levels	
<b>C5</b>	<b>Reading skills</b>	<b>Average</b>	
	<b>Sub-competencies</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>
<b>C5.1</b>	<b>Skimming</b>	<b>Practicing to read easier, faster for information</b>	-
<b>C5.2</b>	<b>scanning</b>	<b>Becoming informative and self-Sufficient.</b>	-
<b>C5.3</b>	<b>Practice and tests</b>	<b>Competitive entrance tests into foreign Universities.</b>	-

### Taxonomy Table for Sub-competencies

Knowledge Categories	Cognitive Levels				
	Remember	Understand	Apply	Analyze	Create
Factual	The information Ex. News papers	content	-	The news	-
Conceptual	-	-	-	-	-
Procedural	-	-	-	-	-
Criteria and Specifications	-	-	-	-	-

### 18. Self learning topics in Data Warehousing & Business Intelligence

Unit	Topic	Source
I	Lexis-synonyms/antonyms, one word substitutes, idioms and phrases	Dictionary, News papers and internet Christopher Turk and John Kirkma. Effective Writing.
I	Grammar and verbal reasoning	Practice tests on internet
II	Cultivating the habit of reading for various purposes.	Books , Magazines and News papers
II	Developing linguistic and cultural contexts prevailing in the world through an interface of English.	Edgar Thorpe- Cambridge English for Media
III	Developing the ability to clearly identify the requirement and the appropriate formats and styles of communication	Business Correspondence
III	Non-Verbal Communication	Personality development and soft skills - free eBooks download
IV	Facing the Campus placements.	From corpus to class Room . Edited by: Anne O Keeffe, Michael , Michael Mccarthy and Ronald Carter

**19. Session Plan**

<b>S.No</b>	<b>Session</b>	<b>Topic</b>	<b>Methodology</b>	<b>Faculty Approach</b>	<b>Student approach</b>	<b>Learning outcome</b>
1	1.	Introduction to Kinesics	Interactive method	Question & answer	Response in the form of answers	They try to gain the information from teacher as well as the peers
2	2.	Postures Gestures and Eye contact	Lecture method	By power point presentation	observation	Learning is more because of audio visual mode
3	3.	Working in social context	Interactive method	Holding group discussion	Active participation	Involvement of students is more
4	4.	Personality traits	Lecture Method	Explanation with anecdotes	They understand the concepts	More
5	5.	Case Studies	Silent reading	Discussion	Participation	More
6	6.	Case Studies	Silent reading	Discussion	Participation	More
7	7.	Case Studies	Silent reading	Discussion	Participation	More
8	8.	GRE Word list	Explanation on the board	Usage is taught	They note down the information	They try to learn
9	9.	GRE Word list	Explanation on the board	Usage is taught	They note down the information	They try to learn
10	10.	GRE Word list	Explanation on the board	Usage is taught	They note down the information	They try to learn
11	11.	GRE Word list	Explanation on the board	Usage is taught	They note down the information	They try to learn

12	12.	GRE Word list	Explanation on the board	Usage is taught	They note down the information	They try to learn
13	13.	Antonyms	Discussion	Quiz	Participation	Involvement
14	14.	Synonyms	Discussion	Quiz	participation	Involvement
15	15.	One word substitutes	Discussion	Quiz	participation	Involvement
16	16.	Correction of sentences	Explanation	Discussion	Get their doubts clarified	Learning is more
17	17.	Correction of sentences	Explanation	Discussion	Get their doubts clarified	Learning is more
18	18.	Correction of sentences	Explanation	Discussion	Get their doubts clarified	Learning is more
19	19.	Sentence Completion	Practice	Providing clues	Do the test	Logical learning is possible
20	20.	Sentence Completion	Practice	Providing clues	Do the test	Logical learning is possible
21	21.	Sentence Completion	Practice	Providing clues	Do the test	Logical learning is possible
22	22.	Jumbled sentences	practice	Providing clues	Do the test	Organizing skills
23	23.	Jumbled sentences	practice	Providing clues	Do the test	Organizing skills
24	24.	Jumbled sentences	practice	Providing clues	Do the test	Organizing skills
25	25.	Letter communication	Lecture method	Format explanation	They note down	Observe the concept
26	26.	Full block letter	Lecture method	Format explanation	They note down	Observe the concept

27	27.	Semi block letter	Lecture Method	Format explanation	They note down	Observe the concept
28	28.	Modified block letter	Lecture Method	Format explanation	They note down	Observe the concept
29	29.	Personal Letters	Practice	Giving guide lines	They note down	Writing skill is developed
30	30.	Business letters	Practice	Giving guide lines	They note down	Writing skill is developed
31	31.	Regret letters	Practice	Giving guide lines	They note down	Writing skill is developed
32	32.	Wring Memo	Explanation on the board	Giving guide lines	They practice	Writing skill is developed
33	33.	Writing Memo	Explanation on the board	Giving guide lines	They practice	Writing skill is developed
34	34.	Routing slip	Explanation on the board	Giving guide lines	They practice	Writing skill is developed
35	35.	Routing Slip	Explanation on the board	Giving guide lines	They practice	Writing skill is developed
36	36.	Reading Comprehension	Monitoring the students to do silent reading	Time bound task	Manage time	A practice to attend GRE,TOEFL &IELTS
37	37.	Reading for information	Monitoring the students to do silent reading	Time bound task	Manage time	A practice to attend GRE,TOEFL &IELTS
38	38.	Reading for specifics	Silent reading	Note making	Search for useful information	Knowledge gaining



<b>39</b>	<b>39.</b>	<b>Skimming &amp; Scanning</b>	<b>Training the students to be self dependent</b>	<b>Questioning</b>	<b>Informative</b>	<b>Improve fast reading</b>
<b>40</b>	<b>40.</b>	<b>Reading speed-Practice tests</b>	<b>To conduct tests</b>	<b>Feed back</b>	<b>Learn the skills</b>	<b>Preparing for GRE, TOEFL &amp; IELTS</b>
<b>41</b>	<b>41.</b>	<b>Reading recall</b>	<b>To conduct tests</b>	<b>Feed back</b>	<b>Learn the skills</b>	<b>Preparing for GRE, TOEFL &amp; IELTS</b>
<b>42</b>	<b>42.</b>	<b>Revision</b>	-	-	-	-
<b>43</b>	<b>43.</b>	<b>Revision</b>	-	-	-	-
<b>44</b>	<b>44.</b>	<b>Revision</b>	-	-	-	-
<b>45</b>	<b>45.</b>	<b>Revision</b>	-	-	-	-

## 20.. Evaluation SCHEME

Comprehensive Examination : 60 Marks  
Internal Examination : 40Marks

EC No.	Evaluation Component	Dur.Min	Max marks	Date & Time
1	Test 1	60 Min	10	10th -13th January, 2015
2	Test 2	60 Min	10	14th to 18th February, 2015
3	Test 3	90 Min	10	14th to 17th March, 2015
4	Test 4	90 Min	10	23rd - 25th April, 2015
5	Attendance	Semester	5	--

Best three tests (A)= 30Marks  
Quiz and home assignments(B)= 5Marks  
Attendance Weightage (C) =5 Marks  
Total (A+B+C)= 40 Marks

Attendance of 75 % and above but less than 80 % 01 Mark  
Attendance of 80 % and above but less than 85 % 02 Marks  
Attendance of 85 % and above but less than 90 % 03 Marks  
Attendance of 90 % and above but less than 95 % 04 Marks  
Attendance of 95 % and above 05 Marks

### GRADES

After successful completion of the Course work and all the internal and external examinations, a student will be graded as follows

Letter	Qualitative Meaning	Grade Point Attached
X -	Excellent	10
A -	Very Good	8
B -	Good	7
C-	Fair	6
D -	Satisfactory	4
F-	Fail	0

21. Chamber Consultation Hours:4.00pm to 5 pm

### 22. NOTICES

ALL notices regarding this subject are displayed on the e-learning site only

*Dr.K.K.Sunalini*

*Dr.M.Latha*

Signature of the Course Coordinator

Signature of the HOD