

ENG 1202

**Reading and Writing Skills
[RWS]**

3 Hrs./3 Cr.

The Course aims at improving the learners' productive skills of English. It offers professional guidance on meaningful and aggressive reading experiences by familiarizing them with techniques and micro-skills of reading, comprehension abilities through literary and non-literary reading materials. It also strengthens their writing skills through the forms of writing that are useful to them academically and vocationally.

The learners shall

- i. get training in aggressive speed reading with different sub-skills
- ii. improve their comprehension abilities
- iii. **learn the art and craft of paragraph and a five-paragraph essay writing**

Unit 1 : Reading and comprehension skills

Unit 2 : Reading at various speeds, skimming & scanning, inferring & interpreting, predicting, reorganizing material, comprehension skills

Unit 3 : Writing leave letters and apology letters

Unit 4 : Paragraph writing, five-paragraph essay writing,

ENG 11

Unit 5 : Types of essay and paragraph writing: descriptive, argumentation, narrative, and expository

Text Book

Sekar, John, J. 2014. **Reading and Writing Skills**. Madurai. Department of English, the American College.

This is an introductory course that aims at exposing learners to cinema as an art form with socio-cultural and political underpinnings. It deals with Western as well as Indian films against the larger context of world cinema.

At the completion of the course, students shall learn to

- i. acknowledge the various aspects of Films
- ii. read the visuals and visualize the text
- iii. study cinema as an industry
- iv. locate cinema in social milieu
- v. critically analyze films

- Unit 1** Aspects and genres: premise, plot, characterization, screenplay, direction, acting, sound & image—action, adventure, comedy, crime, drama, epic, horror, musical, romance, science fiction and war
- Unit 2** Reading a Visual and Visualizing Script: Montage and Mise-es-scene
- Unit 3** Film History: Origin and development, early American productions, rise of Hollywood
- Unit 4** German Expressionism, Art and Dialectic in Soviet Film, Italian Neo-realism, French New Wave, and Asian Film
- Unit 5** Screening and Critical Analysis

Self Study

Films for screening may include the following

- | | |
|---------------------------------------|-------------------------------------|
| 1. The Birth of a Nation (1915) | 14. Psycho (1960) |
| 2. The Cabinet of Dr. Caligari (1920) | 15. Lawrence of Arabia (1962) |
| 3. The Battleship Potemkin (1925) | 16. Charulatha (1964) |
| 4. City Lights (1931) | 17. The Sound of Music (1965) |
| 5. Citizen Kane (1941) | 18. The Godfather (1972) |
| 6. The Bicycle Thief (1948) | 19. Schindler's List (1993) |
| 7. Rashomon, 1950 | 20. The Lion King (1994) |
| 8. Seven Samurai (1954) | 21. Forest Gump (1994) |
| 9. Pather Panchali (1955) | 22. The Shawshank Redemption (1994) |
| 10. 12 Angry Men (1957) | 23. Titanic (1997) |
| 11. Ben-Hur (1959) | 24. Saving Private Ryan (1998) |
| 12. North By Northwest (1959) | 25. The Matrix (1999) |
| 13. Breathless (1960) | 26. Troy (2004) |

Reference

- Barnow, Erik and Krishnaswamy, S. **Indian Film: A Reviewing**. New Delhi: OUP, 1980
- Beja, Morris. **Film and Literature: An Introduction**. London: Longman, 1997.
- Ellis, Jack C. **A History of Film**. USA: Allyn & Bacon, 1995.
- Hayward, Susan. **Key Concepts in Cinema Studies**. London: Routledge, 2004.
- Monaco, James. **How to Read a Film**. London: OUP, 2009.
- Murry, Edward. **Ten Film Classics: A Reviewing**. New York: Frederick Unger, 1978.
- Robinson, David. **World Cinema: A Short History**. London: Eyre Methyen, 1981.

The course aims at helping students to enrich English vocabulary for academic and career purposes. They are introduced to a variety of strategies to enhance their ability to understand and retain new words. It also enables them to better appreciate the rich terminology used in medicine, business, education, law, technology, sciences and the humanities.

Students shall be able to

- test their present vocabulary range
- broaden their understanding of different and difficult words
- be familiar with the technical terms
- **get trained in the vocabulary for professional exams**
- enrich vocabulary through games.

Unit I Introduction; test of vocabulary range; test of verbal speed; test of verbal responsiveness; affixation-prefix, suffix; synonyms.

Unit II Homonyms and homographs; words of foreign origin; antonyms; redundant words; phrases; acronyms; words commonly confused; slang and new words.

Unit III Technical terms-personality types; relationships; medicines; science; business, education, law, technology, and the humanities.

ENG 8

Unit IV Vocabulary for professional exams-TOEFL; IELTS; SAT; GRE; CAT; MAT; TANCET; BEC; GMAT.

Unit V Vocabulary games-synonyms; antonyms; compound word; homophone; idioms; literature; oxymoron; parts of speech; prefix; suffix; root word; spelling; word play.

Reference

Lewis, Norman. (2015) *Word Power Made Easy*. New Delhi: Bloomsbury.

The purpose of the course is to create a campus where English speaking capability can be harnessed by each and every student to increase their potentials to succeed in their professional and personal life.

At the completion of this course the students shall learn to

- i. listen and comprehend well
- ii. converse in their life situations
- iii. use English for practical purpose
- iv. speak fluently in any circumstances, and
- v. improve students' communicative competence.

Unit 1: English Everywhere

Non- Conventional Pedagogical tools - Mobile, Television, Computer, News, Theatre, Famous Speeches, Friends etc.,

Unit 2: Speech Acts

Greetings, introducing oneself, invitation, making request, expressing gratitude, complimenting and congratulating, expressing sympathy, apologizing, asking for information, seeking permission, complaining and expressing regret, Idioms and Phrases

Unit 3: English in real life situations

At the College office, Library, Department, Bank, Railway station, Post office, Police station, Travel agency, Interview

Unit 4: Fluency Development

Vocabulary enhancement, Conversation skills, Role play, Commentary etc.,

Unit 5: Speaking skills

Presentation skills, Public Speaking skills, GD skills, Interview skills,
Independent practice: Listening to News-NDTV, BBC, CNN and paying attention to idiomatic usage of the language and different accent for speech acts that are used,
Watch and appreciate English movies.

Independent Practice: Watching English movies

Listening to various News channels

Listening to Podcasts on all the 4 language skills (LSRW)

Reference

Collins, Stevens. Practical Everyday English: A Self-study Method of Spoken English for Upper Intermediate and Advanced Students, Montserrat Publishing; 5th Revised edition edition, 2008

Mohan, Krishna and N.P. Singh. Speaking English Effectively. Delhi: Macmillan, 1995.

Sekar, John, J. 2014. Conversational Skills, Department of English, The American College.

ENG 1225

**Pronunciation Skills
[PS]**

3 Hrs./2 Cr

The Course aims at fine tuning students' English pronunciation skills. It deals with all major segmental and suprasegmental features of Standard Spoken British English. The Course is meant for those who need special attention in this aspect of Spoken English. Since it is a practical course, students will be given a thorough practice in these skills

The learners shall be able to

- i. **articulate all the vowels and constants**
- ii. follow in their speech the rules of word accent
- iii. identify the patterns of Word Accent
- iv. use four major intonational patters in their speech
- v. recognize the discoursal features such elision, assimilation, juncture

Unit 1	: English Vowels: Practice
Unit 2	: English Consonants: Practice
Unit 3	: Word Stress and Sentence Stress:
Unit 4	: Intonation
Unit 5	: Assimilation, Juncture, Elision

Reference

- O'Connor, J.D. **Better English Pronunciation**. New Delhi: CUP, 2000.
- Banksal, R.K. & Brasnett, Clive. **An English Phonetic Reader**. Chennai: Orient Longman, 1994.
- Balasubramanian, T. **English Phonetics for Indian Students: A Workbook**. Chennai: Macmillan, 1998.
- Robert, L. Allen, Allen, Virginia French, & Shute, Margaret. **English Sounds and Their Spellings**. New York: Thomas Y. Crowell Company, 1966.

ENG2201

StudySkills

3 Hrs/2Crs

The third sequential General English Course aims at empowering secondary and undergraduate students with study skills necessary to continue their chosen major disciplines. The course assumes importance in the context of students lacking study skills and strategies for academic success.

At the end of the course, students shall be able to

- i. **develop healthy study habits and improve homework habits**
- ii. fine tune their academic skills
- iii. apply time management skills
- iv. understand psychological traits
- v. use ICT skills

Unit1	General Definition&scopeofstudyskills,theirneeds,learningstyle s,studyhabits, homework habits, and strategies to improve studyskills
Unit2	Academic Skills Effective,activelistening,effectivereadingstrategies&es saywriting,note taking&making,summarizing,paraphrasing,informatio ntransfer,library skills, and dictionaryskills
Unit3	Time Management Motivation&success,choosingstudypartners,creationof studyspace,barrier to time management, strategies to overcome barriers, punctuality & time management, time management duringexam
Unit4	PsychologicalTraits Concentrationskills,memory,remembering,stressmana gement,copingwith test anxiety, criticalthinking
Unit5	ICT ICT skills, computer literacy skills at basic, intermediate and advanced levels

Textbook

Sekar, J.J. 2015. **Study Skills**. Madurai: Department of English, The American College

ENG 2202

Career Skills

3 Hrs. / 2 Cr.

The fourth sequential General English Course aims at empowering second year undergraduate students with communication & cognitive skills and personality traits necessary to empower their career skills. The course assumes importance in the context of students lacking career skills and strategies for successful profession.

At the end of the course students will be able to

- i. develop communication skills
- ii. acquire the interview skills
- iii. improve cognitive skills
- iv. enhance thinking skills
- v. master personal traits

Unit 1	Communication Skills Active Listening & speaking, written & oral communication
---------------	--

- Unit 2 Interview Skills**
Interview questions, job application, CV preparation, self-introduction, presentation skills, negotiation skills, conducting a meeting, agenda setting, recording minutes
- Unit 3 Cognitive Skills**
Self motivation, setting personal goals, problem solving, decision making, delegation
- Unit 4 Thinking Skills**
Strategic thinking, organization, innovation, leadership skills
- Unit 5 Personal Traits Skills**
Personal development & empowerment, confidence & rapport building, tact & diplomacy, emotional intelligence, self-esteem, humour and persuasion skills

Textbook

Sekar, J.J. 2015. *Career Skills*. Madurai: Department of English, The American College.

ENG 2469

Critical reading And Writing

Crs. 5 Hrs. 5

Critical reading does not mean being critical about some idea or argument or some writing. On the other hand, it means engaging oneself in what they are reading by asking themselves questions like “What is the author trying to say?” or “What is the main argument being presented?” It therefore involves presenting a reasoned argument that evaluates and analyses what they have read. The course aims at enabling students to advance their own understanding of literary texts and articulating their responses orally and in writing, not dismissing and therefore closing off learning.

Students shall be able to

- i. understand the links between ideas, determining the importance & relevance of arguments & ideas
- ii. recognize, build, and apprise arguments, identify inconsistencies & errors in reasoning
- iii. approach problems in a consistent & systematic way, reflect on justification of their own assumptions, beliefs, and values,

- iv. achieve fluency (generating ideas), flexibility (shifting perspectives easily), originality (conceiving of something new), and elaboration (building on other ideas).
- v. to reflect on interpretations of the text by scrutinizing the style and structure of the text, the language, and the content

Unit 1

Ernst Hemingway	Hills Like White elephants A Clean Well-Lighted Place
Guy de Maupassant	The Necklace
O. Henry	The Cop and the Anthem

Unit 2

James Joyce	Araby
Stephen Crane	The Open Boat
Jamaica Kincaid	What I have been Doing Lately
N.S. Madhavan	When the Big Tree Falls
Jhumpa Lahiri	Interpreter of Maladies

Unit 3

James Baldwin	Sonny's Blues
Ambai	My Mother, Her Crime
D.H. Lawrence	Horse Dealer's Daughter
Kate Chopin	Story of an Hour

Unit 4

Anton Chekov	The Bear: A Joke in One Act, or The Boor
--------------	--

Unit 5

H.G. Wells	The Invisible man
------------	-------------------

Self study

H.G. Wells	The Invisible Man
------------	-------------------

ENG 2564

Translation

5Hrs./5Cr.

The course will trace the history of translation and its significance. A basic knowledge on theories of translation will be given focusing more on practice. It will also enable students to analyse different problems of translation and find solution to the problems by applying different translation theories, techniques and methods. The course will train students to become skilled translators.

At the end of the course students will be able to

1. understand the significance and the importance of translation as an art and craft
2. **acquire a knowledge on theories of translation**
3. acquire a knowledge of different translation techniques and methods
4. learn to identify the problems of translation and solve them, and
5. develop the skill of a professional translator in the fields like Journalism & Mass Communication, Public Administration and Science & Technology.

Unit 1 Translation- Definition and Significance

Unit 2 Theories on Translation-Early Theories by theorists like Homer, Cicero, Dryden, Shelley, Matthew Arnold and Alexander Pope -Modern Theories of Edward Fitzgerald, Eugene Nida, George Steiner, and Theodore Savory

Unit 3 Methods of Translation- Various methods of translation like metaphrase, paraphrase, transliteration, transcreation, and transference

Unit 4 Practice of Translation -students will be trained to translate passages from English to Tamil and vice-versa.

Unit 5 Problems in Translation- Cultural and Linguistic untranslatability, problems encountered in translating different literary genres and solutions found.

Self Study The students shall practise translating literary and non literary texts and other articles.

Reference

Bassnet, Susan Mcguire. **Translation Studies**. London: Routledge, 1998.

Bassnet, Susan Mcguire and Harish Trivedi. **Post-Colonial Translation: Theory and Practice**. London: Routledge, 2000

ENG 3279

**Creative Writing in English
(CWE)**

3 Hr. / 2 Cr.

This course will help develop a keen sense of observation, lateral thinking, creative imagination and effective communication. The course material would help demonstrate the flexibility of the

English language and show how language can accommodate diverse cultural elements. The students would do individual and group exercises with the teacher as facilitator. They would attempt creative writing based on each kind of writing as part of the course requirement.

Objectives

At the end of the course, students shall be able to

- understand the concept of creativity and techniques in writing
- attempt different forms of poetry
- develop plot and distinguish it from story, and characters
- appreciate the role of observation in feature and travel writings
- edit and revise writings for better readability

Unit 1: The Art and Craft of Writing

Inspiration, Imagination, Creativity, Figures of Speech

Unit 2: Poetry & Prose

Lyrics, songs, free verse, memoir, diary writing and literary prose

Unit 3: Drama & Fiction

Character, Plot, Point of View, Milieu, Verbal and Non-Verbal Elements, Screenplay

Unit 4: Feature & Travel Writing

Concepts, Elements and Characteristics

Unit 5: Substantive Content Editing

Revising and Rewriting, Proof Reading, and Editing

Self Study:

Michael Mack

Jawaharlal Nehru

Eugene O'Neil

Ernest Hemingway

Kathryn Schulz

Pico Iyer

Small Pain in My Chest

Tryst with Destiny

Emperor Jones

Old Man and the Sea

The Really Big One

Hyderabad in Five Colors

References

Dev, Anjana Neira, Anuradha Marwah, Swati Pal. *Creative Writing: A Beginner's*

Manual. New Delhi: Pearson Longman, 2009.

Brooks, Cleanth and Robert Penn Warren. *Modern Rhetoric*. New York: Harcourt Brace Jovancvich, 1979.

Simms, Norman. *Creative Writing*. Allahabad: New Horizon Publication, 1986.

ENG 3280

English for Placement

3 Hrs./2 Cr.

(EP)

This course aims to familiarize students with the distinctive ways in which nonverbal and verbal communicative skills could be developed in preparation for competitive exams and careers in professional organizations. It would also prepare students through training in speed and accuracy, fluency and competence in English. It also trains them in the modalities of test of English.

At the end of this course students shall be to

understand the various types and channels of communication
develop the skill to effectively approach reading passages in exams
identify common errors in English and to make error free sentences
communicate professionally in a work environment
write different forms of writing

Unit 1: Dyadic Communication

Face to face Conversation, and Telephonic Conversation

Unit 2: Oral Communication

Group Discussion and Interviews

Unit 3: Reading Comprehension

Strategies for reading comprehension and enhancing word power, cloze reading, analogy and rearranging jumbled sentences

Unit 4: Spotting errors

Concord, verb, causative, tense, adjective, conditional, subjunctive, passive, preposition, determiner, conjunction, parallel structure, redundancy

Unit 5: Written Communication

Mechanics of Writing, Formal Reports, Memo, Minutes, Resume Writing,
and Business letters

Independent Practice: Face to Face Communication

Telephonic Conversation

Listening to speeches

Texts

Mohan, Krishna and Meera Banerji. *Developing Communication Skills*. Madras:

Macmillan, 2009.

Gopalan, R and Rajagopalan, V. *English for Competitive Examinations*. Noida:

McGraw Hill Education. 2nd Edition, 2007

ENG 3577

**English for Media
(EM)**

3 Hrs./2 Cr.

This innovative course aims at developing the students' ability to use the English language for different forms of Media. This course introduces the key concepts in Language and Media.

Objectives

At the end of the course, students will be able to

- understand and identify the concept and types of mass communication
- become familiar with the key concepts in language and media
- appreciate media language
- analyze the media language
- engage themselves in media reading.

Unit 1: Introduction to Communication and its Types

Personal Conversation, Group Discussion, Mass Communication, Role of Mass Communication in the present day world

Unit 2: English Language and Media

Mediated Communication, Media Discourse, Media Rhetoric, Media Vocabulary, Web Communication

Unit 3: The Print Media

Writing Headlines, Analyzing Newspaper articles, Planning and Writing Newspaper Articles, Composing Magazine Cover, Planning and writing a cover story

Unit 4: The Broadcast Media

The language of Radio and Television programmes, Writing Screen Plays, Writing Film Reviews, Writing Jingles for Advertisements

Unit 5: Internet English

Mobile Assisted Language Learning (MALL), English and Social Media, Communication through Social Media, Writing Content for Web Pages, Using Blogs and Webinars

Self-Study

Mobile Assisted Language Learning (MALL)

References

Ahuja, B.N. (2005). *Audio visual journalism*. Delhi: Surjeet Publications.
Ceramella, N. & Lee, E. (2008). *Cambridge English for the media*. Cambridge: CUP.
Durant, A. & Lambrou, M. (2009). *Language and media*. London: Routledge
Marshall, J. & Werndly, A. (2005). *The language of television*. London: Routledge
Reah, D. (2008). *The language of newspapers*. London: Routledge.

ENG 3676

English Language Education

6 Hrs/6 Cr.

[ELE]

Course aims at introducing some of the salient features of English language education so that students can meaningfully contextualize English language education both as a medium and as a subject of study. It includes the colonial history of ELE in India, place of English in Indian Educational Reports, paradigm shifts in English language curriculum, approaches, methods, and techniques, testing and evaluation, and concepts

At the end of the course, students shall be able to

analyze the colonial English language policies

critically review the observations and recommendations of the various educational reports in Independent India

relate the various macro-skills and micro-skills to today's needs and contexts

synthesize various approaches and methods of teaching, learning, and assessment; and

become familiar with the recent ELT concepts

Unit 1: History of English Language Education

Charles Grant, Macaulay's Minutes, Charles Wood's Despatch, Calcutta University Report

Unit 2: **Place of English in Educational Reports**

From Secondary Education Report of 1950-52 to Knowledge Commission Report of 2007

Unit 3: **English Language Curriculum**

Macro-Skills: Listening, Speaking, Reading, & Writing; Micro-Skills, Grammar, Role of Literature

Unit 4: **Teaching-Learning Approaches, Methods, & Techniques, and Assessment**
Grammar Translation, Direct, Communicative Language Learning, Task-based Instruction, Content-based Instruction, Project-based, Journals,

Unit 5: **ELT Concepts**

Learner strategies, Learning Styles, Fluency vs. Accuracy, Scaffolding, Motivation, Learner Autonomy, Teacher Cognition, Cooperative & Collaborative Learning, Learner-Centred,

Self-Study

Unit 1

Books for Reference

Krishnaswamy, N. & Krishnaswamy, L. 2006. *The story of English in India*. Delhi:

Foundation Books.

Aslam, M. 2003. *Teaching of English: A practical Course for B.Ed. Students*. Delhi:

Foundation Books.

ENG 1201**Conversational Skills
[CS]****3 Hrs/2 Cr.**

The Course aims at helping students converse in English on the matters that matter to them in daily life. It provides the learners with ample opportunities and social contexts through conversations so that they can freely and fluently use informal English. It also exposes them to the apt vocabulary of such informal conversations.

Student shall

- enhance their conversational fluency as well accuracy
- fine-tune their pronunciation and accent
- become familiar with and therefore effortlessly internalize the structures of English

Unit 1 : Conversational skills**Unit 2** : Day-to-day matters like eating, emotions, fashion, health, friendship, money, romance, housing, job, faith & hope, busy life, memory, shopping, time, Traffic, travelling, vacation, weather**Unit 3** : Social expressions**Unit 4** : English sounds**Unit 5** : English accent and intonation**Text Book:**

Sekar, John, J. 2014. **Conversational Skills**. Madurai. Department of English, the American College.