

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	COMMUNICATIVE ENGLISH
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGSEC100
Semester	First Semester
Number of credits	3
Maximum intake	40
Day/Time	Thursday 10AM to 11AM and Friday 9AM to 11AM
Name of the teacher/s	Dr. P. Sreehari
Course description	i) Communicative English aims to build proficiency in listening, speaking, reading, and writing skills through a skill integration approach. Students will listen to a variety of aural texts – telephonic conversations, speeches, lectures, etc. – and get trained in various strategies for effective listening. They will learn to deliver effective speeches and oral presentations and take part in group discussions. The reading component will help learners to comprehend texts of varied types/genres and engage in meaning making at different levels – factual, inferential, and evaluative. They will also be trained to use several reading strategies for different purposes of reading. Learners will be trained to be writers who can see their voice and agency in constructing a written text. Collaborative tasks and peer interactions will help them to gain critical insights into their own writing process. They will be able to connect the writing tasks with their daily lives and will be able to transfer these skills to their future professional contexts. Genres such as letters, emails, resumes, lists, formal/semi formal text messages, and social media posts will be explored. ii) Objectives of the course in terms of Programme Specific Outcomes At the end of the course, students will be able to: a) give clear oral detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion; b) understand a wide range of long and complex written texts, appreciating subtle distinctions of style and implicit as well as explicit meaning; c) demonstrate knowledge of genre conventions and innovate with writing by developing one's own voice as a writer across various genres such as letters, emails, resumes, lists, and social media posts.

	Learning outcomes— a) domain specific outcomes: PO1, PO2 & PO3 b) value addition: PO8 c) skill-enhancement: PO7 & PO9 d) employability quotient: PO10
Course delivery	Lecture/Seminar/Interactive Activities/Experiential Learning
Evaluation scheme	Internal: Tasks and written tests (40%) End-semester: Written test (60%)
Reading list	Kumar, Sanjay and Pushp Lata. (2015). <i>English for Effective Communication</i> . Oxford University Press. Suresh Kumar, E. et.al. (2009). <i>Effective English</i> . Pearson India Pvt. Ltd.

Course title	HISTORY OF ENGLISH
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGELEC101
Semester	I
Number of credits	4
Maximum intake	
Day/Time	Monday 11am -1pm; Wednesday 9am – 11am
Name of the teacher	Dr. Sangeetha P
Course description	A brief overview of the course This course aims to give an overview of the historical, social and political factors that gave rise to the English language and shaped its trajectory. It aims to explore the emergence of a distinct language known as English and the historical factors that helped propagate it. Since the primary goal of the course is to construct a historical narrative, it will cover the three phases of its development from Old English (5 th c) to Middle English to Modern English (16 th c) and will survey the literary works that represent each period. It will also examine the role of key players whose actions influenced the language like King Alfred, William of Normandy, Chaucer and the early translators of the Bible. The course will introduce students to the major changes in

	pronunciation, spelling, meaning and vocabulary that happened over this period. Objectives of the course in terms of Programme Specific Outcomes PO1: obtain understanding of English language and Literature, and its application and affinities. PO5: develop key language and literary competencies and transferable skills for further academic pursuits and/or employability. PO11: be able to communicate the results of studies undertaken in the humanities and language and literary studies accurately in a range of contexts. Learning outcomes 1. to gain knowledge and understanding of English language and its origin 2. apply the gained knowledge to interpret literary texts better and more broadly 3. to gain a historical perspective on language learning 4. strengthen their potential as independent scholars, thinkers, and writers in the interdisciplinary academic environment
Course delivery	Lecture and Seminar (80:20)
Evaluation scheme	Internal (mode of evaluation): Examination (40) End-semester (mode of evaluation): Examination (60)
Reading list	Essential reading Baugh, A. C. and Thomas Cable. <i>A History of the English Language</i>. London: Routledge, 2012. Mugglestone, Rebecca, ed. <i>Oxford History of English</i>. Oxford: Oxford University Press, 2006.

Course title	Genres of Writing-I
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. c. New course
Course code	BAENGLITC102
Semester	I
Number of credits	4
Maximum intake	
Day/Time	Tuesday 11am – 1pm and Thursday 11am – 1pm

Name of the teacher/s	Dr. Rahul Narayan Kamble
Course description	Course Description Genres or literary forms of writing are the tools of creativity and provide various perspectives on putting across what one intends to in different ways to achieve different goals. Every genre of writing has its own mindset and set of expectations to be catered to. In order to facilitate a detailed dissemination of writing skills required to achieve different goals, the course on “Genres of Writing” has been divided into two segments: “Genres of Writing I” and “Genres Writing II” and spread over Semesters I and Semester II. These two courses provide an introduction to multiple writing forms and seek to familiarize the students with various forms of writing in fiction and nonfiction, which include both the conventional and recent modes of writing such as blog posts, journalistic writings, self-reflexive writing as well as the basics of literary composition and cultural studies. Fictional and nonfictional writing stand apart from each other on the basis of the conventions each follows; while fictional writing relies on imagination, nonfictional writing is factual. The aim of the course then is to enhance the students’ versatility as writers, and provide relevant writing techniques and skills for analyzing and constructing texts. Course Outcomes Upon completion of this course, the students will be able to: 1. understand how genres affect and influence reading and writing (a) domain specific outcomes); 2. identify elements and structuring principles of various modes of writing(a) domain specific outcomes); 3. analyze various works of fiction across genres to see how authors are influenced by personal, cultural, socio-political, and historical contexts(a) domain specific outcomes); 4. develop their perspective and claims through persuasive support and successful incorporation of research(c) skill-enhancement); 5. effectively respond to texts, discussions, and events in literary, analytical, and personal genres (a) domain specific outcomes); 6. practise the revision skills necessary for the accomplishment of writing projects in multiple genres (c) skill-enhancement); 7. constructively critique their own and peers’ writing with an awareness of the collaborative and social aspects of the writing process(c) skill-enhancement); and

	8. strengthen their potential as independent scholars, thinkers, and writers in the interdisciplinary academic environment(c) skill-enhancement).
Course delivery	Lecture, Seminar and Experiential learning (objectives 5 and 6)
Evaluation scheme	Internal (modes of evaluation): 40% three internals(1 written test, 1 presentation, 1 seminar/group activity) End-semester (mode of evaluation): 60%
Reading list	Essential reading: Fictional writing deals with narratives that seek to share emotions, ideas, and news with other people, with the main focus being on the description of events, theory, and ideas in certain ways. The major fictional genres are: 1. Fiction; this includes sub-genres such as the Novel, Novella/ Novelette, Short Story, Flash Fiction, Fantasy, Folklore (fairy tales, myths, legends, fables), Historical Fiction, Mystery, Realistic Fiction, Romance, Science Fiction, Speculative Fiction, Thriller, the Western (cowboy, settler, and outlaw stories of the American old West), Dystopian Fiction, and Tall Tales 2. Drama, which includes sub genres like Comedy, Tragedy, Tragicomedy, and Melodrama 3. Poetry; this includes sub genres like the Lyric (Elegy, Ode, Sonnet, Haiku, etc), Narrative Epic, Dramatic Poem (Dramatic Monologue, Monologue, Soliloquy, Dialogue etc), Ballad, and Free Verse

Course title	<i>An Introduction to Linguistics and Phonetics</i>
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course with revision. 20%.
Course code	BAENGLINC103
Semester	I
Number of credits	4
Maximum intake	-
Day/Time	Tuesday 9.00-11:00 and Wednesday 11.00 to 1.00
Name of the teacher/s	Dr. Anish Koshy and Dr. Didla Grace
Course description	Include the following in the course description i) A brief overview of the course

This is an introductory course to the area of Linguistics and Phonetics. The basic objectives of this course are: to familiarize students with the basic goals and assumptions of Generative Grammar, and to train students in the rudiments of linguistic analysis and linguistic argumentation, and to familiarize students with the major linguistic structures of English and their relevance to linguistic theory.

Students will learn the basic concepts and methods used by linguists in the scientific study of human language. While many key aspects will be illustrated using evidence derived primarily from English, we will discuss evidence from a variety of languages in order to better demonstrate the richness of linguistic diversity. Students will become familiar with how linguists approach and analyze language in primary fields of linguistic analysis such as morphology (word structure), syntax (phrases and sentences), semantics (meaning), phonetics (types of sound), and phonology (rules of phonetic processes), and language in society, and writing.

The course will dwell more on Phonetics which is the basis for intelligible pronunciation. All the fundamental aspects of phonetics – both segmental and suprasegmental – are dealt with in this course. Tutorial and laboratory sessions are an integral part of the course to hone the pronunciation and dictionary skills of the students.

Module 1a: Introduction to Linguistics (SS)

- what is languages
- Linguistics and the scientific study of language
- Levels of linguistic analysis

Module 2: Words and sounds: The Segmental Features of English (NS)

- a. Phonetics and Phonology; speech chain; speech organs; speech sounds in general (introduction to IPA chart); speech sounds of English
- b. The Phonological system of English sounds – vowels; criteria for description; 3-term descriptions
- c. The Phonological system of English sounds – consonants; criteria for description; 3-term descriptions

Tutorials and Laboratory Sessions

- a. Practice in the perception of sounds (vowels and consonants)
- b. Practice in the production of sounds (vowels and consonants)

- c. Dictionary skills related to pronunciation and intelligibility
- d. Phonemic Transcription Exercises

Module 3: Suprasegmental Features of English: Word Accent, Rhythm, and Intonation (NS)

Lectures

- a. Syllable; structure of the syllable; syllable division
- b. Word accent; criteria; some rules of word accent – polysyllabic words
 - a. Rhythm; types of rhythm; content words and structure words; some weak and contracted forms
- b. Tonality: tone group; structure of a tone group; unmarked
- c. Tonicity: tonic syllable; criteria; unmarked
- d. Tones: Falling, Rising, Fall-Rise; unmarked

Tutorials & Laboratory sessions

- a. Practice in the perception of the various patterns of word accent and rhythm
- b. Practice in the production of the various patterns of word accent and rhythm
- c. Dictionary skills related to word accent and rhythm
- d. Phonemic Transcription Exercises – words and sentences
 - a. Practice in perception of various patterns of intonation
 - b. Practice in production of various patterns of intonation

Module 4: Word phonology (NS)

- Phonology: sound patterns:
- segments, phonemes and allophones (minimal pairs, complementary distribution, contrast),
- syllable, syllable structure, features (e.g., +/-bilabial),
- rules (for the distribution of a phoneme) and
- derivations (of allophonic variations)

Module 4: Word formation and structure (SS)

- Word structure: morphemes (bound and free, roots and affixes, type of affixes)
- Derivation (lexical concepts-e.g., -ly, the suffix deriving adjectives from nouns) and inflection (grammatical concepts – e.g., the -ed past tense marker)
- Inflection versus derivation

- Morphological processes (e.g., affixation, blending may involve a change in sound as well as in morphological structure)

Module 5: Morpho-syntax, syntax (SS)

- Word categories and parts of speech
- structure of phrases and constituency tests
- structure of clauses
- Deep and surface structure

Module 6: Word and sentence meaning (SS)

- Semantic relations among words: synonymy/antonymy, polysemy/homophony
- Thematic roles and arguments
- verb subcategorization (number and type of arguments a verb takes needed for syntax)
- Structural ambiguity
- Discourse and conversational maxims (relevance, quality, quantity, manner)

- ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

Upon successful completion of this course, students will:

1. understand the nature of human language, and how languages work
2. demonstrate knowledge of the basic concepts in the study of linguistics and phonetics
3. Students should identify and use basic phonetic, phonological, morphological, syntactic and semantic levels of linguistic description
4. get an overview of segmental and suprasegmental features of the sound system of English language.
5. gain expertise in the production, perception, and usage of speech sounds and the different aspects of intonation.

	iii) Learning outcomes— a) domain specific outcomes: CO1, CO2, CO3 b) value addition: NA c) skill-enhancement: CO5 d) employability quotient: CO3, CO4, CO5
Course delivery	Lecture/Seminar/Experiential learning Lecture 80% Experiential Learning (Data analysis) 20%
Evaluation scheme	Internal (modes of evaluation): best 2 out of 3 tests) =40 marks End-semester (mode of evaluation): 60 marks
Reading list	Essential reading O’Grady, W. & Archibald, J. (eds). <i>Contemporary Linguistic Analysis</i> . Toronto: Pearson Education Canada, Inc. Jones, Daniel. (2007). <i>English Pronouncing Dictionary</i> . Cambridge: Cambridge University Press. Rowe, B. M., & Levine, D. P. (2018). <i>A Concise Introduction to Linguistics</i> . London: Routledge. Additional reading O’Connor, J. D. (1979). <i>Better English Pronunciation</i> . Cambridge: Cambridge University Press. Hancock, Mark. (2003). <i>English Pronunciation in Use</i> . Cambridge: Cambridge University Press