

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Multimodal Writing
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision. Mention the percentage of revision and highlight the changes made.</p> <p>c. New course</p>
Course code	BAENGSEC150
Semester	2
Number of credits	3
Maximum intake	
Day/Time	Monday 2 to 4 pm and Wednesday 11 am to 1 pm
Name of the teacher/s	Dr Kshema Jose
Course description	<p>Include the following in the course description (find below)</p> <p>i) A brief overview of the course</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>iii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)</p>
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ul style="list-style-type: none"> • team presentation of a multimodal text analysis • individual design of descriptive and narrative multimodal texts • group design of argumentative multimodal texts <p>End-semester (mode of evaluation):</p> <ul style="list-style-type: none"> • Individual: creating a multimodal argumentative text
Reading list	<p>Essential reading</p> <p>Additional reading</p>

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Genres of Writing II
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes
Course code	BAENGLITC151
Semester	II
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday and Thursday 11 am to 1 pm
Name of the teacher/s	Dr. Jai Singh
Course description	<p>Include the following in the course description</p> <p>iv) A brief overview of the course</p> <p>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 “Genres of Writing-II” provides 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. The aim of the course is to enhance the students’ versatility as writers, provide relevant writing techniques and skills for analyzing and constructing texts.</p> <p>Nonfictional forms of writing deal with facts, opinions, and the real world. These writings are based on extensive research, reportage, personal experiences and opinions, explanations, and expositions. The important categories of nonfiction are: 1) Personal Narrative, which includes the sub-genres of Biography, Autobiography, and Memoir; 2) Journals, Diaries, and Letters; 3) Self-Help; 4) Expository writing; 5) Narrative Nonfiction and Blogs; 6) Essays; 7) Informational Texts that include Text Books, User Manuals, Periodicals, News articles, and Travel</p>

	<p>Guides/Accounts.</p> <p>v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>The main objective of this course is to increase students' awareness of the relation between form and content, strengthen their agency and versatility as readers and writers and provide them with tools for analyzing as well as creating texts.</p> <p>vi) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)</p> <p>a) Engage with readings critically by evaluating the various contexts (social, historical, or personal) surrounding and underpinning each text.</p> <p>b) Identify and utilize elements, structuring principles and conventions of various genres</p> <p>c) Recognize and utilize the correspondence between form and content as well as the implications of this relation for the field of cultural studies Culture, Politics and Society</p> <p>d) Content writing</p>
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal (modes of evaluation): Written Exam</p> <p>End-semester (mode of evaluation): Written Exam</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1. Personal Narrative: <i>Steve Jobs</i> by Walter Issacson, <i>My Experiments with Truth</i> by M. K. Gandhi, <i>Wild</i> by Cheryl Strayed, and <i>When Breath Becomes Air</i> by Paul Kalanithi 2. Journals, Diaries, and Letters: <i>The Diary of a Young Girl</i> by Anne Frank and <i>Ever Yours: The Essential Letters</i> by Vincent Van Gogh. 3. Self-Help: <i>How to Win Friends and Influence People</i> by Dale Carnegie 4. Expository writing: <i>Death by Black Hole</i> by Neil deGrass Tyson 5. Narrative Nonfiction: <i>In Cold Blood</i> by Trueman Capote 6. Essay: <i>The Source of Self Regard</i> by Toni Morrison <p>Additional reading</p> <ol style="list-style-type: none"> 1. Informational Texts/User Manuals, Recipe Books, Text Books, Periodicals, News Articles, Travel Guides and Accounts: <i>The</i>

	<i>Empire of all Maladies</i> by Siddharth Mukherjee, <i>Turn Right at Machu Picchu</i> by Mark Adams, and <i>Instantly Indian Cookbook</i> by Madhur Jaffrey
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Genres of Writing II

Upon successful completion of the programme, participants will have

Knowledge and understanding	PO1	understand how genres affect and influence reading and writing;
	PO2	identify elements and structuring principles of various modes of writing;
	PO3	analyse various works of nonfiction across genres to see how authors are influenced by personal, cultural, socio-political, and historical contexts;
	PO4	develop their perspective and claims through persuasive support and successful incorporation of research;
Skills required to perform and accomplish tasks.	PO5	effectively respond to texts, discussions, and events in literary, analytical, and personal genres;
	PO6	practice the revision skills necessary for the accomplishment of writing projects in multiple genres;
	PO7	Learning presentation skills, debate, declamation, writing skills, that would be valuable in professional undertakings such as government, IT, corporate agencies, publishing houses, educational sector, advertising, HR, marketing and media.
	PO8	Learning the use of Digital technologies to understand visual cultures, performative arts, and their relevance in Education.
Application of knowledge and skills.	PO9	constructively critique their own and peers' writing with an awareness of the collaborative, cultural, and social aspects of the writing process;
	PO10	Learning Interpretation and analysis of texts in their social, historical, political, and cultural contexts.
	PO11	Acquiring skills in writing on relatively recent domains such as digital world.
Generic learning outcomes.	PO12	Acquiring linguistic competence, nuanced articulation, and cognitive rigour required for high achievement in multiple domains of employment.
	PO13	strengthen their potential as independent scholars, thinkers, and writers in an interdisciplinary academic environment;
	PO14	Acquiring interdisciplinary approach to understand literature.
	PO15	enhance scope for developing themselves as customized

		content writers for varied purposes catering to the academic, entertainment, instructional, reporting, advertisement, and marketing and other business needs.
	PO16	Initiation of the process of becoming critical thinkers and scholars.

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Course title	THE PHONETICS OF ENGLISH
Category (Mention the appropriate category (a/b/c) in the course description.)	a) Existing course without changes
Course code	BAENGLINC 152
Semester	2
Number of credits	4
Maximum intake	Core
Day/Time	Wednesday 2 to 4 pm and Friday 11 am to 1 pm
Name of the teacher/s	Dr. Neelam Singh
Course description	<p>i) A brief overview of the course</p> <p>This is a second level course in Phonetics of English dealing with suprasegmental features - Syllable, Word accent, Rhythm and Intonation. The course also explores the concept of allophone and presents the allophonic variants of English phonemes. It also deals with the morphophonemic processes in continuous speech.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>Knowledge and Understanding</p> <p>PO1: Obtain understanding of English Language and Literature and its applications and affinities to disciplinary areas/subjects of study.</p>

PO2: Acquire critical understanding of the established theories, principles, concepts, and emerging issues in English Language and Literary studies.

Skills related to one's specialization

PO4: Acquire research skills to undertake studies in the domains of English Language teaching, Linguistics, and Literatures.

PO5: Develop key language and literary competencies and transferable skills for further academic pursuits and/or employability.

Application of Knowledge and skills

PO9: Use the knowledge and experience to discover and promote new kinds of writing, new strategies for classroom communication.

Generic learning Outcomes

PO10: Identify and address one's own learning needs, making use of existing and emerging research, development and professional materials.

PO11: Be able to communicate the results of studies undertaken in the humanities and language and literary studies accurately in a range of contexts.

iii) Learning outcomes

a) domain specific outcomes

Upon completion of the course, students will

CO1: learn the principles behind marking primary accent in polysyllabic words;

CO2: learn to use all the weak and contracted forms in connected speech in order to maintain the rhythm of spoken English;

CO3: learn the three aspects of intonation in relation to the meaning that is being conveyed, and the three primary tones of English;

CO4: be able to identify the allophonic variants of all the consonants and vowels of English; and the environments in which they are realized;

CO5: be able to transcribe phonetically; and

	<p>CO6: Have an awareness of the morphophonemic processes that occur in continuous speech.</p> <p>b) value addition This course is aimed at accent neutralization of ESL (English as a second language) learners.</p> <p>c) skill-enhancement This course will adequately train the learners to improve their pronunciation skills.</p> <p>d) employability quotient On completion of this course, the learners will be thoroughly equipped to teach the nuances of English language pronunciation thereby increasing the scope of employability in academia and corporate world.</p>
Course delivery	Lecture and experiential learning
Evaluation scheme	Internals (40%): Written Tests (40 %) Externals (60%): Semester-end Written Exam (60%)
Reading list	<p>Essential reading</p> <p>Roach, P. (2009). <i>English phonetics and phonology paperback with audio CDs (2): A practical course</i>. Cambridge university press.</p> <p>Carr, P. (2019). <i>English phonetics and phonology: An introduction</i>. John Wiley & Sons.</p> <p>Additional reading</p> <p>Ogden, R. (2017). <i>Introduction to English phonetics</i>. Edinburgh university press.</p> <p>Cruttenden, A. (2014). <i>Gimson's pronunciation of English</i>. Routledge.</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTION

Course title	Modern English Grammar and Usage
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>e. Existing course without changes</p> <p>f. Existing course with revision. Mention the percentage of revision and highlight the changes made.</p> <p>g. New course</p>
Course code	BAENGSEC150
Semester	II
Number of credits	4
Maximum intake	30
Day/Time	Monday 11 AM to 1 PM and Thursday 4 to 6 PM
Name of the teacher/s	Dr Pusuluri Sreehari
Course description	<p>vii) A brief overview of the course:</p> <p>This course offers a clear and practical introduction to modern British English grammar and usage. It is designed to strengthen both written and spoken communication by helping learners understand the rules and patterns that shape effective expression. While British grammar can seem complex and difficult to master, it is an essential foundation for accurate and confident communication.</p> <p>Through focused lessons, you will explore the fundamentals of grammar alongside common usage in everyday British English. By the end of the course, you will not only improve your writing skills but also gain the confidence to apply grammar effectively in academic, professional, and personal contexts.</p> <p>viii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered):</p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. acquire crucial grammar rules and standard English usage. 2. unlearn a good number of fossilized grammatical errors and nonstandard English usage. 3. understand the difference between implicit English

	<p>grammar and explicit English grammar.</p> <p>ix) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient:</p> <p>a) domain specific outcomes: PO1 & PO3 b) value addition: PO12 & PO14 c) skill-enhancement: PO8 d) employability quotient: PO13</p>
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ul style="list-style-type: none"> • team presentation of grammar topics and lessons • individual designs of activities and lesson plans <p>End-semester (mode of evaluation):</p> <ul style="list-style-type: none"> • Micro-teaching • Written test
Reading list	<ol style="list-style-type: none"> 1. Martin Hewings – Advanced English Grammar 2. Raymond Murphy – English Grammar in Use 3. John Eastwood – Oxford Practice Grammar 4. Thomson Martinet – A Practical English Grammar