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.)	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	BAENGAEC150
Semester	2
Number of credits	3
Maximum intake	
Day/Time	
Name of the teacher/s	Kshema Jose

Course description	Include the following in the course description (find below)
	    i) A brief overview of the course
	    ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	    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)

Course delivery	**Lecture/Seminar/Experiential learning**

Evaluation scheme	Internal (modes of evaluation):
	    • team presentation of a multimodal text analysis
	    • individual design of descriptive and narrative multimodal texts
	    • group design of argumentative multimodal texts
	
	End-semester (mode of evaluation):
	    • Individual: creating a multimodal argumentative text

Reading list	Essential reading Additional reading

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	3
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	
Name of the teacher/s	Dr. Jai Singh
Course description	Include the following in the course description iv) A brief overview of the course 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. 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 Guides/Accounts. v) Objectives of the course in terms of Programme Specific

	Outcomes (PSO of the Programme under which the course is being offered)
	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.
	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)
	a) Engage with readings critically by evaluating the various contexts (social, historical, or personal) surrounding and underpinning each text.
	b) Identify and utilize elements, structuring principles and conventions of various genres
	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
	d) Content writing
Course delivery	**Lecture**/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): **Written Exam** End-semester (mode of evaluation): Written Exam *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
Reading list	Essential reading 1. **Personal Narrative:** *Steve Jobs* by Walter Issacson, *My Experiments with Truth* by M. K. Gandhi, *Wild* by Cheryl Strayed, and *When Breath Becomes Air* by Paul Kalanithi 2. **Journals, Diaries, and Letters:** *The Diary of a Young Girl* by Anne Frank and *Ever Yours: The Essential Letters* by Vincent Van Gogh. 3. **Self-Help:** *How to Win Friends and Influence People* by Dale Carnegie 4. **Expository writing:** *Death by Black Hole* by Neil deGrass Tyson *5.* **Narrative Nonfiction:** *In Cold Blood* by Trueman Capote 6. **Essay:** *The Source of Self Regard* by Toni Morrison Additional reading 1. **Informational Texts/User Manuals, Recipe Books, Text Books, Periodicals, News Articles, Travel Guides and Accounts**: *The Empire of all Maladies* by Siddharth Mukherjee, *Turn Right at Machu Picchu* by Mark Adams, and *Instantly Indian Cookbook* by

		Madhur Jaffrey

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

		marking and other business needs.
	PO16	Initiation of the process of becoming critical thinkers and scholars.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

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	3
Maximum intake	Core
Day/Time	Tuesday: 11 am -1pm Friday: 11 am -12 noon
Name of the teacher/s	Dr. Neelam Singh
Course description	**i)** **A brief overview of the course** 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. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) **Knowledge and Understanding** **PO1:** Obtain understanding of English Language and Literature and its applications and affinities to disciplinary areas/subjects of study. **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

CO6: Have an awareness of the morphophonemic processes that occur in continuous speech.

b) value addition
     This course is aimed at accent neutralization of ESL

	(English as a second language) learners. c) skill-enhancement This course will adequately train the learners to improve their pronunciation skills. 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.
Course delivery	Lecture and experiential learning
Evaluation scheme	Internals (40%): Written Tests (40 %) Externals (60%): Semester-end Written Exam (60%)
Reading list	Essential reading Roach, P. (2009). *English phonetics and phonology paperback with audio CDs (2): A practical course*. Cambridge university press. Carr, P. (2019). *English phonetics and phonology: An introduction*. John Wiley & Sons. Additional reading Ogden, R. (2017). *Introduction to English phonetics*. Edinburgh university press. Cruttenden, A. (2014). *Gimson's pronunciation of English*. Routledge.

Course Code: BAENGLINC153

Course Title: Modern English Grammar and Usage

Core/Elective: Core

Credits: 3

Name of the teacher: Prof. Vedasharan M.E.

Course Description

This course is about learning modern British English grammar and usage. Not only will it help you improve your written English but also it will make you become confident about your English grammar and usage. One of the most crucial language skills that is a must for effective communication, especially for effective written communication, is mastering British English grammar and usage. Although mastering British English grammar and usage is extremely difficult and daunting, it is an essential part of improving your written and oral communication.

The rules of British English grammar may seem notoriously difficult and arbitrary to get right and almost impossible to grasp fully, but without getting the grammar rules right you may find it hard to get your message across, especially in written communication. This course introduces you to the basics behind modern English grammar. Apart from the rules of British English grammar, you will learn common British English usage.

Module 1
Connotations of Grammar and Usage
Grammar versus Usage
Tenses and Times
Tenses and Aspects
Uses of Tenses

Module 2
Modals
Connotations of Modals
Uses of Modals
Interrogatives – Direct and Indirect WH-Questions, Polarity Questions, and Tag Questions

Module 3
Moods: Mandative Subjunctive Mood and Were-Subjunctive Mood
Functional Labels
Categorical Labels

Module 4
Concord: Grammatical Concord, Notional Concord, and Proximity Concord
Determiners
Passive
Relative Clauses

Course Outcomes

1. You will have acquired some of the crucial grammar rules and standard English usage.
2. You will have unlearned a good number of fossilized grammatical errors and nonstandard English usage.
3. You will have acquired both the implicit English grammar and explicit English grammar.
4. Not only will you be able to diagnose the grammatical mistakes but you will also be able to account for them.

Skills: 1. Content Writing
      2. Editing English texts
      3. Teaching English Grammar

Recommended Reading

Martin Hewings – *Advanced English Grammar*
Raymond Murphy – *English Grammar in Use*

John Eastwood – *Oxford Practice Grammar*
Thomson Martinet – *A Practical English Grammar*

Evaluation Scheme

The assessment for the course will be based on weekly assignments and monthly tests in addition to the semester-end written examination.