**G.PULLAIAH COLLEGE OF ENGINEERING AND TECHNOLOGY**

**DEPARTMENT OF HUMANITIES &SCIENCES**

**I B.TECH II SEM**

**COURSE DESCRIPTION**

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| --- | --- | --- | --- | --- | --- |
| **Course Code** | **:** | **15A52201** | | | |
| **Course Title** | **:** | **ENGLISH FOR PROFESSIONAL COMMUNICATION** | | | |
| **Course Structure** | **:** | Lectures | Tutorials |  | Credits |
| 3 | - |  | 3 |
| **Course Coordinator** | **:** | G.Sashi Kumar | | | |
| **Team of Instructors** | **:** | Dr. T. Sujatha, M. Sridevi, L. Tehseen Khanam, | | | |

**I. Course Overview:**

 The basic idea behind offering English as a subject at the undergraduate level is to acquaint students with a language held by common consent to be the most popular language and predictably the most used in countries across the globe. The lessons included as part of syllabus, aim to take the nuances of English to students as it reveals its strengths and complexity when used to perform a variety of functions. For prospective engineers, nothing could be more useful or productive than being able to reach out to the world of technology and business through letters, advertisements, posters, technical presentations, report writing, seminars etc. and teachers of English have  a special role to play in  polishing and honing the linguistic skills of engineers in the making, through a variety of tasks, assignments and role plays that bring alive the language in the classroom and prepare students for the world of work. The mission of taking the language to students is achieved from teaching texts that are rich in vocabulary and grammar, texts that teach learners how to contextualize, situate meaning amidst ambiguity and learn the art of being able to persuade, compel, cajole, complain, narrate, describe etc. through recourse to a range of devices- linguistic and literary- on offer.  Besides, the course has in mind the task of preparing students to fulfill basic functions with language that come their way during the course of study, such as being able to compose email effectively, prepare technical papers abstracts, write effective business ,formal and job application letters , publish articles, write memos and technical reports, etc.

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**II. Prerequisite(s):**

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| --- | --- | --- | --- |
| **Level** | **Credits** | **Periods / Week** | **Prerequisites** |
| UG | 3 | 4 | Knowledge of grammar and minimum vocabulary |

**III. Marks Distribution:**

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| --- | --- | --- |
| **Sessional Marks** | **University End Exam Marks** | **Total Marks** |
| Two midterm examinations. Each midterm examination consists of objective paper for 10 marks and subjective paper for 20 marks with duration of 1hour 50 minutes (20 minutes for objective and 90 minutes for subjective paper).Objective paper is set for 20 bits for 10 marks. Subjective paper shall contain 5 questions of which student has to answer 3 questions evaluated**\*** for 20 marks. First midterm examination shall be conducted for I,II units of syllabus and second midterm examination shall be conducted for III -V units. The total marks secured by the student in each midterm examination for 30 marks is considered and the better of the two midterm examinations average shall be taken as the final sessional marks secured by each candidate in the subject. | 70 | 100 |

**IV. Evaluation Scheme:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Component** | **Duration**  **(hours)** | **Marks** |
| 1 | I Mid Examination | 1hrs 50mts | 30 |
| 2 | II Mid Examination | 1hrs 50mts | 30 |
| 3 | External Examination | 3 hrs | 70 |

**V. Course Objectives:**

1. To familiarize learners with the Indian scenario where science and technology is concerned and give them an inkling of the lives of Indian scientist who worked for the cause of science.
2. To know the importance of humanity, love and service to mankind with reference to Mother Theresa’s biography.
3. To give an opportunity to learners to sample argumentative, narrative, descriptive and   persuasive styles of writing.
4. To motivate learners to aspire high from discussing the achievements of eminent personalities like Amartya sen and encourage them in dreaming high.
5. To give an opportunity to learners to sample argumentative, narrative, descriptive style of writing.
6. To present learners with a brief history of Nobel laureates like C.V.Raman,Gertrude Elion
7. To enable the learners to use grammar and vocabulary confidently.
8. To introduce the finer nuances of written communication in letter writing, email writing, memo writing.
9. To introduce the finer nuances of written communication in report writing.

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**VI. Course Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Describe the importance of listening and reading skills.
2. Demonstrate listening and reading skills in speaking and writing technical contents.
3. Explain in one’s own words the steps for performing a complex tasks: group discussion and interview.
4. Analyze information in science and technological context.
5. Evaluate approaches, methods and solutions related to learning LSRW Skills.
6. Design a strategy to perform a specific task.
7. Equip themselves with critical reading and get information from the context with the help of root words and contextual clues.

**VII. How Course Outcomes are assessed:**

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| --- | --- | --- | --- |
| **Program Outcomes** | | **Level** | **Proficiency assessed by** |
| a | An ability to apply knowledge of mathematics, science and engineering fundamentals to the conceptualization of engineering models (**Fundamental Engineering Analysis Skills**). | N | -- |
| b | An ability to design and conduct experiments, as well as analyze and interpret the data (**Information retrieval skills**). | N | -- |
| c | An ability to design, implement and evaluate desired needs within realistic constraints such as economic, environmental, social, ethical, health and safety, and sustainability (**Creative Skills**). | S | -- |
| d | An ability to function effectively as an individual and as a member or a leader in multidisciplinary teams (**Team Work**). | N | -- |
| e | An ability to identify, formulate and apply appropriate techniques, resources and to solve engineering problems (**Engineering Problem Solving Skills**). | N | -- |
| f | An understanding of professional ethics and responsibilities of engineering practice (**Professional Integrity**). | N | -- |
| g | An ability to communicate effectively with the engineering community and society at large such as writing effective reports and making effective presentations (**Communication Skills**). | H | Assignments, worksheets, seminars |
| h | Understanding of the impact of engineering solutions in a global, economic, environmental and societal context (**Engineering impact assessment skills**). | N | -- |
| i | An ability to engage in life-long learning and an understanding of the need to keep current of the developments in the specific field of practice (**Continuing education awareness**). | S | Seminars Discussions |
| j | Knowledge of contemporary issues like increased use of portable devices, rising health care costs and etc. which influence engineering design (**Social awareness**). | S | Seminars Discussions |
| k | An ability to use current techniques, skills and modern engineering tools necessary to analyze engineering practice (**Practical engineering analysis skills**). | N | -- |
| l | An ability to apply creativity in design and development of electronic circuits, equipment, components, sub-systems and systems (**Software and Hardware Interface**). | N | -- |
| m | An ability to recognize the importance of professional developments by pursuing post graduate studies or facing competitive examinations that offer challenging and rewarding careers in designing (**Successful Career and Immediate Employment**). | S | Assignments seminars |

**N = None S = Supportive H = Highly Related**

**VIII. Syllabus:**

**UNIT –I**

**UNIT –I**

**Topics:** Group discussion, cause and effect, events and perspectives, debate, if conditional, essay writing.

**Text: LESSONS FROM THE PAST** from ***MINDSCAPES***

Importance of History - Differing Perspectives - Modern Corporatism - Lessons From The Past

**UNIT –II**

**Topics:** Idioms, essay writing, power point presentation, modals, listening and rewriting, preparing summary, debate, group discussion, role play, writing a book review, conversation

**Text: ‘ENERGY’** from ***MINDSCAPES***

Renewable and Non-Renewable Sources - Alternative Sources -Conservation -Nuclear Energy

**UNIT –III**

**Topics:** Vocabulary, impromptu speech, creative writing, direct and indirect speech, fixed expressions, developing creative writing skills, accents, presentation skills, making posters, report writing

**Text: ‘ENGINEERING ETHICS’** from ***MINDSCAPES***

Challenger Disaster - Biotechnology - Genetic Engineering - Protection From Natural Calamities

**UNIT –IV**

**Topics:** Vocabulary, Conversation, Collocation, Group discussion, Note-making, Clauses, Interpreting charts and tables , Report writing.

**Text: ‘TRAVEL AND TOURISM’** from ***MINDSCAPES***

Advantages and Disadvantages of Travel - Tourism - Atithi Devo Bhava - Tourism in India

**UNIT –V**

**Topics:** Vocabulary, phrasal verbs, writing a profile, connectives, discourse markers, problem-solving, telephone skills, application letters, curriculum vitae, interviews (telephone and personal)

**Text: ‘GETTING JOB-READY’** from ***MINDSCAPES***

SWOT Analysis - Companies And Ways Of Powering Growth - Preparing For Interviews 

**Text Books:**

1. MINDSCAPES: English for Technologists and Engineers, Orient Blackswan, 2014.

**REFERENCES:**

1**. Effective Tech Communication,** Rizvi,Tata McGraw-Hill

Education, 2007.

2. **Technical Communication,** Meenakshi Raman, Oxford University Press.

3. **English Conversations Prcatice,** Grant Taylor, Tata Mc GrawHill publications,2013**.**

4**.Practical English Grammar.** Thomson and Martinet, OUP, 2010.

**Expected Outcomes:**

At the end of the course, students would be expected to:

1. Have acquired ability to participate effectively in group discussions.

2. Have developed ability in writing in various contexts.

3. Have acquired a proper level of competence for employability.

**IX. List of Text Books / References / Websites / Journals / Others**

**Text Books:**

1. MIND SCAPES, English for tehchnologists and Engineers. Orient Blackswan

**Reference Books:**

1. A Practical Course in Effective English Speaking Skills by J.K.Gangal, PHI Publishers, New Delhi.2012
2. Technical Communication, Meenakshi Raman, Oxford University Press,2011.
3. Spoken English, R.K. Bansal & JB Harrison, Orient Longman,2013, 4Th edition.
4. Murphy‟s English Grammar with CD, Murphy, Cambridge University Press,3 Rd edition.
5. An Interactive Grammar of Modern English, Shivendra K. Verma and Hemlatha Nagarajan , Frank Bros & CO,2008.

Orient Black Swan, Hyderabad

**X. Course Plan:**

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| --- | --- | --- | --- | --- |
| **Lecture No.** | **Learning Objective** | | **Topics to be covered** | **Reference** |
| **UNIT-I** | | | | |
| 1 | To able to understand about Importance of History | | Importance of History | **T1** |
| 2 | To able to understand Differing Perspectives | | Differing Perspectives | **T1** |
| 3 | To be able to understand Modern Corporatism | | Modern Corporatism | **T1** |
| 4 | To develop an awareness about Lessons From The Past | | Lessons From The Past | **T1** |
| 5 | To develop the ability to design posters on Importance of History | | Importance of History | **T1** |
| 6 | To understand the importance of essay writing, cause and effect, debate. | | Language part of Importance of history | **T1** |
| **UNIT-II** | | | | |
| 7 | To be able to link between Renewable Sources & Non-Renewable Sources | | Renewable Sources | **T1** |
| 8 | To develop a passion towards Natural Resources | | Non-Renewable Sources | **T1** |
| 9 | To discuss technologies in the Alternative Sources | | Alternative Sources | **T1** |
| 10 | To teach current and long term applications of Nuclear Energy | | Conservation , Nuclear Energy | **T1** |
| 11 | To understand the importance of preparing summary, role-play , idioms | | Language part of Renewable and Non-Renewable Sources | **T1** |
| **UNIT-III** | | | | |
| 12 | To be able to discuss Engineering Ethics | Challenger Disaster | | **T1** |
| 13 | To identify the importance of Biotechnology | Biotechnology | | **T1** |
| 14 | To be able to analyze the problems related to Genetic Engineering | Genetic Engineering | | **T1** |
| 15 | To study the technology used to detect or to predict Natural Calamities | Protection From Natural Calamities | | **T1** |
| 16 | To understand the importance of vocabulary, presentation skills, speech | Language part of Challenger Disaster | | **T1** |
| **UNIT-IV** | | | | |
| 17 | To understand different means to explore the world | | Advantages and Disadvantages of Travel | **T1** |
| 18 | To understand the concept of Tourism | | Tourism | **T1** |
| 19 | To understand the concept of government scheme of tourism | | Atithi Devo Bhava | **T1** |
| 20 | To understand the different schemes implemented by the govt. to develop the Tourism. | | Tourism in India | **T1** |
| 21 | To understand collocations, note-making, clauses, and interpreting charts and tables. | | Language part of Tourism in India | **T1** |
| **UNIT-V** | | | | |
| 22 | To understand the basic meaning of SWOT | | SWOT Analysis | **T1** |
| 23 | To give a critical approach to various companies and writing a profile of the companies | | Companies And Ways Of Powering Growth | **T1** |
| 24 | To give an opportunity to analyze and evaluate the current trends used by MNCs | | Preparing For Interviews | **T1** |
| 25 | To give an opportunity to frame a resume | | Language part of Preparing For Interviews | **T1** |
| 26 | To get an idea about interview skills, writing application letters. | | Language part of Preparing For Interviews | **T1** |

**Prepared : G.Sashi Kumar**