

APPENDIX
B.COM GENERAL ENGLISH
COMMUNICATION SKILLS I (CS 1)

Course Objectives

This course will be offered in Semester I to C stream students of B.Com. It is designed to ensure that such students may have an opportunity to acquire the language skills necessary for undergraduate work. More specifically, this course will help them work towards their entry into the next course (*Communicative Skills-II*) and thus into subsequent courses such as *English Across the Curriculum/Regular* and *Readings I*.

Skills to be developed

- i. Rapid-reading skills to develop the habit of independent reading
- ii. Comprehending simple/simplified texts
- iii. Comprehending and responding to classroom discourse
- iv. Writing – Guided Composition
- v. Vocabulary development
- vi. Correct use of basic grammatical structures
- vii. Reference Skills – Consulting a dictionary/index/ library catalogue/ searching for material on the internet/collecting information from newspapers and magazines
- viii. Mechanics of writing: basic punctuation, avoiding errors in spelling, understanding the use of capital/small letters.
- ix. Competence in transferring information from the visual to the verbal; interpreting the visual

Elaboration of Objectives

Extensive Reading (6 hours)

Developing rapid reading skills and moving from short passages to longer pieces—thus towards enjoying reading as a habit. While this process may begin in the classroom, the teacher must ensure that the student progresses towards independent reading outside of the learning situation. It is suggested that teachers use cartoons and comic-strips as one component of this activity.

Intensive Reading (20 hours)

Reading pieces in the classroom, drawn from a variety of genres. Picking out the essentials in the passages given and answering factual questions orally and in writing. Information Transfer: Pictures/Diagrams/Maps rendered in words

Responding to Classroom Discourse (6 hours)

Note-taking during lectures: exercises towards effective note-taking. Participating in general discussions arising out of intensive reading. Responding to real-life transactions: making short presentations, answering questions/asking questions effectively in such situations.

Guided Writing (12 hours)

The student must be able to carry out basic tasks such as description, narration and process-analysis by the end of the semester. These skills are to be elicited rather than taught and, therefore, the emphasis here should ideally be on situations drawn from the world that the student comes from.

Reference Skills (10 hours)

Using a dictionary for spelling, pronunciation, meaning and usage.
Improving Vocabulary through exposure to simple crosswords/word-games
Understanding variations in meaning and how they depend on context
Guessing meaning from context
Identifying alternatives for words with the help of a thesaurus.
Locating information in a table of contents/index/catalogue.
Using the library to obtain specific information/ searching the Internet

Remediation for Grammar, Vocabulary, and Writing (6 hours)

Remediation of faulty constructions noticed in composition
Words often confused: familiarity with synonyms and antonyms
Avoiding errors in punctuation: using the comma and the semi-colon.

.Course Methodology

- i. Learning-centred: encouraging students to bank on their own resources to deal with a simple text. Teachers facilitate comprehension and acquisition of new skills through exercises in class accompanied by regular evaluation of student progress.
- ii. Students are encouraged to express themselves freely—via available inter-languages and perhaps even their own languages initially. Emphasis on communication rather than correctness to begin with, followed by gradual remediation.
- iii. Translation to English from familiar languages as a means of promoting vocabulary development and ideation.

Course Content

The list provided here is meant only to indicate a possible range.
Passages from Swami and Friends (R.K Narayan) and Ooru Keri (Siddalingaiah)
Folktales from India, Comic strips in the daily newspaper, Newspaper middles

Testing

Continuous Internal Assessment: 30 marks

One Test, Written Assignment /Oral Presentation, and attendance: 5 marks

End Semester Examination (70 marks)

Based on unseen passages

COMMUNICATION SKILLS II (CS 2)

Course Objectives

The course will be offered to

- a) Students of B stream in Semester I
- b) Students of C Stream in Semester II

This course will prepare students for III Semester courses such as *General Course I* and *Elective I*

Skills to be developed

- a) Intensive Reading: 24 hours
- b) Extensive Reading: 8 hours
- c) Written Communication & Study Skills: 16 hours
- d) Speaking & Listening: 8 hours
- e) Library Skills: 4 hours

Elaboration of Objectives

Intensive Reading: 24 hours

1. Understanding the meanings of words, phrases and sentences in context.
2. Understanding logical relationships between statements-specifically, recognizing linkers and the cohesive relationships they produce
3. Inferring facts, opinions, reasons, causes, results, conclusions and general statements from a given passage.
4. Skimming a passage to identify general ideas and information
5. Surveying a passage to get an overall impression
6. Scanning a passage to locate specific details/particular information
7. Pinpointing arguments in a given passage
8. Retrieving relevant information from charts/graphs/time-tables etc.
9. Analysing advertisements, responding to pictures and photographs

Extensive Reading: 8 hours

The student will read two books---One each of fiction and non-fiction-from a prepared list and submit a written assignment on one of the books. Teachers are encouraged to hand out excerpts from graphic novels for a few classroom exercises.

Communication & Study Skills: 16 hours

1. Training the student to write coherently and familiarizing them with different writing strategies such as description; narration, expository writing etc.

2. Specific focus on descriptive writing linked to objects, places and persons: narrative writing emphasizing chronological order and different points of view leading to independent narrative writing; expository writing with an emphasis on definition, comparison/contrast, cause-effect etc.

Speaking & Listening: 8 hours

1. Training in listening to identify key words in speech, specific information in normal speech, to discriminate between specific information and detail/redundancies, taking down main points and notes while listening to a lecture.
2. Training in speaking for day-to-day activities and for making presentations in class.

Library Skills: 4 hours

Using dictionaries and reference works
Basic note-making skills

Course Methodology

The teacher's role is that of facilitating the learning process. The teacher will provide feedback and reformulation by enabling the learner to rephrase utterances. Lecturing of the explicatory kind to be minimized. Activity-oriented classroom situation using pair-work and small-group work.

Course Content

Intensive Reading Exercises drawn from Sports/Humour/Travel themes in Coursebook from unpublished thesis by Barbra Naidu.

The individual teacher may also improvise themes in line with the objectives identified above.

Extensive Reading List comprising selections from
Katha Volumes 7 & 8

Bravo Prof Shonku by Satyajit Ray.

The Vendor of Sweets by R. K. Narayan.

Brahmins and Bungalows by Kavitha Watsa

Everybody Loves a Good Drought by P. Sainath

Butter Chicken in Ludhiana by Pankaj Mishra

Testing

Testing

Continuous Internal Assessment: 30 marks

One Test, Written Assignment /Oral Presentation, and attendance: 5 marks

End Semester Examination (70 marks)

Based on unseen passages

COMMUNICATION SKILLS III (CS 3)

Course Objectives

This course will be offered to B.A and B.SC students of Stream A in the first semester. This course is a continuation of Communication Skills-2 and prepares students for the General and Elective courses of Semester III.

Skills to be developed

- a) Intensive Reading: 24 hours
- b) Extensive Reading: 10 hours
- c) Written Communication & Study Skills: 14 hours
- d) Speaking & Listening: 8 hours
- e) Library Skills: 4 hours

Elaboration of Objectives

Intensive Reading: 20 hours

1. Rapid scanning of longer passages for specific information
2. Summarising the main ideas of the passage
3. Judging the tone of the passage
4. Selecting information from a passage for a particular purpose
5. Understanding implication through close reading

Extensive Reading: 10 hours

The student is encouraged to read extensively, and more importantly to read outside his/her zone of comfort/familiarity, **and** to transact with different kinds of texts—graphic novels, cinema, documentaries, TV series, YouTube videos and the like.

Written Communication & Study Skills: 18 hours

1. Training the student to write coherently and familiarizing them with different writing strategies such as description; narration, expository writing etc.
2. Specific focus on descriptive writing linked to objects, places and persons: narrative writing emphasizing chronological order and different points of view leading to independent narrative writing; expository writing with an emphasis on definition, comparison/contrast, cause-effect etc.

Tasks must involve extended writing with an emphasis on inferential skills and on responding to nuance, in addition to exploring personal experience.

Speaking & Listening: 8 hours

Enhancing the learner's transactional communicational skills through exposure to cinema/television followed by classroom debate and discussion.

Library Skills: 4 hours

Consulting dictionaries, thesauruses and encyclopaedias

Making use of the library in locating information for writing assignments

Using the Internet wisely.

Course Content

Intensive Reading Exercises: Thematic selections must be organised by individual teachers: they may either develop on themes such as Language Change/Folk Tales/Science & Violence/Women (in Naidu: Coursebook from unpublished thesis) or improvise their own themes.

Extensive Reading List comprising

- a. Lihaaf and other stories by Ismat Chughtai
- b. Haroun and the Sea of Stories by Salman Rushdie
- c. On a Shoestring to Coorg by Dervla Murphy
- d. Two Lives by Vikram Seth
- e. The Hungry Tide by Amitav Ghosh.
- f. My Ear at His Heart by Hanif Kureishi
- g. The Lives of a Cell by Lewis Thomas
- h. Why is Sex Fun? by Jared Diamond

The student may also work on fiction/non-fiction of his/her choice.

Course Methodology

A learner-focused and learning -oriented approach will be employed with the teacher continuing to play the role of facilitator.

Testing

Continuous Internal Assessment: 30 marks

One Test, Written Assignment /Oral Presentation, and attendance: 5 marks

End Semester Examination (70 marks)

Based on unseen passages

Readings I—for CS-3 students in Semester II

Rationale/ Objectives

Readings I, under the reorganized syllabus, will lead CS-3 students through a sampling drawn from modern poetry, and modern fiction (specifically, the short story and the graphic novel) towards theories of literature/narrative/popular culture. The reading list will also introduce students to long-form journalism.

This course is intended as a bridge between the traditional focus of English classes and the new experiences that General/Elective courses in Semester III will offer. The Sciences and the Humanities draw upon narrative continually as a way of structuring the knowledges that they seek to produce. An understanding of the ways by which narrative functions will enable the student to approach such knowledge critically.

Elaboration of Objectives

Cs-3 teachers may either follow this set of texts, or choose from this set while adding other texts they have chosen.

Readings in Modern Poetry (15 hours of close reading and discussion)

Pablo Neruda—Selections from the *Love Sonnets*

A.K.Ramanujan—Selections from *Relations*

Anne Sexton—Selections from *Transformations*

Raymond Carver--Selections from *All of Us*

Seamus Heaney—Selections from *Beowulf*

Readings in Modern Fiction (15 hours of close reading and discussion)

Raymond Carver—Cathedral

Pamela Zoline—The Heat Death of the Universe

J.D. Salinger—A Perfect Day for Bananafish

Sandra Cisneros—Woman Hollering Creek

Chickens with Plums—Graphic novel by Marjane Satrapi

Exit Wounds—Graphic novel by Rutu Modan.

Readings in Long Form Journalism (10 hours)

Rana Dasgupta--Capital Gains

Snigdha Poonam—Casting the Net

Samanth Subramanian—Excerpts from Following Fish.

Testing

Continuous Internal Assessment: 30 marks

One Test, Written Assignment /Oral Presentation, and attendance: 5 marks

End Semester Examination (70 marks)

Based on unseen passages

REGULAR COURSES I & II—FOR COMMERCE STUDENTS

The III Semester General Course is expected to build on reading and writing skills taught in Semester II. It will combine elements of the English Across the Curriculum

focus while also broadening the student's acquaintance with literary texts and popular narratives. The IV semester course will continue this effort, and build argument and controversy skills. Since B.Com students are required to do a 3-credit course as per university norms, only the regular course will be offered to them.

OBJECTIVES: Skills to be developed

- a. To acquaint commerce students with the issues that frame the conversation between business and society.
- b. To enable students to read, and understand complex concepts through an acquaintance with the social sciences.
- c. To develop the student's abilities with regard to expository writing and following an argument.

METHODOLOGY

The methodology will include a judicious blend of lecture inputs, library work, guided reading and writing, assignments, group discussions, seminars, and projects

ELABORATION OF OBJECTIVES

Readings in the Social Sciences: (15 hours)

- a. Encountering—and negotiating with—content and form across a wide range of text types related to the public communication of history, economics, sociology and politics at various levels.
- b. Passages taken from magazines like the Economic & Political Weekly, Seminar, History Today, National Geographic, The Economist, Time and from academic journals.
- c. Selections from works of popular history/ popular social science such as The Spice Route, Food-A History, Empires of the Monsoon, Travels with a Tangerine, Theodor Zeldin's An Intimate History of Humanity, and A History of Private Life.
- d. Readings in the Science Vs. Humanities debate: C.P Snow, George Orwell, Ashis Nandy and Stephen Jay Gould.

Readings in Business Journalism: (15 hours)

- a. Paul Lukas—Twist Ties versus Plastic Clips
- b. Ellen Cushing—The Bacon-Wrapped Economy
- c. Pankaj Mishra--Which India Matters?
- d. Mark Bergen—Line of Credit
- e. Matt Taibbi—The Great American Bubble

Writing Skills: (15 hours)

- a. Building an argument
- b. Examining evidence in an argument
- c. Writing over a good length—to produce an essay.

TESTING

Continuous Internal Assessment: 30 marks

One Test, Written Assignment /Oral Presentation, and attendance: 5 marks

End Semester Examination (70 marks): Based on unseen passages