FUNCTIONAL ENGLISH: SYBA (80-20 pattern)

Paper III  Advanced Writing Skills and Introduction to Electronic Media

Objectives:
• Enhancing students’ ability to communicate in written mode
• Training students in extended writing in different formats
• Developing awareness about the need to change language according to situation
• Helping students to recognize the need for reference work
• Acquainting students to career options in electronic media and equipping them to be prepared for the same
• Making students aware about change in language use as per the nature of Media
• Initiating students into research through scrape book, bibliography

Term I
Course Content
Lectures: 48 (Figures to the right indicate lectures allotted per topic)

I Vocabulary Building: 10
Students will learn antonyms, synonyms (as for TOEFL and GRE) and Word Formation- prefixes and suffixes

II Register and Style: 7
Introduction to the above concepts with emphasis on acquaintance to different styles and registers.

III Defining and describing: 9
Difference between defining and describing from the language point of view
Students will define simple day-to-day things, places, persons, devices, tools etc and also describe them (Students will be given home assignments in vocabulary/ definitions & descriptions. They will collect and paste in their journal minimum 2 sample passages of style/ register and analyze them)

IV Writing different types of paragraph: 10
Structure of a Para: Topic sentence, elaboration, explanation, illustrations etc
Para of comparison and contrast, argumentative Para, descriptive para

V Letter writing: 7
Lay out of a letter, preparing Bio-data, formal and informal letters

VI Scrape Book: 5
Students may be acquainted with the concept, its usefulness and relevance
Students will prepare a scrape book on a topic of their interest with the help of the teacher.
Term II

Course Content
Lectures: 48 (Figures to the right indicate lectures allotted per topic)

I Writing Reports: 8
Nature and structure of reports; types of reports: visit reports, survey reports, and reports on events

II Preparing and Writing Bibliography: 6
Structure of Bibliography, Need of bibliography, Introduction to various style sheets

III Writing scripts for comparing a programme: 9
(3 contacts for teaching and 6 for classroom practicals)
Various functions of the college, festivals and other public functions

IV Introduction to Electronic Media: A) Radio: 9
  i) Personnel and Functions of Studio
  ii) Radio as Mass Media
  i) Radio as Audio Media
  ii) Types of radio programmes
      a) Educational
      b) Informative
      c) Entertainment
      d) For select Audience

V Introduction to Electronic Media: B) TV: 9
  i) Personnel and Functions of Studio
  ii) TV as Mass Media
  i) TV as Audiovisual Media
  ii) Types of TV programmes
      a) Educational
      b) Informative
      c) Entertainment
      d) For select Audience

Students’ visit to local/nearby TV channel and radio station may be arranged, on which they will write a report

VI Similarities and differences between Radio and TV as Mass Media with special reference to the use of language in both: 7
Important suggestions

*It is strongly recommended that the Head of English Dept, coordinator of Functional English and teachers in consultation with one another prepare an academic calendar planning details of activities, practicals and assignments for students at the beginning of the year for the benefit of both teachers and students. This will be helpful in case of any change in faculty mid term and for the awareness in students about their internal work.*

On the Job Training

Students will complete their on the job training during term-end vacations. It has to be for at least 20 clock hours. The students may do it in any place where they can use English: Some possibilities could be: newspapers, ad agencies, primary/secondary school/functional English classroom (for learning enforcement), translation, receptions at travel agencies/hospitals, college office for official correspondence etc. The college should provide letters for the institution/s where students plan to work on job. The student will be required to submit the completion certificate from the Institution on their letterhead duly signed by the certifying authority mentioning the details regarding English used during the period. The student will have to write a detailed report and submit it along with documentary evidence of the job done.

Suggestions for Teaching

1) The teacher will prepare a need-based list of words and students will be encouraged to add to it.

The teacher will help students acquire language through language games, quiz, pair/group activities and creating situations in the classroom so as to enable them to collect and use appropriate words, proverbs, phrasal verbs etc. accordingly. Students will be encouraged to guess meaning in context.

Attention should be drawn to appropriateness in word-use.

Students may be encouraged to collect samples of writings from various books and some may be discussed in the class with reference to above points

2) Teacher’s role should be to enable learning, rather than teaching.

Students may be provided samples/ encouraged to collect samples in various registers and styles

3) Teacher will point out the difference between language skills required for defining and describing with the help of samples: for example- Defining: “Pen- a pen is a tool used to write.” Describing: “This is my pen. It is red in colour though I use blue refill in it. This is my lucky pen. It has been my exam-companion since my SSC…”

4) Teacher as facilitator will provide samples for all subtopics prescribed for Paper III and also encourage students to collect samples

5) Teacher will guide students prepare and write Bibliography on topics of their choice, through classroom interactions and source-hunting, following any one style sheet

6) Teacher will encourage students to listen to/watch various programmes on radio/TV to observe the role of the anchor/compere and make them talk about her/his language skills
Pattern of evaluation

Internal Assessment  20 marks
Scraper Book and Bibliography  10 marks
Term end exam  60 marks
On the Job Training & Journals (to be produced at the time of the practical exam)  10 marks
Total to be reduced to  20 marks

Pattern for the Term End Exam  60 marks
Q1 Objective questions on testing vocabulary, giving a short para for meaning-guess, using appropriate words, scrambled words/sentences etc  15
(The paper setter may use different question types to test vocabulary.)
Q2 Giving a para/ sentences to identify register/ comment on style  5
Q3a Writing a formal letter and bio data  10
Q3b Writing an informal letter  5
Q4 Defining and describing (4 items will be given out of which students will define and describe any 2) 2 marks for defining and 3 for describing  10
Q5 Writing a Para of comparison and contrast/argument/description (1out of 2)  15

Annual Examination  80 marks

Pattern of the question paper:

Q1A Objective questions on testing vocabulary, giving a short Para for meaning-guess, using appropriate words, scrambled words/sentences etc  5
(The paper setter may use different question types to test vocabulary.)
Q1 B Giving a Para/ sentences to identify register/ comment on style  5
Q2 Writing a formal letter/writing bio data/writing an informal letter  5
Q3A Writing survey report based on given data  10
Q3B Writing a report based on the details of an event given in the question paper/writing a visit report  10
Q4A Writing script for compering based on details provided  10
Q4 B Short notes/ short answer questions on Radio as a mass media, personnel/functions of radio studio, types of radio programmes,  10
Q C Short notes/ short answer questions on TV as a mass media, personnel/functions of TV studio, types of TV programmes,  10
Q5 Social role of radio/TV as Mass media/ popularity of radio/TV/ comparison between the two and other relevant issues (3out of 5)  15
Books recommended

- N. Krishnaswamy                 Modern English (Macmillan, India)
- Bhaskaran and Horsburgh    Strengthen Your English (OUP)
- Kane Thomas                    The New Oxford Guide to writing (OUP)
- Tikoo and Sasikumar            Writing With a Purpose (OUP)
- Working With Words            Gairns, R & redman S (CUP)
- Instant word Power             Norman Lewis
- Word Power Made Easy          Norman Lewis
- Words in Action                Martin Steinman
- Strengthen Your Writing        Narayanswami, V.R.
- English for the Office         Peter Little
- English Language in Advertising Pandya Indubala
- The art of Broadcasting        S.P.jain
- Radionews writing and Editing  carl warren
- The techniques of TV Production G. Millerson
- Massmedia Forces in our Community francis, V, & Ludila, ED
- Advertising Made Simple        Jefkins frank
- Television and radio News      siller, Bob, White, Ted
- Shipra Kundra                  Basic Audio Visual Media (Anmol)
- News writing & reporting for Today’s Media   Itule et el
- Cliff’s TOEFL                
- Barron’s TOEFL                
- Television an Introduction    Jonathan Bicknell
- Script to Screen              Sharda Koushik (Macmillan)
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Paper IV  Oral Communication in English: Intermediate & Key Competency Modules
(Practical Paper)

Objectives

- Building confidence in communicative English through active participation
- Enabling students to learn through activities
- Introducing students to a wide variety of conversational situations, both formal and informal
- Creating awareness about what to say and when to say it
- Creating awareness about developing voice quality for effective oral communication
- Making students aware of proper use of body language during interaction or in video media
- Leading students to overall development of personality through key competency modules

Term I

Course Content

Lectures: 48 (Figures to the right indicate lectures allotted per topic)

A: Oral communication in English

I- Non-verbal Communication: 4
II- Introduction to basics of pragmatics through a number of samples so as to create awareness about the need to change language in different situations of oral communication: 7
III- Reading out news from the newspaper: 6
IV- Talking in different situations: Formal and informal: 8
V- Compeering/anchoring a programme: 6
VI- Role playing: 7
VII- Debating: 5

B: Key competency Modules:

I- Self Actualization
II- Psychology of Winning
III-Logical Thinking, Reasoning, Analytical Ability

Term II

Course Content

Lectures: 48 (Figures to the right indicate lectures allotted per topic)

A: Oral Communication in English

I- Group discussion: 8
II- Personal Interview:
Preparing for an interview
III- Interviewing: Preparations for interviewing others

IV- Conducting Panel discussion: Similarities and differences between group discussion and panel discussion

V- Preparing and presenting an ad of a product (emphasis on language):

VI- Opening/closing a radio/TV programme:

VII- Appreciation of a TV/Radio programme with reference to its type, content, presentation: use of sounds/colours/music/acting/voice modulation/(TV) long shots, close-ups and total impact

B: Key Competency Modules:

I- Abstract Thinking

II- Health and Diet

III- Basic Human Values, Individual and Society

Suggestions for teaching

1) Careful listening is a prerequisite to effective speaking; hence teacher will provide classroom opportunities for students to listen to/watch variety of programmes and will also encourage them to attend speeches, interviews, group & panel discussions in college and outside.

2) Teacher will point out the importance of non-verbal communication in effective communication through demonstration and with the help of pictures, cartoons etc.

3) Teacher will prepare a list of topics for talking in formal/informal situations, role-play, debate, panel/group discussion, conduct them in the class, make other students observe and comment.

4) Teacher will organize and monitor mock interviews by allotting roles of interviewer and interviewee.

5) Teacher will provide and comment on the sample words, expressions used creatively in different ads pointing out the niceties and nuances of language used so as to enable students to use language creatively for making ads of their own. The teacher will also provide necessary details of the products to be advertised by students.
**Pattern of evaluation**

**Internal Assessment** 20 marks
Continuous practicals to be conducted in the class during teaching (At least 1 practical on every topic throughout the year for 5 marks each. (Journals to be maintained and produced at the time of final practical exam) to be reduced to 15 marks
Term End exam (Only Practical) 60 marks
Attendance and regularity 5 marks
Total to be reduced to 20 marks

**Pattern for the Term End exam** 60 marks

Q1 Reading news from the news paper 10
Q2 Talking in a given formal situation (Pair activity) 10
Q3 Talking in a given informal situation (Pair/group activity) 10
Q4 Role play or anchoring 10
Q5 Debating 10
Non-verbal communication, key competency modules like logical thinking, reasoning, analytical ability to be tested through the above 10

**Annual examination Total marks** 80 marks

**Pattern of the question paper**

Q1 Talking in an informal situation (Group Activity) 10

Q2A Appreciation of an Audio programme (The center will keep two audio cassettes (of about 15 minutes) ready out of which the external examiner will select one. It will be played twice. The external examiner will set appreciation questions based on the same for the students to give written response. 10

Q2B Appreciation of an audio video programme. The procedure will be the same as above however the responses of the students will be oral 10

Q3 group discussion/Panel discussion 10

Q4 Interviewing (Pair activity) 10

Q5 Preparing and presenting an Ad of a product (group Activity) (Detailed specifications to be given in the question paper) 15

Q6 Opening/closing a radio/TV programme 5

Q7 Interaction with the examiner/personal interview where external examiner is the interviewee (Key competency modules to be testes) 10
Books Recommended

- Effective Communication and Public Speaking    Mundal, S.K.
- Speaking Effectively                          Jeremy, C, Rogerson P. et al
- Situational Conversation                     Grant Taylor
- How to Speak without Fear                    Natalie Rogers
- Conversation                                 Nalasco R.S. & Arthur L.
- Advanced Conversational English              Crystal D & Darey D.
- Keep Talking                                  Klippel F
- What to Say When                              Huggins V.
- Spoken English                                Bernard G
- English in Situation                          O’Neill
- Success with English                          Baird A. et al
- Success With English                          Penguin Books, Course Book
Annexure-II

Structure/ Pattern of Syllabus: S. Y. B. A. (Vocational)

1) Title of the Course: **Functional English**

2) Introduction: **Pattern Annual**

3) Eligibility: **Should have offered Functional English at F.Y.B. A. and passed F.Y.B. A. as per Pune University Rules**

4) Examination:
   A) Pattern of examination:
      i) **80:20** (University Annual examination of 80 marks & Internal assessment of 20 marks). Details as per the syllabus.
      ii) Pattern of the question paper: **As per the specimen given.**
   B) Standard of Passing: **As per Pune University norms**
   C) ATKT Rules: **As per Pune University norms**
   D) Award of Class: **As per Pune University norms**
   E) External Students: **As per Pune University norms**
   F) Setting of Question paper/ Pattern of Question paper: **As per university norms**
   G) Verification of Revaluation: **As per university norms**

5) Structure of the Course:
   i) **Optional**
   ii) Medium of instruction: **English**

6) Equivalence subject/ papers & Transitory Provision: Travel and Tourism: **Functional English**

7) University terms: **As per Pune University Norms**

8) Subject wise Detail Syllabus: **Attached**

9) Recommended books: **Mentioned in syllabus.**