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|  | **UMT Logo.jpg**  **DEPARTMENT OF LINGUISTICS AND COMMUNICATION DLC** |  |
| **University of Management and Technology** |
| **C-11, Johar Town, Lahore, Pakistan** |

**Course Title: NAME ?** (English III)

**Course Code:** EN 201

**Semester: Spring 2020**

**Pre-Requisite:** English I & II

**Email:**

**Resource Person:**

**COURSE DESCRIPTION:**

Communication and Writing skill is offered at level three to the students of UMT, enrolled in different disciplines at the undergraduate level. It is an advanced level English module that aims to train the students to speak and write appropriately at the personal and professional front. The course contents are selected after careful speculation to cater the needs of our students in the market. This module will help in building up the students’ interpersonal and intrapersonal communication skills through different assignments and activities, which include, writing in formal and informal settings. Basically it aims to enriched students with the important tools of writing and speaking expressions while keenly considering creative faculty. In this module students will use language according to the context with professional undertones. Alongwith writing there is great emphasis on enhancing speaking skills. All together the emphasis is on speaking with appropriate body language, logical reasoning to convey messages to an audience. Moreover, English III has specifically focused on certain grammatical components along with intensive reading to enhance students’ written and spoken discourse in general.

**Aim**

The aim of this course is to make our participants, effective speaker and writer of English through different contextualized material keeping in mind their needs.

**Course Objectives:**

At the end of this module, participants will be able to:

1. Explain the concept of good communication
2. Demonstrate communication skills through class discussion and activities while analyzing the text.
3. Use different expression in their writing and verbal speech, according to the needs of audience to convey message
4. Develop argumentative and persuasive messages according to the purpose and topic.
5. Give an effective presentation with appropriate use of body language
6. Write error free sentences, especially correct use conditional sentences and articles
7. Appear in a formal interview.

**Essential Readings:**

Golding, William. The Lord of the Flies. Faber & Faber, 1954.

Wells, H. G. (2016). The Time Machine (2016th ed.). lahore: readings.

Williams, T., Clift, M., Harris, J., Tandy, J., Wayne, D., Sacker, H., & HarperCollins (Firm). (1991). The Glass Menagerie. New York: HarperCollins Publishers.

Theobald, T. (2011). Develop your presentation skills. London ; Philadelphia: Kogan Page.

Azar, B. S., & Hagen, S. A. (2009). Understanding and using English grammar. White Plains, NY: Pearson Longman.

**Assessment Scheme**

Passing Grade 50%

• Quizzes 15%

• Assignments 10%

• Presentation 10%

• Midterm Exam 25%

• Final Exam 40%

**Academic Honesty and Plagiarism**

Academic dishonesty means one’s acts of cheating, fraud, swindle and plagiarism, the theft of idea, which is one’s intellectual property. Following points must be strictly followed throughout the semester:

• Acceptance of late class work will be left to the instructor’s discretion (in most cases you will lose ten percent of grade for each day)

• Class participation is mandatory. Beware! 10% of your course marks is based on your performance in class

• Instructor reserves his right to exercise his discretionary power for tardiness or late attendance (Most of the times, you will lose ten percent of attendance grade for coming late the third time)

• Academic honestyis assumed. All work you submit must be your own.

Plagiarism includes copying or paraphrasing another’s words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one’s own work; or submitting work previously submitted for another course or Resource Person. Plagiarism, cheating, or other forms of academic dishonesty on any assignment will result in failure (a grade of zero) for that assignment and may result in further disciplinary action. Participants are encouraged to present their innovative ideas about the assigned topic. Following point must be strictly followed throughout the semester:

• Avoid Plagiarism. All the cases of plagiarism will be referred to controller’s office. Please click the link given below for university policy on plagiarism. (<http://www.uvas.edu.pk/news/HEC_PLIAGERISM_POLICY.pdf>)

**Course Weekly Schedule**

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| **Week** | **Topics** | **Activities** | **Resources** |
| **Week One** | **Icebreaker**  -Orientation/ Introduction of the students  -Introduction to the course outline  Introduction to communication skills:   * Reading * Writing * Listening * Speaking   -Soft Skills  Overview of Tenses | The students are asked to read a passage/autobiography/an article from the newspaper and write a review on it and than speak it loud. ( It will set a ground for all four skills)  Worksheet  Portfolio Amking | The four skills reading, writing, listening and speaking of the students are assessed.  Introduction with Novels   1. The Time Machine by HG Wells. 2. Lord of the Flies   by Willaim Golding.  OR   1. Meta marphosis by Franz Kafka |
| **Week Two** | **Reading, Listening and Writing Skills**  - Reading Comprehension (Discussion)  -Visual Documentries  Novel | Give any reading material and ask the students to write a reviewand then present it.  Skim and Scan  **Assignment 1** | The central idea/theme of the novel Lord of the Flies  Ch 1 & 2  Pg 03-30 |
| Week Three | **Grammar &Writing**  -Tenses usage in novel and role of adjectives  Character’s intro and description  Descriptive writing in discussion  - | Worksheet  Worksheet for developing arguments and think aloud technique  Discussion  **Quiz 1** | Novel  Lord of the Flies  Chapter 3 &4 |
| Week Four | **Reading, and Speaking**  - Novel (role play activity or discussion)  Chapter # 5&6  -Presentation on assigned topic to develop an argument  -Reading comprehension  -Tenses (Past tense) | * worksheet * Discussion * Discussion & Presentation * Practice Activity (narrative writing) | Enhancing language skills  Analytical, argumentative & speaking skills  (novel oriented) |
| **Week Five** | **Novel**  **Chapetr # 7 & 8**  -Reading Comprehension (writing/speaking activity) | Eliciting the prior knowledge of novel and predict through brain storming.  **• Assignment 2**  -Showing selected video clips to generate discussion and critical thinking  -Role Play activity | Different parts of novel in discussion  PeerCritique   * The Subject * Theme * Body/ Content * Closing   Understanding the questions and giving apt and justified answers. |
| **Week**  **Six** | **Reading, comprehension and writing skills**  Novel Ch # 9 & 10- Visual Documentry  (Discussion/writing)  -  -Tenses (Future Tense) | The students are asked to write a situation while keepingin mind te relevance with novel situation  **Quiz 2** |  |
| **Week Seven** | **Public speaking**  Novel Chapters 11 & 12  How to speak effectively, analyzing your audience, using verbal and non verbal techniques.  **Pronunciation/ Stress/ Misused & Mispronounced words**  **(Practice)**  -Sentence error correction  -Informal presentations  -Reading comprehension (Novel based)  -Revision of the Syllabus  Theme  Character of novel  Role of Symbols  Relating with real lifesettings  Chracter’s psyche  Discussion/ Writing | The teacher will take informal presentations of students and will generate discussion in the class to collect feedback and later will discuss the techniques of effective presentations through different activities.  Worksheet | Assessment will be made on:   * Eye contact * Body language * Poise * Enthusiasam * Cohesion and coherence * Grammar * Confidence * Elocution * Subject knowledge * Organization |
| **Week Eight** | Mid Term Examination  Novel Time Machine  Introduction to writer  What is Sci Fi?  Chapter # 1 | Class Discussion |  |
| **Week Nine** | **Novel Time Machine**  **Chapter 2 & 3**  -Reading comprehension  (Discussion and worksheet) | Discussion on characters and themes. Worksheet for Direct/indirect speech  **Quiz 3** | Students’s analytical & critical skills |
| **Week Ten** | **Novel Chapter 4 & 5**  -Persuasion aspect in the light of Novel  How Time traveler convince audience about time travelling and it’s possibility.  Assigning students various situation to convince audience about the ideasin their mind.  Role of rationale and concrete evidences.  -Soft Skills (social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management,teamwork and leadership traits) | - The students will highlight the main theme/ idea  and  on what point the writer is trying to convince the audience and what arguments he is using.  **Portfolio Feedback**  Discussion/Role Play/Worksheet | Use of persuation  Assessment will be made on:   * Organization * Content * Stating facts and vital information.   Supporting your stance with strong evidence and logical arguments. |
| **Week Eleven** | **Presentations**  Chapter 6, 7 & 8  Presentation skills  3ps of presentation skills  -Reading comprehension (activity) (NOVEL)  -Topics will be assigned  (discussion) | The students are familiarized with the norms of giving good presentations.  Assignment-3 | Assessment will be made on:   * Confidence * Tone & Delivery * Non-Verbal Gestures * Content and Quality * Audio Visual aids * Time Management * Dress code * Individual performance * Group performance * Handling of question and answers |
| **Week Twelve** | **Novel Chapters 9,10 & 11**  -Revision of Grammar/error analysis exercises from the novel  - (Discussion/Review)  -Sentence error correction practice | **Quiz 4** | Students’s analytical & critical skills |
| **Week Thirteen** | **Novel Chapter 12**  **Ending**  (Survey/ Documentary/ Project)  Short report (Discussion/writing)  -Reading comprehension  -Visual Comprehension (Documentaries) | -Elicit the format  -Students are asked to write a Comprehensive assignment OR prepare a Documentary/ Project  Novel based  **Assignment 4** |  |
| **Week Fourteen** | Concept of critical thinking  Role play  -Contextualized advance grammar exercises  -Reading comprehension  Pronunciation/ Stress/ Misused & Mispronounced words  (Practice) | -Group presentations on some project/social issue following the format of Report. |  |
| **Week**  **Fifteen** | Activity(Movie/documentary)  - Final presentation  -Final Presentations | Short discussion session | Assessment will be made on:  Students’s analytical & critical skills |
| **Week Sixteen** | Final Examination |  |  |