

## 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)

<b>I Writing Reports:</b>	<b>8</b>
Nature and structure of reports; types of reports: visit reports, survey reports, and reports on events	
<b>II Preparing and Writing Bibliography:</b>	<b>6</b>
Structure of Bibliography, Need of bibliography, Introduction to various style sheets	
<b>III Writing scripts for compering a programme: (3 contacts for teaching and 6 for classroom practicals)</b>	<b>9</b>
Various functions of the college, festivals and other public functions	
<b>IV Introduction to Electronic Media: A) Radio:</b>	<b>9</b>
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
<b>V Introduction to Electronic Media: B) TV:</b>	<b>9</b>
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	
<b>VI Similarities and differences between Radio and TV as Mass Media with special reference to the use of language in both:</b>	<b>7</b>

### **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

<b>Internal Assessment</b>	<b>20 marks</b>
Scrape 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)

## FUNCTIONAL ENGLISH: SYBA (80-20 pattern)

### 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>B: Key competency Modules:</b>	<b>5</b>

##### 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:	6
Preparing for an interview	

<b>III- Interviewing:</b>	<b>6</b>
Preparations for interviewing others	
<b>IV- Conducting Panel discussion:</b>	<b>6</b>
Similarities and differences between group discussion and panel discussion	
<b>V- Preparing and presenting an ad of a product (emphasis on language):</b>	<b>8</b>
<b>VI- Opening/closing a radio/TV programme:</b>	<b>6</b>
<b>VII- Appreciation of a TV/Radio programme</b> with reference to its type, content, presentation: use of sounds/ colours/ music/ acting/ voice modulation/ (TV) long shots, close ups and total impact	
<b><u>B: Key Competency Modules:</u></b>	<b>8</b>
<b>I- Abstract Thinking</b>	
<b>II- Health and Diet</b>	
<b>III- Basic Human Values, Individual and Society</b>	

**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 el
- 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 el
- 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.**