

## II Semester - BE

| <b>Professional Writing Skills in English</b>  |   |             |        |
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| Course Code  | 21EGH28   | CIE Marks   | 50     |
| Teaching Hours/Week (L:T:P: S)   | 2:0:0   | SEE Marks   | 50     |
| Total Hours of Pedagogy  | 02 Hours/Week   | Total Marks | 100    |
| Credits  | 02  | Exam Hours  | 2 hour |
| <p><b>Course objectives:</b></p> <p>The course (21EGH28) will enable the students ,</p> <ul style="list-style-type: none"> <li>• To Identify the Common Errors in Writing and Speaking of English.</li> <li>• To Achieve better Technical writing and Presentation skills for employment.</li> <li>• To read Technical proposals properly and make them to Write good technical reports.</li> <li>• Acquire Employment and Workplace communication skills.</li> <li>• To learn about Tequniques of Information Transfer through presentation in different level.</li> </ul>  |   |             |        |
| <p><b>Language Lab :</b> To augment LSRW, grammar and Vocabulary skills (Listening, Speaking, Reading, Writing and Grammar, Vocabulary) through tests, activities, exercises etc., comprehensive web-based learning and assessment systems can be referred as per the AICTE / VTU guidelines.</p>  |   |             |        |
| <p><b>Teaching-Learning Process (General Instructions)</b></p> <p>These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.</p> <ul style="list-style-type: none"> <li>✓ Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market.                             <ul style="list-style-type: none"> <li>(i) Direct instructional method ( Low /Old Technology),</li> <li>(ii) Flipped classrooms ( High/advanced Technological tools),</li> <li>(iii) Blended learning ( combination of both),</li> <li>(iv) Enquiry and evaluation based learning,</li> <li>(v) Personalized learning,</li> <li>(vi) Problems based learning through discussion,</li> <li>(vii) Following the method of expeditionary learning Tools and techniques,</li> <li>(viii) Use of audio visual methods through language Labs in teaching of of LSRW skills.</li> </ul> </li> <li>✓ Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills in teaching of communicative skills in general.</li> </ul> |   |             |        |
| <b>Module-1</b>  |   |             |        |
| <p><b>Identifying Common Errors in Writing and Speaking English :</b></p> <ul style="list-style-type: none"> <li>• Advanced English Grammar for Professionals with exercises, Common errors identification in parts of speech, Use of verbs and phrasal verbs, Auxiliary verbs and their forms, Subject Verb Agreement (Concord Rules with Exercises).</li> <li>• Common errors in Subject-verb agreement, Noun-pronoun agreement, Sequence of Tenses and errors identification in Tenses. Advanced English Vocabulary and its types with exercises – Verbal Analogies, Words Confused/Misused.</li> </ul>   |   |             |        |
| <b>Teaching - Learning Process</b>   | Chalk and talk method, Power Point presentation to teach Communication skills (LSRW Skills), Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations). |             |        |

# Professional Writing Skills in English

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| <b>Module-2</b>   |  |
| <b><u>Nature and Style of sensible writing :</u></b>  |  |
| <ul style="list-style-type: none"> <li>• Organizing Principles of Paragraphs in Documents, Writing Introduction and Conclusion, Importance of Proper Punctuation, The Art of Condensation (Precise writing) and Techniques in Essay writing, Common Errors due to Indianism in English Communication, Creating Coherence and Cohesion, Sentence arrangements exercises, Practice of Sentence Corrections activities. Importance of Summarising and Paraphrasing.</li> <li>• Misplaced modifiers, Contractions, Collocations, Word Order, Errors due to the Confusion of words, Common errors in the use of Idioms and phrases, Gender, Singular &amp; Plural. Redundancies &amp; Clichés.</li> </ul>  |  |
| <b>Teaching-Learning Process</b>  | Chalk and talk method, PowerPoint presentation and Animation videos to teach phonetics in Practical method, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).                           |
| <b>Module-3</b>   |  |
| <b><u>Technical Reading and Writing Practices :</u></b>   |  |
| <ul style="list-style-type: none"> <li>• Reading Process and Reading Strategies, Introduction to Technical writing process, Understanding of writing process, Effective Technical Reading and Writing Practices , Introduction to Technical Reports writing, Significance of Reports, Types of Reports.</li> <li>• Introduction to Technical Proposals Writing, Types of Technical Proposals, Characteristics of Technical Proposals. Scientific Writing Process.</li> <li>• Grammar – Voice and Speech (Active and Passive Voices) and Reported Speech, Spotting Error Exercises, Sentence Improvement Exercises, Cloze Test and Theme Detection Exercises.</li> </ul>   |  |
| <b>Teaching-Learning Process</b>  | Chalk and talk method, Power Point presentation to teach Grammar, Animation videos on communication and language skills, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).              |
| <b>Module-4</b>   |  |
| <b><u>Professional Communication for Employment :</u></b>   |  |
| <ul style="list-style-type: none"> <li>• The Listening Comprehension, Importance of Listening Comprehension, Types of Listening, Understanding and Interpreting, Listening Barriers, Improving Listening Skills. Attributes of a good and poor listener.</li> <li>• Reading Skills and Reading Comprehension, Active and Passive Reading, Tips for effective reading.</li> <li>• Preparing for Job Application, Components of a Formal Letter, Formats and Types of official, employment, Business Letters, Resume vs Bio Data, Profile, CV and others, Types of resume, Writing effective resume for employment, Model Letter of Application (Cover Letter) with Resume, Emails, Blog Writing, Memos (Types of Memos) and other recent communication types.</li> </ul> |  |
| <b>Teaching-Learning Process</b>  | Chalk and talk method, PowerPoint presentation to teach Grammar and phonetics, Animation videos on communication and language skills, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations). |
| <b>Module-5</b>   |  |
| <b><u>Professional Communication at Workplace :</u></b>   |  |
| <ul style="list-style-type: none"> <li>• Group Discussions – Importance, Characteristics, Strategies of a Group Discussions. Group Discussions is a Tool for Selection. Employment/ Job Interviews - Importance, Characteristics, Strategies of a Employment/ Job Interviews. Intra and Interpersonal Communication Skills - Importance, Characteristics, Strategies of a Intra and Interpersonal Communication Skills. Non-Verbal Communication Skills (Body Language) and its importance in GD and PI/JI/EI.</li> <li>• Presentation skills and Formal Presentations by Students - Importance, Characteristics, Strategies of Presentation Skills. Dialogues in Various Situations (Activity based Practical Sessions in class by Students).</li> </ul>               |  |

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| <b>Teaching-<br/>Learning<br/>Process</b>   | Chalk and talk method, Power Point presentation to teach Grammar and phonetics, Animation videos on communication and language skills, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations). |
| <b>Course outcome (Course Skill Set)</b><br>At the end of the course (21EGH28) the student will be able : <ol style="list-style-type: none"><li>1. To understand and identify the Common Errors in Writing and Speaking.</li><li>2. To Achieve better Technical writing and Presentation skills.</li><li>3. To read Technical proposals properly and make them to Write good technical reports.</li><li>4. Acquire Employment and Workplace communication skills.</li><li>5. To learn about Techniques of Information Transfer through presentation in different level.</li></ol> |   |

## **Assessment Details (both CIE and SEE)**

Continuous internal evaluation (CIE) needs to be conducted for 50 marks like Engineering courses. The weight age of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The student has to obtain a minimum of 40% of maximum marks in CIE and 35% of maximum marks in SEE to pass. MCQ Pattern (Multiple Choice Questions) Semester End Exam (SEE) is conducted for 50 marks (120 minutes duration). Based on this grading will be awarded.

## **Continuous Internal Evaluation (CIE) :**

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

All the tests are preferred similar to SEE pattern; however, the teacher may follow test pattern similar to other theory courses of Engineering

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Report writing /Group discussion/Seminar any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

## **Semester End Examination (SEE) :**

SEE paper will be set for 100 questions of each of 01 marks. The pattern of the question paper is MCQ. The time allotted for SEE is 120 minutes. Marks scored are scaled down to 50 Marks. *(Time duration may be made 90 minutes to train the students for engineering / non-engineering competitive examination)*

1. Professional Writing Skills in English has become a very important component in all engineering and non-engineering competitive examinations. In exams like GRE, TOEFL, IELTS and GATE exam, all state and Central Government recruitment examinations, placement tests and other Examinations, so the pattern of question paper, in general, will be in multiple-choice question (MCQ) Pattern. So, to meet the relevance of the recruitment requirement of our Engineering students "Professional writing skill in English" Semester end examination (SEE) will be conducted in a multiple choice question (MCQ) pattern.
2. MCQ Pattern (Multiple Choice Questions) Semester End Exam (SEE) is conducted for 50 marks (120 minutes duration).

## Suggested Learning Resources :

1. **A Course in Technical English**, Cambridge University Press – 2020.
2. **Functional English (As per AICTE 2018 Model Curriculum)** Cengage learning India Pvt Limited [Latest Revised Edition] - 2020.
3. **Communication Skills** by Sanjay Kumar and Pushp Lata, Oxford University Press - 2018. **Refer it's workbook** for activities and exercises – “Communication Skills – I (A Workbook)” published by Oxford University Press – 2018.
4. **Professional Writing Skills in English**, Infinite Learning Solutions – (Revised Edition) 2021.
5. **Technical Communication – Principles and Practice**, Third Edition by Meenakshi Raman and Sangeetha Sharma, Oxford University Press 2017.
6. **High School English Grammar & Composition** by Wren and Martin, S Chandh & Company Ltd – 2015.
7. **Effective Technical Communication – Second Edition** by M Ashraf Rizvi, McGraw Hill Education (India) Private Limited – 2018.
8. **Intermediate Grammar, Usage and Composition** by M.L.Tichoo, A.L.Subramanian, P.R.Subramanian, Orient Black Swan – 2016.

## Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- ✓ Contents related activities (Activity-based discussions)
- ✓ For active participation of students instruct the students to prepare Flowcharts and Handouts
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions, Seminars and assignments