

Department of English Language Teaching
DELT Course Units for the BA/BSc Degree Programmes offered by the
Faculties of Humanities, Social Sciences & Medicine – 2020

| Level | Course Code | Title of the Paper | Type |
|-----------------|--------------------|---------------------------------------------|-------------|
| Level 01 | DELT 11212 | English for Social Sciences | C |
| | DELT 11222 | English for Biology | C |
| | DELT 11232 | English for Professionals | C |
| | DELT 11242 | English for Environmental Science | C |
| | DELT 12252 | English for Humanities | C |
| | DELT 12262 | English for Physical Science | C |
| | DELT 12272 | English for Speech & Hearing Sciences | C |
| | DELT 12282 | Communication Skills for Professionals | C |
| | | | |
| Level 02 | DELT 21212 | English in Today's World | A |
| | DELT 22222 | Introduction to Literature | A |
| | DELT 22232 | English for Communication & Further Studies | C |
| | | | |
| Level 03 | DELT 33212 | English for Professional Purposes | A |

Department of English Language Teaching
DELT Course Units for the Bachelors Honours Degree Programmes
offered by the Faculties of Humanities, Social Sciences, Computing and
Technology,
Medicine & Commerce and Management – 2020

| Level | Course Code | Title of the Paper | Type |
|--------------------------|--------------------|-----------------------------------------------------------|-------------|
| Level 01 | DELT 11512 | English for Film and Television Studies | C |
| | DELT 13522 | English for Computing & Technology | C |
| | | | |
| Level 02 | DELT 21512 | English for the World | C |
| | DELT 21524 | English for Television and Film Appreciation | C |
| | DELT 21532 | Advanced English for Commerce and Management Studies | C |
| | DELT 22542 | Effective Speaking | C |
| | DELT 22552 | English for Technology | C |
| | | | |
| Level 03 | DELT 31512 | Advanced Communication Skills for Professionals | C |
| | DELT 31522 | English for Commerce and Management Professionals | C |
| | DELT 32533 | English for Language Policy and Planning in Peace Studies | C |
| | DELT 32542 | Advanced Academic Writing | C |
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| Level 04 | DELT 41512 | Research Writing Skills | C |
| | | | |
| Level 02 or above | Certificate | Certificate Course in Modern Languages- English | No Credits |

LEVEL I

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| Level : | Level I | | |
| Course Code: | DELT 11212 | | |
| Course Title: | English for Social Sciences | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: use appropriate and polite language in introductions handling courtesy formulas | | | |
| ILO 2: use a range of functional language and discourse strategies to give and respond to opinions in conversation | | | |
| ILO 3: respond to suggestions, and ask for clarification | | | |
| ILO 4: compile descriptions of people and objects | | | |
| ILO 5: demonstrate the ability to give a presentation on formal topics | | | |
| ILO 6: identify and respond to the gist and details of a range of simple and moderately complex academic and general purpose texts | | | |
| ILO 7: identify and respond to the gist and details of conversations, lectures, discussions, songs and poems | | | |
| ILO 8: explain the main and supporting information in lectures and extracts from books and articles | | | |
| ILO 9: infer implied information in reading and listening texts | | | |
| ILO 10: construct an academic/expository paragraph with topic and supporting sentences | | | |
| ILO 11: use English tense forms and other selected grammatical aspects meaningfully and e adverbs effectively in order to express ones' self in the selected contexts (sequence markers, adverbs of manner, degree etc., coordinating, subordinating conjunctions etc.) | | | |
| Course Content | | | |
| Setting Goals | | | |
| <ul style="list-style-type: none"> - Listen to a Video and identify its main idea on the topic of Setting goals - Respond in polite conversation with a peer and a lecturer handling courtesy formulas on the topic of ones' goals - Simple present and present continuous forms to talk about permanent and temporary situations - Writing an informal letter describing university life/ how it helps to achieve his/her personal goals - Writing down ideas - Success and Goal setting | | | |
| Giving Advice | | | |
| <ul style="list-style-type: none"> - Listen to a song and discuss about its ideas with the peers - Asking and answering WH questions – Play the language game <i>Who am I?</i> - Palm reading using future tense - Formulating a dialogue based on Short Silent Animated Movies - Talk about heart break and advice of a love guru - Adding dialogue to a silent movie of student's choice 10% | | | |
| Discussing Time | | | |
| <ul style="list-style-type: none"> - Listen to a sequence of events in a narrative and suggest the ending - Past simple and continuous forms to talk about past actions and events - Discussion on past events and in an informative text | | | |

- Create a story using given lines
- Listen to a song and discuss its content

Planning Events

- Role play about organizing a university event
Use functional language to make and respond to suggestions
- Respond to opinions and ask for clarifications
- Listen to a lecture and take down notes
- Writing a graph
- **Listening Test on an event and a lecture 10%**

Personality Types

- Describe moods and senses
- Types of people- watch a video on personality types
- Adjectives and their order
- Describe people and objects
- Writing task on describing people/objects
- Read the poem and discuss its content
- Adverbs of frequency, manner and degree

Speaking in Retrospect

- Listen to an interview with a famous academic
- Present perfect form and past simple forms to past actions and experiences
- Reading a biography of a famous person who is still alive using present perfect, past simple and present simple forms
- Essay writing task on ones' appreciative role model
- **Role Play/ Dialogue *Hot chair* 10%**

Global Issues

- Listen to audio clips on contemporary social issues and identify each of the problems
- Read for the main idea and supporting details in a newspaper article about waste management in Sri Lanka
- Infer meaning for the selected words in the above text
- Sentence types in English
- Write letters of complaint on any imaginary issue
- Listen to a video and discuss on Characteristics of an effective academic presentation
- **Presentation about a social problem in groups 20%**

Teaching/ Learning Methods:

Task-based language learning; presentations, discussions, role play, student presentations,

Assessment Strategy:

Dialogue/Role Play, Group Presentation, Listening Test, End of Semester Exam

Continuous Assessment 50%

Final Assessment 50%

Details:

- Dialog 10%
- Role Play 10%
- Presentation 20%
- Listening 10%

| Theory | Practical | Other |
|--------|-----------|-------|
| | | |

Recommended Reading:

BBC Learn English: <http://www.bbc.co.uk/learningenglish/>
 Jordan, R. R. (1990). *Academic writing course*. Harlow: Longman
 Learn English Teens Skills Practice: <https://learnenglishteens.britishcouncil.org/skills>
 Longman Communication 3000 wordlist: https://www.lexutor.ca/freq/lists_download/longman_3000_list.pdf
 McCarthy, M., & O'Dell, F. (2008). *Academic vocabulary in use: 50 units of academic vocabulary reference and practice*. Cambridge: Cambridge University Press.

- Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.
- Redman, S. (1997). *English vocabulary in use: Pre-intermediate and intermediate*. Cambridge: Cambridge University Press
- Thomson, A. J., & Martinet, A. V. (2010). *A practical English grammar*. Oxford: Oxford University Press.

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| Level: | Level I | | |
| Course Code: | DELT 11222 | | |
| Course Title: | English for Biology | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: use appropriate language handling courtesy formulas in discussions | | | |
| ILO 2: use a range of functional language and discourse strategies to give and respond to opinions | | | |
| ILO 3: respond to the gist and details of a range of academic and technical texts | | | |
| ILO 4: identify common errors in pronunciation | | | |
| ILO 5: infer implied information in reading and listening | | | |
| ILO 6: demonstrate the ability to give a presentation on formal topics | | | |
| ILO 7: identify and respond to the gist and details of a range of academic and general purpose texts | | | |
| ILO 8: construct an academic/expository paragraph with topic and supporting sentences for essays | | | |
| ILO 9: use citations and references accurately in academic texts | | | |
| ILO 9: use style of academic writing for reports and essays | | | |
| ILO 10: listen to academic presentations and take notes while listening | | | |
| ILO 11: summarize academic texts | | | |
| ILO 12: Can use English tense forms and other selected grammatical aspects meaningfully and effectively in order to express ones' self in the selected contexts (sequence markers, coordinating, subordinating conjunctions and other discourse markers etc.) | | | |
| Course Content | | | |
| Setting Goals | | | |
| <ul style="list-style-type: none"> - Respond in polite conversation with a peer and a lecturer handling courtesy formulas on the topic of motivation - Make a presentation on personal-branding 10% - Listen and take down notes based on an e-lecture - Present the notes and conduct a class discussion | | | |
| Terminology for Studies | | | |
| <ul style="list-style-type: none"> - Read and understand selected texts related to Biology - Differentiate between terminology and common vocabulary related to Biology - Use selected basic terminology related to Biology - Practice the use of terminology glossaries/ dictionaries - Group poster presentation on selected area of study related to Biology 20% | | | |
| Giving Opinions | | | |
| <ul style="list-style-type: none"> - Identify the format and components of persuasive essay and presentation - Develop a thesis statement based on an opinion or argument - Construct topic sentences and use transitions in making supporting details in writing - Transition words used in writing - Editing - Writing an introduction to an opinion based essay 10% (1st and 2nd drafts) | | | |
| Laboratory Reports | | | |
| <ul style="list-style-type: none"> - Identify the format and components of a laboratory report on Biology - Compile laboratory reports - Describing processes related to Biology | | | |

- Describing graphs /tables etc.
- forms in English in active and passive voices

Academic Writing Style

- Read a selected text with citations and references related to Biology
- Demonstrate understanding of the concept of plagiarism
- Use accurate citations and references using the APA 6th edition style
- **Quiz on the use of APA 6th edition style 10%**

Public Speaking

- Distinguish the characteristics between persuasive speeches and speeches for occasions
- Practice persuasive speeches
- Rhetorical language

Summarizing

- Distinguish between summarizing and paraphrasing
- Identify the main idea of a paragraph
- Identify the techniques used in summary writing
- Summarize academic texts and lecture notes

Note Taking Skills

- Identify different note taking techniques
- Apply note taking techniques to take down notes while listening to lectures
- Present a poster based on reflection of the course work
- **Listening Test on note taking 10%**

Teaching/ Learning Methods:

Task-based language learning, Presentations, Discussions, Role play

Assessment Strategy:

Speeches, Presentations, Editing, Listening, End of semester exam

Continuous Assessment 60%

Final Assessment 40%

Details:

Poster Presentation- Group 20%

Individual persuasive speech 10%

Writing an introduction to an opinion based essay 10% (1st & 2nd drafts)

Quiz on APA 10%

Listening Test on Note taking skills 10%

Theory

Practical

Other

Recommended Reading:

Bushman, F. D. (2013). *Improving your scientific writing: A short course*. [PDF file]. Retrieved from <http://www.bushmanlab.org/assets/doc/ScientificWritingV39.pdf>

Gopen, G.D. & Swan, J.A. (1990). *The science of scientific writing*. [PDF file]. Retrieved from <https://cseweb.ucsd.edu/~swanson/papers/science-of-writing.pdf>

Grussendorf, M. (2007) *English for presentations*.UK Oxford University Press.

Jordan, R. R. (1990). *Academic writing course*. Harlow: Longman

Longman Communication 3000 wordlist:

https://www.lex tutor.ca/freq/lists_download/longman_3000_list.pdf

McCarthy, M., & O'Dell, F. (2008). *Academic vocabulary in use: 50 units of academic vocabulary reference and practice*. Cambridge: Cambridge University Press.

Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.

Publication Manual of the American Psychological Association. (2002). Washington D.C.: American Psychological Association.

Swales, J.M. & Feak, C.B. (2004), *Academic writing for graduate students: Essential tasks and skills (Vol. I)*, Ann Arbor, MI: University of Michigan Press.

Tischler, M. E. (2006). *Scientific writing booklet*. [FLIPHTML]. Retrieved from

<http://online.fliphtml5.com/bpek/hrkr/>

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|--------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Level: | Level I | | |
| Course Code: | DELT 11232 | | |
| Course Title: | English for Professionals | | |
| Credit Value: | 2 | | |
| Pre requisite; | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |

Course Intended Learning Outcomes

At the completion of this course unit, students will be able to:

- ILO 1: use appropriate language to discuss adapting to university environment and setting goals
- ILO 2: use a range of functional language and discourse strategies to give and respond to opinions
- ILO 3: respond to the gist and details of a range of academic and technical texts
- ILO 4: identify common errors in writing and pronunciation
- ILO 5: infer unexpressed information in reading and listening
- ILO 6: demonstrate the ability to give a presentation on formal topics
- ILO 7: analyse case studies
- ILO 8: demonstrate knowledge on writing business letters and emails
- ILO 9: use citations and references accurately in academic texts
- ILO 9: use the style of academic writing for reports
- ILO 10: summarize academic texts

Course Content

Setting Goals

- Respond in polite conversation with a peer and a lecturer handling courtesy formulas on the topic of motivation
- **Make a presentation on personal-branding – video upload 10%**
- Listen and take down notes based on an e-lecture
- Present the notes and conduct a class discussion
- Tense forms in English in active and passive voices

Academic Writing Style

- Demonstrate the understanding of plagiarism
- Use accurate citations and references using the APA 6th edition style
- **Quiz- (open book) 10%**

Note Taking Skills

- Identify different note taking techniques
- Apply note taking techniques to take notes while reading and listening to lectures
- **Listening Test 10%**

Persuasive Writing

- Compile a short reports
- Language of business writing
- **Short report 20% (1st and 2nd draft)**

Business Correspondence

- Respond to write business letters and emails
- Tone in business writing
- Language in business writing

Presentation skills

- Practice presentation skills

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| <ul style="list-style-type: none"> - Practice presentations using appropriate expression - Correcting common errors in pronunciation - Create effective power point presentations based on subject report 20% <p>Summarizing</p> <ul style="list-style-type: none"> - Distinguish between summarizing and paraphrasing - Identify the main idea of a paragraph - Identify the techniques used in summary writing - Summarize academic texts and lecture notes | | | | |
| <p>Teaching/ Learning Methods: Task-based language learning; student centered learning activities, presentations, discussions, role play</p> | | | | |
| <p>Assessment Strategy: Presentations, Editing, Listening, End of semester exam</p> | | | | |
| Continuous Assessment 60% | | Final Assessment 40% | | |
| <p>Details: PowerPoint Presentation- Group 20% Listening 10% Report writing 20% Quiz (open book)-10%</p> | | Theory | Practical | Other |
| <p>Recommended Reading: Alexander, R. & Jones, L. (2003). <i>New international business English</i>. Cambridge: Cambridge University Press. Grussendorf, M. (2007) <i>English for presentations</i>.UK Oxford University Press. Jordan, R. R. (1990). <i>Academic writing course</i>. Harlow: Longman Longman Communication 3000 wordlist: https://www.lex tutor.ca/freq/lists_download/longman_3000_list.pdf Mascull, B. (2002) <i>Business vocabulary in use</i>. Cambridge: CUP. McCarthy, M., & O'Dell, F. (2008). <i>Academic vocabulary in use: 50 units of academic vocabulary reference and practice</i>. Cambridge: Cambridge University Press. Murphy, R. (2012). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i>. Cambridge: Cambridge University Press. <i>Publication Manual of the American Psychological Association</i>. (2002). Washington D.C.: American Psychological Association. Swales, J.M. & Feak, C.B. (2004), <i>Academic writing for graduates students: Essential tasks and skills (Vol. I)</i>, Ann Arbor, MI: University of Michigan Press. Thomson, A. J., & Martinet, A. V. (2010). <i>A practical English grammar</i>. Oxford: Oxford University Press.</p> | | | | |

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|--------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Level : | Level I | | |
| Course Code: | DELT 11242 | | |
| Course Title: | English for Environmental Science | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |

Course Intended Learning Outcomes:

At the completion of this course unit, students will be able to:

ILO 1: use appropriate language handling courtesy formulas in discussions

ILO 2: use a range of functional language and discourse strategies to give and respond to opinions

ILO 3: respond to the gist and details of a range of academic and technical texts

ILO 4: identify common errors in pronunciation

ILO 5: infer implied information in reading and listening

ILO 6: demonstrate the ability to give a presentation on formal topics

ILO 7: identify and respond to the gist and details of a range of academic and general purpose texts

ILO 8: construct an academic/expository paragraph with topic and supporting sentences for essays

ILO 9: use citations and references accurately in academic texts

ILO 9: use style of academic writing for reports and essays

ILO 10: listen to academic presentations and take notes while listening

ILO 11: summarize academic texts

ILO 12: use English tense forms and other selected grammatical aspects meaningfully and effectively in order to express ones' self in the selected contexts (sequence markers, coordinating, subordinating conjunctions and other discourse markers etc.)

Course Content

Setting Goals

- Respond in polite conversation with a peer and a lecturer handling courtesy formulas on the topic of motivation
- **Make a presentation on personal-branding 10%**
- Listen and take down notes based on an e-lecture
- Present the notes and conduct a class discussion
- Tense forms in English in active and passive voices

Terminology for Studies

- Read and understand selected texts related to Environmental Science
- Differentiate between terminology and common vocabulary related to Environmental Science
- Use selected basic terminology related to Environmental Science
- Practice the use of terminology glossaries/ dictionaries
- **Group poster presentation on selected area of study related to Environmental Science 20%**

Giving Opinions

- Identify the format and components of persuasive essay and presentation
- Develop a thesis statement based on an opinion or argument
- Construct topic sentences and use transitions in making supporting details in writing
- Transition words used in writing
- Editing

- **Writing an introduction to an opinion based essay 10% (1st and 2nd drafts)**

Laboratory Reports

- Identify the format and components of a laboratory report on Environmental Science
- Compile laboratory reports
- Describing processes related to Environmental Science
- Describing graphs /tables etc.

Academic Writing Style

- Read a selected text with citations and references related to Environmental Science
- Demonstrate understanding of the concept of plagiarism
- Use accurate citations and references using the APA 6th edition style
- **Quiz on the use of APA 6th edition style 10%**

Presentation Skills

- Distinguish the characteristics between good and bad presentations
- Practice presentation skills
- Practice presentations using appropriate expressions
- Correcting common errors in pronunciation

Summarizing

- Distinguish between summarizing and paraphrasing
- Identify the main idea of a paragraph
- Identify the techniques used in summary writing
- Summarize academic texts and lecture notes

Note Taking Skills

- Identify different note taking techniques
- Apply note taking techniques to take down notes while listening to lectures
- Present a poster based on reflection of the course work
- **Listening Test on note taking 10%**

Teaching/ Learning Methods:

Task-based language learning; student centered learning activities, presentations, discussions, role play

Assessment Strategy: Speeches, Presentations, Editing, Listening, End of semester exam

| Continuous Assessment 60% | Final Assessment 40% | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------|-------|
| | Theory | Practical | Other |
| Details: Poster Presentation- Group 20% Individual persuasive speech 10% Writing an introduction to an opinion based essay 10% (1 st & 2 nd drafts) Quiz on APA 10% Listening Test on Note taking skills 10% | | | |

Recommended Reading:

Bushman, F. D. (2013). *Improving your scientific writing: A short course*. [PDF file]. Retrieved from <http://www.bushmanlab.org/assets/doc/ScientificWritingV39.pdf>

Gopen, G.D. & Swan, J.A. (1990). *The science of scientific writing*. [PDF file]. Retrieved from <https://cseweb.ucsd.edu/~swanson/papers/science-of-writing.pdf>

Grussendorf, M. (2007) *English for presentations*. UK Oxford University Press.

Jordan, R. R. (1990). *Academic writing course*. Harlow: Longman.

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McCarthy, M., & O'Dell, F. (2008). *Academic vocabulary in use: 50 units of academic vocabulary reference and practice*. Cambridge: Cambridge University Press.

Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.

- Publication Manual of the American Psychological Association*. (2002). Washington D.C.: American Psychological Association.
- Korshuk, E., Kryba, I., Savich E., Solovyov, P. & Tamarina A. (2003), *English for environmental science*, Minsk: Technoprint.
- Redman, S. (1997). *English vocabulary in use: Pre-intermediate and intermediate*. Cambridge: Cambridge University Press
- Swales, J.M. & Feak, C.B. (2004), *Academic writing for graduates students: Essential tasks and skills (Vol. I)*, Ann Arbor, MI: University of Michigan Press.
- Thomson, A. J., & Martinet, A. V. (2010). *A practical English grammar*. Oxford: Oxford University Press.

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| Level : | Level I | | |
| Course Code: | DELT 12252 | | |
| Course Title: | English for Humanities | | |
| Credit Value | 2 | | |
| Pre requisite | None | | |
| Type | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: use appropriate and polite language in introductions handling courtesy formulas | | | |
| ILO 2: use a range of functional language and discourse strategies to give and respond to opinions in conversation | | | |
| ILO 3: respond to suggestions, and ask for clarification | | | |
| ILO 4: compile descriptions of people and objects | | | |
| ILO 5: demonstrate the ability to give a presentation on formal topics | | | |
| ILO 6: identify and respond to the gist and details of a range of simple and moderately complex academic and general purpose texts | | | |
| ILO 7: identify and respond to the gist and details of conversations, lectures, discussions, songs and poems | | | |
| ILO 8: explain the main and supporting information in lectures and extracts from books and articles | | | |
| ILO 9: infer implied information in reading and listening texts / Construct a text to reveal personal information on ones' setting of life | | | |
| ILO 10: construct an academic/expository paragraph with topic and supporting sentences | | | |
| ILO 11: use English tense forms and other selected grammatical aspects meaningfully and effectively in order to express ones' self in the selected contexts (sequence markers, adverbs of manner, degree etc., coordinating, subordinating conjunctions etc.) | | | |
| Course Content | | | |
| Setting Goals | | | |
| <ul style="list-style-type: none"> - Listen to a Video and identify its main idea – Setting goals - Respond in polite conversation with a peer and a lecturer on ones' goals - Simple present and present continuous forms to talk about permanent and temporary situations - Writing an informal letter describing university life/ how it helps to achieve his/her personal goals - Writing down ideas - Success and Goal setting | | | |
| Giving Advice | | | |
| <ul style="list-style-type: none"> - Listen to the Song- Who do you think you are and discuss about its idea with the peers - Asking and answering WH questions – Play the language game <i>Who am I?</i> - Palm reading using future tense - Formulating a dialogue based on short silent animated movies - Talk about heart break and advice of a love guru - Adding dialogue to a silent movie of student's choice 10% | | | |
| Talking about Time | | | |
| <ul style="list-style-type: none"> - Listen to a sequence of events in a narrative and suggest the ending - Past simple and continuous forms to talk about past actions and events - Discussion on past events and in an informative text - Create a story using given lines - Listen to a song and discuss its implications | | | |

Organizing an Event

- Role play about organizing a university event
- Functional language to make and respond to suggestions
- Respond to opinions and ask for clarifications
- Listen to a lecture and take notes
- Writing about a graph
- **Listening Test on an event and a lecture 10%**

Personality Types

- Describe moods and senses
- Types of people- discussion based on a video on personality types
- Adjectives and their order
- Describe people and objects & writing task on describing people/objects
- Read the Poem – Friends by Elizabeth Jennings
- Adverbs of frequency, manner and degree

Speaking in Retrospect

- Listen to an interview with a famous academic
- Present perfect form and past simple forms to past actions and experiences
- Reading a biography of a famous person who is still alive using present perfect, past simple and present simple forms
- Writing task on ones' appreciative role model
- **Role Play/ Dialogue *Hot chair* 10%**

Global Issues

- Listen to audio clips on Contemporary social issues in the world and identify each of the problems
- Read for the main idea and supporting details in a newspaper article about waste management in Sri Lanka
- Infer meaning for the selected words in the above text
- Sentence types in English
- Write letters of complaint on any imaginary issue
- Listen to a video and discuss on Characteristics of an effective academic presentation
- **Presentation about a social problem in groups 20%**

Teaching/ Learning Methods:

Task-based language learning; presentations, discussions, role play, student presentations

Assessment Strategy:

Dialogue/Role Play, Group Presentation, Listening Test, End of Semester Exam

Continuous Assessment 50%

Details:
Dialogue 10%
Role Play 10%
Presentation 20%
Listening 10%

Final Assessment 50%

| Theory | Practical | Other |
|--------|-----------|-------|
|--------|-----------|-------|

Recommended Reading:

BBC Learn English: <http://www.bbc.co.uk/learningenglish/>

Learn English Teens Skills Practice: <https://learnenglishteens.britishcouncil.org/skills>

Longman Communication 3000 wordlist:

https://www.lex tutor.ca/freq/lists_download/longman_3000_list.pdf

McCarthy, M., & O'Dell, F. (2008). *Academic vocabulary in use: 50 units of academic vocabulary reference and practice*. Cambridge: Cambridge University Press.

Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.

Redman, S. (1997). *English vocabulary in use: Pre-intermediate and intermediate*. Cambridge: Cambridge University Press.

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Level: | Level I | | |
| Course Code: | DELT 12262 | | |
| Course Title: | English for Physical Science | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes: | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: use appropriate language handling courtesy formulas in discussions | | | |
| ILO 2: use a range of functional language and discourse strategies to give and respond to opinions | | | |
| ILO 3: respond to the gist and details of a range of academic and technical texts | | | |
| ILO 4: identify common errors in pronunciation | | | |
| ILO 5: infer implied information in reading and listening | | | |
| ILO 6: demonstrate the ability to give a presentation on formal topics | | | |
| ILO 7: identify and respond to the gist and details of a range of academic and general purpose texts | | | |
| ILO 8: construct an academic/expository paragraph with topic and supporting sentences for essays | | | |
| ILO 9: use citations and references accurately in academic texts | | | |
| ILO 9: use style of academic writing for reports and essays | | | |
| ILO 10: listen to academic presentations and take notes while listening | | | |
| ILO 11: summarize academic texts | | | |
| ILO 12: use English tense forms and other selected grammatical aspects meaningfully and effectively in order to express ones' self in the selected contexts (sequence markers, coordinating, subordinating conjunctions and other discourse markers etc.) | | | |
| Course Content | | | |
| Setting Goals | | | |
| <ul style="list-style-type: none"> - Respond in polite conversation with a peer and a lecturer handling courtesy formulas on the topic of motivation - Make a presentation on personal-branding 10% - Listen and take down notes based on an e-lecture - Present the notes and conduct a class discussion - Tense forms in English in active and passive voices | | | |
| Terminology for Studies | | | |
| <ul style="list-style-type: none"> - Read and understand selected texts related to Physical Science - Differentiate between terminology and common vocabulary related to Physical Science - Use selected basic terminology related to Physical Science - Practice the use of terminology glossaries/ dictionaries - Group poster presentation on selected area of study related to Physical Science 20% | | | |
| Giving Opinions | | | |
| <ul style="list-style-type: none"> - Identify the format and components of persuasive essay and presentation - Develop a thesis statement based on an opinion or argument - Construct topic sentences and use transitions in making supporting details in writing - Use transition words used in writing - Editing - Writing an introduction to an opinion based essay 10% (1st and 2nd drafts) | | | |
| Laboratory Reports | | | |
| <ul style="list-style-type: none"> - Identify the format and components of a laboratory report on Physical Science - Compile laboratory reports | | | |

- Describing processes related to Physical Science
- Describing graphs /tables etc.

Academic Writing Style

- Read a selected text with citations and references related to Physical Science
- Demonstrate understanding of the concept of plagiarism
- Use accurate citations and references using the APA 6th edition style
- **Quiz on the use of APA 6th edition style 10%**

Presentation Skills

- Distinguish the characteristics between good and bad presentations
- Practice presentation skills
- Practice presentations using appropriate expressions
- Correcting common errors in pronunciation

Summarizing

- Distinguish between summarizing and paraphrasing
- Identify the main idea of a paragraph
- Identify the techniques used in summary writing
- Summarize academic texts and lecture notes

Note Taking Skills

- Identify different note taking techniques
- Apply note taking techniques to take notes while reading and listening to lectures related to Physical Science
- Present a poster based on reflection of the course work
- **Listening Test on note taking 10%**

Teaching/ Learning Methods:

Task-based language learning; student centered learning activities, presentations, discussions

Assessment Strategy:

Speeches, Presentations, Editing, Listening, End of semester exam

Continuous Assessment 60%

Final Assessment 40%

Details:

- Poster Presentation- Group 20%
- Individual persuasive speech 10%
- Writing an introduction to an opinion based essay 10% (1st &2nd drafts)
- Quiz on APA 10%
- Listening Test on Note taking skills 10%

| Theory | Practical | Other |
|--------|-----------|-------|
| | | |

Recommended Reading:
 Grussendorf, M. (2007) *English for presentations*.UK Oxford University Press.
 Jordan, R. R. (1990). *Academic writing course*. Harlow: Longman
 Longman Communication 3000 wordlist:
https://www.lex tutor.ca/freq/lists_download/longman_3000_list.pdf
 McCarthy, M., & O'Dell, F. (2008). *Academic vocabulary in use: 50 units of academic vocabulary reference and practice*. Cambridge: Cambridge University Press.
 Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.
Publication Manual of the American Psychological Association. (2002). Washington D.C.: American Psychological Association.
 Redman, S. (1997). *English vocabulary in use: Pre-intermediate and intermediate*. Cambridge: Cambridge University Press
 Swales, J.M. & Feak, C.B. (2004), *Academic writing for graduates students: Essential tasks and skills (Vol. I)*, Ann Arbor, MI: University of Michigan Press.
 Thomson, A. J., & Martinet, A. V. (2010). *A practical English grammar*. Oxford: Oxford University Press.

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|--------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Level: | Level I | | |
| Course Code: | DELT 12272 | | |
| Course Title: | English for Speech and Hearing Sciences | | |
| Credit Value | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |

Course Intended Learning Outcomes

At the completion of this course unit, students will be able to:

- ILO 1: use appropriate language to discuss adapting to university environment and setting goals
- ILO 2: use a range of functional language and discourse strategies to give and respond to opinions
- ILO 3: respond to the gist and details of a range of academic and technical texts
- ILO 4: identify common errors in pronunciation
- ILO 5: demonstrate the ability to give a presentation on formal topics
- ILO 7: identify and respond to the gist and details of a range of academic and general purpose texts
- ILO 8: construct an academic/expository paragraph with topic and supporting sentences for essays
- ILO 9: use citations and references accurately in academic texts
- ILO 9: use style of academic writing for reports and essays
- ILO 10: summarize academic texts
- ILO 11: use English tense forms and transition words accurately in writing and speaking

Course Content

Setting Goals

- Listen to a video and identify its main idea
- Respond in polite conversation with a peer and a lecturer on ones' goals
- Simple present and present continuous forms to talk about permanent and temporary situations
- Presentation on self-branding

Terminology for Studies

- Read and understand selected texts related to Speech and Hearing sciences
- Use selected basic terminology related to Speech and Hearing Science
- Practice the use of terminology glossaries/dictionaries
- Writing essays

Professionalism in Speech and Hearing Science

- Understand the concept of Politically Correct language
- Explain interpretations of research data using PowerPoint
- Outline plans for clinical intervention
- Express views using PC terms

Writing Client Histories

- Design a client history information form
- Form questions pertaining to personal information, family and living arrangements, education, employment, personal habits, social relationships, medical information, mental health information
- **Writing a client description- 20% (1st and 2nd draft)**

Giving Opinion

- Identify the format and components of persuasive essay and presentation
- Develop a thesis statement based on an opinion or argument
- Construct topic sentences and use transitions in making supporting details in writing
- Transition words used in writing

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| <ul style="list-style-type: none"> - Editing - Persuasive speech 10% <p>Professional Practice</p> <ul style="list-style-type: none"> - Format of client reports - Summarizing and presenting the relevant client history - Presenting concerns regarding the client - Writing multi-dimensional survey of data - Stating intervention strategies <p>Academic Writing Style</p> <ul style="list-style-type: none"> - Demonstrate the understanding of plagiarism - Use accurate citations and references using the APA 6th edition style - Open book exam- APA 10% <p>Presenting Research</p> <ul style="list-style-type: none"> - Making a PowerPoint Presentation - Presenting research using PowerPoint - Responding to a video –A Video Upload Response-10% | | | |
| <p>Teaching/ Learning Methods: Task-based language learning; student centered learning activities, presentations, discussions, documentary video and upload on LMS/Online platform</p> | | | |
| <p>Assessment Strategy: Speeches, Presentations, Documentary video and upload on LMS/Online platform, Report, Summarizing, Quizzes</p> | | | |
| Continuous Assessment 50% | | Final Assessment 50% | |
| <p>Details: Quiz (open book)-20% Writing a client description 10% Poster presentation 10% PowerPoint Presentation 10%</p> | | Theory | Practical |
| | | Other | |
| <p>Recommended Reading: Albrecht, G.L., Seelman, K.D.,& Bury. M. (2001). <i>Handbook of disability studies</i>. US:SAGE Publications. Burch, S. & Rembis, M. (Eds.).(2014). <i>Disability histories</i>. Urbana: University of Illinois Press. Chicago and Springfield Hacker, D. & Sommers, N. (2012). <i>Rules for writers</i>. Bedford: St. Martin’s. Grussendorf, M. (2007) <i>English for presentations</i>.UK: Oxford University Press. Hedge, T. (2005). <i>Writing</i>. UK: Oxford University Press. Murphy, R. (2012). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i>. Cambridge: Cambridge University Press. <i>Publication Manual of the American Psychological Association</i>. (2002). Washington D.C.: American Psychological Association. Swales, J.M. & Feak, C.B. (2004), <i>Academic writing for graduates students: Essential tasks and skills (Vol. I)</i>, Ann Arbor, MI: University of Michigan Press.</p> | | | |

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|--------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Level: | Level I | | |
| Course Code: | DELT 12282 | | |
| Course Name: | Communication Skills for Professionals | | |
| Credit Value: | 2 | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |

Course Intended Learning Outcomes:

At the completion of this course unit, student will be able to:

ILO 1: make use of strategies used in presenting a guest speaker

ILO 2: use strategies for active listening and problem solving

ILO 3: develop business correspondence and media communication skills in English

ILO 4: develop application procedure and interview skills

ILO 5: construct and deliver persuasive speeches and arguments

ILO 6: examine the impact of cross cultural communication and etiquette in business cultures

Course Content:

Introducing a Guest Speaker

- Identify expressions/phrases used in introducing guest speakers
- Introduce guest speakers
- Construct sentences with appropriate subject-verb agreement

Critical and Creative Thinking

- Practice the use of De Bon's Thinking Hats
- **Discuss case studies and write a response 10%**
- Argue and justify for a solution to a given problem

Giving Opinions

- **Present a persuasive speech 10%**
- Use rhetorical devices in a persuasive speech
- Analyse a given speech

Job Application Procedure

- Recall important tips in writing CVs
- Design CVs appropriate for certain employment opportunities
- Develop personal statements
- Construct sentences using adjectives in order
- Write cover letters

Job Interviews

- Identify strategies to face a job interview successfully
- Use terms/expressions used frequently in job interviews
- Construct questions using Wh- question forms
- **Mock interview 20%**

Cross Cultural Communication

- Identify the structure of formal letters, memos and e-mails
- Use terms/expressions related to formal letters, memos and e-mails
- Design formal letters, memos and e-mails appropriate for different contexts

Etiquette at Work

- Identify practices that improve etiquette at work
- Discuss information in reading and listening texts related to work etiquette
- Distinguish between polite expressions appropriate for different contexts
- **Deliver a group presentation on a selected aspect of etiquette at work 10%**
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| Communicating with People and the Media | | | |
| <ul style="list-style-type: none"> - Identify different ways of communicating with the public - Recognize expressions of positive emphasis - Distinguish between politically correct and incorrect language - Develop press releases | | | |
| Teaching /Learning Methods: | | | |
| Lectures, discussions, online discussion forums | | | |
| Assessment Strategy: | | | |
| Assignments (Listening test -note taking, Group presentation) , online discussion forums, End of semester exam | | | |
| Continuous Assessment 50 % | | | Final Assessment 50 % |
| Details: | | | Theory |
| Listening test 20% | | | Practical |
| Group presentation 20% | | | Other |
| Online discussion forum 10% | | | |
| Recommended Reading: | | | |
| Alundel, R. (1998). <i>Effective business communication</i> . London: Prentice Hall | | | |
| Lesikar, R.V., Flatley, M.E., Rentz, K, Lentz, P. & Pande, N. (2016). <i>Business communication: Connecting in s digital world</i> (13 th ed). UK: McGrawHill Education | | | |
| MacLennan, J. (1999). <i>Effective business communication</i> . London: Prentice Hall | | | |
| Munter, M. (2003). <i>Guide to managerial communication</i> . New Jersey: Pearson Education Inc. Taylor, S. (1999). <i>Communication for business</i> . New York: Pearson Education Inc. | | | |
| Thill, J.V. & Bovee, C. (2013). <i>Excellence in business communication</i> (10 th ed.). New York: Pearsons Education Inc. | | | |

LEVEL II

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| Level: | Level II | | |
| Course Code: | DELT 21212 | | |
| Course Title: | English in Today's World | | |
| Credit Value | 2 | | |
| Pre requisite | None | | |
| Type: | Auxiliary | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: compare and contrast (idiomatic and spelling) differences between American English and English in Britain | | | |
| ILO 2: describe and practice phonological, morphological, and syntactic features of Sri Lankan English | | | |
| ILO 3: discuss global issues and their impact on Sri Lanka | | | |
| ILO 4: identify academic writing style and edit | | | |
| ILO 5: debate/Discuss contemporary issues | | | |
| ILO 6: use 'politically correct' language | | | |
| ILO 7: comment on data and use related language appropriately | | | |
| Course Content | | | |
| World Englishes | | | |
| <ul style="list-style-type: none"> - Discuss different views about different Englishes - Identify spelling differences between American and British English - Use idioms and expressions in meaningful sentences - Listen to song about different views on English/ Watch video | | | |
| Sri Lankan English | | | |
| <ul style="list-style-type: none"> - Read texts on features of Sri Lankan English - Make notes on standard and non-standard variety - Paragraph writing with topic sentences - Appreciate and analyse short story in Sri Lankan English - Write an appreciation of literature and character discussion– 20% | | | |
| Current Issues | | | |
| <ul style="list-style-type: none"> - Discuss contemporary social issues - Use reported speech in talking about current issues - Express critical views on current issues - News report on an incident (report using a poster/PowerPoint – individual) 20% | | | |
| Inclusive language | | | |
| <ul style="list-style-type: none"> - Discuss the need for inclusivity in society based on video clip - Discuss issues related to using politically correct terminology - Identify and use politically correct language in all types of sentences - Listening activity 10% | | | |

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| <p>Data Commentary</p> <ul style="list-style-type: none"> - Identify vocabulary related to graph descriptions - Use tenses related to graph - Identify the format of data commentary <p>Academic Writing Style</p> <ul style="list-style-type: none"> - Identify the use of nouns and verbs in academic language - Practice nominalization - Practice editing | | | |
| <p>Teaching/ Learning Methods: Task-based language learning; presentations, discussions, role play, student presentations</p> | | | |
| <p>Assessment Strategy: Poster presentation, Listening, Essay, Individual news report, End of Semester Exam</p> | | | |
| Continuous Assessment 50% | | Final Assessment 50% | |
| <p>Details: Literary appreciation 10% Character description 10% Individual news report 20% Listening 10%</p> | | <p>Theory</p> | <p>Practical</p> |
| <p>Recommended Reading: Gunesekera, M. (2005). <i>The Post-colonial identity of Sri Lankan English</i>. Colombo: Katha Publishers. Heyer, S. (1996). <i>True stories in the news: A beginning reader</i> (3rd ed.). UK: Pearson Publishers. Long, W. J. (2015). <i>English literature: Its history and its significance for the life of the English speaking word</i>. UK: Rupa Publisher. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills</i> (Vol. 1). Ann Arbor: University of Michigan Press. Thomson, A. J., & Martinet, A. V. (2010). <i>A practical English grammar</i>. Oxford: Oxford University Press.</p> | | | |

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| Level: | Level II | | | | | |
| Course Code: | DELT 22222 | | | | | |
| Course Title: | Introduction to Literature | | | | | |
| Credit Value | 2 | | | | | |
| Pre requisite: | None | | | | | |
| Type: | Auxiliary | | | | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning | | | |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (reading, listening & viewing peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) | | | |
| Course Intended Learning Outcomes | | | | | | |
| At the completion of this course unit, students will be able to: | | | | | | |
| ILO 1: develop interpretative and performance skills through poetry speaking | | | | | | |
| ILO 2: write a critique of a piece of literature | | | | | | |
| ILO 3: apply critical thinking and analytical skill | | | | | | |
| ILO 4: discuss about characters in a literary piece | | | | | | |
| ILO 5: analyse given literary piece in a thematic context | | | | | | |
| Course Content | | | | | | |
| Poetry Appreciation: | | | | | | |
| Appreciate poetry of one poem each of the following poets: William Shakespeare/ John Donne/ William Blake/ Sylvia Plath/ Choman Hardi/ Robert Frost/ Vivimarie Vanderpoorten/ Reggie Siriwardena/ Lakdasa Wikramasinghe/ Wilfred Owen/ Omar Khayyam | | | | | | |
| <ul style="list-style-type: none"> - Discuss the thematic content and compare and contrast the poems - Learn and speak a selection of poetry by heart - Creatively present a poetry recital based on a selection of poems using audio visual support | | | | | | |
| Appreciation and analysis of a play: | | | | | | |
| <i>Lady Windermere's Fan</i> - Oscar Wilde or a play of similar standard | | | | | | |
| <ul style="list-style-type: none"> - Discuss the thematic content of a play and write an appreciation/ analysis - Watch the movie of the play and compare and contrast the script with the movie - Learn the idiomatic expressions in the play - Identify the character traits in the play and write an appreciation | | | | | | |
| Appreciation and analysis of a short story | | | | | | |
| <i>The Fall of the House of Usher</i> - Edgar Allen Poe or a short story of similar standard | | | | | | |
| <ul style="list-style-type: none"> - Discuss the thematic content of the short story and write an appreciation/ analysis - Discuss the character development in the short story and write an appreciation/ analysis | | | | | | |
| Teaching/ Learning Methods: | | | | | | |
| Task-based language learning; presentations, discussions, role play, student presentations | | | | | | |
| Assessment Strategy: | | | | | | |
| Poetry recital, Group Presentation, Essay, End of Semester Exam | | | | | | |
| Continuous Assessment 50% | | | Final Assessment 50% | | | |
| Details: Poetry Speaking 20% Appreciation of literature 10% Presentation 20% | | | <table border="1"> <tr> <td>Theory</td> <td>Practical</td> <td>Other</td> </tr> </table> | Theory | Practical | Other |
| Theory | Practical | Other | | | | |

Recommended Reading:

- Drabble, M. (Ed.).(2006). *The Oxford companion to English literature*.UK: Oxford University Press.
- de Mel, N. (1995). *Essays on Sri Lankan poetry in English*. Colombo:.The English Association of Sri Lanka.
- Ousby, I. (Ed.). (1992) *The Cambridge guide to literature in English*. UK: Cambridge University Press.
- Wijesinghe, R. (1993) *An anthology of contemporary Sri Lankan poetry in English*. Colombo: The English Association of Sri Lanka.

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| Level: | Level II | | |
| Course Code: | DELT 22232 | | |
| Course Title: | English for Communication and Further Studies | | |
| Credit Value | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: use appropriate language for polite conversations and presentations | | | |
| ILO 2: demonstrate negotiation skills | | | |
| ILO 3: demonstrate letter writing skills | | | |
| ILO 4: develop presentation skills and public speaking skills | | | |
| ILO 5: practice listening & comprehend complex text with varied structures, conversations and speeches etc | | | |
| ILO 6: formulate an annotated bibliography | | | |
| ILO 7: identify importance of social etiquette | | | |
| ILO 8: use negotiation skills and minute taking/agenda drafting skills at world of work | | | |
| Course Content: | | | |
| Communicating at Work | | | |
| <ul style="list-style-type: none"> - Pronunciation Issues in Sri Lanka - In-class test- Assignment I- individual 10% | | | |
| Writing Letters/Memos | | | |
| <ul style="list-style-type: none"> -Identify the difference between formal and informal letters -Distinguish different types of letters -Write letters and memos | | | |
| Presentation Skills | | | |
| <ul style="list-style-type: none"> -Distinguish between successful and unsuccessful presentations -Prepare a presentation -Use multimedia in presentations - Correcting common errors in pronunciation - Presentation (Assignment II- Group- 20%) | | | |
| Literature Review for Further Studies | | | |
| <ul style="list-style-type: none"> -Identify structure of a literature review - Paraphrasing and using quotations - Synthesize information -Write an annotated bibliography (Assignment III- Individual- 20%) | | | |
| Facilitating and Conducting Meetings | | | |
| <ul style="list-style-type: none"> - Identify the skills for conducting meeting -Write Minutes and Agenda -Use negotiating skills in meetings and business purposes | | | |
| The World of Work | | | |
| <ul style="list-style-type: none"> -Practice CV writing and cover letters - Identify business etiquette for work | | | |

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| Teaching/ Learning Methods: Lectures, Guest lectures, Task-based language learning | | | |
| Assessment Strategy: Group Presentation, In class tests, End of Semester Exam | | | |
| Continuous Assessment 50% | | Final Assessment 50% | |
| Details: Presentation 20% In-Class test 10% Annotated bibliography- 20% | | Theory | Practical |
| | | | Other |
| Recommended Reading: Downes, C. (2008). <i>Cambridge English for job-hunting</i> . Cambridge: Cambridge University Press. Emmerson, P. (2013). <i>Email English</i> . London: Macmillan. Goodale, M., & Gordon, M. (2017). <i>The language of meetings</i> . Andover Hampshire: Cengage Learning. Goodale, M. (2005). <i>Professional presentations</i> . Cambridge University Press. Grussendorf, M. (2017). <i>English for presentations</i> . Oxford: Oxford University Press. Jordan, R. R. (1990). <i>Academic writing course</i> . Harlow: Longman. Mascull, B. (2018). <i>Business Vocabulary in Use: Intermediate; Self-study and classroom use</i> . Cambridge: Cambridge University Press. Mohan, K., & Banerji, M. (2009). <i>Developing communication Skills</i> (2n ed.). Macmillan Publishers. Richey, R. (2012). <i>English for customer care</i> . Oxford: Oxford University Press. Smith, D. G. (2017). <i>English for telephoning</i> . Oxford: Oxford University Press. | | | |

LEVEL III

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| Level | Level III | | |
| Course Code: | DELT 33212 | | |
| Course Title: | English for Professional Purposes | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Auxiliary | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| <p>Course Intended Learning Outcomes At the completion of this course unit, students will be able to: ILO 1: practice conversations in English in a range of professional and academic context ILO 2: practice in Business correspondences in English ILO 3: make planned and impromptu speech and presentations ILO 4: describe and analyze graphs ILO 5: practice listening & comprehend complex text with varied structures, conversations and speeches etc ILO 6: CV writing</p> | | | |
| <p>Course Content Writing Letters -Identify the difference between formal and informal letters -Distinguish different types of letters CV and Cover letter writing -Identify different structures of CVS. -Write CVs and cover letters Interview Skills -Basic skills which are required for Interviews - Mock Interviews (Assignment 1- Individual- 20%) Business Correspondence -Use grammatical structures and punctuation appropriately in different types of business correspondence -Write fax, press releases and emails. -Identify format of Memos and circulars Presentation Skills and Public speaking skills -Distinguish between good and bad presentations -Prepare a good presentation and present -Use multimedia in presentations - Presentation (Assignment II- Group- 20%) Writing Business Reports -Identify different structures of Business Reports -Write a project proposal Facilitating and Conducting Meetings and Negotiating skills -Identify the Skills for conducting meetings -Write Minutes and Agenda -Use negotiating skills in meetings and business purposes</p> | | | |

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| Note Taking skills and summarizing | | | |
| <ul style="list-style-type: none"> - Identify different styles of Note Taking Methods - Listening (Assignment III- Individual- 10%) | | | |
| Teaching/ Learning Methods: | | | |
| Interactive classroom sessions, guest lectures, workshops | | | |
| Assessment Strategy: | | | |
| Assignments, End-of-course exam, In-class assessments | | | |
| Continuous Assessment 50% | | Final Assessment 50% | |
| Details: Mock interview 20% Presentation 20% Listening test 10% | | Theory | Practical |
| | | Other | |
| Recommended Reading: | | | |
| Baugh, L. S., Fryar, M., & Thomas, D. A., (1998). <i>How to write first-class business correspondence</i> . Illinois, USA: NTC Publishing Group. | | | |
| Five Rhetorical Canons: Retrieved from http://thevisualcommunicationguy.com/2015/04/06/how-the-5-rhetorical-canons-will-make-you-more-persuasive/ | | | |
| Jones, L. & Alexander, R. (2003). <i>New international Business English</i> . New York: Cambridge University Press. | | | |
| Lesikar, R., Flatley, M.E., Rentz, K., Lentz, P. & Pande, N. (2016). Delivering Oral Reports and Business Speeches. In <i>Business communication: Connecting in a digital world</i> (13 th ed.) (618-646). India: McGrawHill Education. | | | |
| Mascull, B. (2003). <i>Business vocabulary in use</i> . New York, Cambridge University Press. | | | |
| Munter, M. (2003). <i>Guide to managerial communication</i> . New Jersey: Prentice Hall. | | | |

**DELT Syllabuses for Honours Degrees
LEVEL I**

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| Level: | Level I | | |
| Course Code: | DELT 11512 | | |
| Course Title: | English for Film and Television Studies | | |
| Credit Value | 2 | | |
| Pre requisite | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: define and explain commonly vocabulary in film and television studies | | | |
| ILO 2: discuss and paraphrase reading materials related to film and television studies | | | |
| ILO 3: use English language accurately to produce genre specific writing | | | |
| ILO 4: discuss individual opinions regarding different issues related to film and television | | | |
| Course Content | | | |
| Language Related to Film and Television | | | |
| <ul style="list-style-type: none"> - Watch a video clip about FT technique - Identify commonly occurring vocabulary in film techniques 20% - Use technical terms related to FT in sentence construction - Constructing simple and compound sentences | | | |
| Genre Identification | | | |
| <ul style="list-style-type: none"> - Read and learn concepts related to FT (comedy/ tragedy/thriller/horror/ short film etc.) 20% - Summarizing information given in the prescribed texts - Summarizing skills | | | |
| Critical thinking skills for FT | | | |
| <ul style="list-style-type: none"> - Discussing contemporary issues in selected animated movies - Presenting your opinion about the thematic content <p style="text-align: center;">Write paragraphs on your opinion 20%</p> | | | |
| Cinematic Techniques | | | |
| <ul style="list-style-type: none"> - Watch a short film and discuss the use of techniques in the movie - Individual presentation on the use of techniques in movie 10% - Connectors and discourse markers | | | |
| Acting Styles | | | |
| <ul style="list-style-type: none"> - Reading texts on Stanislavsky and naturalistic acting and take down notes - Answer questions based on acting styles 10% - Individual speech on the use of naturalistic acting in cinema/theatre | | | |
| Costumes | | | |
| <ul style="list-style-type: none"> - Read on costume designing history and selecting several articles - Create a poster and present the evolution of costume designing 20% - Designing posters on academic topics - Practice language related to poster presentations | | | |
| Teaching/ Learning Methods: | | | |
| Lectures, workshops, in-class writing and presentations and group discussions | | | |

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| Assessment Strategy: Written assignments and presentations | | | | |
| Continuous Assessment 100% | | Final Assessment 50% | | |
| Details: Vocabulary test 20% Critiquing 20% Group presentation 10% In class test 30% Poster presentation- Group 20% | | Theory | Practical | Other |
| Recommended Reading: Baily, S. (2011). <i>Academic Writing: A handbook for international students</i> (3 rd Ed.). UK: Routledge Barsam, R. & Monahan, D. (2015). <i>Looking at movies</i> (5th Ed.). USA: W. W. Norton & Company. Bone, J & Johnson, R. (1997). <i>Understanding the film: An introduction to film appreciation</i> . UK: McGraw-Hill. Millerson, G. (1990). <i>The technique of television production</i> (12 th Ed.). London: Focal Press. Nowell-Smith, G. (1999). <i>Oxford history of world cinema: The definitive history of cinema worldwide</i> . UK: OUP. Phillips, P. (2000). <i>Understanding film text</i> . London: British Film Institute. | | | | |

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|--------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Level: | Level I (ONE YEAR) | | |
| Course Code: | DELT 13522 | | |
| Course Title: | English for Computing and Technology | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |

Course Intended Learning Outcomes

At the completion of this course unit, students will be able to:

- ILO 1: use appropriate language to discuss adapting to university environment and setting goals
- ILO 2: use a range of functional language and discourse strategies to give and respond to opinions
- ILO 3: respond to the gist and details of a range of academic and technical texts
- ILO 4: demonstrate the ability to write official correspondence
- ILO 5: use language proficiently in delivering a presentation on proposed projects
- ILO 6: identify and respond to the gist and details of a range of academic and general purpose texts
- ILO 7: construct an academic/expository paragraph with topic and supporting sentences for essays
- ILO 8: listen to academic presentations and make notes while listening
- ILO 9: demonstrate the ability to draft terms and conditions and memos
- ILO 10: summarize academic texts

Course Content

Setting Goals

- Respond in polite conversation with a peer and a lecturer handling courtesy formulas on the topic of motivation
- **Make a video presentation on personal-branding 10%**
- Listen and take down notes based on an e-lecture
- Present the notes and conduct a class discussion
- Writing simple and compound sentences

Terminology for Studies

- Read and understand selected texts related to Computing and Technology
- Differentiate between terminology/ high frequency vocabulary related to Computing and Technology
- Use selected basic terminology related to Computing and Technology
- Practice the use of terminology glossaries/dictionaries
- **Writing complex sentences and practicing mechanics of writing 10%**

Technology and Environment

- Read and write summary on texts on environment and energy efficient products
- Synthesize information given in reading texts
- Process writing
- **Write a paragraph based on synthesized information 20%**

Note Taking Skills

- Identify different note taking techniques
- Apply note taking techniques to take notes while reading a text and listening to lectures
- Describing a graph /table etc. related to Computing and Technology
- **Listening Test on note taking 10%**

Academic Writing Style

- Demonstrate the understanding of plagiarism
- Use accurate citations and references using the APA 6th edition style
- **Quiz- 20%**

Ethics and Computers

- Read selected texts on ethical concerns and identify main idea/subordinating details
- Develop a thesis statement based on an opinion or argument
- Construct topic sentences and use transitions in making supporting details in writing
- Identify transition words used in writing
- **Writing an introduction to an opinion based essay 10%**

Lab Reports

- Compile a lab report based on a given topic
- Practice the language of reports
- **Write a short report 10%**

Teaching/ Learning Methods:

Task-based language learning; student centered learning activities, presentations, discussions, documentary video and upload on LMS/Online platform

Assessment Strategy: Video upload on LMS/Online platform, Report, Summarizing, Quizzes, Writing and listening in class tests and take home assignments.

Continuous Assessment 100%**Final Assessment**

Details:

Sentence and mechanics of writing 20%
 Paragraph writing 20%
 Writing an introduction to opinion based essay 10%
 Writing a short report 10%
 APA Quiz 20%
 Listening test 10%
 Video on personal branding 10%

Theory

Practical

Other

Recommended Reading:

Chicago and Springfield Hacker, D. & Sommers, N. (2012). *Rules for writers*. Bedford: St. Martin's.
 Grussendorf, M. (2007) *English for presentations*.UK: Oxford University Press.
 Hedge, T. (2005). *Writing*. UK: Oxford University Press.
 Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.
Publication Manual of the American Psychological Association. (2002). Washington D.C.: American Psychological Association.
 Swales, J.M. & Feak, C.B. (2004), *Academic writing for graduates students: Essential tasks and skills (Vol. I)*, Ann Arbor, MI: University of Michigan Press.

LEVEL II

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| Level: | Level II | | |
| Course Code: | DELT 21512 | | |
| Course Title: | English for the World | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: compare and contrast (idiomatic and spelling) differences between American English and English in Britain | | | |
| ILO 2: describe and practice phonological, morphological, and syntactic features of Sri Lankan English | | | |
| ILO 3: discuss global issues and their impact on Sri Lanka | | | |
| ILO 4: identify academic writing style and edit | | | |
| ILO 5: debate/Discuss contemporary issues | | | |
| ILO 6: use 'politically correct' language | | | |
| ILO 7: comment on data and use related language appropriately | | | |
| Course Content | | | |
| World Englishes | | | |
| <ul style="list-style-type: none"> - Discuss different views about different Englishes - Identify spelling differences between American and British English - Use idioms and expressions in meaningful sentences - Listen to song about different views on English/ Watch video | | | |
| Sri Lankan English | | | |
| <ul style="list-style-type: none"> - Read texts on features of Sri Lankan English - Make notes on standard and non-standard variety - Paragraph writing with topic sentences - Appreciate and analyse short story in Sri Lankan English - Write an appreciation of literature and character discussion– 20% | | | |
| Current Issues | | | |
| <ul style="list-style-type: none"> - Discuss contemporary social issues - Use reported speech in talking about current issues - Express critical views on current issues - News report on an incident (report using a poster/PowerPoint – individual) 20% | | | |
| Inclusive Language | | | |
| <ul style="list-style-type: none"> - Discuss the need for inclusivity in society based on Video clip - Discuss issues related to using politically correct terminology - Identify and use politically correct language in all types of sentences - Listening activity 10% | | | |

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| <p>Data Commentary</p> <ul style="list-style-type: none"> - Identify vocabulary related to graph descriptions - Use tenses related to graph - Identify the format of data commentary <p>Academic Writing Style</p> <ul style="list-style-type: none"> - Identify the use of nouns and verbs in academic language - Practice nominalization - Practice editing | | | | |
| <p>Teaching/ Learning Methods: Task-based language learning; presentations, discussions, role play, student presentations</p> | | | | |
| <p>Assessment Strategy: Poster presentation, Listening, Essay, Individual news report, End of Semester Exam</p> | | | | |
| Continuous Assessment 50% | | Final Assessment 50% | | |
| <p>Details: Literary appreciation 10% Character description 10% Individual news report 20% Listening 10%</p> | | Theory | Practical | Other |
| <p>Recommended Reading: Gunesekera, M. (2005). <i>The Post-colonial identity of Sri Lankan English</i>. Colombo: Katha Publishers. Heyer, S. (1996). <i>True stories in the news: A beginning reader</i> (3rd ed.). UK: Pearson Publishers. Long, W. J. (2015). <i>English literature: Its history and its significance for the life of the English speaking word</i>. UK: Rupa Publisher. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills</i> (Vol. 1). Ann Arbor: University of Michigan Press. Thomson, A. J., & Martinet, A. V. (2010). <i>A practical English grammar</i>. Oxford: Oxford University Press.</p> | | | | |

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| Level: | Level II | | |
| Course Code: | DELT 21524 | | |
| Course Title: | English for Television and Film Appreciation | | |
| Credit Value: | 4 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 60hrs (4 lecture hours X 15 weeks) | 30hrs (Activities related to language skills development and assignments 2 hour X 15 weeks) | 110hrs (Reading, listening & viewing peer collaborative learning, LMS Forums 7-8 hours X 15 weeks) |
| Course Intended Learning Outcomes: | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: Analyze cinematic/TV text | | | |
| ILO 2: Compare short literary text with movie/TV programme | | | |
| ILO 3: Demonstrate writing and reading skills essential for TV/Film critical appreciation | | | |
| ILO 4: Discuss current socio cultural issues in selected genre specific cinema | | | |
| Course Content | | | |
| Cinematic narrative | | | |
| <ul style="list-style-type: none"> - Discuss themes and techniques in cinematic/ TV text - Use reading strategies for specific information, scanning, skimming - Individual presentation on a cinematic/ TV text 20% | | | |
| Acting Responses | | | |
| <ul style="list-style-type: none"> - Practice chunking of ideas in reading dialogue - Use a selected section of a movie script (lesson 1 script) and identify themes and implications - Create a short video based on the film script- 20% | | | |
| Comparative Discussions | | | |
| <ul style="list-style-type: none"> - Read a short literary text that has been converted in to a movie/TV series (lesson 1 script) - Discuss thematic content of both the cinematic and literary texts - Comparative analysis of cinematic/TV texts vs literary text – Group presentation 30% | | | |
| Approaches to Writing about Movies | | | |
| <ul style="list-style-type: none"> - Identify and practice analytical writing skills - Develop written appreciations of movies and TV series - Use skills in editing (subtitle writing) - Practice process writing - Written appreciation of a film/TV programme – Individual 10% | | | |
| Advanced analytical skills | | | |
| <ul style="list-style-type: none"> - Discuss movie and TV reviews - Assess trends in current world cinema/TV - Discussion forum on a film/TV programme 20% | | | |
| Teaching/ Learning Methods: | | | |
| Lectures, workshops, in-class writing and presentations and group discussions | | | |
| Assessment Strategy: | | | |
| Written assignments and presentations | | | |

| Continuous Assessment 100% | Final Assessment | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|-------|
| <p>Details: Individual presentation 20% Short video (group/pair) 20% Comparative analysis- group presentation 30% Written appreciation of a film/TV programme 10% Discussion forum on a film/TV programme 20%</p> | Theory | Practical | Other |
| <p>Recommended Reading: Aaron, M. Ed. (2004). <i>New queer cinema: A critical reader</i>. US: Rutgers University Press. Arijon, D. (1991). <i>Grammar of the film language</i>. USA: Silman-James Press. Corigan, T. (2014). <i>A short guide to writing about Film</i> (9th Ed.). UK: Pearson. Gocsik, K, Monahan, D. & Barsam, R. (2015). <i>Writing about movies</i> (4th Ed. . USA: W. W. Norton & Company. Holland, P. (2016). <i>The new television handbook</i>. UK: Routledge. Rawle, S. (2018). <i>Transnational cinema: An introduction</i> (1st Ed.). UK: Red Globe Press.</p> | | | |

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| Level: | Level II | | |
| Course Code: | DELT 21532 | | |
| Course Title: | Advanced English for Commerce and Management Studies | | |
| Credit Value | 2 | | |
| Pre requisite | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes: | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: identify finer details and infer unexpressed content in extended lectures, presentations and discussions on relevant academic topics | | | |
| ILO 2: identify and respond to finer details and implicit content in a range of demanding and extended academic texts | | | |
| ILO 3: evaluate and deconstruct and respond to content in academic texts | | | |
| ILO 4: synthesize content from multiple texts on similar topics | | | |
| ILO 5: plan and deliver an extended and a research-led presentation on more complex academic topics | | | |
| ILO 6: plan and generate ideas in extended discussions and debates on academic and professionally relevant topics using appropriate language | | | |
| ILO 7: conduct library and online research to select relevant academic literature for assignments and presentations | | | |
| ILO 8: construct an effective thesis statement for an extended academic essay | | | |
| ILO 9: plan, organize, write, review and edit an academic essay | | | |
| ILO 10: compile a short report to communicate the results of a small-scale classroom-based research project | | | |
| ILO 11: choose appropriate grammatical structures and lexical resources which accurately express the desired meaning in academic contexts | | | |
| ILO 12: format academic papers and cite sources using a specified house style such as APA | | | |
| Course Content | | | |
| Reporting and Taking Down Notes | | | |
| <ul style="list-style-type: none"> - Listening: understand and respond to finer and unexpressed details in a lecture - Grammar: use indirect speech to report what others have said Etiquette in the University - Reading: infer and deconstruct ideas in a textbook extract /article - Grammar: use present perfect and past simple accurately to discuss past incidents and experiences | | | |
| Summaries and Synthesis | | | |
| <ul style="list-style-type: none"> - Writing: compile a synthesis of content from multiple texts - Grammar: use relative and participle clauses to connect ideas in academic writing | | | |
| Read Between the Lines | | | |
| <ul style="list-style-type: none"> - Listening: understand finer details and unexpressed information in extended discussions - Speaking: plan a debate/discussion on an academically relevant topic - Grammar: practice using gerunds and infinitives after verbs to express complex ideas - Vocabulary: use a range of strategies to learn idioms and fixed expressions | | | |
| Rationalizations | | | |
| <ul style="list-style-type: none"> - Speaking: engage in a debate/discussion on an academically relevant topic - Grammar: analyze grammatical errors and omissions in academic discourse | | | |
| Literature Review | | | |
| <ul style="list-style-type: none"> - Writing: compile a brief literature review on a given academic topic based on library and online research | | | |

- Functional language: use a range of formulaic expressions and grammatical structures for reviewing the literature on a given academic topic

Presenting Research

- Listening, Reading and Speaking: plan a research-led presentation in groups
- Functional language: use signposting language and transitional words to improve the coherence and cohesion of academic discourses
- Speaking and Listening: deliver and peer-review research-led presentations

Academic Essays

- Writing: plan and write a coursework essay based on a thesis statement
- Grammar: use signposting language and transitional words to improve the coherence and cohesion of academic discourse s
- Writing: plan and write a coursework essay based on a thesis statement
- Grammar: use passives to chance the structure of ideas in sentences and enhance objectivity

Gathering Data and Reporting

- Speaking: plan a small-scale survey and compile a questionnaire to collect data from a target population
- Grammar: use question forms accurately to collect information through a survey or interview
- Writing: plan and write a report based on a small-scale questionnaire survey
- Grammar: use tenses in reports accurately to enhance clarity
- Functional language: use a range of formulaic phrases for report writing
- Writing: format academic papers and citing sources

Teaching/ Learning Methods:

Task-based language learning; presentations, discussions, role play, student presentations,

Assessment Strategy:

Interview, Listening, Presentation, End of Semester Exam

Continuous Assessment 50%

Final Assessment 50%

Details:

Speaking Assessment 1: One-to-one interview (10%)
 Speaking Assessment 2: Presentation (10%)
 Listening Assessment 1: Listening comprehension (a conversation/discussion) (10%)
 Listening Assessment 2: Listening comprehension (a lecturer/academic presentation) (10%)
 Group Writing Assessment: Literature Review (10%)

Theory

Practical

Other

Recommended Reading:

Bailey, S. (2018). *Academic Writing: a handbook for international students*. Place of publication not identified: Routledge.
 Grussendorf, M. (2007). *English for presentations: express series*. Oxford: Oxford University Press.
 Jordan, R. R. (1990). *Academic writing course*. Harlow: Longman
 McCarthy, M., & O'Dell, F. (2008). *Academic vocabulary in use: 50 units of academic vocabulary reference and practice*. Cambridge: Cambridge University Press.
 Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.
 Redman, S. (1997). *English vocabulary in use: Pre-intermediate and intermediate*. Cambridge: Cambridge University Press
 Thomson, A. J., & Martinet, A. V. (2010). *A practical English grammar*. Oxford: Oxford University Press.

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| Level: | Level II | | |
| Course Code: | DELT 22542 | | |
| Course Title: | Effective Speaking | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 20hrs (Activities related to Speaking skills development and assignments 1 hour X 15 weeks) | 40hrs (reading, listening & viewing peer collaborative learning, LMS Forums 2-3 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: practice elevator pitch and personal branding | | | |
| ILO 2: demonstrate the ability to warm up before speaking | | | |
| ILO 3: apply speech models to impromptu/prepared speeches | | | |
| ILO 4: practice informative presentations | | | |
| ILO 5: practice interview skills | | | |
| ILO 6: practice reading aloud for clear communication | | | |
| ILO 7: discuss a literary text | | | |
| ILO 8: identify and correct common issues in pronunciation in Sri Lanka | | | |
| Course Content | | | |
| Introductions | | | |
| <ul style="list-style-type: none"> - Identify the skills of elevator pitch - Use the skills of elevator pitch in making introductions - Practice elevator pitch and personal branding techniques - Practice exercises for posture - Create a video on personal branding 10% | | | |
| Reading Aloud | | | |
| <ul style="list-style-type: none"> - Practice reading aloud and chunking - Use articulation and enunciation exercises to improve pronunciation - Practice relaxation techniques for voice projection - Read a selected text aloud for performance 20% | | | |
| Vocal Skills | | | |
| <ul style="list-style-type: none"> - Identify common errors in pronunciation in Sri Lanka - Practice articulation and enunciation - Correcting common issues in pronunciation 10% | | | |
| Interview Techniques | | | |
| <ul style="list-style-type: none"> - Conduct a SWOT analysis on one self - Prepare for interviews - Use persuasive techniques at interviews - Use warm up games - Learning about companies and their profiles - Mock interview 20% | | | |
| Text Based Discussion | | | |
| <ul style="list-style-type: none"> - Discuss the characters, plot, themes and setting - Discuss sociopolitical backdrop of the text - Discussion on plot, themes, setting and characters 20% | | | |
| Impromptu and prepared speeches | | | |
| <ul style="list-style-type: none"> - Identify speech models and use rhetorical strategies | | | |

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| <ul style="list-style-type: none"> - Analyse speeches on TED Talks - Practice persuasive speeches - Deliver a persuasive speech 20% | | | |
| Teaching/ Learning Methods: | | | |
| Interactive classroom sessions, videos, guest lectures, workshops, video upload | | | |
| Assessment Strategy: | | | |
| speeches and mock interviews, reading for performance, error correction, viva | | | |
| Continuous Assessment 100% | | Final Assessment | |
| Details: | | Theory | Practical |
| A persuasive speech 20% | | | |
| Correcting pronunciation issues 10% | | | |
| Mock interview 20% | | | |
| Discussion on literary text 20% | | | |
| Reading Aloud 20% | | | |
| Video on personal branding 10% | | | |
| Recommended Reading: | | | |
| O’Hair, D, Stewart, R. & Rubenstein, H. (2007). <i>Speaker’s guidebook: Text and reference</i> (3rd ed.). New York: Bedford/St. Martin’s. | | | |
| Osborn, M. & Osborn, S. (2009). <i>Public speaking</i> (8th ed.). US: Allyn & Bacon. | | | |
| Port, M. (2015). <i>From speeches to job interviews to deal closing pitches</i> . US: Houghton Mifflin Harcourt. | | | |
| Spiropoulos, M. (2006). <i>Interview skills that win the job: Simple techniques for answering the tough questions</i> . US: Allen Unwin. | | | |
| Swale, J. (2009). <i>Drama games for classrooms and workshops</i> . UK: Nick Hern Books. | | | |
| Wilding, E. (2015). <i>Presentations: Students’ book</i> . Reading: Garnet Education. | | | |

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| Level: | Level II | | |
| Course Code: | DELT 22552 | | |
| Course Title: | English for Technology | | |
| Credit Value | 2 | | |
| Pre requisite | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the end of the course unit, the students will be able to: | | | |
| ILO 1: practice problem solving skills through activities | | | |
| ILO 2: compile project proposals | | | |
| ILO 3: develop planned and impromptu speeches and presentations | | | |
| ILO 4: use persuasive language | | | |
| ILO 5: formulate client profiles | | | |
| ILO 6: analyse a case study | | | |
| ILO 7: use marketing skills on marketing a product | | | |
| Course Content | | | |
| Problem solving | | | |
| <ul style="list-style-type: none"> - Identify critical thinking and problem solving skills - Use critical thinking and problem solving skills to address a variety of issues related to technology - Group Presentation on problem solving activity (Assignment 1 – 20%) | | | |
| Writing Project Proposals | | | |
| <ul style="list-style-type: none"> - Identify different structures of project proposals - Compare and contrast project proposals - Practice the use of language in writing project proposals - Write a project proposal (Assignment 2 – 20%) | | | |
| Case Studies | | | |
| <ul style="list-style-type: none"> - Discuss business case studies - Point out strategies to address the issues related to a business case study - Write a response on a given case study (Assignment 3 - 20%) | | | |
| Meeting Clients | | | |
| <ul style="list-style-type: none"> - Etiquette in the business place - Writing client profiles - Write a client profile based on given information (Assignment 4 – 20%) | | | |
| Marketing a Product | | | |
| <ul style="list-style-type: none"> -Identify rhetorical skills and persuasive speeches - Practice delivering impromptu speeches - Impromptu speech on marketing a product (Assignment 5 – 20%) | | | |
| Teaching/ Learning Methods: | | | |
| Lectures, Guest lectures, Task-based language learning | | | |
| Assessment Strategy: | | | |
| presentations, group assignments, writing tasks (project proposal and client profile) | | | |

| Continuous Assessment 100% | Final Assessment | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|-------|
| Details: Problem solving activity 20% Project proposal (20%) Case study (20%) Impromptu speech (20%) Client profile (20%) | Theory | Practical | Other |
| Recommended Reading: Bowden, J. (2006). <i>Writing a report, 9th edition</i> . How to Books Ltd. Grussendorf, M. (2017). <i>English for presentations</i> . Oxford: Oxford University Press. Mascull, B. (2018). <i>Business Vocabulary in Use: Intermediate; Self-study and classroom use</i> Cambridge: Cambridge University Press. Richey, R. (2012). <i>English for customer care</i> . Oxford: Oxford University Press. | | | |

LEVEL III

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| Level | Level III | | |
| Course Code: | DELT 31512 | | |
| Course Title: | Advanced Communication Skills for Professionals | | |
| Credit Value | 2 | | |
| Pre requisite | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| <p>Course Intended Learning Outcomes: At the completion of this course unit, students will be able to: ILO1 : apply theories of business communication in real life situations ILO 2: demonstrate knowledge on etiquette regarding language used in professional contexts ILO 3: use strategies for active listening ILO 4: use problem solving skills and critical thinking ILO 4: formulate business correspondence in English and media correspondence ILO 5: practice different types of presentations</p> | | | |
| <p>Course Content</p> <p>Communication Strategies</p> <ul style="list-style-type: none"> - Identify models of communication - Analyse a situation according to a model <p>Handing the Media</p> <ul style="list-style-type: none"> - Formulating press releases - Formulate good will and bad news messages - Write a press release (20%) <p>Business Correspondence</p> <ul style="list-style-type: none"> - Editing of sentences and paragraphs - Tone in writing - Identify the structure of letters/memos/ emails - Sentence types and transitions <p>Presentation Skills</p> <ul style="list-style-type: none"> - Recognize strategies of non-verbal communication - Practice pronunciation - Discuss organization of slides - Group presentation verbal and non-verbal communication at work (20%) <p>Negotiation Skills</p> <ul style="list-style-type: none"> - Discuss problem analysis - Demonstrate ability to solve problems <p>Communicating across cultures</p> <ul style="list-style-type: none"> - Discuss dimensions of culture - Dining and Telephone etiquette | | | |

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| Critical Thinking | | | |
| <ul style="list-style-type: none"> - De Bono's six thinking hats - Present an analysis of a problem using the model (10%) | | | |
| Teaching/ Learning Methods: | | | |
| Lectures, Guest lectures, Task-based language learning | | | |
| Assessment Strategy: | | | |
| Speeches, Group Presentation, A press release, End of Semester Exam | | | |
| Continuous Assessment 50% | | Final Assessment 50% | |
| Details: | | Theory | Practical |
| Individual presentation (10%) | | | |
| Group presentation (20%) | | | |
| A press release (10%) | | | Other |
| Recommended Reading: | | | |
| Guffey, M. E. & Loewy, D. <i>Business communication: Process and product</i> (9 th ed.). US: Cengage Learning. | | | |
| Lesikar, R.V., Flatley, M.E., Rentz, K, Lentz, P. & Pande, N. (2016). <i>Business communication: Connecting in s digital world</i> (13 th ed). UK: McGrawHill Education. | | | |
| MacLennan, J. (1999). <i>Effective business communication</i> . London: Prentice Hall | | | |
| Munter, M. (2013). <i>Guide to managerial communication (10th ed.)</i> . New Jersey: Pearson Education Inc. | | | |
| Thill, J.V. & Bovee, C. (2013). <i>Excellence in business communication (10th ed.)</i> . New York: Pearsons Education Inc. | | | |

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| Level: | Level III | | |
| Course Code: | DELT 32522 | | |
| Course Title: | Advanced Academic Writing | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |

Course Intended Learning Outcomes

At the completion of this course unit, students will be able to:

ILO1 : practice error correction

ILO 2: use appropriate grammar in academic writing

ILO 3: practice writing annotated bibliography in an academic context ILO 4: practice APA citation methods and referencing

ILO 5: produce multiple genres of writing necessary for academic work ILO 6: practice editing their own writing

ILO 7: formulate introduction and abstracts

Course Content

Error correction

- Recognize the rules of grammar and mechanics of writing in relation to the following:
 - Articles
 - Prepositions
 - Adverbs
 - Conjunctions
 - Punctuation
 - Number agreement
- Use the rules of grammar and mechanics of writing
- **In class test (20%)**

Sentence types

- Recognize complex and compound sentences
- Practice improving accuracy, error correction

Literature review and writing an introduction

- Synthesize information
- Discuss CARS model for research writing
- **Introduction to an article (20%)**

Annotated bibliography

- Identify the structure of an annotated bibliography
- Use appropriate transitions between paragraphs
- **Develop an annotated bibliography (20%)**

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| <p>Reference management</p> <ul style="list-style-type: none"> - Discuss how to avoid plagiarism - Practice paraphrasing - Develop Reference lists using APA referencing system - Open book exam (20%) <p>Academic conventions in Language</p> <ul style="list-style-type: none"> - Identify politically correct language - Use academic vocabulary - Practice nominalization <p>Editing</p> <ul style="list-style-type: none"> - Practice self-editing skills in relation to research writing - Use process writing skills - Self-editing an essay (20%) | | | | |
| <p>Teaching/ Learning Methods: Lectures, Guest lectures, Task-based language learning</p> | | | | |
| <p>Assessment Strategy: Assignments</p> | | | | |
| <p>Continuous Assessment 100% Introduction, In-Class test, Annotated bibliography, Editing, Open book exam</p> | | <p>Final Assessment</p> | | |
| <p>Details: In class test (20%) Introduction to an article (20%) Annotated bibliography (20%) Open book exam (20%) Self-editing an essay (20%)</p> | | <p>Theory</p> | <p>Practical</p> | <p>Other</p> |
| <p>Recommended Reading: Bailey, S. (2006). <i>Academic writing: A handbook for international students</i>. London: Routledge. Folse, K. S., Mahnke, M. K., Solomon, E.V., Williams, L. (2003). <i>Blueprints 1: Composition skills for academic writing</i>, Houghton Mifflin Company, New York. Marshall, S. (2017). <i>Advance in academic writing</i>. UK: Pearson Education ESL. Swales, J. (1990). <i>Genre analysis: English in academic and research settings</i>. Cambridge University Press. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills</i> (Vol. 1). Ann Arbor, MI: University of Michigan Press. Swan, M. (2005). <i>Practical English usage</i>. UK: Oxford University Press. Tomson, A.J. & Martinet, A.V. (2002). <i>A practical English grammar</i> (4th ed.). UK: OUP Truss, L. (2003). <i>Eats, shoots & leaves: The zero tolerance approach to punctuation</i>. UK: Gotham Books.</p> | | | | |

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| Level: | Level III | | |
| Course Code: | DELT 32533 | | |
| Course Title: | English for Language Policy and Planning in Peace Studies | | |
| Credit Value | 3 | | |
| Pre requisite | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 45hrs (3 lecture hours X 15 weeks) | 25hrs (Activities related to language skills development and assignments 1-2 hours X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: practice writing language related to Language Policy and Planning (LPP) research writing | | | |
| ILO 2: describe the key definitions related to LPP | | | |
| ILO 3: identify different approaches to LPP | | | |
| ILO 4: use linguistic concepts to analyze theories of LPP | | | |
| ILO 5: discuss case studies related to LPP | | | |
| Course Content | | | |
| Academic writing conventions | | | |
| <ul style="list-style-type: none"> - Discuss how to avoid plagiarism - Practice paraphrasing - Develop reference lists using APA referencing system - Open book exam (10%) | | | |
| Key concepts and vocabulary related to language policy and planning | | | |
| <ul style="list-style-type: none"> - Discuss the definitions of language policy and planning - Identify the key concepts related to language policy and planning - Use vocabulary related to LPP | | | |
| Language of negotiation with relevance to LPP (Writing and Speaking) | | | |
| <ul style="list-style-type: none"> - Identify politically correct language - Practice nominalization | | | |
| Presentation techniques related to LPP | | | |
| <ul style="list-style-type: none"> - Recognize strategies of non-verbal communication - Practice pronunciation - Group presentation (20%) | | | |
| Linguistic concepts in LPP | | | |
| <ul style="list-style-type: none"> - Identify linguistic concepts in LPP - Compare and contrast various linguistic concepts related to different LPP context(s) | | | |
| Dominant ideologies in LPP | | | |
| <ul style="list-style-type: none"> - Recognize dominant ideologies in LPP - Discuss how dominant ideologies are imposed on/contested and negotiated in LPP context | | | |
| Selected case studies | | | |
| <ul style="list-style-type: none"> - Analyze case studies - Discuss problem analysis - Demonstrate ability to solve problems | | | |
| Report analyzing a case study (20%) | | | |
| Teaching/ Learning Methods: | | | |
| Lectures, Guest lectures, Task-based language learning | | | |

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| Assessment Strategy: Group Presentation, In class tests, End of Semester Exam | | | | |
| Continuous Assessment 50% | | Final Assessment 50% | | |
| Details: Group presentation 20% Report (case study) 20% In-Class test (open book exam) 10% | | Theory | Practical | Other |
| Recommended Reading: Grusendorf, M. (2011). <i>English for presentations</i> . UK: Oxford University Press. Mansoor, S., Meraj, S., &Tahir, A. (2004). <i>Language policy, planning, & practice: A South Asian perspective</i> . Oxford: Oxford University Press. Paulston, C. G., & Tucker, R. (2003). <i>Sociolinguistics: The essential readings</i> . UK: Blackwell. Ricento, T. (Ed.) (2006). <i>An introduction to language policy: Theory and method</i> . Malden: Blackwell. Spolsky, B. (1986). <i>Language and education in multilingual settings</i> . Multilingual Matters. Swales, J. & Feak, C.B. (2004). <i>Academic writing for graduate students</i> (2 nd ed.). Ann Arbor: University of Michigan Press. Wardhaugh, R. (2005). <i>An introduction to Sociolinguistics</i> . UK: Blackwell. Wright, S. (2004). <i>Language policy and language planning</i> . UK: Palgrave-Macmillan. | | | | |

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| Level: | Level III | | |
| Course Code: | DELT 31542 | | |
| Course Title: | English for Commerce and Management Professionals | | |
| Credit Value: | 2 | | |
| Pre requisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: identify and analyze details in job descriptions and adverts | | | |
| ILO 2: identify and respond to gist and details in texts, audio-visual materials based on real-life business situations | | | |
| ILO 3: compile effective CV's, cover letters and professional profiles | | | |
| ILO 4: answer questions in job interviews with a degree of confidence and accuracy | | | |
| ILO 5: initiate and engage in telephone conversations using situationally appropriate language | | | |
| ILO 6: compile letters and emails for professional purposes | | | |
| ILO 7: compile promotional literature related to products and services (e.g. leaflets, brochures, advertisements) | | | |
| ILO 8: plan and compile business case studies | | | |
| ILO 9: plan and compile reports and proposals for professional purposes | | | |
| ILO 10: plan and generate ideas in work-related discussions using appropriate language | | | |
| ILO 11: express and respond to ideas and opinions in meetings using appropriate language | | | |
| ILO 12: initiate and develop conversations with clients, colleagues and superiors in professional contexts | | | |
| ILO 13: plan and deliver a presentation or speech for professional purposes | | | |
| ILO 14: choose appropriate grammatical structures and lexical resources which accurately express the desired meaning in professional contexts | | | |
| Course Content | | | |
| World of Work | | | |
| <ul style="list-style-type: none"> - Discuss issues related to the world of work and job-hunting - Identify and analyse details in job descriptions and adverts - Plan and deliver a presentation about their dream jobs - Compile effective CVs and cover letters to apply for their dream jobs | | | |
| Application Process | | | |
| <ul style="list-style-type: none"> - Identify different structures of CVS - Write CVs and cover letters | | | |
| Interview Skills | | | |
| <ul style="list-style-type: none"> - Basic skills which are required for Interviews - Answer questions in job interviews with a degree of confidence and accuracy - Mock Interviews (Assignment 1- Individual- 20%) | | | |
| Business Correspondence | | | |
| <ul style="list-style-type: none"> - Use grammar structures and punctuation appropriately in different types of business Correspondence - Compile letters and emails requesting and giving information for professional purposes using appropriate structure and language | | | |

Rhetorical Skills for Marketing

- Plan and deliver a presentation about a new product, service or idea
- Compile a leaflet or brochure to promote a new product or service
- Express and respond to ideas and opinions in meetings using appropriate language
- Plan and generate ideas in work-related discussions using appropriate language

Case Studies

- Identify the structure and content of a business case study
- Plan and compile business case studies

Report Writing

- Plan and compile reports and proposals for professional purposes

Meetings and Negotiating skills

- Identify the Skills for conducting meetings
- Write Minutes and Agenda
- Use negotiating skills in meetings and business purposes

Teaching/ Learning Methods:

Lectures, Guest lectures, Task-based language learning

Assessment Strategy:

Portfolio, Business Meeting, Mock Interview, Project Proposal

Continuous Assessment 100%

Final Assessment 50%

Details:

Individual Classroom-based Writing Portfolio (cover letter, CV, formal letter/email, case study) (20%)

Speaking Assessment 1: Simulation of Business Meeting or Discussion (20%)

Speaking Assessment 2: Group Presentation (20%)

Speaking Assessment: Mock interview (20%)

Group Writing Assessment: Business Report/Proposal (business conversation/discussion) (20%)

Theory

Practical

Other

Recommended Reading:

Bowden, J. (2006). *Writing a report.*, (9th ed.). How to Books Ltd.

Downes, C. (2008). *Cambridge English for job-hunting.* Cambridge: University Press.

Emmerson, P. (2013). *Email English.* London: Macmillan.

Goodale, M., & Gordon, M. (2017). *The language of meetings.* Andover Hampshire: Cengage Learning.

Grussendorf, M. (2017). *English for presentations.* Oxford: Oxford University Press.

Jones, L. & Alexander, R. (2003). *New international Business English,* New York: Cambridge University Press.

Mascull, B. (2003). *Business vocabulary in Use* New York: Cambridge University Press,

Munter, M. (2003). *Guide to managerial communication,* New Jersey: Prentice Hall

Richey, R. (2012). *English for customer care.* Oxford: Oxford University Press.

Smith, D. G. (2017). *English for telephoning.* Oxford: Oxford University Press.

Level IV

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| Level: | Level IV | | |
| Course Code: | 41512 | | |
| Course Name: | Research Writing Skills | | |
| Credit Value: | 2 | | |
| Prerequisite: | None | | |
| Type: | Compulsory | | |
| Hourly Breakdown | Theory | Practical | Independent Learning |
| | 30hrs (2 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes: | | | |
| At the completion of this course unit, student will be able to: | | | |
| ILO 1: demonstrate the knowledge of the components of a dissertation ILO 2: develop an annotated bibliography | | | |
| ILO 3: formulate academic texts without issues in plagiarism | | | |
| ILO 4: identify moves in an abstract and plan and write an abstract | | | |
| ILO 5: distinguish between ethical and unethical research studies and formulate a consent form/parental ascent and participant information sheet | | | |
| ILO 6: develop appropriate research designs for specific research topics | | | |
| Course Content: | | | |
| Annotated bibliography/ Literature Review | | | |
| <ul style="list-style-type: none"> - Discuss the features of an annotated bibliography - Compare and contrast list of references, bibliography and annotated bibliography - Develop an annotated bibliography - Annotated bibliography/Literature Review (20%) | | | |
| Plagiarism | | | |
| <ul style="list-style-type: none"> - Identify different aspects of plagiarism - Recognize ways to avoid plagiarism (paraphrasing, using appropriate referencing) | | | |
| Referencing | | | |
| <ul style="list-style-type: none"> - Identify the features of appropriate referencing styles - Use appropriate referencing styles in developing research articles - In class test (using correct referencing, paraphrasing - 20%) | | | |
| Abstract writing | | | |
| <ul style="list-style-type: none"> - Recognize the moves of an abstract - Formulate and abstract | | | |
| Research ethics | | | |
| <ul style="list-style-type: none"> - Identify the features of ethics in research - Compile documents for ethical clearance (20%) | | | |
| Writing an effective introduction and a conclusion | | | |
| <ul style="list-style-type: none"> - Use CARS model in writing introductions in RP - Identify components of a conclusion | | | |
| Research Design | | | |
| <ul style="list-style-type: none"> - Identify the types of research designs (Qualitative/Quantitative) - Develop research designs applicable to different research areas or topics - Research design presentation (20%) | | | |

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| Teaching /Learning Methods: Lectures, discussions, online discussion forums | | | |
| Assessment Strategy: Assignments (Annotated bibliography, Research design presentation, in class test), End of Semester exam | | | |
| Continuous Assessment 60 % | | Final Assessment 40 % | |
| Details: Annotated bibliography 20% Research design presentation 20% Compiling documents for ethical clearance 20% | | Theory | Practical |
| | | | Other |
| Recommended Reading: Bailey, S. (2006). <i>Academic writing: A handbook for international students</i> . London: Routledge. Elliott, D., Stern, J.E. (1997). <i>Research Ethics: A Reader</i> . Hanover: University Press of New England Folse, K. S., Mahnke, M. K., Solomon, E.V., Williams, L. (2003). <i>Blueprints 1: Composition skills for academic writing</i> , Houghton Mifflin Company, New York. Hudley, A.H., Dickter, C.L. Hannah, Franz, A. (2017). <i>The indispensable guide to undergraduate research: success in and beyond college</i> . New York: Teachers College Press Lipson, C. (2006). <i>Cite right: a quick guide to citation styles--MLA, APA, CHICAGO, the sciences, professions, and more (Chicago guides to writing, editing, and publishing)</i> . Chicago: University of Chicago Press. Marshall, S. (2017). <i>Advance in academic writing</i> . UK: Pearson Education ESL. Swales, J. (1990). <i>Genre analysis: English in academic and research settings</i> . Cambridge University Press. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills (Vol. 1)</i> . Ann Arbor, MI: University of Michigan Press. | | | |

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| Level: | Level II or Above | | |
| Course Code: | None | | |
| Course Title: | Certificate Course in Modern Languages- English | | |
| Credit Value | None | | |
| Pre requisite: | None | | |
| Type: | Certificate | | |
| Hourly Breakdown: | Theory | Practical | Independent Learning |
| | 30hrs (4 lecture hours X 15 weeks) | 15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks) | 55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks) |
| Course Intended Learning Outcomes | | | |
| At the completion of this course unit, students will be able to: | | | |
| ILO 1: summarize an extended text with complex language (description, report, articles and narratives) | | | |
| ILO 2: identify factual details and inferred meanings in complex texts expressing complains, appreciation | | | |
| ILO 3: show dissatisfaction/ satisfaction, interests and inquiry | | | |
| ILO 4: explain complex texts which use a variety of organizational patterns | | | |
| ILO 6: apply a variety of complex structures, wide range of vocabulary with advanced punctuation accurately to writing | | | |
| ILO 7: compose three/four paragraph composition on a topic of general interests | | | |
| ILO 8: formulate a story or report an incident based on a series of pictures, a film clip or a personal experience | | | |
| ILO 9: formulate a formal letter of concern/ complain/response/disappointment/ satisfaction | | | |
| ILO 10: develop CV and an appropriate covering letter | | | |
| ILO 11: identify the gist and important details of a formal meeting/ lecture | | | |
| ILO 12: identify stated and unspecified details, facts and opinions about situations | | | |
| ILO 13: apply language related to asking and granting permission/ expressing opinions | | | |
| ILO 14: formulate short structured presentations a researched or reviewed topic | | | |
| Course Content | | | |
| Making Friends | | | |
| Career Plans | | | |
| Ethnocentrism | | | |
| World of Human Rights | | | |
| Higher Education in Sri Lanka | | | |
| Political Correctness | | | |
| Gender Equality in Workplaces | | | |
| Tourism in Sri Lanka | | | |
| Contemporary Social issues in Sri Lanka & world wide | | | |
| Teaching/ Learning Methods: | | | |
| Task-based language learning; presentations, discussions, role play, student presentations, | | | |
| Assessment Strategy: | | | |
| Poster presentation, Listening, Essay, Individual news report, End of Semester Exam | | | |
| Continuous Assessment 40% | | | Final Assessment 60% |
| Details: | | | Theory |
| Assignments | | | Practical |
| Presentation 20% | | | Other |
| Listening 20% | | | |
| End of semester exam | | | |
| Recommended Reading: | | | |
| Chicago and Springfield Hacker, D. & Sommers, N. (2012). <i>Rules for writers</i> . Bedford: St. Martin's. | | | |
| Grussendorf, M. (2007) <i>English for presentations</i> .UK: Oxford University Press. | | | |
| Hedge, T. (2005). <i>Writing</i> . UK: Oxford University Press. | | | |
| Murphy, R. (2012). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i> . Cambridge: Cambridge University Press. | | | |

