

**FACULTY OF SCIENCE**  
**Courses conducted by DELT**  
**CURRICULUM**

**Department of English Language Teaching**  
**DELT Course Units for the Bachelors Honours Degree Programmes offered by the**  
**Faculty of Sciences – 2022**

<b>Level</b>	<b>Course Code</b>	<b>Title of the Paper</b>	<b>Degree Program</b>	<b>Type</b>
<b>Level 01</b>	DELT 11232	English for Professionals	SE / IM/ APCH	C
	BSSS 01512	Basic English for Science	BSSS	C
	BSSS 11052	English Language I	BSSS	C
	ACLT 11013	Academic Literacy I	ALL	C
	DELT 12282	Communication Skills for Professionals	SE	C
	BSSS 12152	English Language 2	BSSS	C
	BECS 12712	Foundation Course in English	BECS	O
	ACLT 12022	Academic Literacy II	ALL	O
<b>Level 02</b>	DELT 21222	Communication Skills for Professionals	MIT	C
	BSSS 21081	English Language 3	BSSS	C
	ACLT 21032	Academic Literacy III	ALL	O

	DELT 21212	English in Today's World	ALL	A
	BECS 21732	Professional English	BECS	O
	BSSS 22171	English Language 4	BSSS	C
	DELT 22232	English for Communication and Further Studies	Only for 2020/21 Academic Year – BS	C
	BECS 22712	English in Today's World	BECS	O
	DELT 22222	Introduction to Literature	ALL	A
<b>Level 03</b>	BSSS 31091	English Language 5	BSSS	C
	BECS 31712	Technical Communication	BECS	O
	BSSS 32151	English Language 6	BSSS	C
	DELT 33212	English for Professional Purposes	ALL	A
Level 04	BSSS 41041	English Language 7	BSSS	C

## LEVEL I

<b>Relevant Degree program</b>	<b>SE / IM/ APCH</b>		
<b>Course Code:</b>	<b>DELT 11232</b>		
<b>Course Title:</b>	<b>English for Professionals</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Pre requisite;</b>	<b>None</b>		
<b>Type:</b>	<b>Compulsory</b>		
<b>Hourly Breakdown:</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	30hrs (2 lecture hours X 15weeks)	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 6<sup>th</sup> 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% (1<sup>st</sup> and 2<sup>nd</sup> draft)**

#### **Business Correspondence**

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

#### **Presentation skills**

- Practice presentation skills

<ul style="list-style-type: none"> <li>- Practice presentations using appropriate expression</li> <li>- Correcting common errors in pronunciation</li> <li>- <b>Create effective power point presentations based on subject report 20%</b></li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>- Distinguish between summarizing and paraphrasing</li> <li>- Identify the main idea of a paragraph</li> <li>- Identify the techniques used in summary writing</li> <li>- Summarize academic texts and lecture notes</li> </ul>				
<p><b>Teaching/ Learning Methods:</b> Task-based language learning; student centered learning activities, presentations, discussions, role play</p>				
<p><b>Assessment Strategy:</b> Presentations, Editing, Listening, End of semester exam</p>				
<b>Continuous Assessment 60%</b>		<b>Final Assessment 40%</b>		
<p>Details: PowerPoint Presentation- Group 20% Listening 10% Report writing 20% Quiz (open book)-10%</p>		Theory	Practical	Other
<p><b>Recommended Reading:</b> Alexander, R. &amp; 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: <a href="https://www.lex tutor.ca/freq/lists_download/longman_3000_list.pdf">https://www.lex tutor.ca/freq/lists_download/longman_3000_list.pdf</a> Mascull, B. (2002) <i>Business vocabulary in use</i>. Cambridge: CUP. McCarthy, M., &amp; 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. &amp; 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., &amp; Martinet, A. V. (2010). <i>A practical English grammar</i>. Oxford: Oxford University Press.</p>				

<b>Relevant Degree Program</b>	<b>BSSS</b>		
<b>Course Code:</b>	<b>BSSS 01512</b>		
<b>Course Name:</b>	<b>Basic English for Science</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Compulsory/Optional</b>	<b>Compulsory</b>		
<b>Pre-Requisites</b>	<b>GCE (A/L)</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	30	N/A	70
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to: <ul style="list-style-type: none"> <li>➤ Present the elements of an English sentence</li> <li>➤ Present the three sentence types in English</li> <li>➤ Present types of subordinate clauses in complex sentences</li> <li>➤ Make some judgments on the major points of difficulty in English grammar and usage for Norwegian learners of English</li> </ul>			
<b>Course Content:</b>			
The course introduces students to a descriptive grammar of the English language. Topics covered in the course include the key grammar terms to explain English grammar and usage, the sentence elements, sentence types, adverbials, the verb system of English, types of subordinate clauses, varied word order, and clarity and conciseness in writing. The course addresses points of difficulty for Norwegian learners of English, particularly differences in the use of pronouns and determiners, the present and past tenses, future forms, modal verbs, and passive voice. Further, students will learn strategies to achieve sentence variety and conciseness in their writing. Students will analyze and discuss English usage in short written texts			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Group discussion, Student-centred discussions			
<b>Assessment Strategy:</b>			
Continuous Assessment (100%)		Final Assessment (0%)	
Details: Quizzes 20, Assignment 50, Attendance 30		Theory N/A	Practical N/A Other (specify) N/A
<b>References/Reading Materials:</b>			
<ol style="list-style-type: none"> <li>1) Donovan, P., (1978), Basic English for Science, Oxford University Press, Madras</li> <li>2) Folse, K. S., Mahnke, M. K., Solomon, E. V., Williams, L., (2003), Blueprints 1: Composition, Skills for Academic Writing, Houghton Mifflin Company</li> <li>3) Lefevre, C. A. and Lefevre, H. E., (1978), Reading Power and Study Skills for College Work, Harcourt Brace Jovanovich Inc. New York</li> <li>4) McCarthy, M. and O'Dell, F., (1999), English Vocabulary in Use, (Intermediate), Cambridge University</li> </ol>			

<b>Relevant Degree Program</b>	<b>BSSS</b>		
<b>Course Code:</b>	<b>BSSS 11052</b>		
<b>Course Name:</b>	<b>English Language I</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Compulsory/Optional</b>	<b>Compulsory</b>		
<b>Pre-Requisites</b>	<b>BSSS 01512</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theo ry</b>	<b>Practic al</b>	<b>Independent Learning</b>
	20	30	50
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>➤ Demonstrate knowledge on the fundamental grammar terms</li> <li>➤ Demonstrate knowledge and understanding on the expression mode</li> </ul>			
<b>Course Content:</b>			
Basic Grammar: 12 active constructions and 8 passive forms ; relative clauses ; conjunctions ; discourse markers ; infinitives ; prepositions, articles, determiners; Spoken English			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Tutorial discussions, Student-centred discussions			
<b>Assessment Strategy:</b>			
Continuous Assessment (100%)		Final Assessment (0%)	
Details: Listening and speech tests 40, Assignment 30, Attendance 30		Theor y N/A	Practic al N/A
		Other (specify )N/A	
<b>References/Reading Materials:</b>			
<ol style="list-style-type: none"> <li>1) Donovan, P., (1978), Basic English for Science, Oxford University Press, Madras</li> <li>2) Folse, K. S., Mahnke, M. K., Solomon, E. V. and Williams, L., (2003), Blueprints 1: Composition, Skills for Academic Writing, Houghton Mifflin Company</li> <li>3) Lefevre, C. A. and Lefevre, H. E., (1978), Reading Power and Study Skills for College Work, Harcourt Brace Jovanovich Inc. New York</li> <li>4) McCarthy, M. and O'Dell, F., (1999), English Vocabulary in Use, (Intermediate), Cambridge University Press, Cambridge</li> <li>5) Murphy, R., (1992), Essential English Grammar, Cambridge University Press, Cambridge</li> <li>6) Pearson, I., (1978), English in Focus: English in Biological Science, Oxford University Press</li> </ol>			

<b>Relevant Degree Program</b>	<b>ALL</b>		
<b>Course Code:</b>	<b>ACLT 11013</b>		
<b>Course Name:</b>	<b>Academic Literacy I</b>		
<b>Credit Value:</b>	<b>3 credits</b>		
<b>Status: Compulsory (Core)/Optional</b>	<b>Compulsory</b>		
<b>Pre-requisites:</b>	<b>N/A</b>		
<b>Co-requisites:</b>	<b>N/A</b>		
<b>Hourly Breakdown:</b>	<b>Theory Hours</b>	<b>Practical Hours</b>	<b>Hours of Independent Learning</b>
	45 hours	-	105 hours
<b>Course Aims/Intended Learning Outcomes:</b>			
After the completion of this course unit, the students will be able to:			
<ol style="list-style-type: none"> <li>i. identify and apply writing mechanics to construct grammatical and meaningful sentences</li> <li>ii. use appropriate vocabulary learning strategies to build general and specific academic vocabulary independently</li> <li>iii. identify reliable sources for academic reading/academic writing</li> <li>iv. use reading strategies to read simple, discipline-specific academic texts efficiently, effectively, and critically</li> <li>v. analyse assignment questions to develop answers effectively</li> <li>vi. demonstrate the ability to use the writing process to construct descriptive/argumentative paragraphs coherently</li> </ol>			
<b>Course Content:</b>			
<ul style="list-style-type: none"> <li>▪ Writing mechanics [word order, dependent and independent clauses, types of sentences, making time connections in English, use of articles, and basic punctuation]</li> <li>▪ General and specific academic vocabulary and vocabulary learning strategies</li> <li>▪ The academic writing process</li> <li>▪ Academic scientific style</li> <li>▪ Strategies for academic reading</li> <li>▪ Critical thinking skills</li> <li>▪ Understanding assignment questions and planning answers [SEQs<sup>1</sup>]</li> <li>▪ Developing arguments</li> <li>▪ Organizing paragraphs</li> </ul>			
<b>Teaching/Learning Methods:</b>			
A combination of interactive small group teaching, collaborative learning, group discussions, consistent feedback, and online resources			
<b>Assessment Strategy:</b>			
<b>Continuous Assessment: 50%</b>		<b>Final Assessment: 50%</b>	
<b>Details: Quizzes, mid-term, other (specify)</b>	<b>Theory</b>	<b>Practical</b>	<b>Other (Specify)</b>
Quiz (20 %), Assignment (40 %), Portfolio (40 %)	100 %	-	-
<b>Recommended Reading: (Recommended to use recently published materials)</b>			
<ul style="list-style-type: none"> <li>▪ Bailey, S. (2015). <i>Academic writing: a handbook for international students</i> (4<sup>th</sup> ed.). UK/US: Routledge.</li> <li>▪ Bottomley, J. (2015). <i>Academic writing for international students of science</i>. UK/US: Routledge.</li> <li>▪ Marshall, S. (2017). <i>Advance in academic writing 1</i>. UK/US: Pearson.</li> </ul>			

<sup>1</sup> SEQs = Structured Essay Questions



<b>Level:</b>	<b>Level I</b>		
<b>Relevant Degree Program</b>	<b>SE</b>		
<b>Course Code:</b>	<b>DELT 12282</b>		
<b>Course Name:</b>	<b>Communication Skills for Professionals</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Type:</b>	<b>Compulsory</b>		
<b>Hourly Breakdown:</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	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%**

**Communicating with People and the Media**

- 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:

Listening test 20%

Group presentation 20%

Online discussion forum 10%

Theory	Practical	Other

**Recommended Reading:**

Alundel, R. (1998). *Effective business communication*. London: Prentice Hall

Lesikar, R.V., Flatley, M.E., Rentz, K, Lentz, P. & Pande, N. (2016). *Business communication: Connecting in s digital world* (13<sup>th</sup> ed). UK: McGrawHill Education

MacLennan, J. (1999). *Effective business communication*. London: Prentice Hall

Munter, M. (2003). *Guide to managerial communication*. New Jersey: Pearson Education Inc. Taylor,

S. (1999). *Communication for business*. New York: Pearson Education Inc.

Thill, J.V. & Bovee, C. (2013). *Excellence in business communication* (10<sup>th</sup> ed.). New York: Pearsons Education Inc.

<b>Relevant Degree Program</b>	<b>BSSS</b>		
<b>Course Code:</b>	<b>BSSS 12152</b>		
<b>Course Name:</b>	<b>English Language 2</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Compulsory/Optional</b>	<b>Compulsory</b>		
<b>Pre-Requisites</b>	<b>BSSS 11052</b>		
<b>Co-Requisites</b>			
<b>Hourly Breakdown</b>	<b>Theo ry</b>	<b>Practic al</b>	<b>Independent Learning</b>
	20	30	50
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>➤ Present social social language in a range of situations</li> <li>➤ Present viewpoints orally and express viewpoints orally and in writing in a professional setting</li> <li>➤ Demonstrate knowledge and understanding on improving their grammar, vocabulary and conversationskills necessary to be successful in a professional environment</li> <li>➤ Interpret and exchange ideas in a politically correct, polite manner</li> </ul>			
<b>Course Content:</b>			
Greeting and small talk in a sports context; Letter writing: cover letters, letters of excuse, requests, complaints, orders; Ethics, values and politically correct terms; Telephone etiquette; Netiquette; Idiomatic expressions; Preparing a CV; Presentation skills; Personal care and appearance; Interview skills			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Tutorial discussions, Student-centred discussions			
<b>Assessment Strategy:</b>			
Continuous Assessment (100%)		Final Assessment 0%	
Details: Quizzes 20, Assignment 60, Attendance 20		Theor y N/A	Practic al N/A Other (specify) N/A
<b>References/Reading Materials:</b>			
<ol style="list-style-type: none"> <li>1) Folse, K. S., Mahnke, M. K., Solomon, E. V. and Williams, L., (2003), Blueprints 1: Composition, Skills for Academic Writing, Houghton Mifflin Company</li> <li>2) Lefevre, C. A. and Lefevre, H. E., (1978), Reading Power and Study Skills for College Work, Harcourt Brace Jovanovich Inc. New York</li> <li>3) McCarthy, M. and O'Dell, F., (1999), English Vocabulary in Use, (Intermediate), Cambridge University Press, Cambridge</li> <li>4) Murphy, R., (1992), Essential English Grammar, Cambridge University Press, Cambridge</li> <li>5) Pearson, I., (1978), English in Focus: English in Biological Science, Oxford University Press</li> <li>6) Donovan, P., (1978), Basic English for Science, Oxford University Press, Madras</li> </ol>			

<b>Relevant Degree Program</b>	<b>BECS</b>		
<b>Course Code:</b>	<b>BECS 12712</b>		
<b>Course Name:</b>	<b>Foundation Course in English</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Compulsory/Optional</b>	<b>Optional</b>		
<b>Pre-Requisites</b>	<b>N/A</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	30	N/A	70
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>➤ initiate conversations: greeting, introduction, small talk, farewell, give and ask for directions</li> <li>➤ handle telephone conversations in English: initiate calls, answer calls, ask/give information on the phone</li> <li>➤ use markers of politeness appropriately</li> <li>➤ listen to lectures and take down lecture notes in English</li> <li>➤ make effective presentations</li> <li>➤ do reference in English</li> <li>➤ use appropriate vocabulary related to the sciences</li> <li>➤ write laboratory reports</li> <li>➤ provide summaries of written and spoken material</li> <li>➤ read and understand subject-related material in English</li> <li>➤ identify and avoid common errors in pronunciation</li> </ul>			
<b>Course Content:</b>			
Dialogues, Short speeches, Social chit-chat etc., Introduction to academic writing. Presentation skills. Note-taking skills. How to use the dictionary? Reading material from students' areas of study. Authentic reading material from newspapers, magazines etc. Listening material prepared by the ELTU using extracts from the public domain			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Tutorial discussions, Student-centred discussions, Guest lectures, Workshops			
<b>Assessment Strategy:</b>			
Continuous Assessment (30%)		Final Assessment (70%)	
Details: Listening and speech tests 10, Assignment 10, Attendance 10		Theory 70	Practical N/A Other(specify) N/A
<b>References/Reading Materials:</b>			
<ol style="list-style-type: none"> <li>1) Donovan, P., (1978), Basic English for Science, Oxford University Press, Madras</li> <li>2) Folse, K. S., Mahnke, M. K., Solomon, E. V., Williams, L., (2003), Blueprints 1: Composition, Skills for Academic Writing, Houghton Mifflin Company</li> <li>3) Lefevre, C. A. &amp; Lefevre, H. E., (1978), Reading Power and Study Skills for College Work, Harcourt Brace Jovanovich Inc. New York</li> <li>4) McCarthy, M. &amp; O'Dell, F., (1999), English Vocabulary in Use, (Intermediate), Cambridge University Press, Cambridge</li> <li>5) Murphy, R., (1992), Essential English Grammar, Cambridge University Press, Cambridge</li> <li>6) Pearson, I., (1978), English in Focus: English in Biological Science, Oxford University Press</li> </ol>			

<b>Relevant Degree Program</b>	<b>ALL</b>		
<b>Course Code:</b>	<b>ACLT 12022</b>		
<b>Course Name:</b>	<b>Academic Literacy II</b>		
<b>Credit Value:</b>	<b>2 credits</b>		
<b>Status: Compulsory (Core)/Optional</b>	<b>Optional</b>		
<b>Pre-requisites:</b>	<b>Academic Literacy I</b>		
<b>Co-requisites:</b>	<b>N/A</b>		
<b>Hourly Breakdown:</b>	<b>Theory Hours</b>	<b>Practical Hours</b>	<b>Hours of Independent Learning</b>
	30 hours	-	70 hours
<b>Course Aims/Intended Learning Outcomes:</b>			
After the completion of this course unit, the students will be able to:			
<ul style="list-style-type: none"> <li>i. identify and apply writing mechanics to construct grammatical, meaningful, and coherent text</li> <li>ii. use academic writing conventions to avoid plagiarism and maintain academic integrity</li> <li>iii. apply critical reading strategies to analyze discipline-specific texts</li> <li>iv. apply language skills required to describe processes and statistics in writing</li> <li>v. demonstrate the ability to use the writing process to write well-structured and organized argumentative/problem-solution/cause-effect academic essays</li> </ul>			
<b>Course Content:</b>			
<ul style="list-style-type: none"> <li>▪ Writing mechanics [noun phrases, passive voice, relative clauses, and coherence and cohesion]</li> <li>▪ Using sources: Finding, evaluating, and incorporating ideas from sources</li> <li>▪ Critical analysis [critical reading skills and avoiding logical fallacies]</li> <li>▪ Avoiding plagiarism: Citing and referencing</li> <li>▪ Describing processes and statistics</li> <li>▪ Writing academic essays [introductions, conclusions, and argumentative/problem-solution/cause-effect essays]</li> </ul>			
<b>Teaching/Learning Methods:</b>			
A combination of interactive small group teaching, collaborative learning, group discussions, consistent feedback, and online resources			
<b>Assessment Strategy:</b>			
<b>Continuous Assessment: 50%</b>		<b>Final Assessment: 50%</b>	
<b>Details: Quizzes, mid-term, other (specify)</b>	<b>Theory</b>	<b>Practical</b>	<b>Other (Specify)</b>
Quiz (20%), Assignment (40%), Portfolio (40%)	100 %	-	-
<b>Recommended Reading: (Recommended to use recently published materials)</b>			
<ul style="list-style-type: none"> <li>▪ Bailey, S. (2015). <i>Academic writing: a handbook for international students</i>, (4<sup>th</sup> ed.). UK/US: Routledge.</li> <li>▪ Bottomley, J. (2015). <i>Academic writing for international students of science</i>. UK/US: Routledge.</li> <li>▪ Bullock, R., Brody, M., &amp; Weinberg, F. (2017). <i>The little seagull handbook</i>, (3<sup>rd</sup> ed.). UK/US: W. W. Norton &amp; Company, Inc.</li> <li>▪ Marshall, S. (2017). <i>Advance in academic writing 1</i>. UK/US: Pearson.</li> </ul>			

## Level II

<b>Relevant Degree Program</b>	MIT		
<b>Course Code:</b>	DELT 21222		
<b>Course Name:</b>	Communication Skills for Professionals		
<b>Credit Value:</b>	2		
<b>Type:</b>	Compulsory		
<b>Hourly Breakdown:</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	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)
<b>Course Intended Learning Outcomes:</b>			
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			
<b>Course Content:</b>			
<b>Introducing a Guest Speaker</b>			
<ul style="list-style-type: none"> <li>- Identify expressions/phrases used in introducing guest speakers</li> <li>- Introduce guest speakers</li> <li>- Construct sentences with appropriate subject-verb agreement</li> </ul>			
<b>Critical and Creative Thinking</b>			
<ul style="list-style-type: none"> <li>- Practice the use of De Bon's Thinking Hats</li> <li>- <b>Discuss case studies and write a response 10%</b></li> <li>- Argue and justify for a solution to a given problem</li> </ul>			
<b>Giving Opinions</b>			
<ul style="list-style-type: none"> <li>- <b>Present a persuasive speech 10%</b></li> <li>- Use rhetorical devices in a persuasive speech</li> <li>- Analyse a given speech</li> </ul>			
<b>Job Application Procedure</b>			
<ul style="list-style-type: none"> <li>- Recall important tips in writing CVs</li> <li>- Design CVs appropriate for certain employment opportunities</li> <li>- Develop personal statements</li> <li>- Construct sentences using adjectives in order</li> <li>- Write cover letters</li> </ul>			
<b>Job Interviews</b>			
<ul style="list-style-type: none"> <li>- Identify strategies to face a job interview successfully</li> <li>- Use terms/expressions used frequently in job interviews</li> <li>- Construct questions using Wh- question forms</li> <li>- <b>Mock interview 20%</b></li> </ul>			
<b>Cross Cultural Communication</b>			
<ul style="list-style-type: none"> <li>- Identify the structure of formal letters, memos and e-mails</li> <li>- Use terms/expressions related to formal letters, memos and e-mails</li> <li>- Design formal letters, memos and e-mails appropriate for different contexts</li> </ul>			
<b>Etiquette at Work</b>			
<ul style="list-style-type: none"> <li>- Identify practices that improve etiquette at work</li> <li>- Discuss information in reading and listening texts related to work etiquette</li> </ul>			

- Distinguish between polite expressions appropriate for different contexts
- **Deliver a group presentation on a selected aspect of etiquette at work 10%**

**Communicating with People and the Media**

- 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:

Listening test 20%

Group presentation 20%

Online discussion forum 10%

Theory

Practical

Other

**Recommended Reading:**

Alundel, R. (1998). *Effective business communication*. London: Prentice Hall

Lesikar, R.V., Flatley, M.E., Rentz, K, Lentz, P. & Pande, N. (2016). *Business communication: Connecting in s digital world* (13<sup>th</sup> ed). UK: McGrawHill Education

MacLennan, J. (1999). *Effective business communication*. London: Prentice Hall

Munter, M. (2003). *Guide to managerial communication*. New Jersey: Pearson Education Inc. Taylor, S. (1999). *Communication for business*. New York: Pearson Education Inc.

Thill, J.V. & Bovee, C. (2013). *Excellence in business communication* (10<sup>th</sup>ed.). New York: Pearsons Education Inc.

<b>Relevant Degree Program : BSSS</b>			
<b>Course Code:</b>	<b>BSSS 21081</b>		
<b>Course Name:</b>	<b>English Language 3</b>		
<b>Credit Value:</b>	<b>1</b>		
<b>Compulsory/Optional</b>	<b>Compulsory</b>		
<b>Pre-Requisites</b>	<b>BSSS 12152</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	10	15	25
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>➤ Demonstrate knowledge and understanding on basic terminology of Language &amp; Sports, Communication, sports coaching etc</li> <li>➤ Read, analyze and interpret comprehend passages &amp; comprehend passages from textbooks: Commerce, Management, Human Resources, Computers, Economics, Science, Medicine</li> <li>➤ Analyze and interpret contemporary issues/Discuss contemporary issues</li> <li>➤ Listen, analyze and interpret comprehend to &amp; comprehend short lectures, conversations, news/broadcasts, songs, sports commentaries etc</li> <li>➤ Analyze, interpret and use 'politically correct' terminology [i.e. language not derogatory of minorities, inclusive of women, the disabled]</li> <li>➤ Analyze, interpret and write letters in professional context</li> </ul>			
<b>Course Content:</b>			
<b>Language and Culture:</b> Language change, Views on language			
<b>Sri Lankan English:</b> The features of Sri Lankan English, The standard variety, The non-standard variety Differences between Colloquial English, Scientific Technical English, Formal English, and PowerPoint English			
<b>Current Issues:</b> Social issues, Expressing critical views on current issues			
<b>Politically Correct Terms:</b> Talking issues using politically correct terminology			
<b>Writing Letters:</b> Writing letters of excuse at University, Writing letters of request at University			
<b>Leisure:</b> Discussing leisure activities, Trends in leisure			
<b>Criticizing Language Use:</b> Critically analysing language samples, Looking at meaning behind words			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Practical, Tutorial discussions, Student-centred discussions.			
<b>Assessment Strategy:</b>			
Continuous Assessment (40%)		Final Assessment (60%)	
Details:	Theory	Practical	Other (specify)
Quizzes 20 Assignment 10, Attendance 10	N/A	60	N/A
<b>References/Reading Materials:</b>			
1) Gunesekera, M., (2005), The Post-Colonial Identity of Sri Lankan English, Katha Publishers			
2) Heyer, S., (1996), True Stories in the News: A beginning Reader, 3 <sup>rd</sup> Edition, Pearson Publishes			



<b>Relevant Degree Program</b>	<b>ALL</b>		
<b>Course Code:</b>	<b>ACLT 21032</b>		
<b>Course Name:</b>	<b>Academic Literacy III</b>		
<b>Credit Value:</b>	<b>2 credits</b>		
<b>Status: Compulsory (Core)/Optional</b>	<b>Optional</b>		
<b>Pre-requisites:</b>	<b>Academic Literacy II</b>		
<b>Co-requisites:</b>	<b>N/A</b>		
<b>Hourly Breakdown:</b>	<b>Theory Hours</b>	<b>Practical Hours</b>	<b>Hours of Independent Learning</b>
	30 hours	-	70 hours
<b>Course Aims/Intended Learning Outcomes:</b>			
After the completion of this course unit, the students will be able to:			
<ol style="list-style-type: none"> <li>i. Identify and apply the research writing process</li> <li>ii. apply writing mechanics commonly used in research writing</li> <li>iii. write reports, summary-response papers, and short literature reviews on discipline-specific topics</li> <li>iv. demonstrate the ability to format papers according to a specific referencing style</li> </ol>			
<b>Course Content:</b>			
<ul style="list-style-type: none"> <li>▪ The research writing process</li> <li>▪ Writing reports [lab reports/design reports/research reports]</li> <li>▪ Writing summary-response papers</li> <li>▪ Writing short literature reviews</li> <li>▪ Formatting papers</li> </ul>			
<b>Teaching/Learning Methods:</b>			
A combination of interactive small group teaching, collaborative learning, group discussions, consistent feedback, and online resources			
<b>Assessment Strategy:</b>			
<b>Continuous Assessment: 50%</b>		<b>Final Assessment: 50%</b>	
<b>Details: Quizzes, mid-term, other (specify)</b>	<b>Theory</b>	<b>Practical</b>	<b>Other (Specify)</b>
Quiz (20%), Assignment (40%), Portfolio (40%)	100 %	-	-
<b>Recommended Reading: (Recommended to use recently published materials)</b>			
<ul style="list-style-type: none"> <li>▪ Bailey, S. (2015). <i>Academic writing: a handbook for international students</i>, (4<sup>th</sup> ed.). UK/US: Routledge.</li> <li>▪ Bottomley, J. (2015). <i>Academic writing for international students of science</i>. UK/US: Routledge.</li> <li>▪ Bullock, R., Brody, M., &amp; Weinberg, F. (2017). <i>The little seagull handbook</i>, (3<sup>rd</sup> ed.). UK/US: W. W. Norton &amp; Company, Inc.</li> <li>▪ Marshall, S. (2017). <i>Advance in academic writing 1</i>. UK/US: Pearson.</li> </ul>			

<b>Level:</b>	<b>Level II</b>		
<b>Course Code:</b>	<b>DELT 21212</b>		
<b>Course Title:</b>	<b>English in Today's World</b>		
<b>Credit Value</b>	<b>2</b>		
<b>Pre requisite</b>	<b>None</b>		
<b>Type:</b>	<b>Auxiliary</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	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**

- 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**

- 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**

- 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**

- 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%**

**Data Commentary**

- Identify vocabulary related to graph descriptions
- Use tenses related to graph
- Identify the format of data commentary

**Academic Writing Style**

- Identify the use of nouns and verbs in academic language
- Practice nominalization
- Practice editing

**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 50%****Final Assessment 50%**

Details:

Literary appreciation 10%

Character description 10% Individual news report 20%

Listening 10%

Theory

Practical

Other

**Recommended Reading:**

Gunasekera, M. (2005). *The Post-colonial identity of Sri Lankan English*. Colombo: Katha Publishers.

Heyer, S. (1996). *True stories in the news: A beginning reader* (3<sup>rd</sup> ed.). UK: Pearson Publishers.

Long, W. J. (2015). *English literature: Its history and its significance for the life of the English speaking world*. UK: Rupa Publisher.

Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor: University of Michigan Press.

Thomson, A. J., & Martinet, A. V. (2010). *A practical English grammar*. Oxford: Oxford University Press.

<b>Course Code:</b>	<b>BECS 21732</b>		
<b>Course Name:</b>	<b>Professional English</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Compulsory/Optional</b>	<b>Optional</b>		
<b>Pre-Requisites</b>	<b>BECS 11712 Foundation Course in English</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	30	N/A	70
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>➤ use social language in a range of situations</li> <li>➤ effectively express viewpoints orally and in writing in a professional setting</li> <li>➤ improve their grammar, vocabulary and conversation skills necessary to be successful in a professional environment</li> <li>➤ comment and exchange ideas in a politically correct, polite manner</li> </ul>			
<b>Course Content:</b>			
Greeting and small talk in a business context; Letter writing: cover letters, letters of excuse, requests, complaints, orders; Ethics, values and politically correct terms; Telephone etiquette; Netiquette; Idiomatic expressions; Preparing a CV; Presentation skills; Personal care and appearance; Interview skills			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Tutorial discussions, Student-centred discussions			
<b>Assessment Strategy:</b>			
Continuous Assessment (100%)		Final Assessment (N/A)	
Details:	Theory	Practical	Other(specify)
Assignment 90, Attendance 10	N/A	N/A	N/A
<b>References/Reading Materials:</b>			
<ol style="list-style-type: none"> <li>1) Galanes, G., &amp; Brilhart, K., (1997), Communication in Groups: Application and Skills, McGraw-Hill</li> <li>2) Longress, J. F., (1995), Human Behaviour in the Social Environment, Peacock Publishers</li> <li>3) Saslow, J. &amp; Ascher, A., (2011), Top Notch 2, 2<sup>nd</sup> Edition, Pearson</li> </ol>			

<b>Relevant Degree Program: BSSS</b>			
<b>Course Code:</b>	<b>BSSS 22171</b>		
<b>Course Name:</b>	<b>English Language 4</b>		
<b>Credit Value:</b>	<b>1</b>		
<b>Compulsory/Optional</b>	<b>Compulsory</b>		
<b>Pre-Requisites</b>	<b>BSSS 21081</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theo ry</b>	<b>Practic al</b>	<b>Independent Learning</b>
	10	15	25
<b>Course Aim/Intended Learning Outcomes:</b> At the completion of this course students will be able to: <ul style="list-style-type: none"> <li>➤ Apply knowledge and understanding in improvements of technical and practical abilities in using the language</li> </ul>			
<b>Course Content:</b> Telephone skills; use of “that” clause; grammar patterns useful for communication; participle phrases; phrasal verbs; vocabulary items			
<b>Teaching/Learning Methods:</b> Combination of Lectures, Practical, Tutorial discussions, Student-centred discussions			
<b>Assessment Strategy:</b>			
Continuous Assessment (20%)		Final Assessment (80%)	
Details: Quizzes 10, Attendance 10		Theory N/A	Practical 40  Other (specify) Demonstration 40
<b>References/Reading Materials:</b> <ol style="list-style-type: none"> <li>1) Gunsekera, M., (2005), The Post-Colonial Identity of Sri Lankan English, Katha Publishers</li> <li>2) Heyer, S., (1996), True Stories in the News: A beginning Reader, 3rd Edition, Pearson Publishes</li> </ol>			

<b>Level:</b>	<b>Level II</b>		
<b>Course Code:</b>	<b>DELT 22232</b>		
<b>Course Title:</b>	<b>English for Communication and Further Studies</b>		
<b>Credit Value</b>	<b>2</b>		
<b>Pre requisite:</b>	<b>None</b>		
<b>Type:</b>	<b>Compulsory</b>		
<b>Hourly Breakdown:</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	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**

- Pronunciation Issues in Sri Lanka
- **In-class test- Assignment I- individual 10%**

#### **Writing Letters/Memos**

- Identify the difference between formal and informal letters
- Distinguish different types of letters
- Write letters and memos

#### **Presentation Skills**

- 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**

- Identify structure of a literature review
- Paraphrasing and using quotations
- Synthesize information
- **Write an annotated bibliography (Assignment III- Individual- 20%)**

#### **Facilitating and Conducting Meetings**

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

#### **The World of Work**

- Practice CV writing and cover letters
- Identify business etiquette for work

<b>Teaching/ Learning Methods:</b> Lectures, Guest lectures, Task-based language learning			
<b>Assessment Strategy:</b> Group Presentation, In class tests, End of Semester Exam			
<b>Continuous Assessment 50%</b>		<b>Final Assessment 50%</b>	
<b>Details:</b> Presentation 20% In-Class test 10% Annotated bibliography- 20%		Theory	Practical
			Other
<b>Recommended Reading:</b> 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.			

<b>Course Code:</b>	<b>BECS 22712</b>		
<b>Course Name:</b>	<b>English in Today's World</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Compulsory/Optional</b>	<b>Optional</b>		
<b>Pre-Requisites</b>	<b>BECS 12732 Professional English</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	30	N/A	70
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to understand:			
<ul style="list-style-type: none"> <li>➤ basic terminology of Language &amp; Culture, Economics, Geography, History, Archaeology, Mass Communication, Fine Arts etc.</li> <li>➤ library Skills</li> <li>➤ read &amp; comprehend passages from textbooks: Commerce, Management, Human Resources, Computers, Economics, Science, Medicine</li> <li>➤ debate/Discuss contemporary issues</li> <li>➤ listen to &amp; comprehend short lectures, conversations, news broadcasts, songs, sports commentaries etc.</li> <li>➤ use 'politically correct' terminology [i.e. language not derogatory of minorities, inclusive of women, the disabled]</li> <li>➤ letter writing in professional context</li> </ul>			
<b>Course Content:</b>			
<b>Language and Culture:</b> Language change, Views on language			
<b>Sri Lankan English:</b> The features of Sri Lankan English, The standard variety, The non-standard variety			
Differences between Colloquial English, Scientific Technical English, Formal English, and PowerPoint English			
<b>Current Issues:</b> Social issues, Expressing critical views on current issues			
<b>Politically Correct Terms:</b> Talking issues using politically correct terminology			
<b>Writing Letters:</b> Writing letters of excuse at University, Writing letters of request at University			
<b>Leisure:</b> Discussing leisure activities, Trends in leisure			
<b>Criticizing Language Use:</b> Critically analysing language samples, Looking at meaning behind words			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Tutorial discussions, Student-centred discussions, Guest lectures			
<b>Assessment Strategy:</b>			
Continuous Assessment (40%)		Final Assessment (60%)	
Details:	Theory	Practical	Other(specify)
Assignment 30, Attendance 10	60	N/A	N/A
<b>References/Reading Materials:</b>			
1) Gunesekera, M., (2005), The Post-Colonial Identity of Sri Lankan English, Katha Publishers			
2) Heyer, S., (1996), True Stories in the News: A beginning Reader, 3 <sup>rd</sup> Edition, Pearson Publishes			



<b>Level:</b>	<b>Level II</b>		
<b>Course Code:</b>	<b>DELT 22222</b>		
<b>Course Title:</b>	<b>Introduction to Literature</b>		
<b>Credit Value</b>	<b>2</b>		
<b>Pre requisite:</b>	<b>None</b>		
<b>Type:</b>	<b>Auxiliary</b>		
<b>Hourly Breakdown:</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	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)
<b>Course Intended Learning Outcomes</b>			
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			
<b>Course Content</b>			
<b>Poetry Appreciation:</b>			
<b>Appreciate poetry of one poem each of the following poets:</b> 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"> <li>- Discuss the thematic content and compare and contrast the poems</li> <li>- Learn and speak a selection of poetry by heart</li> <li>- Creatively present a poetry recital based on a selection of poems using audio visual support</li> </ul>			
<b>Appreciation and analysis of a play:</b>			
<i>Lady Windermere's Fan</i> - Oscar Wilde or a play of similar standard			
<ul style="list-style-type: none"> <li>- Discuss the thematic content of a play and write an appreciation/ analysis</li> <li>- Watch the movie of the play and compare and contrast the script with the movie</li> <li>- Learn the idiomatic expressions in the play</li> <li>- Identify the character traits in the play and write an appreciation</li> </ul>			
<b>Appreciation and analysis of a short story</b>			
<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"> <li>- Discuss the thematic content of the short story and write an appreciation/ analysis</li> <li>- Discuss the character development in the short story and write an appreciation/ analysis</li> </ul>			
<b>Teaching/ Learning Methods:</b>			
Task-based language learning; presentations, discussions, role play, student presentations			
<b>Assessment Strategy:</b>			
Poetry recital, Group Presentation, Essay, End of Semester Exam			
<b>Continuous Assessment 50%</b>		<b>Final Assessment 50%</b>	
Details: Poetry Speaking 20% Appreciation of literature 10% Presentation 20%		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.

### LEVEL III

<b>Relevant Degree Program : BSSS</b>			
<b>Course Code:</b>	<b>BSSS 31091</b>		
<b>Course Name:</b>	<b>English Language 5</b>		
<b>Credit Value:</b>	<b>1</b>		
<b>Compulsory/Optional</b>	<b>Compulsory</b>		
<b>Pre-Requisites</b>	<b>BSSS 22171</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theo ry</b>	<b>Practic al</b>	<b>Independent Learning</b>
	10	15	25
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>➤ Present information and ideas efficiently and effectively in writing and in making references</li> </ul>			
<b>Course Content:</b>			
Comprehension of passages taken from texts, journal etc; paraphrasing summary writing; interpreting written data to graphs, charts etc.; explaining graphs, charts etc. to written form			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Tutorial discussions, Student-centred discussions			
<b>Assessment Strategy:</b>			
Continuous Assessment (40%)		Final Assessment (60%)	
Details: Quizzes 5, Assignment 25, Attendance 10	Theor y N/A	Practic al 60	Other (specify) N/A
<b>References/Reading Materials:</b>			
<ol style="list-style-type: none"> <li>1) Dreyer, B., (2019), Dreyer's English: An Utterly Correct Guide to Clarity and Style, Random House</li> <li>2) McCarthy, M., and O'dell, F., (2008). <i>Academic vocabulary in use: 50 units of academic vocabulary reference and practice; self-study and classroom use</i>. Ernst Klett Sprachen</li> <li>3) Straus, J., (2014), The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes, 11<sup>th</sup> Edition, Wiley</li> <li>4) Hughes, J. and Jones, C., (2011), Practical Grammar-Level 2, Cengage Learning, New Delhi.</li> <li>5) Klammer, T. P., (2000), Analysing English Grammar, Allyn and Bacon, Boston</li> <li>6) Sinha, R. P., (2002), English Grammar and Usage, Oxford University Press, Oxford</li> </ol>			

<b>Relevant Degree Program: BECS</b>			
<b>Course Code:</b>	<b>BECS 31712</b>		
<b>Course Name:</b>	<b>Technical Communication</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Compulsory/Optional</b>	<b>Optional</b>		
<b>Pre-Requisites</b>	<b>All three previous English course modules</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	30	N/A	70
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>➤ demonstrate analytical comprehension skills in reading and listening</li> <li>➤ improve communication skills as a successful employee</li> <li>➤ demonstrate competency in the preparation of a technical report applying standard conventions of structure, layout and style</li> <li>➤ prepare and defend a technical oral presentation recognizing the need for constructive criticism</li> </ul>			
<b>Course Content:</b>			
Communication and its importance: An introduction; Listening and reading skills: Receiving, interpreting and responding to messages; Active and focused listening; Pre-reading, inferencing, skimming and scanning; Writing skills: academic/scientific writing; describing processes; Writing explanations and arguments; Summarizing; Mechanics of writing; Speaking skills: Debating skills/impromptu speeches; Presentation skills; Critical thinking in small groups; problem solving skills; perspectives on leadership			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Tutorial discussions, Student-centred discussions, Guest lectures, Workshops			
<b>Assessment Strategy:</b>			
Continuous Assessment (50%)		Final Assessment (50%)	
Details:		Theory	Practical
Quizzes 5,, Assignment 35, Attendance 10		50	N/A
			Other(specify) N/A
<b>References/Reading Materials:</b>			
<ol style="list-style-type: none"> <li>1) Gerson, S. J. &amp; Gerson, S. M., (2005), Technical writing: Process and Product, 5<sup>th</sup> Edition, Prentice Hall</li> <li>2) Galanes, G. &amp; Brillhart, K., (1997), Communication in Groups: Application and Skills. Missouri: McGraw-Hill</li> <li>3) Longress, J. F., (2000), Human Behaviour in the Social Environment, 3<sup>rd</sup> Edition, Brooks Cole</li> </ol>			

<b>Relevant Degree Program: BSSS</b>			
<b>Course Code:</b>	<b>BSSS 32151</b>		
<b>Course Name:</b>	<b>English Language 6</b>		
<b>Credit Value:</b>	<b>1</b>		
<b>Compulsory/Optional</b>	<b>Optional</b>		
<b>Pre-Requisites</b>	<b>BSSS 31091</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theo ry</b>	<b>Practic al</b>	<b>Independent Learning</b>
	10	15	25
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
➤ Present information, ideas and concepts efficiently and effectively in writing reports, project work, research proposals, job application, covering letters, and etc			
<b>Course Content:</b>			
Letter writing: Types of letters, Preparation of application form for jobs with covering letters; Report writing: drafting research proposals; writing short stories; narratives etc; Drafting standard CV Formal Writing, Assignments, Project work			
<b>Teaching/Learning Methods:</b>			
Combination of Lectures, Practical, Tutorial discussions, Student-centred discussions			
<b>Assessment Strategy:</b>			
Continuous Assessment (30%)		Final Assessment (70%)	
Details: Assignment 20, Attendance 10	Theor y N/A	Practic al 70	Other (specify) N/A
<b>References/Reading Materials:</b>			
1) Woodrow, L., (2017), Introducing Course Design in English for Specific Purposes, 1 <sup>st</sup> Edition, Routledge			
2) Swan, M., (2019), Practical English Usage by Michael Swan – Book Review, 4 <sup>th</sup> Edition, Oxford University Press			
3) Glasman-Deal, H., (2009), Science Research Writing for Non-Native Speakers of English, 1 <sup>st</sup> Edition, ICP			

<b>Course Code:</b>	<b>DELT 33212</b>		
<b>Course Title:</b>	<b>English for Professional Purposes</b>		
<b>Credit Value:</b>	<b>2</b>		
<b>Pre requisite:</b>	<b>None</b>		
<b>Type:</b>	<b>Auxiliary</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	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: 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

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

## LEVEL IV

<b>Relevant Degree Program: BSSS</b>			
<b>Course Code:</b>	<b>BSSS 41041</b>		
<b>Course Name:</b>	<b>English Language 7</b>		
<b>Credit Value:</b>	<b>1</b>		
<b>Compulsory/Optional</b>	<b>Compulsory</b>		
<b>Pre-Requisites</b>	<b>BSSS 32151</b>		
<b>Co-Requisites</b>	<b>N/A</b>		
<b>Hourly Breakdown</b>	<b>Theory</b>	<b>Practical</b>	<b>Independent Learning</b>
	10	15	25
<b>Course Aim/Intended Learning Outcomes:</b>			
At the completion of this course students will be able to:			
<ul style="list-style-type: none"> <li>&gt; Present information, ideas and concepts efficiently and effectively in writing and public speaking</li> </ul>			
<b>Course Content:</b>			
Letter writing: Types of letters, Preparation of application form for jobs with covering letters; Report writing: drafting research proposals; writing short stories; narratives etc; Drafting standard CV			
Formal Writing, Assignments, Project work			
<b>Teaching/Learning Methods:</b>			
Student-centred practical			
<b>Assessment Strategy:</b>			
<b>Continuous Assessment (10%)</b>		<b>Final Assessment (90%)</b>	
Details:		Theor	Practic
Attendance 10		y	al
		N/A	90
<b>Other (specify)</b>			
N/A			
<b>References/Reading Materials:</b>			
1) Woodrow, L., (2017), <i>Introducing Course Design in English for Specific Purposes</i> , 1 <sup>st</sup> Edition, Routledge			
2) Swan, M., (2019), <i>Practical English Usage</i> by Michael Swan – Book Review, 4 <sup>th</sup> Edition, Oxford University Press			
3) McCarthy, M., and O'dell, F., (2008), <i>Academic vocabulary in use: 50 units of academic vocabulary reference and practice; self-study and classroom use</i> . Ernst Klett Sprachen			
4) Raymond, M., (1998), <i>English Grammar in Use: A Self Study Reference and Practice Book for International Students</i> , Cambridge University Press, Cambridge			
5) Sinha, R. P., (2002), <i>English Grammar and Usage</i> , Oxford University Press, Oxford			
6) Glasman-Deal, H., (2009), <i>Science Research Writing for Non-Native Speakers of English</i> , 1 <sup>st</sup> Edition, ICP			