

Department of English Language Teaching

**DELT Course Units for the Bachelors Honours Degree Programmes offered by
the Faculties of Humanities and Social Sciences – 2022**

Level	Course Code	Title of the Paper	Department	Type
Level 01	DELT 11212	English for Social Sciences	Faculty of Social Sciences	C
	BAFT 11554	English for Film and Television	Department of Fine Arts (Film & Television Units)	C
		Foundation Certificate Course in English	Faculty of Humanities	
	DELT 12252	English for Humanities	Faculty of Humanities	C
Level 02	BAFT 21524	English for Television and Film Appreciation	Department of Fine Arts (Film & Television Units)	C
	PSEN 21212	English for the World of Work	General Degree Students	C
	DELT 21512	English for the World	Department of Fine Arts (Dancing, Music, Visual Arts Units), Department of Geography., Department of Development Studies	C
	DELT 21212	English in Today's World	Faculty of Humanities and Social Sciences	A
	DELT 22542	Effective Speaking	Department of Mass Communication, Department of Sociology, Department of International Studies, Department of Fine Arts (Dancing, Music, Visual Arts Units)	C
	DELT 22222	Introduction to Literature	To All the Faculties	A

Level 03	DELT 31512	Advanced Communication Skills for Professionals	Department of Mass Communication, Department of International Studies, Department of Fine Arts (Dancing, Music, Visual Arts Units)	C
	DELT 32522	Advanced Writing Grammar	Department of International Studies, Department of Fine Arts (Dancing, Music, Visual Arts Units) , Department of Sociology	C
	DELT 32533	English for Language Policy and Planning in Peace Studies	Department of Philosophy - Peace and conflict Resolution	C
	DELT 33212	English for Professional Purposes	Faculty of humanities and Social Sciences	A
Level 04	DELT 41512	Research Writing Skills	Department of Mass Communication, Department of International Studies, Department of Fine Arts (Dancing, Music, Visual Arts Units) , Department of Sociology	C

Level 2 or above	Certificate	Certificate Course in Modern Languages - English	No Credits
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Level I

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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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.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
- Thomson, A. J., & Martinet, A. V. (2010). *A practical English grammar*. Oxford: Oxford University Press.

Level:	Level I		
Course Code:	BAFT 11554		
Course Title:	English for Film and Television		
Credit Value:	04		
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

- Camera movements
- Use technical terms related to FT in sentence construction
- Constructing simple and compound sentences

Genre Identification

- **Read and learn concepts related to FT (comedy/ tragedy/thriller/horror/short film etc.) 10%**
- Summarizing information given in the prescribed texts
- Summarizing skills

Critical thinking skills for FT

- **Discussing contemporary issues in selected animated movies 20%**
- Presenting your opinion about the thematic content
- Paragraph writing

Cinematic Techniques

- Watch a short film and discuss the use of techniques in the movie
- Connectors and discourse markers
- **Writing a paragraph on your opinion 10%**

Acting Styles

- Reading texts on Stanislavsky and naturalistic acting and take down notes
- Individual speech on the use of naturalistic acting in cinema/theatre

Costumes

- Read on costume designing history and selecting several articles
- Designing posters on academic topics
- Practice language related to poster presentation
- **Create a poster and present the evolution of costume designing 20%**
- **Final in class test 40%**

Teaching/ Learning Methods:

Lectures, in-class writing and presentations and group discussions

Assessment Strategy:

Written assignments and presentations

Continuous Assessment 100%

Final Assessment

Details:	Theory	Practical	Other
In class test 10% Group presentation 20% Critiquing 10% Poster presentation 20% Final in class test 40%			
<p>Recommended Reading:</p> <p>Baily, S. (2011). <i>Academic Writing: A handbook for international students</i> (3rd Ed.). UK: Routledge</p> <p>Barsam, R. & Monahan, D. (2015). <i>Looking at movies</i> (5th Ed.). USA: W. W. Norton & Company.</p> <p>Bone, J & Johnson, R. (1997). <i>Understanding the film: An introduction to film appreciation</i>.UK: McGraw-Hill.</p> <p>Millerson, G. (1990). <i>The technique of television production</i> (12th Ed.). London: Focal Press.</p> <p>Nowell-Smith, G. (1999). <i>Oxford history of world cinema: The definitive history of cinema worldwide</i>. UK: OUP.</p> <p>Phillips, P. (2000). <i>Understanding film text</i>. London: British Film Institute.</p>			

Level:	Level I		
Course Code:	None		
Course Name:	Foundation: Certificate Course in English		
Credit Value:	None		
Status: Compulsory (Core)/Optional	Optional		
Pre-requisites:	N/A		
Co-requisites:	N/A		
Hourly Breakdown:	Theory Hours	Practical Hours	Hours of Independent Learning
	30 hours (2 lecture hours X 15 weeks)	15hrs (1 hour X 15 weeks)	30 hours

Course Aims/Intended Learning Outcomes:

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

ILO 1: produce a limited discourse on personal topics, and on a multicultural society.

ILO 2: use English tense forms meaningfully in the selected contexts.

ILO 3: use other selected grammatical aspects effectively in order to express ones' self in the selected contexts. (Prepositions, demonstratives, WH questions, determiners, pronouns, nouns, quantifiers, verbs, adjectives, auxiliary verbs)

ILO 4: communicate information on personal/familiar topics.

ILO 5: produce a few meaningful statements of familiar topics.

ILO 6: identify and practice vocabulary related to familiar/personal topics.

ILO 7: read and understand specific information in a passage.

ILO 8: give orders, instructions or make requests.

Course Content:

- Module I: A Multicultural Society I
- Module II: A Multicultural Society II
- Module III: Environment I
- Module IV: Environment II
- Module V: Friendship
- Module VI: Friends and enemies
- Module VII: Dreams
- Module VIII: Future dreams
- Module IX: Building Relationships
- Module X: Love relationships
- Module XI: Racism
- Module XII: Famous people I
- Module XIII: Famous people II
- Module XIV: Climate and weather
- Module XV: Animal trafficking

Teaching/Learning Methods:

Lectures, Discussions, Group tasks, Pair tasks, Collaborative learning, Question and answer sessions

Assessment Strategy:

Continuous Assessment: 50%

Final Assessment: 50%

Details:

Speaking test 20%
Speaking test 20%
Listening test 10%

Theory

50 %

Practical

-

Other (Specify)

-

Recommended Reading: (Recommended to use recently published materials)

- 1) McCarthy, M., & O'Dell, F. (1999). *English Vocabulary in Use, (Intermediate)*. Cambridge University Press.
- 2) Murphy, R. (1992). *Essential English Grammar*. Cambridge University Press.

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

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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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

- 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

- 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 *Who am 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

- 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.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.

Level II

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 languageskills development and assignments 2 hour X 15 weeks)	110hrs (Reading, listening & viewing peer collaborativelearning, 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>			

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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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* (3rd 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.

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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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:

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

Heyer, S. (1996). *True stories in the news: A beginning reader* (3rd 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.

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

- 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

- 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

- Identify common errors in pronunciation in Sri Lanka
- Practice articulation and enunciation
- **Correcting common issues in pronunciation 10%**

Interview Techniques

- 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

- 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

- Identify speech models and use rhetorical strategies

<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: A persuasive speech 20% Correcting pronunciation issues 10% Mock interview 20% Discussion on literary text 20% Reading Aloud 20% Video on personal branding 10%		Theory	Practical	Other
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 (8th ed.)</i> . 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.				

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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (reading, listening & viewing peer collaborativelearning, 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.

Level III

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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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 : 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

Course Content

Communication Strategies

- Identify models of communication
- Analyse a situation according to a model

Handling the Media

- Formulating press releases
- Formulate good will and bad news messages
- **Write a press release (20%)**

Business Correspondence

- Editing of sentences and paragraphs
- Tone in writing
- Identify the structure of letters/memos/ emails
- Sentence types and transitions

Presentation Skills

- Recognize strategies of non-verbal communication
 - Practice pronunciation
 - Discuss organization of slides
 - **Group presentation verbal and non-verbal communication at work (20%)**
- Negotiation Skills**
- Discuss problem analysis
 - Demonstrate ability to solve problems

Communicating across cultures

- Discuss dimensions of culture
- Dining and Telephone etiquette

Critical Thinking

- 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:**

Individual presentation (10%)
 Group presentation (20%)
 A press release (10%)

Theory

Practical

Other

Recommended Reading:

Guffey, M. E. & Loewy, D. *Business communication: Process and product* (9th ed.). US: Cengage Learning.

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

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

Munter, M. (2013). *Guide to managerial communication (10th ed.)*. New Jersey: Pearson Education Inc.

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

Advanced	Level III		
Course Code:	DELT 32522		
Course Title:	Advanced Writing Grammar		
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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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%)**

Reference management

- Discuss how to avoid plagiarism
- Practice paraphrasing
- Develop Reference lists using APA referencing system
- **Open book exam (20%)**

Academic conventions in Language

- Identify politically correct language
- Use academic vocabulary
- Practice nominalization

Editing

- Practice self-editing skills in relation to research writing
- Use process writing skills
- **Self-editing an essay (20%)**

Teaching/ Learning Methods:

Lectures, Guest lectures, Task-based language learning

Assessment Strategy:

Assignments

Continuous Assessment 100%

Introduction, In-Class test, Annotated bibliography, Editing, Open book exam

Final Assessment

Details:

In class test (20%)
 Introduction to an article (20%)
 Annotated bibliography (20%)
 Open book exam (20%)
 Self-editing an essay (20%)

Theory

Practical

Other

Recommended Reading:

Bailey, S. (2006). *Academic writing: A handbook for international students*. London: Routledge.
 Folse, K. S., Mahnke, M. K., Solomon, E.V., Williams, L. (2003). *Blueprints 1: Composition skills for academic writing*, Houghton Mifflin Company, New York.
 Marshall, S. (2017). *Advance in academic writing*. UK: Pearson Education ESL.
 Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
 Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.
 Swan, M. (2005). *Practical English usage*. UK: Oxford University Press.
 Tomson, A.J. & Martinet, A.V. (2002). *A practical English grammar* (4th ed.). UK: OUP
 Truss, L. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. UK: Gotham Books.

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 languageskills development and assignments 1-2 hours X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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

- 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

- 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)

- Identify politically correct language
- Practice nominalization

Presentation techniques related to LPP

- Recognize strategies of non-verbal communication
- Practice pronunciation
- **Group presentation (20%)**

Linguistic concepts in LPP

- Identify linguistic concepts in LPP
- Compare and contrast various linguistic concepts related to different LPP context(s)

Dominant ideologies in LPP

- Recognize dominant ideologies in LPP
- Discuss how dominant ideologies are imposed on/contested and negotiated in LPP context

Selected case studies

- 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

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.				

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 languageskills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborativelearning, 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

Note Taking skills and summarizing

- 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.				

Level IV

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 X15 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%) 			

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
<p>Recommended Reading:</p> <p>Bailey, S. (2006). <i>Academic writing: A handbook for international students</i>. London: Routledge.</p> <p>Elliott, D., Stern, J.E. (1997). <i>Research Ethics: A Reader</i>. Hanover: University Press of New England</p> <p>Folse, K. S., Mahnke, M. K., Solomon, E.V., Williams, L. (2003). <i>Blueprints I: Composition skills for academic writing</i>, Houghton Mifflin Company, New York.</p> <p>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</p> <p>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.</p> <p>Marshall, S. (2017). <i>Advance in academic writing</i>. UK: Pearson Education ESL.</p> <p>Swales, J. (1990). <i>Genre analysis: English in academic and research settings</i>. Cambridge University Press.</p> <p>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.</p>			