

**UNIVERSITY OF DELHI**

**DEPARTMENT OF ENGLISH**

**COURSE NAME: Language Course for B.A./B.Com. Programme**

**(SEMESTER - )**

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

Course name: Language Course for B.A./B.Com. Programme

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in
			Lecture	Tutorial	Practical		
English Language Through Literature- I	GE Language 1	4	3	1	0	Class XII pass	Annexure 5
English Language Through Literature- II	GE Language 2	4	3	1	0	Class XII pass	Annexure 5
Digital Communications- I	GE Language 3	4	3	1	0	Class XII pass	Annexure 5
Digital Communications- II	GE Language 4	4	3	1	0	Class XII pass	Annexure 5
English Fluency- I	GE Language 5	4	3	1	0	Class XII pass	Annexure 5
English Fluency- II	GE Language 6	4	3	1	0	Class XII pass	Annexure 5
Developing English Language Skills- I	GE Language 7	4	3	1	0	Class XII pass	Annexure 5
Developing English	GE Language	4	3	1	0	Class XII	Annexure 5

MAIL

Language Skills- II	8					pass	
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## ANNEXURE 5

### **GE LANGUAGES (ENGLISH) FOR B.A./B. COM. PROGRAMME**

**Credits: 4 credits per course(3 Theory+ 1 Tutorial)**

#### **GE Language Course 1: ENGLISH LANGUAGE THROUGH LITERATURE- I**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

##### **Course objectives:**

This course aims to:

- develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources, be these verbal or written.

##### **Course Content:**

**UNIT 1:** Understanding Everyday Texts

1. Edwards, Adrian 'Forced displacement worldwide at its highest in decades' *UNHCRorg*UNHCR  
<http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022

2. Jadhav, Radheshyam 'Groom wanted: Trader peon... anyone but a farmer' *Times News Network*. 1st Jan, 2018

<https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022

3. Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph*. 15th December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022

4. '13 letters every parent every child should read on Children's Day' *The Indian Express*. 10th November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

## **UNIT 2: Understanding Drama**

5. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', *Staging Resistance: Plays by Women in Translation*. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

## **UNIT 3: Understanding Poetry**

6. Angelou, Maya. 'Caged Bird', *The Complete Collected Poems of Maya Angelou*. New York: Random House Inc, 1994.

7. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', *Collected Poems*. New Delhi: Oxford University Press, 2005.

8. Okara, Gabriel. 'Once Upon a Time', *Gabriel Okara: Collected Poems*. Nebraska: University of Nebraska, 2016.

9. Lawrence, DH. 'Last Lesson of the Afternoon', *The Complete Poems of DH Lawrence*. Hertfordshire: Wordsworth Editions, 1994.

## Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

### Course objectives:

This course aims to:

- develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources, be these verbal or written.

### Course Content:

#### UNIT 1: Understanding Fiction

1. Kumar E., Santhosh. 'Three Blind Men describe an Elephant', *Indian Review*.

<http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/> Accessed 1st June 2022

2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', *Tales from Firozsha Bagh*. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', *The Quilt from the Flea-market and Other Stories*. Delhi: National Book Trust, 2017.

## UNIT 2: Creating Your Own Voice

4. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' *CBS News*. Posted 24th May 2022.

<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>

5. Khanna, Twinkle. 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' *The Times of India*. 16th September 2018.

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13th June 2022

## UNIT 3: Writing your own academic paper

6. Patel, Raj and Moore Jason. 'How the chicken nugget became the true symbol of our era' *The Guardian*, 8th May 2018

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era> Accessed 1st June 2022

7. Latest editions of the MLA and APA style sheets

## GE Language Course 3: DIGITAL COMMUNICATIONS- I

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### Course objectives:

- This course is for students who intend to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.
- The course aims to hone skills for online communication and provide interpersonal skills required in the digital world.
- The course will help students effectively present themselves in personal and professional capacities using online mediums.

### Course content:

#### UNIT I: Constructing a Self

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)

2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Social Media etiquette

### **UNIT II: Expressing the Self**

1. Blogs, Facebook posts (expressing likes and dislikes)
2. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information).
3. Acknowledging and negotiating opinions

### **UNIT III: Expressing Visually**

1. Introducing oneself in a vlog (how to create a narrative: biography, autobiography)
2. Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)
3. Moderating content (integrating narrative with visuals/images)

## **GE Language Course 4: DIGITAL COMMUNICATIONS- II**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### **Course objectives:**

- This course is for students who intend to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.
- The course aims to hone skills for online communication and provide interpersonal skills required in the digital world.
- The course will help students effectively present themselves in personal and professional capacities using online mediums.

### **Course content:**

#### **UNIT I: Curating Persona**

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)

3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

**UNIT II: Making Institutional Profiles and networks**

1. Writing about the institution (describing and assessing)

2. Building networks (compare, contrast, synthesize)

3. Updating Blogs and Vlogs (discourse markers)

**UNIT III: Online Interactions and Diversity**

1. Etiquettes for online interactions (chats, meetings, video conferences).

2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)

3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

**GE Language Course 5: ENGLISH FLUENCY- I**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

**Course objectives:**

- This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts.
- The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.

The course will help students to:

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- write formal letters, personal notes, blogs, reports and texts on familiar matters.
- comprehend and analyse texts in English.
- organise and write paragraphs and short essays in a variety of rhetorical styles.

**Course content:**



## **UNIT I:** In the domestic sphere

1. Diary
2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

### **Readings:**

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

## **UNIT II:** In the University

1. Introducing oneself -- Note-making
2. Pronunciation Intonation – Nouns, Verbs, Articles
3. Blog writing
  - A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.
  - B. Introduce characters from the text you are reading via posters

### **Readings:**

3. Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

## **UNIT III:** In public places

1. CV Job applications
2. Tenses and concord
  - A. Write the CV of a fictional character
  - B. Write the perfect job application for your dream job

### **Readings:**

4. Chakrabarti, Narendranath. 'Amalkanti', *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.

5. Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

## **GE Language Course 6: ENGLISH FLUENCY- II**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### **Course objectives:**

- This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts.
- The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.

The course will help students to:

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- write formal letters, personal notes, blogs, reports and texts on familiar matters.
- comprehend and analyze texts in English.
- organize and write paragraphs and short essays in a variety of rhetorical styles.

### **Course content:**

#### **Unit 1: In the State**

- Research -- Filing an FIR, making an RTI request, submitting a consumer complaint
- Active & Passive voice; idioms

A. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood.

B. Draft a formal letter requesting information about the disbursement of funds collected by a residents' welfare association

### **Readings:**

1. Sendak, Maurice. *Where the Wild Things Are*. UK: Random House, 2000.
2. <https://rtionline.gov.in/>
3. [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)
4. [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

## **Unit 2:** Interface with Technology

- Book/film reviews
- Punctuation

A. Write a review of a text you have read in class.

B. Record a collaborative spoken-word review of the latest film your group have all seen

## **Readings:**

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." *ThoughtCo*. Posted 3rd July, 2019.

<https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391> Accessed 1st June, 2022

6. Brown, Dan. *Angels & Demons*. UK: Pocket Books, 2000.

7. *Angels & Demons*. dir. Ron Howard, 2009.

## **Unit 3:** Self-Representation

- Introducing oneself, giving and seeking information.
- Introduce characters from the texts you are reading.
- Creating a profile for social media.
- Creating a professional profile of oneself.
- Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.
- Intercultural Communication

## **Readings:**

8. "To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All About", *Scroll.In*. Posted 14th February, 2016.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 1st June 2022

9. Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin, 2014.

10. Lorde, Audre. 'The Transformation of Silence into Language and Action', *Sister Outsider*. NY: Random House, 1984. pp 40-44

11. *Haroun and the Sea of Stories: Salman Rushdie*. New Delhi: Penguin Books, 1991. pp 15-23

## **GE Language Course 7: DEVELOPING ENGLISH LANGUAGE SKILLS- I**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### **Course objectives:**

This course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to:

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions.
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English.
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

**NOTE:** The unit names are indicative only and identify core language areas that are targeted through the course. The learning of various language skills needs to happen in an integrated fashion. It is, therefore, imperative that for every unit, learners should work through the whole range of tasks in the prescribed readings.

### **Course content:**

**UNIT 1: Reading & Vocabulary–I**

- Strategies for language learning;
- various ways of reading;
- understanding different text types like newspaper articles, poems, stories, etc. through a variety of textual tasks such as reading aloud, sentence completion, true/false activities, re-ordering jumbled sentences, supplying alternative titles, short comprehension questions, etc.

### **Readings:**

1. *A Foundation English Course for Undergraduates: Book II.* Delhi: University of Delhi, 1992. pp 8–10, 47–49
2. *Developing Language Skills I.* Delhi: Manohar, 1997. pp 61–69
3. *English at the Workplace.* Delhi: Macmillan, 2006. pp 1–3, 16–20
4. *Everyday English.* Delhi: Pearson, 2005. pp 21–31
5. *Everyday English 2.* Delhi: Foundation Books, 2006. pp 95 – 100

### **UNIT 2: Writing & Grammar–I**

- Understanding the structure of written texts by identifying topic sentences and supporting details.
- summarizing passages.
- expanding ideas, subjects and topics.
- the steps involved in the process of good writing.
- Revising key topics in grammar: subject - verb agreement, tenses, articles, prepositions.

### **Readings:**

6. *A Foundation English Course for Undergraduates: Book III.* Delhi: University of Delhi, 1993. pp 119–125
7. *Developing Language Skills I.* Delhi: Manohar, 1997. pp 186–195, 209–216
8. *Developing Language Skills 2,* Delhi: Doaba House, 1995. pp 76–88
9. *English at the Workplace.* Delhi: Macmillan, 2006. pp 38–42
10. *English at the Workplace II.* Delhi: Oxford University Press, 2007. pp 29–30

### **UNIT 3: Speaking & Listening–I**

- Learning to use language according to situation: the difference between formal and informal;

- ways of socializing and showing politeness;
- expressions used for greetings and asking after, introducing oneself and others, thanking, wishing well, apologizing and excusing, asking for and giving information, making offers and requests and giving orders.

### **Readings:**

11. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 1–26

12. *English at the Workplace*. Delhi: Macmillan, 2006. pp 10–13

13. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 5–8, 14–18.

## **GE Language Course 8: DEVELOPING ENGLISH LANGUAGE SKILLS – II**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### **Course objectives:**

- This course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language—difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence.

The course that is spread over two semesters aims to redress these issues and aims to:

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions.
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English.
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

**NOTE:** The unit names are indicative only and identify core language areas that are targeted through the course. The learning of various language skills needs to happen in an integrated fashion. It is, therefore, imperative that for every unit, learners should work through the whole range of tasks in the prescribed readings.

## **Course content:**

### **UNIT 1: Reading & Vocabulary–II**

- Ways of expanding vocabulary;
- learning how to use a dictionary;
- understanding more text types such as argumentative and descriptive passages, poetry, character sketches, etc. through suitable activities based on selected texts

### **Readings:**

1. *A Foundation English Course for Undergraduates*: Book III. Delhi: University of Delhi, 1993. pp 5–10, 27–29, 40–44, 81–83
2. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 43–51
3. *Everyday English*. Delhi: Pearson, 2005. pp 36–43
4. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 32–37, 46–48

### **UNIT 2: Writing & Grammar–II**

- Understanding what constitutes a piece of good writing;
- learning to describe objects and processes, narrate incidents and stories, and argue a point of view.
- framing of questions and negative sentences;
- modals and their uses.

### **Readings:**

5. *A Foundation English Course for Undergraduates*: Book II. Delhi: University of Delhi, 1992. pp 115–130
6. *A Foundation English Course for Undergraduates*: Book III. Delhi: University of Delhi, 1993. pp 126–136
7. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 183–186, 206–209
8. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 112–116
9. *English at the Workplace II* (Delhi: Oxford University Press, 2007) pp 49 – 52.

### **UNIT 3: Speaking & Listening–II**

- Understanding the essentials of English pronunciation: word stress and rhythm in connected speech; speaking on the telephone;
- becoming a better listener;
- expressions used for getting and giving permission, agreeing and disagreeing, warning and persuading, inviting, suggesting, accepting and refusing, expressing likes and dislikes, regulating speech and ending a conversation.

**Readings:**

10. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 26–45

11. *English at the Workplace*. Delhi: Macmillan, 2006. pp 52–57

12. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 10–13, 20–24, 38–45

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