



INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad - 500 043

AERONAUTICAL ENGINEERING

COURSE DESCRIPTION FORM

Course Title	ENGLISH FOR COMMUNICATION			
Course Code	AHS001			
Course Structure	Lectures	Tutorials	Practicals	Credits
	3	-	-	3
Course Coordinator	Ms. B Anand Lakshmi, Associate Professor			
Team of Instructors	Mr. Sudhakar Medi, Assistant Professor Ms. Naidu Jayashree, Assistant. Professor			

I. COURSE OVERVIEW

In view of the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, this Engineering English has been designed to develop linguistic and communicative competence of the students. In the classroom the focus should be on the skills of reading, writing, listening and speaking. The teacher can ask comprehension questions to stimulate discussion and based on the discussions students can be made to write short paragraphs/ essays etc.

II. PREREQUISITE(S)

Level	Credits	Periods	Prerequisite
UG	3	4	Basics of English Language

III. MARKS DISTRIBUTION

Subject	SEE Examination	CIA Examination	Total Marks
English for Communication	70 Marks	30 Marks	100 Marks

Semester End Examination 70 Marks All the Units (1, 2, 3, 4 and 5)	70 Marks (3 Hours)	5 questions to be answered. Each question carries 14 Marks
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Average of two CIA Examinations	Continuous Internal Assessment - 1			
	30 Marks (2 Hours)	Units I, II and III (half)	Continuous Internal Examination (CIE) (2 hours)	Part - A 5 questions to be answered out of 5 questions, each carries 1 mark.
				Part - B 4 questions to be answered out of 5 questions, each carries 5 marks.
			Quiz-I /Alternate Assessment Tool (AAT- I)	5 marks for assignment.
	Continuous Internal Assessment - 2			
	30 Marks (2 Hours)	Units III (half) IV and V	Continuous Internal Examination (CIE) (2 hours)	Part - A 5 questions to be answered out of 5 questions, each carries 1 mark.
				Part - B 4 questions to be answered out of 5 questions, each carries 5 marks.
			Quiz-II /Alternate Assessment Tool (AAT- II)	5 marks for assignment.

IV. EVALUATION SCHEME

S. No	Component	Duration	Marks
1	CIE - I Examination	2 hour	25
2	Quiz - I / AAT - I	-	05
TOTAL			30
3	CIE - II Examination	2 hour	25
4	Quiz - II / AAT - II	-	05
TOTAL			30
CIA Examination marks to be considered as average of above two CIA's			
5	EXTERNAL Examination	3 hours	70
GRAND TOTAL			100

V. COURSE OBJECTIVES

The course should enable the students to:

- I. Improve the language proficiency of the students in English with emphasis on LSRW skills..
- II. Equip the students to study academic subjects with greater facility through the theoretical and practical components of the English syllabus.
- III. Develop the skill of thinking to gain clarity of expression in formal and informal situations.
- IV. Make students aware of the role of speaking in English and its contribution to their success.
- V. Enable students to express themselves fluently and appropriately with better communication skills in social and professional contexts.

VI. Develop the ability of the students to guess the meanings of words from context and grasp the overall message of the text, draw inferences etc.

VII. Equip them with components of different forms of writing, beginning with the lower order ones.

VI. COURSE OUTCOMES

After completing this course the student must demonstrate the knowledge and ability to:

1. **Understand** the value of English as an international language, as a Lingua-Franca and try to improve the knowledge regarding language skills and elements to be perfect in their usage..
2. **Analyse** how to contextualize the use of language for different purposes.
3. **Express** fluently without any grammatical mistakes and also give presentations with proper modulation.
4. **Apply** listening skills for different purposes with special emphasis on intensive listening.
5. **Evaluate** critical reading and get information from the context with the help of root words and contextual clues.
6. **Evaluate** a topic to write different types of argumentative, narrative, descriptive and persuasive paragraphs and essays.
7. **Apply** the use language for developing behavioural skills.
8. **Recognize** the importance of self- discipline, hard- working and time management skills.
9. **Develop** the ability to analyze the language use in descriptions and narrations.
10. **Develop** the ability to analyze the language used in descriptions and narrations.
11. **Define** and learn to be sensitive to the needs of the society.
12. **Apply** to use the knowledge of grammar and vocabulary in writing more meaningfully.

VII. HOW PROGRAM OUTCOMES ARE ASSESSED

Program outcomes		Level	Proficiency assessed by
PO1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.	N	
PO2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	N	
PO3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	N	
PO4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	N	
PO5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.	N	
PO6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.	N	
PO7	Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	N	
PO8	Ethics: Apply ethical principles and commit to professional ethics and	N	

	responsibilities and norms of the engineering practice.		
PO9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	S	Activities, Test,
PO10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	H	Assignments, Test, Seminars,
PO11	Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	N	
PO12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	S	Test,

VIII. HOW PROGRAM SPECIFIC OUTCOMES ARE ASSESSED

Program Specific Outcomes		Level	Proficiency Assessed by
PSO 1	Professional skills: Able to utilize the knowledge of aeronautical/aerospace engineering in innovative, dynamic and challenging environment for design and development of new products	S	Presentation Activities
PSO 2	Problem solving skills: imparted through simulation language skills and general purpose CAE packages to solve practical, design and analysis problems of components to complete the challenge of airworthiness for flight vehicles	S	Assignments Presentation Exams
PSO 3	Practical implementation and testing skills: Providing different types of in house and training and industry practice to fabricate and test and develop the products with more innovative technologies.	--	--
PSO 4	Successful career and entrepreneurship: To prepare the students with broad aerospace knowledge to design and develop systems and subsystems of aerospace and allied systems and become technocrats	S	Exams, Presentation Projects

N - None

S - Supportive

H – Highly Related

IX SYLLABUS

UNIT – I

Significance, essentials, barriers and effectiveness of listening; Listening to dialogues, conversation, discussions, monologues; Listening to sounds, silent letters, stressed syllables in English; Listening for the gist of the text, for identifying the topic, general meaning and specific information; Listening for multiple choice questions, positive and negative comments for interpretation. Note: instructions in theory and practice in the lab.

UNIT – II

Significance, essentials, barriers and effectiveness of speaking; Simple oral or casual interaction, dialogue, conversation; Debates: Differences between disagreeing and being disagreeable; Brief presentations; Role plays; Generating talks based on visual or written prompts; Addressing a small group or a large formal gathering; Speaking about present, past experiences and future plans; Arguing out a topic without verbal fights; Paper presentation. Note: instructions in theory and practice in the lab.

UNIT – III

Techniques of reading: Skimming, scanning, intensive and extensive reading; Reading comprehension: Exercises for multiple choice questions and contextual meaning- values in Dr. Kalam.

Vocabulary enrichment and grammar exercises based on selective readings: Power of dreams- vision to mission- prose passage for intellectual and emotional comments; Reading for the gist of a text, for specific information, for information transfer and interpretation.

UNIT – IV

Significance, essentials and effectiveness of writing; Writing emails; Writing paragraphs: Comparing, contrasting, presentations with an introduction, body and conclusion; Writing formal and informal letters: Letter of invitation, accepting, declining, requesting, cover letter enclosing a CV.

UNIT – V

Punctuation, parts of speech, articles, prepositions, tenses, concords, phrasal verbs; Forms of verbs: Regular and irregular, direct and indirect speech, change of voice; prefixes, suffixes, Synonyms, antonyms, one word substitutes, idioms and phrases, technical vocabulary.

Textbooks:

1. Meenakshi Raman, Sangeetha Sharma, "Technical Communication Principles Practices", Oxford University Press, New Delhi, 3rd Edition, 2015.

Reference Books:

1. Norman Whitby, "Business Benchmark: Pre-Intermediate to Intermediate – BEC Preliminary", Cambridge University Press, 2nd Edition, 2008.
2. Devaki Reddy, Shreesh Chaudhary, "Technical English", Macmillan, 1st Edition, 2009.
3. Rutherford, Andrea J, "Basic Communication Skills for Technology", Pearson Education, 2nd Edition, 2010.
4. Raymond Murphy, "Essential English Grammar with Answers", Cambridge University Press, 2nd Edition
5. Dr. N V Sudershan, "President Kalam's Call to the Nation", Bala Bharathi Publications, Secunderabad, 1st Edition, 2003.

X. COURSE PLAN:

The course plan is meant as a guideline. There may probably be changes.

Lecture No.	Course Learning Outcomes	Topics to be covered	Reference
1	To foster the Listening skills of the students.	Understand the Significance, essentials, barriers and effectiveness of listening	T1:2.4
2	To evaluate their abilities and test their domain knowledge	Understand the Significance Listening to dialogues, conversation, discussions, monologues	T1:2.4
3	To make the learners understand and analyze different sounds of English	Analyze and Interpret sounds, silent letters, stressed syllables in English through Listening skills	R4
4	To empower the Listening skill	Understand the gist of the text, for identifying the topic through Listening skills	T1: 2.5
5	To improve the Listening skill	Apply the general meaning and specific information through Listening skills	T1: 2.7
6,7	To train the students identify their common errors in the language	Analyze and Interpret multiple choice questions, positive and negative comments through Listening skills	T1:2.6
8	To foster the speaking skills of the students.	Understand the significance, essentials, barriers and effectiveness of speaking; Simple oral or casual interaction, dialogue, conversation	R2:3
9	To make the students learn and identify types of debates	Evaluate Debates: Differences between disagreeing and being disagreeable	R2:3
10	To make learners aware of the selection of language to make presentations To prepare the students for an effective presentation giving them necessary inputs	Understand for an effective presentation giving them necessary inputs for the selection vocabulary through brief presentations, paper presentation	T1:4.15
11	To enhance students' with speaking skills	Identify the importance of conversation through role plays; Generating talks based on visual or written prompts; Addressing a small group or a large formal gathering.	R2:3
12	To improve the speaking skills through activities	Distinguish Speaking about present, past experiences and future plans; Arguing out a topic without verbal fights	R2:3
13-14	To recognize different components of reading.	Evaluate reading skill through techniques of reading: Skimming, scanning, intensive and extensive reading	T1:3.12
15	To evaluate their abilities and test their domain knowledge	Analyze and Interpret multiple choice questions and contextual meaning through reading comprehension	T1:3.12
16	To foster the reading skill of the students.	Understand the importance of Vocabulary enrichment and grammar exercises based on	R5

		selective readings: Power of dreams- vision to mission- prose.	
17	To evaluate their abilities and test their domain knowledge	Identify passage for intellectual and emotional comments; Reading for the gist of a text.	T1:3.12
18,19	To make the students acquire information through reading.	Interpret specific information, for information transfer through reading skill.	T1:3.12
20	To make the students acquire the knowledge of writing skill.	Understand the significance, essentials and effectiveness of writing emails.	T1:4.13
21	To develop writing skill in order to be able to write effectively	Recognize the difference in Writing paragraphs: Comparing, contrasting, presentations with an introduction, body and conclusion.	T1:3.10
22	To recognize the differences in letter writing and learn various letter forms	Distinguish between formal and informal letter writing-letter of complaint, seeking information letter to the editor	T1:4.13
23	To study and learn effectively the art of letter drafting	Distinguish and develop writing skill through the Letter of invitation, accepting or declining invitation	T1:4.13
24-25	To comprehend the importance of formal letters.	Demonstrate the importance of writing skill through cover letter enclosing a CV.	T1:4.13
26	Understand the value of English as an international language	Explain the importance of English Language as a tool for Global Communication and emphasis to acquire communicative competence	T1:1.1
27	Improve the knowledge regarding language skills and elements to be perfect in their usage.	Recognize the importance of English as the global language.	T1:1.1
28	To know the role of English in Engineering & its functions	Identify the learning levels and their competencies	T1:1.1-1.5
29	Learn to use the knowledge of grammar	Recall the functions of Punctuation and Practice Exercises	R3:5
30	Learn to use the knowledge of grammar	Recall the use of parts of speech and Practice Exercises	R2:1.1
31	Learn to use the knowledge of grammar	Apply the knowledge of definite and indefinite articles the, “a” and “an” in different cases.	R4
32,33	Learn to use the knowledge of grammar	Recognize the prepositions of time, place, agent, directions, instrument and prepositional phrases.	R4
34	To make students aware of the importance of using tense appropriately	Understand the use of tenses in the language learning process	R4
35,36, 37	To grasp the concept of “Subject-Verb agreement” To familiarize the students with the usage of “Concord”	Recognize the concept of “Subject-Verb agreement” To familiarize the students with the usage of “Concord”	R4
38	To understand the concept of grammatical ambiguity & sentence construction	Understand the concept of grammatical ambiguity & sentence construction through	R3

		phrasal verbs; Forms of verbs: Regular and irregular	
39	To make the students acquire the knowledge direct and indirect speech	Identify common errors in the language through direct and indirect speech	R4
40,41	To make the students acquire the use of active and passive voice	Know the usage of active and passive voice in their day to day life	R4
42	Learn to use the vocabulary in writing more meaningfully	Identify and understand conventional signs, prefixes, suffixes, Synonyms, antonyms, one word substitutes used by writers to make their meaning clear to the reader	R3
43	To understand the difference between phrases and idioms & learn to use them in sentences	Understand the difference between phrases and idioms & learn to use them in sentences	R3
44-45	To make the students learn and identify commonly used technical vocabulary	Identify commonly used technical vocabulary	R4

XI. MAPPING COURSE OBJECTIVES LEADING TO THE ACHIEVEMENT OF THE PROGRAM OUTCOMES

Course Objectives	Program Outcomes												Program Specific Outcomes			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
I	S	S		S		S	S	H	S	H	S		S			S
II	S	S	S	S				S	S	S	S	S				S
III		S	S			S		S		S		S		S	S	
IV		S		S			S	S	S	S	S			S		S
V		S				S	S	S	S	H	S		S	S		S
VI	S		S		S		S		S		S	S	S	S		S
VII	S	S		S		S		S	S	S		S	S	S		S

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Course Outcome	Program Outcomes												Program Specific Outcomes			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
1	S	S	S	S	S	S	S	S	S	S	S	S	S	S	H	S
2	S	H	H	S	S	S	S	S	S	S	S	S	S	S	S	H
3	S	S	S	S	S	S	S	S	S	S	S	S	S	S	H	S
4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
5	H	H	S	S	H	S	S	S	S	S	S	S	S	S	S	H
6	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
7	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
8	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
9	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
10	S	S	H	S	H	S	S	S	S	S	S	S	S	S	S	S
11	S	S	S	S	S	H	S	S	S	S	S	S	S	S	S	H
12	S	S	S	S	S	S	S	S	S	S	S	S	S	S	H	S
13	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	H

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