



# INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad -500 043

## COMPUTER SCIENCE AND ENGINEERING

### COURSE DESCRIPTOR

|                          |   |                      |                |                   |                |
|--------------------------|---|----------------------|----------------|-------------------|----------------|
| <b>Course Title</b>      | <b>ENGLISH FOR COMMUNICATION</b>  |                      |                |                   |                |
| <b>Course Code</b>       | AHS001  |                      |                |                   |                |
| <b>Programme</b>         | B.Tech  |                      |                |                   |                |
| <b>Semester</b>          | I   | AE   ME   CE         |                |                   |                |
|                          | II  | CSE   IT   ECE   EEE |                |                   |                |
| <b>Course Type</b>       | Foundation  |                      |                |                   |                |
| <b>Regulation</b>        | IARE - R16  |                      |                |                   |                |
| <b>Course Structure</b>  | <b>Theory</b>   |                      |                | <b>Practical</b>  |                |
|                          | <b>Lectures</b>   | <b>Tutorials</b>     | <b>Credits</b> | <b>Laboratory</b> | <b>Credits</b> |
|                          | 3   | -                    | 3              | 2                 | 1              |
| <b>Chief Coordinator</b> | Ms B Anand Lakshmi, Associate Professor   |                      |                |                   |                |
| <b>Course Faculty</b>    | Dr Prudhvi Raju, Associate Professor<br>Ms P B Esther Rani, Assistant Professor<br>Ms Jayshree Naidu, Assistant Professor<br>Ms Shirisha Deshpande, Assistant Professor<br>Mr. Sudhakar Medi, Assistant Professor<br>Mr Kondal, 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. COURSE PRE-REQUISITES:

| Level | Course Code | Semester | Prerequisites                                    |
|-------|-------------|----------|--|
| -     | -           | -        | Standard applicability of grammar and vocabulary |

### III. MARKS DISTRIBUTION:

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

### IV. DELIVERY / INSTRUCTIONAL METHODOLOGIES:

|   |                        |   |          |   |              |   |        |
|---|------------------------|---|----------|---|--------------|---|--------|
| ✓ | Chalk & Talk           | ✓ | Quiz     | ✗ | Assignments  | ✗ | MOOCs  |
| ✓ | LCD / PPT              | ✓ | Seminars | ✗ | Mini Project | ✓ | Videos |
| ✗ | Open Ended Experiments |   |          |   |              |   |        |

### V. EVALUATION METHODOLOGY:

The course will be evaluated for a total of 100 marks, with 30 marks for Continuous Internal Assessment (CIA) and 70 marks for Semester End Examination (SEE). Out of 30 marks allotted for CIA during the semester, marks are awarded by taking average of two CIA examinations or the marks scored in the make-up examination.

**Semester End Examination (SEE):** The SEE is conducted for 70 marks of 3 hours duration. The syllabus for the theory courses is divided into FIVE units and each unit carries equal weightage in terms of marks distribution. The question paper pattern is as follows. Two full questions with “either” or “choice” will be drawn from each unit. Each question carries 14 marks. There could be a maximum of two sub divisions in a question.

The emphasis on the questions is broadly based on the following criteria:

|      |  |
|------|--|
| 50 % | To test the objectiveness of the concept.  |
| 50 % | To test the analytical skill of the concept OR to test the application skill of the concept. |

#### Continuous Internal Assessment (CIA):

CIA is conducted for a total of 30 marks (Table 1), with 25 marks for Continuous Internal Examination (CIE), 05 marks for Quiz/ Alternative Assessment Tool (AAT).

Table 1: Assessment pattern for CIA

| Component | Theory   |            | Total Marks |
|-----------|----------|------------|-------------|
|           | CIE Exam | Quiz / AAT |             |
| CIA Marks | 25       | 05         | 30          |

#### Continuous Internal Examination (CIE):

Two CIE exams shall be conducted at the end of the 8<sup>th</sup> and 16<sup>th</sup> week of the semester respectively. The CIE exam is conducted for 25 marks of 2 hours duration consisting of two parts. Part–A shall have five compulsory questions of one mark each. In part–B, four out of five questions have to be answered where, each question carries 5 marks. Marks are awarded by taking average of marks scored in two CIE exams.

**Quiz / Alternative Assessment Tool (AAT):**

Two Quiz exams shall be online examination consisting of 25 multiple choice questions and are to be answered by choosing the correct answer from a given set of choices (commonly four). Marks shall be awarded considering the average of two quizzes for every course. The AAT may include seminars, assignments, term paper, open ended experiments, five minutes video and MOOCs.

**VI. HOW PROGRAM OUTCOMES ARE ASSESSED:**

| Program Outcomes (POs) |  | Strength | Proficiency assessed by  |
|------------------------|--|----------|--|
| PO 9                   | <b>Individual and team work:</b> Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.   | 3        | Term paper   |
| PO 10                  | <b>Communication:</b> 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. | 3        | Seminar Listening Test Speaking Test Presentation (Technical / Review: Movie/Book) |
| PO 11                  | <b>Project management and finance:</b> 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.   | 2        | Five minutes video   |

3 = High; 2 = Medium; 1 = Low

**VII. HOW PROGRAM SPECIFIC OUTCOMES ARE ASSESSED:**

| Program Specific Outcomes (PSOs) |  | Strength | Proficiency assessed by   |
|----------------------------------|--|----------|---|
| PSO 1                            | <b>Professional Skills:</b> The ability to understand, analyze and develop computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient design of computer-based systems of varying complexity. | -        | -   |
| PSO 2                            | <b>Problem-Solving Skills:</b> The ability to apply standard practices and strategies in software project development using open-ended programming environments to deliver a quality product for business success.   | -        | -   |
| PSO 3                            | <b>Successful Career and Entrepreneurship:</b> The ability to employ modern computer languages, environments, and platforms in creating innovative career paths to be an entrepreneur, and a zest for higher studies.  | 2        | Written Test – Verbal Aptitude for Placement and Higher studies |

3 = High; 2 = Medium; 1 = Low

**VIII. COURSE OBJECTIVES (COs):**

| The course should enable the students to: |   |
|---|---|
| I   | Communicate in an intelligible English accent and pronunciation.                          |
| II  | Use the four language skills i.e., Listening, Speaking, Reading and Writing effectively.  |
| III                                       | Develop the art of writing simple English with correct spelling, grammar and punctuation. |

## IX. COURSE LEARNING OUTCOMES (CLOs):

| CLO Code  | CLO's  | At the end of the course, the student will have the ability to:  | PO's Mapped               | Strength of Mapping |
|-----------|--------|--|---------------------------|---------------------|
| AHS001.01 | CLO 1  | Understand the value of English as an international language and try to improve the knowledge regarding language skills and elements to be perfect in their usage. | PO 10                     | 1                   |
| AHS001.02 | CLO 2  | Develop the ability to listen effectively in order to analyze the language used in descriptions and narrations.  | PO 9                      | 2                   |
| AHS001.03 | CLO 3  | Paraphrase listening skills for different purposes with special emphasis on intensive listening.   | PO 9                      | 2                   |
| AHS001.04 | CLO 4  | Interpret how to contextualize the use of language for different purposes.   | PO 9 PO 10                | 2                   |
| AHS001.05 | CLO 5  | Ability to comprehend speaking skills for different purposes with special emphasis on intensive listening  | PO 9, PO 10, PO 11        | 3                   |
| AHS001.06 | CLO 6  | Express fluently without any grammatical mistakes and also give presentations with proper modulation.  | PO 10                     | 3                   |
| AHS001.07 | CLO 7  | Translate the importance of critical reading to get information from the context with the help of root words and contextual clues.                                 | PO 10                     | 3                   |
| AHS001.08 | CLO 8  | Grasp the importance of reading skills for focused and selective information at various levels of professional career.   | PO 10                     | 3                   |
| AHS00.09  | CLO 9  | Summarize the topic to write different types of argumentative, narrative, descriptive and persuasive paragraphs and essays.  | PO 9, PO 10               | 3                   |
| AHS001.10 | CLO 10 | Infer the use of language for developing behavioral skills.  | PO 9, PO 10, PO 11, PSO 3 | 2                   |
| AHS001.11 | CLO 11 | Translate the importance of reading techniques and applying it to literary texts.  | PO 11                     | 3                   |
| AHS001.12 | CLO 12 | Ability to learn and understand techniques of grammar to apply in the functions of English language  | PO 10                     | 2                   |
| AHS001.13 | CLO 13 | Remember to use the knowledge of grammar and vocabulary in writing more meaningfully.  | PO 10                     | 3                   |
| AHS001.14 | CLO 14 | Infer the importance of language and applying to learn to be sensitive according to the needs of the society.  | PO 9, PO 10, PO 11, PSO 3 | 2                   |
| AHS001.15 | CLO 15 | Develop writing skills in order to apply in day to day life.   | PO 9, PO 10               | 3                   |
| AHS001.16 | CLO 16 | Understand the importance of written communication for the future correspondence throw out the career of the students.   | PO 9, PO 10               | 3                   |
| AHS001.17 | CLO 17 | Develop the ability to analyze the results of experiments and be competent in writing reports, work in teams in real time situations                               | PO 9, PO 10               | 3                   |
| AHS001.18 | CLO 18 | Understand the value of writing skills to be a responsive, attentive and empathetic writer in order to face the real-world situations                              | PO 9, PO 10               | 3                   |
| AHS001.19 | CLO 19 | Infer the importance of vocabulary and writing as an essential ability in the real-time situations for those who desire to advance their career.                   | PO 11, PSO 3              | 2                   |

**3 = High; 2 = Medium; 1 = Low**

**X. MAPPING COURSE LEARNING OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES:**

| CLOs   | Program Outcomes (POs) |     |     |     |     |     |     |     |     |      |      |      | Program Specific Outcomes (PSOs) |      |      |
|--------|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------------------------------|------|------|
|        | PO1                    | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1                             | PSO2 | PSO3 |
| CLO 1  |                        |     |     |     |     |     |     |     |     | 1    |      |      |                                  |      |      |
| CLO 2  |                        |     |     |     |     |     |     |     | 2   |      |      |      |                                  |      |      |
| CLO 3  |                        |     |     |     |     |     |     |     | 2   |      |      |      |                                  |      |      |
| CLO 4  |                        |     |     |     |     |     |     |     | 2   | 1    |      |      |                                  |      |      |
| CLO 5  |                        |     |     |     |     |     |     |     | 3   | 3    | 1    |      |                                  |      | 2    |
| CLO 6  |                        |     |     |     |     |     |     |     |     | 3    |      |      |                                  |      | 2    |
| CLO 7  |                        |     |     |     |     |     |     |     |     | 3    |      |      |                                  |      |      |
| CLO 8  |                        |     |     |     |     |     |     |     |     | 3    |      |      |                                  |      |      |
| CLO 9  |                        |     |     |     |     |     |     |     | 3   | 3    |      |      |                                  |      | 2    |
| CLO 10 |                        |     |     |     |     |     |     |     | 2   | 3    | 2    |      |                                  |      | 1    |
| CLO 11 |                        |     |     |     |     |     |     |     |     |      | 3    |      |                                  |      |      |
| CLO 12 |                        |     |     |     |     |     |     |     |     | 2    |      |      |                                  |      |      |
| CLO 13 |                        |     |     |     |     |     |     |     |     | 3    |      |      |                                  |      |      |
| CLO 14 |                        |     |     |     |     |     |     |     | 1   | 1    | 3    |      |                                  |      | 1    |
| CLO 15 |                        |     |     |     |     |     |     |     | 3   | 3    |      |      |                                  |      |      |
| CLO 16 |                        |     |     |     |     |     |     |     | 3   | 3    |      |      |                                  |      |      |
| CLO 17 |                        |     |     |     |     |     |     |     | 3   | 3    |      |      |                                  |      |      |
| CLO 18 |                        |     |     |     |     |     |     |     | 3   | 3    |      |      |                                  |      | 2    |
| CLO 19 |                        |     |     |     |     |     |     |     |     |      | 2    |      |                                  |      | 2    |

**3 = High; 2 = Medium; 1 = Low**

**XI. ASSESSMENT METHODOLOGIES – DIRECT**

|                      |                          |              |                          |              |   |               |       |
|----------------------|--------------------------|--------------|--------------------------|--------------|---|---------------|-------|
| CIE Exams            | PO 9, PO 10, PO11, PSO 3 | SEE Exams    | PO 9, PO 10, PO11, PSO 3 | Assignments  | - | Seminars      | PO 10 |
| Laboratory Practices | PO 9, PO 10, PO11, PSO 3 | Student Viva | PO 10                    | Mini Project | - | Certification | -     |
| Term Paper           | PO 9                     |              |                          |              |   |               |       |

## XII. ASSESSMENT METHODOLOGIES - INDIRECT

|   |  |   |                           |
|---|--|---|---------------------------|
| ✓ | Early Semester Feedback                | ✓ | End Semester OBE Feedback |
| ✗ | Assessment of Mini Projects by Experts |   |                           |

## XIII. SYLLABUS

|   |                               |
|---|-------------------------------|
| <b>Unit-I</b>   | <b>LISTENING SKILLS</b>       |
| 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.  |                               |
| <b>Unit-II</b>  | <b>SPEAKING SKILLS</b>        |
| 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.   |                               |
| <b>Unit-III</b>   | <b>READING SKILLS</b>         |
| Techniques of reading: Skimming, scanning, intensive and extensive reading; Reading comprehension: Exercises for multiple choice questions and contextual meaning- values in Dr. Kalam.<br><br>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.   |                               |
| <b>Unit-IV</b>  | <b>WRITING SKILLS</b>         |
| 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.   |                               |
| <b>Unit-V</b>   | <b>GRAMMAR AND VOCABULARY</b> |
| 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.  |                               |
| <b>Text Books:</b>  |                               |
| 1. Meenakshi Raman, Sangeetha Sharma, "Technical Communication Principles Practices", Oxford University Press, New Delhi, 3 <sup>rd</sup> Edition, 2015.  |                               |
| <b>Reference Books:</b>   |                               |
| 1. Norman Whitby, "Business Benchmark: Pre-Intermediate to Intermediate – BEC Preliminary", Cambridge University Press, 2 <sup>nd</sup> Edition, 2008.<br>2. Devaki Reddy, Shreesh Chaudhary, "Technical English", Macmillan, 1 <sup>st</sup> Edition, 2009.<br>3. Rutherford, Andrea J, "Basic Communication Skills for Technology", Pearson Education, 2 <sup>nd</sup> Edition, 2010.<br>4. Raymond Murphy, "Essential English Grammar with Answers", Cambridge University Press, 2 <sup>nd</sup> Edition<br>5. Dr. N V Sudershan, "President Kalam's Call to the Nation", Bala Bharathi Publications, Secunderabad, 1 <sup>st</sup> Edition, 2003. |                               |

#### XIV. COURSE PLAN:

The course plan is meant as a guideline. Probably there may be changes.

| Lecture No | Topics to be covered  | Course Learning Outcomes (CLOs) | Reference  |
|------------|---|---------------------------------|------------|
| 1          | Explain the importance of English Language as a tool for global communication and emphasis to acquire communicative competence  | CLO 1                           | T1:1.1     |
| 2          | Recognize the importance of English as the global language.   | CLO 1                           | T1:1.1     |
| 3          | Identify the learning levels and their competencies   | CLO 1                           | T1:1.1-1.5 |
| 4-7        | Recall the functions of punctuation and practice exercises  | CLO 6, CLO12                    | R3:5       |
| 8          | Develop the ability to understand that speaking skills are essential to be a responsive, attentive and empathetic speaker in order to face the real-world situations. | CLO 5, CLO 14                   | R2:1.1     |
| 9-11       | Apply the knowledge of preparation for oral presentation  | CLO 6                           | R4:2.21    |
| 12         | Identify common errors in the language through the concept of word formation  | CLO 13, CLO 19                  | R4:60.1    |
| 13-15      | Prepare the students to be aware of the importance of commonly used technical vocabulary  | CLO 19                          | R4:1.1-2.1 |
| 16         | Infer the concept of grammatical ambiguity & sentence construction  | CLO 6, CLO 12                   | R4:4.2     |
| 17         | Recognize the concept of "Subject-Verb agreement", to familiarize the students with the usage of "Concord"  | CLO 6                           | R3:1.3     |
| 18-22      | Identify and understand conventional signs, prefixes, suffixes, Synonyms, antonyms, one word substitutes used by writers to make their meaning clear to the reader    | CLO 13                          | R4:47.1    |
| 23         | Appraise the students in order to acquire the knowledge of sentence structure   | CLO 6                           | R4:42.1    |
| 24-25      | Learn to use the vocabulary in writing more meaningfully  | CLO 13                          | R3:4.4     |
| 26-27      | Infer the difference between phrases and idioms & learn to use them in sentences  | CLO 13                          | R3:4.2     |
| 28         | To make the students learn and identify commonly used technical vocabulary.   | CLO 13                          | R4:1.3     |
| 29         | Understand the significance, essentials, and effectiveness of reading   | CLO 7, CLO 8                    | T1:2.4     |
| 30         | Interpret derivatives, and standard abbreviations in English through reading skills   | CLO 11                          | T1:27.2    |
| 31-33      | Infer the gist of the text, for identifying the topic through reading skills  | CLO 11                          | R4:5.8     |
| 34         | Apply the general meaning and specific information through writing skills   | CLO 16                          | T1:2.7     |
| 35         | Analyze and Interpret multiple choice questions, positive and negative comments through comprehension passages  | CLO 17                          | T1:2.6     |
| 36         | Identify passage for intellectual and emotional comments; reading for the gist of a text.   | CLO 11                          | T1:4.15    |
| 37         | Associate the students to identify their common errors in the language  | CLO 9                           | R2:3       |
| 38         | Understand the importance of proper punctuation, creating coherence, organizing principles of paragraphs in documents to foster the writing skills of the students    | CLO 17                          | R2:3       |
| 39         | Evaluate Letter writing-formal and Informal writing and E-mail writing.   | CLO 19                          | T1:4.13    |
| 40         | To make learners aware of the selection of language to make presentations and prepare the students for an effective presentation giving them necessary inputs         | CLO 18                          | T1:4.13    |
| 41         | Distinguish writing skills such as describing, defining,  | CLO 17                          | T1:4.13    |

| Lecture No | Topics to be covered  | Course Learning Outcomes (CLOs) | Reference |
|------------|---|---------------------------------|-----------|
|            | classifying, writing introduction and conclusion.   |                                 |           |
| 42-43      | Evaluate writing skills through creating coherence, organizing principles of paragraphs in documents.                 | CLO 9                           | T1:3.10   |
| 44-45      | Understand the importance of vocabulary enrichment and grammar exercises to foster the writing skill of the students. | CLO 19                          | T1:4.13   |

**XV. GAPS IN THE SYLLABUS - TO MEET INDUSTRY / PROFESSION REQUIREMENTS:**

| S NO | Description   | Proposed actions | Relevance with POs | Relevance with PSOs |
|------|---|------------------|--------------------|---------------------|
| 1    | Construct basic and intermediate skills in English language.  | Seminars         | PO 10              | PSO 3               |
| 2    | Preparation of power-point slides, which include videos, animations, pictures, graphics for better understanding theory and practical work. | Seminars / NPTEL | PO 9               | PSO 3               |
| 3    | To build confidence for communicating in English and create interest for the life-long learning of English language.                        | Guest lecture    | PO 10              | PSO 3               |

**Prepared by:**

Ms. B Anand Lakshmi, Associate Professor

**HOD, FRESHMAN ENGINEERING**