INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad -500 043

COMPUTER SCIENCE ENGINEERING

COURSE DESCRIPTOR

Course Title	**ENGLISH LANGUAGE AND COMMUNICATION SKILLS LABORATORY**
Course Code	AHSB08
Programme	B.Tech
Semester	I
	II AE, CSE, IT, MECH
Course Type	Foundation
Regulation	IARE - R18

Course Structure	**Theory**			**Practical**	
	Lectures	**Tutorials**	**Credits**	**Laboratory**	**Credits**
	-	-	-	2	1

Chief Coordinator	Mr. K. Poul, Assistant Professor
Course Faculty	Dr .J.Wilson, Professor Dr. Sudeepthi Dondapati, Associate Professor Ms.P.B.Esther, Associate Professor Ms.N. Jayashree, Assistant Professor Ms.Waheeda Begum, Assistant Professor Mr. P.Sunil Solomon, Assistant Professor Mr. B Ramesh Goud, Assistant Professor

I. COURSE OVERVIEW:

English has been especially designed for the students of first year B.Tech. The principle aim of the course is to help the students gain a well-rounded introduction to English language learning and its four skills of listening, speaking, reading and writing. Moreover, the course pays special attention to the typical problems and challenges of Indian learners of English, which are primarily confusing the sounds, spellings and structures of their mother tongue with the sounds, spellings and structures of English.

II. COURSE PRE-REQUISITES:

Level	Course Code	Semester	Prerequisites
-	-	-	Basic English Grammar and Vocabulary

III.   MARKSDISTRIBUTION:

Subject	SEE Examination	CIA Examination	Total Marks
English Language and Communication Skills Laboratory	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:

Each laboratory will be evaluated for a total of 100 marks consisting of 30 marks for internal assessment and 70 marks for semester end lab examination. Out of 30 marks of internal assessment, continuous lab assessment will be done for 20 marks for the day to day performance and 10 marks for the final internal lab assessment.

Semester End Examination (SEE): The semester end lab examination for 70 marks shall be conducted by two examiners, one of them being Internal Examiner and the other being External Examiner, both nominated by the Principal from the panel of experts recommended by Chairman, BOS.

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

20 %	To test the preparedness for the experiment.
20 %	To test the performance in the laboratory.
20 %	To test the calculations and graphs related to the concern experiment.
20 %	To test the results and the error analysis of the experiment.
20 %	To test the subject knowledge through viva – voce.

Continuous Internal Assessment (CIA):
CIA is conducted for a total of 30 marks (Table 1), with 20 marks for continuous lab assessment during day to day performance, 10 marks for final internal lab assessment.

Table 1: Assessment pattern for CIA

Component	Laboratory		Total Marks
Type of Assessment	Day to day performance	Final internal lab assessment	
CIA Marks	20	10	30

Continuous Internal Examination (CIE):

One CIE exams shall be conducted at the end of the 16th week of the semester. The CIE exam is conducted for 10 marks of 3 hours duration.

Preparation	Performance	Calculations and Graph	Results and Error Analysis	Viva	Total
2	2	2	2	2	10

VI. HOW PROGRAM OUTCOMES ARE ASSESSED:

Program Outcomes (Pos)		Strength	Proficiency assessed by
PO 9	**Individual and team work**: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	2	Term Paper
PO 10	**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.	3	Seminar Listening Test

Speaking Test- Presentation (Technical / Review: Movie/Book) and Group Discussion |
| PO 11 | **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. | 1 | 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	**Professional Skills:** 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	**Problem-Solving Skills:** 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	**Successful Career and Entrepreneurship:** 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 :

The course should enable the students to:	
I	Improve their ability to listen and comprehend a given text.
II	Upgrade the fluency and acquire a functional knowledge of English Language.
III	Enrich thought process by viewing a problem through multiple angles.

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
AHSB08.01	CLO 1	Comprehension of different accents following audio inputs in different contexts.	PO9	2
AHSB08.02	CLO 2	English speaking ability with persons of different nationalities	PO9	2
AHSB08.03	CLO 3	Paraphrase listening skills for different purposes with special emphasis on intensive listening.	PO9	2
AHSB08.04	CLO 4	Interpret how to contextualize the use of language for different purposes.	PO9	2
AHSB08.05	CLO 5	Ability to comprehend speaking skills for different purposes with special emphasis on intensive listening.	PO10, PO11	4
AHSB08.06	CLO 6	Express fluently without any grammatical mistakes and also give presentations with proper modulation.	PO10, PO11	4
AHSB08.07	CLO 7	Translate the importance of critical reading to get information from the context with the help of root words and contextual clues.	PO10	3
AHSB08.08	CLO 8	Grasp the importance of reading skills for focused and selective information at various levels of professional career.	PO10	3
AHSB08.09	CLO 9	Summarize the topic to write different types of argumentative, narrative, descriptive and persuasive paragraphs and essays.	PO10, PO11	4
AHSB08.10	CLO 10	Infer the use of language for developing behavioral skills.	PO10	3
AHSB08.11	CLO 11	Translate the importance of reading techniques and applying it to literary texts.	PO9	2
AHSB08.12	CLO 12	Ability to learn and understand techniques of grammar to apply in the functions of English language.	PO9	2
AHSB08.13	CLO 13	Remember to use the knowledge of grammar and vocabulary in writing more meaningfully.	PO9	2
AHSB08.14	CLO 14	Infer the importance of language and applying to learn to be sensitive according to the needs of the society.	PO10	3
AHSB08.15	CLO 15	Develop writing skills in order to apply in day to day life.	PO10	3
AHSB08.16	CLO 16	Understand the importance of written communication for the future correspondence throw out the career of the	PO10	3

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									2						
CLO 2									2						
CLO 3									2						
CLO 4									2						
CLO 5										3	1				2
CLO 6										3	1				2
CLO 7										3					
CLO 8										3					
CLO 9										3	1				2
CLO 10										3					
CLO 11									2						
CLO 12									2						
CLO 13									2						
CLO 14										3					
CLO 15									2						
CLO 16										3					

3 = High; 2 = Medium; 1 = Low

XI. ASSESSMENT METHODOLOGIES–DIRECT

LIE Exams	PO9,PO10 PO11	LEE Exams	PO9,PO10 PO11	Assignments	-	Seminars	PO9,PO10 PO11
Laboratory Practices	-	Student Viva	-	Mini Project	-	Certification	-
Term Paper	PO9,PO10 PO11						

XII. ASSESSMENT METHODOLOGIES-INDIRECT

✔	Early Semester Feedback	✔	End Semester OBE Feedback
✘	Assessment of Mini Projects by Experts		

XIII. SYLLABUS:

<table>
<tr><td colspan="2" align="center">LIST OF ACTIVITIES</td></tr>
<tr><td>Week-1</td><td>LISTENING SKILL</td></tr>
<tr><td colspan="2">a. Listening to conversations and interviews of famous personalities in various fields; Listening practice related to the TV talk shows and news.
b. Listening for specific information; Listening for summarizing information – Testing.</td></tr>
<tr><td>Week-2</td><td>LISTENING SKILL</td></tr>
<tr><td colspan="2">a. Listening to films of short duration and monologues for taking notes; Listening to answer multiple choice questions.
b. Listening to telephonic conversations; Listening to native Indian: Abdul Kalam, British: Helen Keller and American: Barrack Obama speakers to analyze intercultural differences – Testing.</td></tr>
<tr><td>Week-3</td><td>SPEAKING SKILL</td></tr>
<tr><td colspan="2">a. Functions of English Language; Introduction to pronunciation; Vowels and Consonants
b. Tips on how to develop fluency, body language and communication; Introducing oneself: Talking about yourself, others, leave taking.</td></tr>
<tr><td>Week-4</td><td>SPEAKING SKILL</td></tr>
<tr><td colspan="2">a. Sounds - Speaking exercises involving the use of Vowels and Consonant sounds in different contexts; Exercises on Homophones and Homographs
b. Just a minute (JAM) session.</td></tr>
<tr><td>Week-5</td><td>SPEAKING SKILL</td></tr>
<tr><td colspan="2">a. Stress patterns.
b. Situational Conversations: common everyday situations; Acting as a compere and newsreader; Greetings for different occasions with feedback preferably through video recording.</td></tr>
<tr><td>Week-6</td><td>READING SKILL</td></tr>
<tr><td colspan="2">a. Intonation.
b. Reading newspaper and magazine articles; Reading selective autobiographies for critical commentary.</td></tr>
<tr><td>Week-7</td><td>READING SKILL</td></tr>
<tr><td colspan="2">a. Improving pronunciation through tongue twisters.
b. Reading advertisements, pamphlets; Reading comprehension exercises with critical and analytical questions based on context.</td></tr>
<tr><td>Week-8</td><td>WRITING SKILL</td></tr>
<tr><td colspan="2">a. Listening to inspirational short stories.
b. Writing messages, leaflets, Notice; Writing tasks; Flashcards – Exercises.</td></tr>
<tr><td>Week-9</td><td>WRITING SKILL</td></tr>
<tr><td colspan="2">a. Write the review on a video clipping of short duration (5 to 10minutes).
b. Write a slogan related to the image; Write a short story of 6-10 lines based on the hints given.</td></tr>
<tr><td>Week-10</td><td>WRITING SKILL</td></tr>
<tr><td colspan="2">a. Minimising Mother Tongue Influence to improve fluency through watching educational videos.
b. Writing practices – précis writing; Essay writing.</td></tr>
<tr><td>Week-11</td><td>THINKING SKILL</td></tr>
<tr><td colspan="2">a. Correcting common errors in day to day conversations.
b. Practice in preparing thinking blocks to decode diagrammatical representations into English words, expressions, idioms, proverbs.</td></tr>
<tr><td>Week-12</td><td>THINKING SKILL</td></tr>
</table>

a. Correcting common errors in day to day conversations. b. Making pictures and improvising diagrams to form English words, phrases and proverbs.	

Text Books:

"English Language and Communication Skills" Lab Manual - Prepared by the faculty of English, IARE.

Reference Books:

1. Meenakshi Raman, Sangeetha Sharma, "Technical Communication Principles and Practices", Oxford University Press, New Delhi, 3rd Edition, 2015.
2. Rhirdion, Daniel, "Technical Communication", Cengage Learning, New Delhi, 1st Edition, 2009.

XIV. COURSE PLAN:

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

Week 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	Improve the knowledge regarding language skills and elements to be perfect in their usage.	CLO 1	T1:1.1
3	Identify the learning levels and their competencies, make the learners understand and analyse different sounds of English	CLO 1	T1:1.1-1.5
4-7	Interpret specific information through listening skill.	CLO 2	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 2	R2:1.1
9-11	Apply the knowledge of preparation for oral presentation	CLO 3	R4:2.21
12	Identify common errors in the language through the concept of word formation	CLO 3	R4:60.1
13-15	Prepare the students to be aware of the importance of commonly used technical vocabulary	CLO 5	R4:1.1-2.1
16	Infer the concept of grammatical ambiguity & sentence construction	CLO 5	R4:4.2
17	Recognize the concept of "Subject-Verb agreement" To familiarize the students with the usage of "Concord"	CLO 7	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 14	R4:42.1
24-25	Learn to use the vocabulary in writing more meaningfully	CLO 12	R3:4.4
26-27	Infer the difference between phrases and idioms & learn to use them in sentences	CLO 12	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 13	T1:2.4
30	Interpret derivatives, and Standard Abbreviations in English through Reading skills	CLO 15	T1:2.4
31-33	Infer the gist of the text, for identifying the topic through Reading skills	CLO 15	T1:27.2
34	Apply the general meaning and specific information through Writing skills	CLO 16	R4:5.8
35	Analyze and Interpret multiple choice questions, positive and negative comments through comprehension passages	CLO 17	T1: 2.5
36	Identify passage for intellectual and emotional comments; Reading for the gist of a text.	CLO 19	T1: 2.7
37	Associate the students to identify their common errors in the	CLO 19	T1:2.6

	language		
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	T1:4.15
39	Evaluate Letter writing-Formal and Informal writing and E-mail writing.	CLO 19	R2:3
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	R2:3
41	Distinguish writing skills such as Describing, Defining, Classifying, Writing introduction and conclusion.	CLO 17	T1:4.13
42-43	Evaluate writing skills through creating coherence, organizing principles of paragraphs in documents.	CLO 19	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 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.	Group Discussions	PO 10	PSO 3

Prepared by:
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