

(Abstract)

FYUGP- Scheme (All) and Syllabus of First and Second Semester courses of Functional English-
Approved & Implemented in Affiliated colleges w.e.f.2024 admission - Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C5/22132/2024

Dated: 01.01.2025

Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024 and 06/08/2024

2. The FYUGP Syllabus, submitted by Chairperson, Board of Studies in Functional English (Cd) on 11.06.2024

3. The Minutes of the Meeting of the Scrutiny Committee held on 15.06.2024

4. E-mail of the Chairperson, Board of Studies in Functional English (Cd), dated 24.06.2024

5. The Minutes of the Meeting of the Academic Council, held on 25.06.2024

6. The Minutes of the meeting of BoS in Functional English (cd), held on 05/11/2024

7. Orders of Vice Chancellor in File No. File ACAD C/ACAD C5/22132/2024

dtd:31.12.2024

ORDER

1.The Regulations of Kannur University Four Year Under Graduate programmes (KU-FYUGP) for Affiliated Colleges was implemented with effect from 2024 admission and thereafter, certain modifications were effected in the same, vide papers read (1) above.

2.Subsequently, the Chairperson, Board of Studies in Functional English (Cd) vide paper read (2) above, submitted the Syllabus of Courses of the First and Second Semester Functional English programme in tune with KU-FYUGP Regulations.

3.Thereafter, the Scrutiny Committee, which included the Dean, Faculty of Language & Literature, scrutinized the Syllabus submitted by the Chairperson, Board of Studies (BoS) in Functional English (cd) and recommended certain suggestions vide paper read (3) above.

4.Subsequently, the Chairperson, Board of Studies in Functional English (cd) vide paper read (4) above, forwarded the Scheme and Syllabus of First and Second Semester Courses of the Functional English, after incorporating the modifications suggested by the Scrutiny Committee, for approval.

5.The Scheme and Syllabus concerned was placed before the Academic Council for approval.

6. The XXVIIIth meeting of Academic Council, vide paper read (5), approved the Syllabi of the FYUGP in principle and permitted to publish the same, as and when ready, after making the necessary modifications.

7.The Minutes of the Academic Council was approved by the Vice Chancellor.

8. However, on verification of the Syllabus with the approved Regulations, certain errors were noticed in the Mark distribution pattern and the matter was intimated the Chairperson, BoS, Functional English (cd), for necessary action.

9.Accordingly, the Meeting of the BoS in Functional English (cd) held on 05/11/2024 vide paper read (6) considered the matter and subsequently, the Chairperson forwarded the Scheme (All) and modified Syllabus of the First and Second Semester Courses of Functional English, for approval.

10.The Vice Chancellor, after considering the matter and in exercise of the powers of the Academic Council, conferred under the Section 11 (1) Chapter III of Kannur University Act, 1996 and all other

enabling provisions read together with, **approved the Scheme (All) and Modified Syllabus of the First and Second Semester Courses of the 'Functional English' in FYUGP pattern and accorded sanction to implement the same, w.e.f. 2024 admission in Affiliated Colleges under the University, subject to reporting to the Academic Council.**

11. The Modified Scheme and Syllabus of the First and Second Semester Courses of Functional English, in FYUGP pattern in Affiliated colleges under Kannur University, applicable w.e.f. 2024 admission is appended with this U.O. & uploaded in the University website.

Orders are issued accordingly.

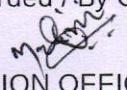
Sd/-

ANIL CHANDRAN R
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: The Principals of Arts and Science Colleges affiliated to Kannur University

- Copy To: I. The Examination Branch (through PA to CE)
2. The Chairperson, Board of Studies in Functional English (UG)
3. PS to VC/PA to R
4. EX C I/EG I/AR-I/AR-III/JR (EXAM)
4. DR/AR (Academic)
5. IT Cell/Computer Programmer
6. SF/DF/FC

Forwarded / By Order


SECTION OFFICER

KV



(Abstract)

FYUGP- Modified Scheme and Syllabus of Second Semester 'Functional English' Programme-
Approved & Implemented in Affiliated Colleges w.e.f.2024 admission - Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C5/22132/2024

Dated: 01.02.2025

- Read:-1. U.O. No. ACAD C/ACAD C5/22132/2024 dtd: 01/01/2025
2. Letter. No. ACAD/ACAD C1/20003/2024 Dtd: 23/12/2024
3. The Minutes of the meeting of BoS in Functional English (cd), held on 31/12/2024
4. E-mail dtd: 05/01/2025 from the Dean- Faculty of Language and Literature
5. Minutes of Meeting of the Standing Committee of Academic council held on 21/01/2025
6. Orders of Vice Chancellor in file of even No.dtd:01/02/2025

ORDER

- 1.The Scheme (All) and Syllabus of the First and Second Semester Functional English programme in FYUGP pattern was approved & implemented in Affiliated Colleges under the University w.e.f.2024 admission vide paper read (1) above.
- 2.Subsequently, all Chairpersons of the Boards of Studies were requested to submit Modification, if any needed, in the Second Semester Syllabus of the FYUGP programmes by 31.12.2024.
3. Accordingly, Board of Studies in Functional English (cd) vide paper read (3) above, decided to revise the title of the Multidisciplinary Course (MDC):KU2MDCFNG104 from Food Studies to "Food Narratives" and also approved the changes made in the Syllabus of KU2MDCFNG103: 'Science Fiction'. Subsequently, the Chairperson forwarded the modified Scheme and Syllabus of Second Semester Courses of the Functional English (FYUGP), for approval.
- 4.The Syllabus, submitted by the Chairperson was forwarded to the Dean, Faculty of Language and Literature for verification and the Dean, after vetting the Syllabus, recommended to approve the same vide paper read as 4 above.
- 5.Considering the matter, the Vice Chancellor ordered to place the modified Second Semester Scheme and Syllabus of the FYUGP Functional English Programme, before the Standing Committee of the Academic Council.
- 6.The Standing Committee of the Academic Council, vide paper read (5) above, recommended to approve the Modified Scheme and Syllabus of the Second Semester Functional English programme in FYUGP pattern.
- 7.The Vice Chancellor, after considering the Recommendation of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council, conferred under the Section 11 (1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, ***approved the Modified Scheme and Syllabus of Second Semester FYUGP 'Functional English' Courses and accorded sanction to implement the same, w.e.f. 2024 admission in Affiliated Colleges under the University, subject to reporting to the Academic Council.***
- 8.The Modified Scheme and Syllabus of Second Semester FYUGP Functional English Courses in Affiliated Colleges under Kannur University, applicable w.e.f. 2024 admission is appended with this U.O. & uploaded in the University website.

Orders are issued accordingly.

Sd/-

ANIL CHANDRAN R
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: The Principals of Arts and Science Colleges affiliated to Kannur University

Copy To: 1. The Examination Branch (through PA to CE)

2. The Chairperson, Board of Studies in Functional English (UG)

3. PS to VC/PA to R

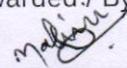
4. EX C I/EG I/AR-I/AR-VII/JR (EXAM)

4. DR/AR (Academic)

5. IT Cell/Computer Programmer

6. SF/DF/FC

Forwarded./ By Order


SECTION OFFICER

KV





KANNUR UNIVERSITY

B A FUNCTIONAL ENGLISH

SYLLABUS

W.e.f 2024 admission onwards

(KU-FYUGP Regulation and Curriculum Framework, 2024)

PREFACE

The Bachelor of Arts in Functional English program provides students with a versatile skill set that is highly valued in today's competitive job market. This syllabus is carefully crafted to combine theoretical knowledge with practical application, equipping students with the tools they need to succeed in a variety of careers. By studying functional English, students will develop strong communication, writing, and research skills, while literary analysis will enhance their critical thinking and creativity.

The first year of the program is dedicated to developing strong language skills. Through a range of courses, students will hone their reading, writing, speaking, and listening abilities. This solid foundation will empower them to confidently navigate the complexities of the English language. In the second year, the focus shifts to literary appreciation. Students will be introduced to a diverse array of literary works, including poems, novels, and plays. The third year delves into the theoretical underpinnings of language and literature. Students will engage with critical theories and methodologies that will help them to analyze texts in a more sophisticated manner. In the final year, students will delve deeper into specialized research areas. The curriculum offers a variety of courses that introduce students to cutting-edge theories and methodologies, empowering them to conduct in-depth research.

To cater to the diverse interests of students, the syllabus includes an eclectic array of courses. These courses cover a wide range of topics, from content writing to translation studies, ensuring that every student can find something that inspires them.

Dr. Linu M K
Chairperson
Board of Studies, Functional English
Kannur University

Board of Studies
B A Functional English

Dr. Linu M K
Chairperson

Members

Dr Smitha K

Dr. Sini Jose

Preeshi K

Toby K Joseph

Shaji V

Anilesh T T

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Shyna Janardhanan

Jessica Sudhir M

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ADHOC COMMITTEE

Prof. Kunhammad K K
Dean, Faculty of Language & Literature

Dr. Linu M K
Convener

Members

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Preeshi K

FYUGP Functional English

Shaji V

Anilesh T T

Shyja K P

Sajitha Hameed

Veena M

Toby K Joseph

Sharon Rose

Akhil T Das

The Board expresses its gratitude to Dr. Nishna K, Jeseera K, Jince Joseph and Abdul Samad K for their contributions to developing the course content for the syllabus.

PROGRAMME SPECIFIC OUTCOMES

PSO1: Develop proficiency in reading, writing, speaking and listening in English.

PSO2: Understand, analyze, interpret and critique various forms of text and media using appropriate theoretical framework.

PSO3: Synthesize information from multiple sources to support literary and non-literary analysis and arguments.

PSO4: Formulate critical arguments and interpretations of literary texts from various genres and periods.

PSO5: Specify the historical, cultural and social contexts of literary movements, productions and works.

PSO6: Collaborate effectively in group discussions, presentations and projects contributing to collective literary evaluations and interpretations.

PSO7: Compose clear, coherent well argued essays, presentations and research papers.

COURSE DISTRIBUTION

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/WEEK
			CA	ESE	TOTAL		
1	KU1MDCFNG101	Studying Media	25	50	75	3	3
	KU1MDCFNG102	Sports Narratives	25	50	75	3	3
	KU1DSCFNG101	English for Daily Use	35	65	100	4	5
	KU1DSCFNG102	Language through Literature	30	70	100	4	4
	KU1DSCFNG103	Structure and Function of Language	30	70	100	4	4
	KU1DSCFNG104	English for Professional Success	35	65	100	4	5
2	KU2MDCFNG103	Science Fiction	25	50	75	3	3
	KU2MDCFNG104	Food Narratives	25	50	75	3	3
	KU2DSCFNG105	Cinema: Art and Analysis	30	70	100	4	4
	KU2DSCFNG106	Writing for Digital Media	35	65	100	4	5
	KU2DSCFNG107	Fundamentals of Speech Sounds	35	65	100	4	5
	KU2DSCFNG108	Language and Creativity in Advertising	30	70	100	4	4
3	KU3VACFNG201	Gender and Social Equity	25	50	75	3	3
	KU3DSCFNG201	Introduction to Film Studies	30	70	100	4	4
	KU3DSCFNG202	Reading Poetry	30	70	100	4	4
	KU3DSCFNG203	Narratives of Love and Friendship	30	70	100	4	4
	KU3DSCFNG204	Essentials of Mass Communication	30	70	100	4	4
	KU3DSCFNG205	Humour Narratives	30	70	100	4	4
4	KU4VACFNG202	Environment and Political Ecology	25	50	75	3	3

FYUGP Functional English

	KU4VACFNG203	Caste and Popular Culture	25	50	75	3	3
	KU4SECFNG201	English Speaking Skills	25	50	75	3	3
	KU4DSCFNG206	Reading Drama	30	70	100	4	4
	KU4DSCFNG207	Reading Fiction	30	70	100	4	4
	KU4DSCFNG208	Introduction to Linguistics	30	70	100	4	4
	KU4DSCFNG209	From Text to Screen	30	70	100	4	4
	KU4DSCFNG210	Reading and Writing for Academic Purpose	30	70	100	4	4
5	KU5SECFNG301	English for Communication	25	50	75	3	3
	KU5DSCFNG301	Indian Writings in English	30	70	100	4	4
	KU5DSCFNG302	Introduction to Literature I	30	70	100	4	4
	KU5DSCFNG303	Gender Studies	30	70	100	4	4
	KU5DSCFNG304	Literary Theory I	30	70	100	4	4
	KU5DSEFNG301	History of English Language	30	70	100	4	4
	KU5DSEFNG302	Historical Fiction	30	70	100	4	4
	KU5DSEFNG303	Crime and Detective Fiction	30	70	100	4	4
6	KU6SECFNG302	Academic Writing	25	50	75	3	3
	KU6DSCFNG305	Introduction to Literature II	30	70	100	4	4
	KU6DSCFNG306	Literary Theory II	30	70	100	4	4
	KU6DSCFNG307	Literature and Ecology	30	70	100	4	4
	KU6DSCFNG308	Translation Studies	30	70	100	4	4
	KU6DSEFNG304	ELT	30	70	100	4	4
	KU6DSEFNG305	Content Writing	30	70	100	4	4
	KU6DSEFNG306	Media Studies	30	70	100	4	4
	KU6INTFNG315	INTERNSHIP				2	
7	KU7DSCFNG401	Research Methodology	30	70	100	4	4
	KU7DSCFNG402	New Literatures	30	70	100	4	4
	KU7DSCFNG403	Travel Narratives	30	70	100	4	4

FYUGP Functional English

	KU7DSCFNG404	Culture Studies	30	70	100	4	4
	KU7DSCFNG405	Regional Writings in Translation	30	70	100	4	4
	KU8DSCFNG406	Introduction to Visual Culture	30	70	100	4	4
8	KU8DSCFNG407	Migration and Border Studies	30	70	100	4	4
	KU8DSCFNG408	Theatre and Performance Studies	30	70	100	4	4
	KU8DSCFNG409	Cyberpunk Narratives	30	70	100	4	4
	KU8DSCFNG410	New Paradigms in Humanities	30	70	100	4	4
	KU8DSCFNG411	Voices from the Margins	30	70	100	4	4
	KU8CIPFNG412	Life Writings	30	70	100	4	4
	KU8DSCFNG413	CAPSTONE PROJECT				12	12
	KU8RPHFNG414	RESEARCH PROJECT (for Honours with Research)				12	12

KU1MDCFNG101: STUDYING MEDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/Week
1	MDC	100-199	KU1MDCFNG101	3	3

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description: Studying Media brings communication, culture, and technology together. With a focus on critical analysis and creative expression, students learn to understand the impact of media on social norms, values, and behaviour.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To have a comprehensive understanding of Media Studies and writings for media	U
2	To analyse the basic nature and characteristics of various media	R, U, An
3	To understand the effects of media upon society and how it influence our understanding of reality	U
4	To critically analyse the writings for media	R,U,An
5	To write for media	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO 1	✓						
CO 2		✓					
CO 3		✓	✓			✓	
CO 4	✓				✓	✓	
CO 5				✓		✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS	
MODULE I: KEY TERMS AND CONCEPTS	Unit 1 - Print Media			5
	a)	Definition of media: Old and New media, Media ethics and Censorship		
	b)	Key terms in print media: By line, Circulation, Editing, Copy Editor, Editorial,		
	c)	Freelancer, Ghost writer, Lead time, Marketing, Masthead, Media Outlet, Op-ed, Periodical, Pitch Letter		
	d)	Public Relations, Reach, Reporter, Spin, Syndicated, Syndicated Columnist		
	Unit 2 – Audio-visual Media			5
	a)	Basic principles of broadcasting, anchor, boilerplate, producer, 3 elements of a radio broadcast-spoken words, music, sound effects		
	b)	4 types of radio broadcasting: AM, FM, DAB, Internet Radio , Prasar Bharathi		
	c)	Key elements of TV production, main features of television production, elements of a broadcast television system		
	d)	Doordarshan, Cable TV, Satellite TV		
	Unit 3 – New Media			5
	a)	Definition and characteristics of new media, mobile apps, virtual and augmented reality,		

	b)	Social media networks, Blog, Vlogging, YouTube,	
	c)	Streaming services, podcasts	
	d)	Trolls, Memes, Reels, Shorts	
MODULE II:	Unit 1		
	a)	“The Power of Media: Influence, Responsibility, and Impact on Society” by Eadwulf Schulz	5
	b)	“Gender Justice and Media” by Ammu Joseph	
	Unit 2 - Advertisements		
	a)	Definition and concept,	2
b)	Types of ads in print, radio, tv, internet		
MODULE III:	Unit 1 –		
	a)	<i>Ee Stationil Ottaykk</i> by Shihabuddin Poythumkadavu (Radio Play) https://youtu.be/Hskb6-0UY_8?si=3guogKjQLDG O-1NF	4
	b)	“The Power of Acceptance: Luma Mufleh’s Struggle and Triumph”- from the podcast <i>Coming Out Stories</i>	
	Unit 2		
	a)	T.V Documentary- <i>The Elephant Whisperers</i> (2022) by Kartiki Gonsalves (streaming on Netflix)	4
b)	T.V interview-Dr. Bhimrao Ambedkar’s interview from 1955 BBC News India Archives https://youtu.be/Wf3VJCpNMql?si=jx9wpjQQBf7IUd7p		
MODULE IV: WRITING FOR THE MEDIA	Unit 1		
	a)	Writing Articles: types, format, steps Writing Reports: Types, format, steps Newspaper/ Magazine articles	5
	b)	Blogging, copyright, media ethics, online content creation	
	Unit 2		
a)	Produce a Radio/ TV programme /write a blog/ create a content for podcast	5	

Unit 3 - Presentation		
a)	Presentation of a project on a chosen topic	5

Essential Readings:

1. *Media and Society: Critical Perspectives* by Graeme Burton. Rawat Publications, 2005.
2. Paul, Merries and Sue Thornham (Editors). *Media Studies: A Reader*. Edinburgh University, 2005.
3. Goldenberg, Jacob and Amnon Levav (Editors). *Cracking the Ad Code*. Cambridge Publications, 2009.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Seminar Presentation	5
d)	Review of any newspaper article/radio/ tv programmes/ online content	10
Total		75

KU1MDCFNG102 : SPORTS NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MDC	100 - 199	KU1MDCFNG102	3	3

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description: This course explores the genre of sports narratives, examining how stories about sports are crafted, interpreted and understood.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the narrative techniques used in sports writing and filmmaking	U
2	Explore the various genres within sports narratives (fiction, non-fiction, documentary).	U
3	Recognize the social, political, and economic contexts reflected in sports stories.	U, A
4	Analyse the cultural significance of sports narratives	An
5	Critically evaluate the portrayal of athletes, coaches, and fans in sports narratives.	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO 1		✓		✓			
CO 2			✓		✓		
CO 3				✓		✓	
CO 4			✓	✓			
CO 5	✓						✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I	Unit 1 - Introduction		7
	a)	Sports narratives: Definition	
	b)	Cultural significance of sports narratives	
	c)	Elements of sports fiction (The concept of the underdog and the "comeback story.")	
MODULE II	Unit 1 - Sports journalism		7
	a)	Definition and features	
	b)	Types: Feature, Interview, Trend Story, Column, News Story	
	c)	Sports Writing for Print and Broadcast	
	d)	Sports Journalism in the Digital Age	
MODULE III	Unit 1 - Sports Narratives		10
	a)	‘Vitai Lampada’ by Henry Newbolt (Poem)	
	b)	“Higuita” by N S Madhavan (Short Story)	
	c)	Wilma Rudolph - From Polio Contorting her Leg to the first Woman to Win Three Gold Medals https://youtu.be/hZYlykGp9vU	
	d)	Interview with Pullela Gopichand https://olympics.com/en/video/pullela-gopichand-badminton-interview	

MODULE IV	Unit 1		15
	a)	‘The 1950 World Cup’ : Eduardo Galeano	
	b)	‘Playing for “Green Power”’: Sports and Economic Uplift’ : Gregory Kaliss	
	c)	<i>Dangal</i> (Hindi, 2016) directed by Nitesh Tiwari	
MODULE V	Teacher Specific Module		6
	Directions:		
	<p>Discussions: Foster lively discussions by posing open-ended questions that encourage critical thinking and diverse perspectives. Use film clips, quotes from sports figures, or current sports news to spark debate.</p> <p>Group Activities: Divide students into groups to analyse sports texts, films, or documentaries.</p>		

Essential Readings:

1. Craig, Steve. *Sports Writing: A Beginners Guide*. Discover Writing Press, 2002.
2. Cronin, Mike. *Sport: A Very Short Introduction*. Oxford UP, 2014.
3. Galeano, Eduardo. *Football in Sun and Shadow*. Penguin, 2018.
4. Gregory, Kaliss. *Beyond the Black Power Salute: Athlete Activism in an Era of Change*. University of Illinois Press, 2023. pp 19 - 21.
5. Madhavan, N S. Higitta. D C Books, 2024.
6. Phil, Andrews. *Sports Journalism: A Practical Introduction*. Sage Publications, 2014.
7. Plimpton, George (Edited). *The Norton Book of Sports*, Norton, 1992.
8. Room, Adrian. *Dictionary of Sports and Games Terminology*. McFarland & Co Inc, 2010.
9. Wood, David. *Football and Literature in South America*. Routledge, 2017.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper- 1	5

b)	Test Paper-2	5
c)	Seminar/Presentation	5
d)	Book/ Article/Film Review	10
Total		75

KU1DSCFNG101: ENGLISH FOR DAILY USE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCFNG101	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description: The course is designed to equip learners with the tools to navigate everyday communication effectively, focusing on fluency, accuracy, and cultural awareness.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Enhance language comprehension and articulation skills.	U
2	Build vocabulary and expressions commonly used in daily interactions.	U, A
3	Develop listening, speaking, reading, and writing skills.	R, U, A
4	Develop grammatical accuracy for clear communication.	A, An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓			✓		
CO 2	✓					✓	✓
CO 3	✓			✓		✓	
CO 4	✓		✓				✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I: BASIC COMMUNICATION	Unit 1 - Introductions and Greetings		
	a)	Formal and informal greetings	5
	b)	Introducing oneself and others	
	c)	Asking and answering basic questions	
	d)	Taking leave	
	Unit 2 - Everyday Conversations		
	a)	Small talk: weather, hobbies, and interests	5
	b)	Common conversational topics	
	c)	Describing daily routines	
	d)	Asking for time and date	
	Unit 3 - Telephone Etiquette		
	a)	Making and receiving calls	3
b)	Making inquiries on the phone		
MODULE II: FUNCTIONAL LANGUAGE SKILLS	Unit 1 - Shopping and Transactions		
	a)	Vocabulary for shopping (clothes, groceries, etc.)	5
	b)	Asking for prices, bargaining and making purchases	

	c)	Expressing likes and dislikes		
	d)	Role-playing shopping scenarios		
	Unit 2 - Dining Out			
	a)	Restaurant vocabulary and expressions	5	
	b)	Ordering food and drinks		
	c)	Making comparisons		
	d)	Complaints and compliments		
	Unit 3 - Directions and Transportation			
	a)	Asking for and giving directions	5	
	b)	Using public transportation		
	c)	Assuming and inferring		
	d)	Travel-related vocabulary		
	MODULE III : SOCIAL AND PROFESSIONAL INTERACTIONS	Unit 1 - Social Gatherings		
		a)	Inviting and responding to invitations	5
b)		Making plans and arrangements		
c)		Paying compliments and showing appreciation		
d)		Asking for, giving and refusing permission		
Unit 2 - Workplace Communication				
a)		Common workplace vocabulary	5	
b)		Writing emails and memos		
c)		Participating in meetings and discussions		
d)		Persuading and dissuading people		
Unit 3 - Online Communication				
a)		Digital communication etiquette	5	
b)		Writing texts and chats		
c)		Social media posts		
d)	Online safety and privacy			

MODULE IV: PRACTICE AND APPLICATION	Unit 1 - Listening and Speaking Practice		
	a)	Listening to real-life dialogues and conversations	5
	b)	Group discussions	
	c)	Debates	
	d)	Pronunciation and accent reduction	
	Unit 2 - Reading and Writing Practice		
	a)	Reading comprehension exercises	7
	b)	Writing formal letters	
	c)	Writing short essays	
	d)	Writing reports	
	Unit 3 - Interview & Presentation Skills		
	a)	Voice modulation, Clarity, Body language	5
	b)	Mock interview	
c)	Engaging the audience, Overcoming nervousness, Using gestures, Maintaining composure		
d)	Presentation of a project on a chosen topic		
MODULE V	Teacher Specific Module		15
	Directions:		
	<ul style="list-style-type: none"> ● Use Language Lab for achieving proficiency in speaking, pronunciation and accent neutralisation and listening skills. ● Encourage students to express their thoughts and ideas clearly and confidently. ● Create a student-centred classroom where activities and discussions are prioritised over lectures. ● Use contextual learning. 		

Essential Readings:

1. Ahmad, Shahnawaz. *Ultimate English Speaking Course*. Notion press, 2018.
2. Carter, Ronald and Michael McCarthy *Exploring Spoken English*. Cambridge, 1997.

3. Carver, Tina Kasloff, and Sandra Fotinos-Riggs. *A Conversation Book 1: English in Everyday Life, Teacher's Edition*. Pearson Education, 2007.
4. Dixson, Robert James. *Everyday Dialogues in English*. United States, Prentice Hall Regents, 1983.
5. Hutchinson, Tom and Alan Waters. *English for Specific Purposes*. CUP, 1987.
6. Kumar, Yogesh. *Learn English: Your Guide to Everyday Conversation*. Independently Published, 2017.
7. Sadanand, Kamlesh and Susheela Punitha. *Spoken English: A Foundation Course*. Orient BlackSwan, 2022.
8. Shah, Arvind. *Handbook of Communication Skills & English Grammar*. 2021.
9. Ubhi, Harkamal Preet Pal Singh. *Everyday English Conversations Made Easy*. Independently Published, 2019.
10. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. CUP, 1996.

Suggested Readings:

1. Swan, Michael. *Practical English Usage*. Oxford UP, 2001.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Viva - Voce	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper- 1	5
	b) Test Paper-2	5
	c) Participation in Classroom activities	15
	Practical	10
	a) Presentation	10

FYUGP Functional English

	CE Total	35
Total (ESE + CE)		100

KU1DSCFNG102: LANGUAGE THROUGH LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/week
1	DSC	100-199	KU1DSCFNG102	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	

4	0	0	30	70	100	2
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Course Description: The course is designed to develop critical reading and analytical skills by exploring how language shapes meaning and creates literary effects in various genres of literature.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Enhance vocabulary development through exposure to rich literary language.	U
2	Deepen understanding of grammatical concepts through analysing their use in literature.	U
3	Develop critical reading skills to identify and analyse various literary devices.	U
4	Improve writing skills by incorporating techniques observed in literary works.	A
5	Foster a deeper appreciation for the beauty and power of language.	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓		✓				
CO 2	✓					✓	
CO 3		✓	✓	✓			
CO 4	✓						
CO 5					✓		✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
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MODULE I	Unit 1 - Introduction to Language & Literature		
	a)	Language-literature relationship, literary text as a language learning source.	4
	b)	Text: "The Lottery" by Shirley Jackson	
	c)	Language Focus: Denotation and connotation, word choice and its impact on meaning.	
	Unit 2 - Building Vocabulary Through Literature		
	a)	Identifying and exploring rich vocabulary within texts, using context clues, building thematic vocabulary lists.	4
	b)	Text: "The Story of an Hour" by Kate Chopin	
	c)	Language Focus: Synonyms, antonyms, figurative language.	
	Unit 3 - Exploring Sentence Structure in Literature		
	a)	Sentence variety for emphasis and effect, identifying different sentence types within literature.	4
b)	Text: "The Gift of the Magi" by O. Henry		
c)	Language Focus: Varied Sentence Structure for Effect, clauses and phrases, active vs. passive voice.		
MODULE II:	Unit 1 - Devising with Description		
	a)	The power of description in creating vivid imagery, analysing descriptive techniques used by authors.	5
	b)	Text: "The Necklace" by Guy de Maupassant	
	c)	Language Focus: Sensory details, Vivid Descriptions of Setting and Characters	
	d)	Analyse sentence structure in the stories and discuss how it creates suspense, rhythm, and emphasis.	
	Unit 2 - Crafting Cohesiveness		
	a)	Transition words and phrases to create coherence and flow in speech/writing, Identifying and analysing transitions within literature.	5
b)	Text: "I Have a Dream" speech by Martin Luther King Jr.		

	c)	Language Focus: Transition words for different purposes (chronological order, cause and effect etc.), maintaining coherence in speech/writing.	
	Unit 3 - The Persuasive Power of Language		
	a)	Analysing persuasive techniques used in literature, identifying rhetorical devices and their impact.	5
	b)	Text: "Still I Rise" by Maya Angelou	
	c)	Language Focus: Rhetorical devices (analogy, rhetorical questions, parallelism), Transitions for Persuasive Speech)	
MODULE III :	Unit 1 - Exploring Figurative Language		
	a)	Analyse different figures of speech and their effects on meaning and imagery.	4
	b)	Text: "The Raven" by Edgar Allan Poe	
	c)	Language Focus: How word choice shapes tone, mood, and character development	
	d)	Close reading exercises to identify and interpret figurative language in poems.	
	Unit 2 - Voice and Point of View		
	a)	Examine the role of voice and point of view in shaping a narrative.	4
	b)	Analyse the effects of first person, second person, and third person narration.	
	c)	Identify the point of view in different literary excerpts (Compare the pov of "Eleven" & "The Story of an Hour")	
	Unit 3 - The Language of Genre		
	a)	Identify common language conventions associated with specific genres.	5
	b)	"Eleven" by Sandra Cisneros & "Sorry, Wrong Number" by Lucille Fletcher (Radio play)	
	c)	Language Focus: How language creates genre expectations and unique styles.	
d)	Compare and contrast plot, setting, narrative structure and character development.		

MODULE 4:	Unit 1 - Voices from Around the World		5	
	a)	Analyse how diverse cultures use language differently in literature.		
	b)	“The Sacrificial Egg” by Chinua Achebe and “Scorn” by Bama		
	c)	Discuss how literature reflects cultural values and traditions.		
	Unit 2 - Literature and the Future			4
	a)	Analyse the role of literature in shaping and preserving language.		
	b)	Discuss contemporary trends in literary language and storytelling.		
	c)	Explore the future of language and literature in a digital age.		
	Unit 3 - Creative Writing			6
	a)	Write a short scene describing a specific location using vivid language that appeals to all five senses.		
b)	Write a dialogue between two characters, throwing light on their personalities, motivations, and potential conflict.			
c)	Write a short story/scene from two different narrative perspectives (first-person and third-person) on the same event, showcasing how perspective influences the story.			
MODULE 5:	Teacher Specific Module		5	
	Directions:			
	<ul style="list-style-type: none"> ● Provide a rich selection of literary pieces from different genres (poetry, short stories, novels, essays) and historical periods. Consider incorporating works from various cultures to showcase the diversity of language use. ● Consider incorporating film adaptations, audio recordings of poems, or documentaries related to the literary works to enhance understanding and engagement. 			

Essential Readings:

1. Falvey, Peter and Peter Kennedy. *Learning Language Through Literature: A Sourcebook for Teachers of English in Hong Kong*. Hong Kong UP, 2006.

2. **Martino, Emilia and Bruna Di Sabato. *Studying Language through Literature: An Old Perspective Revisited and Something More*. Cambridge Scholars, 2014.**
3. Mikulecky, Beatrice and Linda Jeffries. *Basic Reading Power*. Pearson Education, 2009.
4. ———, *Basic Reading Power: Pleasure Reading, Comprehension Skills, Vocabulary Building, Thinking Skills*. Longman, 2004.
5. **Simpson, Paul. *Language through Literature*. Routledge, 1997.**
6. <https://egyankosh.ac.in/handle/123456789/66744>
7. <https://english2302.wordpress.com/wp-content/uploads/2016/08/the-sacrificial-egg.pdf>
8. <https://www.newyorker.com/magazine/1948/06/26/the-lottery>
9. <https://www.poetryfoundation.org/>

Suggested Readings:

1. Foster, Thomas C. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Harper Perennial, New York, 2014.
2. Sirico, Diego . *Using Literature for Language Learning: Students' and Teachers' Views*. Cambridge Scholars Publishing, 2021.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Seminar/Presentation (Textual analysis, focusing on language aspect)	10
d)	Write up based on Module IV, Unit 3	10
Total		100

KUIDSCFNG103: STRUCTURE AND FUNCTION OF LANGUAGE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KUIDSCFNG103	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

Course Description: The course strengthens learners' grasp of English grammar, promoting clear, concise, and effective communication in writing and speaking.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Improve understanding and application of grammar rules in writing and speaking.	R, U, A
2	Understand sentence structure and enhance clarity in communication.	U, A
3	Develop proficiency in identifying and using different parts of speech.	A, An
4	Apply punctuation marks effectively for clear and concise writing.	A
5	Gain confidence in using complex grammar structures.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2	✓				✓		
CO 3	✓					✓	
CO 4	✓						
CO 5	✓				✓		✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I	Unit 1 - Parts of Speech		5
	a)	Nouns: Types and Functions	
	b)	Pronouns: Usage and Agreement	

	c)	Verbs: Types and Conjugations		
	d)	Adjectives and Adverbs: Comparison and Placement		
	Unit 2 - Prepositions and Conjunctions			
	a)	Prepositions and their functions	4	
	b)	Common prepositional phrases		
	c)	Types of conjunctions		
	d)	Exercises for practising correct usage		
	Unit 3 - Articles and Determiners			
	a)	Definite and Indefinite Articles: Usage and Rules	4	
	b)	Quantifiers: Many, Much, Few, Little, etc		
	c)	Possessive Determiners		
	d)	Demonstrative Determiners		
	MODULE II	Unit 1 - Tenses		
		a)	Present Tense: Simple, Continuous, Perfect, Perfect Continuous	6
b)		Past Tense: Simple, Continuous, Perfect, Perfect Continuous		
c)		Future Tense: Simple, Continuous, Perfect, Perfect Continuous		
d)		Time Expressions and Their Impact on Tense Usage		
Unit 2 - Clauses and Phrases				
a)		Noun, Verb, Adjective, and Adverb Phrases	5	
b)		Prepositional Phrases: Usages and Examples		
c)		Independent and Dependent Clauses: Identification		
d)		Relative Clauses		
Unit 3 - Sentence Structure				
a)		Subject and Predicate: Identification and Functions	5	
b)		Types of Sentences: Declarative, Interrogative, Imperative, Exclamatory		

	c)	Types of Sentences: Simple, Complex, Compound	
	d)	Worksheets	
MODULE III	Unit 1 - Question Formation		
	a)	Wh - questions	3
	b)	Yes / No questions	
	c)	Question Tags	
	Unit 2 - Subject-Verb Agreement		
	a)	Basic Rules of Subject-Verb Agreement	4
	b)	Agreement with Compound Subjects	
	c)	Indefinite Pronouns and Agreement	
	d)	Common mistakes	
	Unit 3 - Punctuation		
	a)	Periods, Commas, and Semicolons	4
	b)	Colons and Dashes	
	c)	Quotation Marks and Apostrophes	
d)	Punctuation for clarity and emphasis		
MODULE IV	Unit 1 - Reported Speech		
	a)	Direct and Indirect Speech: Differences and Rules	5
	b)	Changing tenses in reported speech	
	c)	Reporting questions and commands	
	d)	Worksheets	
	Unit 2 - Active and Passive Voice		
	a)	Differences between active and passive voice	5
	b)	Transforming sentences: active to passive and vice versa	
	c)	Situations for using passive voice	
	d)	Exercises for practising voice transformations	
	Unit 3 - Refine your language		

	a)	Sentence Correction	5
	b)	Phrasal Verbs and Idioms	
	c)	Common errors and Misappropriation	
	d)	Jumbled Sentences	
MODULE V	Teacher Specific Module		5
	<p>Directions:</p> <ul style="list-style-type: none"> ● Provide worksheets that specifically address the grammar point being taught in class. ● Reinforce key rules, vocabulary, and sentence structures. ● Offer a mix of easy, medium, and challenging questions to cater to different learning styles and levels within the class. ● Incorporate a variety of activities that encourage critical thinking and application of grammar rules. This could involve tasks like sentence identification, error correction, rewriting sentences for clarity, or creating their own examples following a specific pattern. 		

Essential Readings:

1. Chapman L.R.H. *English Grammar and Exercises*. Longman, 1964.
2. Kaufman, Lester and Jane Straus. *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*. John Wiley & Sons, 2021.
3. Miller, Arlene. *The Best Grammar Workbook Ever!*. Bigwords, 2015.
4. Murphy, Raymond. *English Grammar in Use*. CUP, 2012.
5. Neylor, Helen and Raymond Murphy. *Essential English Grammar - Supplementary Exercises* Indian edition. Cambridge U P, 2001.
6. Verma, G N. *A Comprehensive Grammar of English*. S. Chand Publishing, 2011.
7. Wren & Martin. *Middle School English Grammar and Composition*. S Chand, 2023.

Assessment Rubrics:

Evaluation Type	Marks
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FYUGP Functional English

End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Worksheet submission	15
Total	100

KU1DSCFNG104: ENGLISH FOR PROFESSIONAL SUCCESS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCFNG104	4	5

Learning Approach (Hours/ Week)	Marks Distribution	Duration of
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FYUGP Functional English

Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	ESE (Hours)
3	2	0	35	65	100	1.5

Course Description: The course introduces the learners to various professional skills and values required in the current job market.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To develop professional skills required for current job market	U
2	To gain an understanding of oral communication skills	U
3	To improve communication and public relations	U
4	To enable the learner master the basics of professional writing	A
5	To develop professional language skills	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2	✓				✓		
CO 3	✓	✓					
CO 4	✓						✓
CO 5	✓					✓	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I:	Unit 1		
	a)	Different modes of communication: verbal, non-verbal, visual, written	7

PROFESSIONAL COMMUNICATION : VALUES AND ETIQUETTE	b)	Definition of professional communication	
	c)	Features of professional communication	
	d)	Purpose of professional communication	
	Unit 2		
	a)	Workplace ethics and values	7
	b)	Gender and cultural sensitivity	
	c)	Green ethics	
	d)	Humility, approachability, accountability, considerate behaviour, critical thinking, social responsibility.	
MODULE II: ORAL COMMUNICATION AT WORKPLACE	Unit 1		
	a)	Professional language in different contexts	7
	b)	Language to be used while giving opinion, agreeing, disagreeing	
	c)	Language to be used while interrupting, summarising, apologising	
	d)	Managerial communication: Advising, counselling, giving orders	
	Unit 2		
	a)	Managerial communication: providing instructions, making decisions, conflict resolution, performance reviews	7
	b)	Language for marketing and salesmanship: Persuasive language- clear and concise communication	
c)	Audience targeting- storytelling- value proposition		
MODULE III: PUBLIC SPEAKING AND INTERVIEW SKILLS	Unit 1		
	a)	Importance of public speaking skills	8
	b)	Corporate conversations: Meetings and conferences	
	c)	Impromptu presentation, Manuscript presentation	
	d)	Memorised presentation, Extemporaneous presentation	

	Unit 2		8
	a)	Interview Skills — answering stock interview questions about self and family	
	b)	Strengths and weaknesses, likes and dislikes, Justifying candidature, core values	
	c)	Justifying candidature	
	d)	Professional goals, remuneration etc.	
MODULE IV: COMMUNICATION AND PUBLIC RELATIONS	Unit 1		8
	a)	Introduction to communication and public relations	
	b)	Basics of professional writing	
	c)	Writing press releases	
	d)	Writing Tweets	
	Unit 2		8
	a)	Writing Social Media posts	
	b)	Writing captions, testimonials	
	c)	Online Profile Management	
	d)	Maintaining formal profiles in employment oriented online services and professional networks like LinkedIn	
MODULE V	Teacher Specific Module		15
	Directions:		
	Conduct mock- interview sessions Use Language lab for developing communication skills.		

Essential Readings:

1. Bovée, Courtland L. and John V. Thill. *Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace*. Pearson, 2020.
2. Chaturvedi, P. D. and Mukesh Chaturvedi. *The Art and Science of Business Communication: Skills, Concepts, Cases, and Applications*. Pearson, 2017.
3. Ellis, Richard. *Communication Skills: Stepladders to Success for the Professional*. Intellect, 2002.

4. Ghosh, B. N. Ed. *Managing Soft Skills for Personality Development*. McGraw-Hill, 2012.
5. Jones-Macziola, Sarah and Greg White. *Further Ahead: Learner`s Book*. CUP, 1998.
6. Lata, Pushp and Sanjay Kumar. *English for Effective Communication*. OUP, 2013.
7. MacKenzie, Ian. *English for Business Studies Student's Book: A Course for Business Studies and Economics Students*. CUP, 2010.
8. Wilcox, Dennis L, et al. *Public Relations: Strategies and Tactics*. Pearson, 2015.
9. Zarefsky, David. *Public Speaking: Strategies for Success*. Pearson, 2017.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Viva - Voce	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper- 1	5
	b) Test Paper-2	5
	c) Assignment	10
	d) Seminar	5
	Practical	10
	a) Presentation	10
	CE Total	35
Total (ESE + CE)		100

KU2MDCFNG103: SCIENCE FICTION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100 -199	KU2MDCFNG103	3	3

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description: This course explores the genre of science fiction, examining its depiction of futuristic technologies, societies, and imagined encounters with extraterrestrial intelligence. Scientific advancements and philosophical inquiries are analysed within the context of fictional narratives, encouraging critical thinking about the potential impact of science and technology on humanity's future. Emphasis is placed on identifying recurring themes, literary devices, and the evolving nature of science fiction as a genre

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the literary techniques used in science fiction writing	U
2	Identify the author's purpose and potential social commentary within a science fiction work.	U
3	Compare and contrast different science fiction works across genres and eras	A
4	Identify and analyse the major themes and tropes explored in science fiction	An
5	Engage in critical discussions and debates about the role of science fiction in society	An

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓			✓		
CO 2				✓			
CO 3			✓		✓		
CO 4	✓					✓	

CO 5						✓	✓
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COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS	
MODULE I	Unit 1 - Introduction to Science Fiction			7
	a)	Definition and characteristics of science fiction	7	
	b)	Historical overview of the genre		
	c)	Key authors: Mary Shelley, Margaret Cavendish, Jules Verne H.G. Wells, Isaac Asimov, Ursula K. Le Guin, Philip K. Dick		
	Unit 2 - Utopias and Dystopias			3
	a)	The Ideal Society vs. The Nightmare Future	3	
b)	Characteristics of utopian/dystopian societies			
MODULE II	Unit 1 - Science Fiction and Aliens			5
	a)	Depictions of extraterrestrial life - Fear of the unknown vs. potential for cooperation	5	
	b)	<i>Arrival</i> (2016): Film, Directed by Denis Villeneuve		
	Unit 2 - Science Fiction and Superheroes			5
	a)	Superhero tropes in Sci-Fi	5	
	b)	<i>X-Men</i> : Jonathan Hickman (Vol. 1: Graphic novel)		
MODULE III	Unit 1 - Science Fiction and the Environment			5
	a)	Environmental concerns and the future of the earth - Sustainability and the impact on humanity	5	
	b)	<i>WALL - E</i> (2008) : Film, Directed by Andrew Stanton		
MODULE IV	Unit 1 - Time Travel			5
	a)	Mechanics of Time Travel: (Wormholes, time machines, etc.)	5	
	b)	"A Sound of Thunder" : Ray Bradbury		

	Unit 2 - Interplanetary Travel	
	a)	The challenges of space travel
	b)	<i>Star Trek</i> (2009) : Film, Directed by J.J. Abrams
		5
MODULE V	Teacher Specific Module	
	Directions:	
	<ul style="list-style-type: none"> ● Discuss the potential of technology, environmental concerns, social and political critiques, and humanity's place in the universe. ● Supplement text-based learning with movies, TV shows, graphic novels, and even video games to cater to different learning styles. ● Encourage students to write critical essays, short stories in a specific subgenre, or character analyses. ● Conduct in-depth film analysis exercises focusing on visual storytelling techniques, special effects, and how film adapts science fiction narratives. 	
		5

Essential Readings:

1. Bould, Mark and Sherryl Vint. *The Routledge Concise History of Science Fiction*. Routledge, 2011.
2. Bradbury, Ray. "A Sound of Thunder". *A Sound of Thunder and Other Stories*. Harper Collins, 2013.
3. James, Edward and Farah Mendlesohn (Editor). *The Cambridge Companion to Science Fiction*. CUP, 2003.
4. Jones, Matthew and Joan Ormrod (Editor). *Time Travel in Popular Media: Essays on Film, Television, Literature and Video Games*. McFarland & Co Inc, 2015.
5. Rennison, Nick. *100 Must-read Science Fiction Novels*. A & C Black Publishers Ltd, 2006.
6. Roberts, Adam. *The History of Science Fiction*. Palgrave Macmillan, 2016.
7. Stableford, Brian M. *The A to Z of Science Fiction Literature*. Scarecrow Press, 2005.
8. *WALL-E*. Directed by Andrew Stanton, performances by Ben Burtt, Elissa Knight, Fred Willard, Walt Disney Pictures, 2008.
9. Wells, H G. *The Classic Science Fiction Collection*. Arcturus Publishing Ltd, 2018.

10. Wolfe, Gary K. *Critical Terms for Science Fiction and Fantasy: A Glossary and Guide to Scholarship*. Greenwood Press, 1986.

Suggested Readings:

1. Butler, Octavia. *Parable of the Sower*. Hachette UK, 2014.
2. Liu, Cixin. *The Wandering Earth*. Bloomsbury Publishing, 2016.
3. Wells, Martha. *All Systems Red*. Tordotcom, 2017.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Book/ Article / Film Review	10
d)	Seminar/Presentation	5
Total		75

KU2MDCFNG104: FOOD NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/Week
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2	MDC	100 - 199	KU2MDCFNG104	3	3
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Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description: The course offers a culinary exploration blending it with the social, cultural, political, and economic factors that determine and have an impact on human lives. The texts prescribed address food as a signifier of social and economic realities, caste and gender identities.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To understand the historical, cultural and mythical background of food	U
2	To evaluate how social, cultural, political, and economic institutions play a role in shaping dietary practices and restrictions especially with regard to the food culture in India	U, An, E
3	To understand the lives, struggles, and resilience of the marginalised when it comes to their food culture. To evaluate how the nation's culinary heritage reflects societal norms regarding gender and domesticity	U, An
4	To understand how social media influences dietary choices and food consumption patterns.	U
5	To enable the students, examine the complexities of relationships, identity, and cultural norms, through the lens of food.	An

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO 1		✓	✓		✓	✓	
CO 2		✓	✓	✓	✓	✓	
CO 3		✓	✓	✓	✓	✓	
CO 4		✓	✓	✓	✓	✓	
						✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS	
MODULE I: FOOD: CULTURE AND POLITICS	Unit 1 –Food and Culture			10
	a)	“Cochin: The West is West, and the East, East” : Samanth Subramanian (Chapter 4 of <i>Following Fish</i>)		
	b)	“Food and Religion” : Colleen Taylor Sen (Chapter 9 of <i>Food Culture in India</i>)		
	Unit 2 – Food and Politics			6
	a)	“They Eat Meat” : Hansda Sowendra Shekhar. (Short story)		
MODULE II: FOOD: GENDER, RELATIONSHIPS, AND MORALITY	Unit 1 – Food and Gender			8
	a)	“Gastro-Politics in the household” from “Gastro-Politics in Hindu South Asia” : Arjun Appadurai. (pp. 4-9)		
	b)	<i>The Lunchbox</i> : Ritesh Batra (Film, 2013)		
	Unit 2 – Food and Morality			4
	a)	“The Dinner Party” : Mona Gardner (Short story)		
b)	“The Gourmet Club” : Jun’ichiro Tanizaki (Short story)			

MODULE III: HUNGER	Unit 1		
	a)	“Hunger” : Jayanta Mahapatra (Poem)	6
	b)	“Biryani” : Santhosh Echikkanan (translated by Rishana Thasni) (Short story)	
	c)	<i>Salaam Bombay!</i> : Mira Nair (Film, 1988)	
MODULE IV: GLOBALISATION AND SOCIAL MEDIA	Unit 1		
	a)	“Click Plate: How Instagram is Changing the Way We Eat” : Ruby Tandoh	6
	b)	“Does Seeing Food on Social Media Make Us Eat More?” : Jessica Brown	
MODULE V	Teacher Specific Module		5
	Directions:		
	<ul style="list-style-type: none"> ● Include readings from scholarly articles, cookbooks, and food literature. ● Consider incorporating more food documentaries or films for analysis. ● Discuss issues of food justice, access, and cultural appropriation. 		

Suggested / Essential Readings:

1. Achaya, K.T. *Indian Food: A Historical Companion*. 1994.
2. Appadurai, Arjun . “How to Make a National Cuisine: Cookbooks in Contemporary India.” *Comparative Studies in Society and History*. 30: 3-24. 1988.
3. Appadurai, Arjun. “Gastro-Politics in Hindu South Asia.” *American Ethnologist*, vol. 8, no. 3, 1981, pp. 494–511. *JSTOR*, <http://www.jstor.org/stable/644298>.
4. Balakrishnan, P K. *Jathi Vyavasthayum Kerala Charithravum*. DC Books, 2004.
5. Bhaskaranunni, P. *Pathonpatham Noottandile Keralam*. Kerala Sahithya Akademy, 2015
6. Brown, Jessica. “How Food Influencers Affect What We Eat”. BBC, 7 December 2021. <https://www.bbc.com/future/article/20211206-does-seeing-food-on-social-media-make-us-eat-more>
7. Echikkanan, Santhosh. “Biryani”. Translated by Rishana Thasni. 2022.
8. Eric Schlosser. *Fast Food Nation: The Dark Side of the All-American Meal*

9. Gardner, Mona. "The Dinner Party"
<https://www.voorhees.k12.nj.us/cms/lib/NJ01000237/Centricity/Domain/2779/The%20Dinner%20Party.pdf>
10. Hanu G. Das. *Society in Food: A Historical Enquiry on Agencies of Food in Kerala*.
11. Long, Lucy M (Edited). *Culinary Tourism*. The University Press of Kentucky, 2010.
<https://www.jstor.org/stable/j.ctt2tv6bk>
12. Sandler, Ronald L. *Food Ethics: The Basics*. Routledge, 2014.
13. Sen, Colleen Taylor. *Food Culture in India*. Greenwood Press, 2004.
14. Sekhar, Hansda Sowendra. *Adivasi Will Not Dance*. Speaking Tiger, 2015.
15. Subramanian, Samanth. *Following Fish*. Penguin, 2009.
16. <https://www.routledge.com/Food-Morals-and-Meaning-The-Pleasure-and-Anxiety-of-Eating/Coveney/p/book/9780415376204>
17. Tanizaki, Jun'ichiro. *The Gourmet Club: A Sextet*. Translated by Anthony Chambers & Paul McCarthy. University of Michigan Press, 2017.
18. Pant, Pushpesh. "India: Food and the Making of the Nation." *India International Centre Quarterly*, vol. 40, no. 2, 2013, pp. 1–34. *JSTOR*, <http://www.jstor.org/stable/24393273>.
19. Tandoh, Ruby. "Click Plate: How Instagram is Changing the Way We Eat". *The Guardian* Nov.2, 2016.
https://www.theguardian.com/lifeandstyle/2016/nov/02/click-plate-how-instagram-changing-way-we-eat-food?CMP=share_btn_url

Suggested Films:

1. *Kakka Muttai*
2. *Julie and Julia*
3. *The Chef*
4. *Cheeni Kum*
5. *Do Bheega Zameen*

Assessment Rubrics:

Evaluation Type	Marks
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FYUGP Functional English

End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar/Presentation on a local/regional cuisine/ recipe and its historical/ cultural/ socio-political background	10
Total	75

KU2DSCFNG105: CINEMA: ART AND ANALYSIS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCFNG105	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

Course Description: This course helps students to gain valuable analytical skills about the films they watch and write film reviews to develop a deeper appreciation for the art of filmmaking.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Develop an understanding of basic film terminology	U
2	Develop an understanding of film genres	U
3	Learn to articulate insights about films effectively through written and oral presentations	A
4	Gain a broader appreciation for the history and diverse landscape of cinema	E
5	Analyse and interpret films from a critical perspective	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2				✓	✓		
CO 3						✓	✓
CO 4			✓	✓			

CO 5						✓	✓
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COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS	
MODULE I: UNDERSTANDING BASIC TERMINOLOGY	Unit 1			6
	a)	Shot, Scene, Sequence		
	b)	Frame, Cinematography		
	c)	Basic Camera Shot: Close, Medium, Long		
	d)	Camera Angle Shots: Straight on Angle Shots, High Angle, Low Angle		
	Unit 2 - Mise-en-scene:			6
	a)	Setting		
	b)	Costume and Makeup		
	c)	Lighting		
	d)	Movement and Performance		
	Unit 3			6
	a)	Depth of Field: Shallow Focus, Deep Focus		
	b)	30 Degree Rule		
	c)	180 Degree Rule		
d)	Framing: Close-up, Wide shot, Rule of thirds			
MODULE II	Unit 1 - Editing			8
	a)	Chronological Editing, Continuity Editing		
	b)	Crosscutting		
	c)	Montage		
	d)	Jump Cuts, Match Cuts		
	Unit 2			6
	a)	Sound: Diegetic, Non Diegetic		

	b)	Sound: Speech, Music, Noise	
	c)	Colour: Black and White Cinema	
	d)	Colour: Technicolour, Eastman Colour	
MODULE III : FILM GENRES	Unit 1		
	a)	Narrative, Feature Films, Documentary	6
	b)	Comedy, Romance, Thriller	
	c)	Horror, Western, Road movies	
	d)	Melodrama, Musical, Film Noir	
	Unit 2		
	a)	Science Fiction, Fantasy	4
	b)	Animation, 3-D Films	
	c)	Historical, Mythological	
	d)	Experimental/ Avant-garde	
MODULE IV: FILM ANALYSIS	Unit 1		
	a)	<i>His Girl Friday</i> directed by Howard Hawks (English, 1940)	12
	b)	<i>Traffic</i> directed by Rajesh Pillai (Malayalam, 2011)	
	c)	<i>Man with a Movie Camera</i> directed by Dziga Vertov (1929, Soviet silent documentary film)	
	d)	<i>The Silence of the Lambs</i> directed by Jonathan Demme (English, 1991)	
MODULE V	Teacher Specific Module		6
	Directions:		
	<ul style="list-style-type: none"> ● Incorporate film analysis and appreciation essays to deepen students' understanding of cinema. ● Encouraging written analysis/ appreciation of films. 		

Essential Readings:

1. Benshoff, Harry M. *Film and Television Analysis: An Introduction to Methods, Theories, and Approaches*. Routledge, 2016.
2. Bordwell, David, et al. *Film Art: An Introduction*. Thirteenth Edition, McGraw Hill, 2024. (Pages 403- 406).
3. Dix, Andrew. *Beginning Film Studies*. Manchester UP, 2016.
4. Thomas Caldwell. *Film Analysis Handbook: Essential Guide to Understanding, Analysing and Writing on Film*. Insight Publications, 2011.
5. Heyward, Susan. *Key Concepts in Cinema Studies*. Routledge, 2000.
6. Kuhn, Annette and Guy Westwell. *A Dictionary of Film Studies*. Oxford U P, 2020.
7. Ryan, Michael and Melissa Lenos. *An Introduction to Film Analysis: Technique and Meaning in Narrative Film*. Bloomsbury Publishing, 2020.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment: Short film making (Max. 5 Min duration - Can be group assignment)	10
d)	Film Review	10
Total		100

KU2DSCFNG106: WRITING FOR DIGITAL MEDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCFNG106	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description: The course is designed to instruct students in the linguistic style and writing conventions specific to digital media and also to equip students with the skills necessary to pursue employment opportunities as content creators, either on personal platforms or within professional business environments

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify the principles of personal publishing and harness good blog-writing practices.	U
2	Recognize the new, communal ethos of social networking and its implications for news-gathering and publishing.	U
3	Demonstrate proficiency in using context-appropriate and medium-specific language to enhance their effectiveness in business communication.	A
4	Understand the legal contexts in which Web writers gather information and in which they publish, including the limits on and freedoms for both activities.	A, E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2				✓		✓	
CO 3						✓	✓
CO 4			✓		✓		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I: PERSONAL PUBLISHING	Unit 1 - Blogging Software		6
	a)	Blogger.com	
	b)	TypePad	
	c)	LiveJournal, Greymatter	
	d)	WordPress and Movable Type	
	Unit 2 - Personal Blogs		6
	a)	Travel	
	b)	Food	
	c)	News blogs	
	Unit 3		6
	a)	Corporate Blogging	
	b)	Blogging Ethics	
MODULE II: CITIZEN JOURNALISM	Unit 1 - Story Structures		7
	a)	Inverted Pyramid Model	
	b)	Chronological approach	
	c)	Thematic approach	

	d)	Narrative Model	
	Unit 2 - Popular Models of Citizen Journalism		
	a)	digg.com, Reddit	14
	b)	MySpace News, It's Not Yellow	
	c)	Broadcasting News on Social Media Sites (Twitter, FaceBook, Instagram etc)	
d)	We Media and Participatory Journalism		
MODULE III	Unit 1 - Writing for Business Firms		
	a)	Newsletters	10
	b)	Email, Resume: Language Style and Etiquette	
	c)	Preparing Brochures, Flyers, Ads and Posters	
	d)	Writing Web Content for Firms	
MODULE IV	Unit 1 - Legal Aspects of Managing Digital Content		
	a)	Copyright and Intellectual Property Issues	6
	b)	Creative Commons	
	c)	Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 (India)	
	d)	Defamation on Social Media	
MODULE V	Teacher Specific Module		20
	Directions:		
	<ul style="list-style-type: none"> ● Discuss the specific writing style and target audience for each format. ● Encourage interactive writing projects for online platforms. This could include discussions on forums, collaborative blogs, or even creating content for online communities. ● Facilitate peer review and online discussions to allow students to learn from each other's work and adapt their writing based on audience feedback. 		

Essential Readings:

1. Bausch, Paul, et al. *We Blog: Publishing Online with Weblogs*. Hungry Minds, Inc., 2002.
2. Blood, Rebecca. "Weblogs: A History and Perspective." Rebecca Blood, http://www.rebeccablood.net/essays/weblog_history.html.
3. Blood, Rebecca. *The Weblog Handbook*. Perseus Publishing, 2002.
4. Cassidy, John. "The Online Life: Me Media. How Hanging Out on the Internet Became Big Business." *New Yorker Magazine*, 15 May 2006.
5. Friend, Cecilia, and Jane B. Singer. *Online Journalism Ethics: Traditions and Transitions*. M.E. Sharpe, 2007.
6. Kovach, Bill, and Tom Rosenstiel. *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. Three Rivers Press, 2007.
7. Preece, Jenny. *Online Communities: Designing Usability, Supporting Sociability*. John Wiley, 2000.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Viva / microblog	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper- 1	5
	b) Test Paper-2	5
	c) Assignment	10
	d) Seminar	5
	Practical	10
	a) Online content creation	10
	CE Total	35

Total (ESE + CE)	100
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KU2DSCFNG107: FUNDAMENTALS OF SPEECH SOUNDS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCFNG107	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description: This course offers an introduction to phonetics, the systematic study of human speech production.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the functioning of English sound system	U
2	Understand the difference in pronunciation between different varieties of English	U
3	Apply the understanding of phonetics to improve speaking skills and pronunciation	A
4	Enhance listening comprehension through a deeper understanding of speech sounds.	A
5	Gain valuable insights applicable to language learning and teaching	A, An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓				✓	
CO 2	✓				✓		
CO 3	✓						✓
CO 4	✓	✓					
CO 5	✓					✓	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I	Unit 1 - Introduction		5
	a)	Introduction to linguistics	

	b)	Definition of Phonetics	
	c)	Branches of Phonetics	
	d)	Scope of Phonetics	
	Unit 2 - Speech Mechanisms		
	a)	Air-stream Mechanism	5
	b)	Respiratory system	
	c)	Phonatory system	
	d)	Articulatory system	
MODULE II	Unit 1 - Sounds of English		
	a)	The International Phonetic Alphabet	12
	b)	Consonants - three term label	
	c)	Vowels: monophthongs and diphthongs - three term label	
	d)	Cardinal Vowels	
	Unit 2 - Phonology		
	a)	Phoneme : definition, minimal pair	6
	b)	Allophone	
	c)	Free variation	
	d)	Syllable	
MODULE III	Unit 1 - Suprasegmentals & Connected Speech Processes		
	a)	Word & Sentence stress	12
	b)	Intonation, Pitch, Rhythm	
	c)	Assimilation, Elision, Linking 'r' and Intrusive 'r'	
	d)	Strong and weak forms	
	Unit 2 - & Phonetic Transcription Practice		
	a)	Phonetic Transcription of words	12
	b)	Phonetic Transcription of dialogues	
MODULE IV	Unit 1 - Language Varieties		

	a)	Dialects	5
	b)	Registers	
	c)	Idiolects, Sociolects	
	d)	Pidgins and Creoles	
	Unit 2 - Varieties of English		
	a)	RP	6
	b)	American	
	c)	GIE	
d)	L1 interference		
MODULE V	Teacher Specific Module		12
	Directions:		
		<ul style="list-style-type: none"> • Target exercises to be provided using the Language Lab to teach the basics of stress and intonation patterns. • Worksheets to be provided for transcription practice. 	

Essential Readings:

1. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
2. Jones, Daniel. *English Pronouncing Dictionary*. Cambridge U P, 2011.
3. Ladefoged, Peter. *A Course in Phonetics*. Harcourt College Publishers, 2001.
4. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. CUP, 2010.
5. Underhill, Adrian. *Sound Foundations: Learning and Teaching Pronunciation*. Macmillan, 2008.
6. — . *Sound Foundations: Living Phonology*. Heinemann, 1994.
7. Syamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 1992.
8. <https://www.internationalphoneticassociation.org/>

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Viva	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper- 1	5
	b) Test Paper-2	5
	c) Assignment	5
	d) PPT Presentation	10
	Practical	10
	a) Transcription worksheets	10
	CE Total	35
Total (ESE + CE)		100

KU2DSCFNG108: LANGUAGE AND CREATIVITY IN ADVERTISING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/week
2	DSC	100-199	KU2DSCFNG108	4	4

Learning Approach (Hours/ Week)	Marks Distribution	Duration of
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FYUGP Functional English

Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	ESE (Hours)
4	0	0	30	70	100	2

Course Description: Students are introduced to the two core elements in advertising: language and creativity.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To introduce the basics of advertising.	U
2	To analyse the interface between advertising and marketing.	A, An
3	Learn the importance of language in advertising.	U
4	Understand the role of media in advertising.	A
5	Develop creative advertising skills.	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2		✓					
CO 3			✓				
CO 4		✓			✓		
CO 5	✓					✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I: ADVERTISING AND MARKETING	Unit 1		
	a)	Advertising: Definitions	6
	b)	History of advertising	
	c)	Purpose and Functions of Advertising	
	Unit 2		
	a)	Types of Advertising - Advantages and disadvantages	6
	b)	Role of advertising in marketing	
	c)	Advertising and Brand Building	
d)	Approaches to Brand Building		
MODULE II: CREATIVITY IN ADVERTISING	Unit 1		
	a)	Creative Advertising	6
	b)	Creative Imagination and Conceptualization	
	c)	Creative Process	
	Unit 2 – Steps in Creative Advertising		
	a)	Understanding consumer psychology	6
	b)	Buying Motives	
	c)	Selling Points	
d)	Visualisation, Copy, Headline, Slogan, Logo, Illustration, Layout		
MODULE III : ADVERTISING AND MARKETING MEDIA	Unit 1 - Introduction to Media		
	a)	Role of media in advertising and marketing	6
	b)	Determinants of Advertising Media	
	c)	Types of Media: Mainstream Media, Social Media	
	d)	Alternative Media	
Unit 2 - Media Advertising			

	a)	Radio Advertising, Internet Advertising, Television Advertising	8
	b)	Press Advertising, Film Advertising	
	c)	Purchase Point Advertising, Specialty Advertising	
	d)	Video Advertising, Mural Advertising	
MODULE IV: LANGUAGE OF ADVERTISING	Unit 1 - Introduction to Language of Advertising		
	a)	Role of language in advertising	8
	b)	Innovative language usage	
	c)	Powerful language expressions	
	d)	Stylistics of Advertising language	
	Unit 2 - Scripting Advertisements		
	a)	Scripting Advertisements for Print Media	8
	b)	Scripting Advertisements for Radio	
	c)	Scripting Advertisements for Television	
MODULE V	Teacher Specific Module		6
	Directions:		
	Students should prepare the following for practical Assessment: Design an advertisement for print media (Individual Activity) Prepare a 2 minutes video advertisement (Group Activity)		

Essential Readings:

1. Aitchison J. *Cutting Edge Copywriting*. Prentice Hall, 2001.
2. Gupta, Oma. *Advertising in India: Trends and Impact*. Kalpaz Publications, 2005.
3. Kumar, Arun & Tyagi. *Advertising Management*. Atlantic Publishers and Distributors, 2004.
4. Nylén, D W. *Advertising: Planning, Implementation and Control*, 4 th Edition, OH: South Western Publishing Co. 1993.
5. Ogilvy, David. *On Advertising*. Welbeck Publishing Group. 2007.
6. Vilanilam, John V. *More Effective Communication: A Manual for Professionals*. Response Books/Sage, 2000.

7. Vilanilam and Varghese. *Advertising Basics! A Resource Guide for Beginners. Response books* – a Division of Sage Publications, 2004.
8. Wells, Burnett & Moriarty. *Advertising: Principles and Practice*. UP: Dorling Kindersley (India) Pvt. Limited, 2007.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment : Design an advertisement for print media	10
d) Presentation: 2 minutes video advertisement	10
Total	100