

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory Body of the Government of Andhra Pradesh)

REVISED UG SYLLABUS UNDER CBCS

(Implemented from the Academic Year - 2020-21)

Programme: FOUR YEAR B.A (Hons)

Domain Subject: SPECIAL ENGLISH**Skill Enhancement Courses (SEC) for Semester-V from 2022-23****Structure of SECs for Semester - V**

(To Choose One Pair from the FOUR Alternative Pairs of SECs)

Univ. Code	Course No. 6 & 7	Name of the Course	Hours / Week	Credits	Marks	
					Internal Assmt*	Sem. End
	6A	English Language Teaching Skills	5	4	25	75
	7A	Skills and Procedures of Translation (English & Telugu)	5	4	25	75
OR						
	6B	Teaching English Online	5	4	25	75
	7B	English for Journalism & Advertising	5	4	25	75
OR						
	6C	Writing for Media	5	4	25	75
	7C	Creative Writing and Literary Appreciation	5	4	25	75

* Internal Assessment: 20 + Fieldwork/Project work Report: 05

Note1: In Semester-V, for the domain subject, Special English, any one of the FOUR pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C. The pairs shall be chosen as they are and individual courses shall not be chosen at random

Note-2: One of the main objectives of the Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject among students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills that are actually practised in the field.

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Domain Subject: SPECIAL ENGLISH

Skill Enhancement Courses (SEC) for Semester-V from 2022-23

Pair-1: Course **6-A**

ENGLISH LANGUAGE TEACHING SKILLS

No. of Hours: 75 (05 per Week) Credits: 04 Max. Marks: 100

OUTCOMES:

At the end of the course the student will be able to:

- i. Understand the central principles of Teaching English
- ii. Acquire the skills of Teaching English
- iii. Demonstrate different classroom management techniques
- iv. Teach English in a systematic way
- v. Make use of Technology for Teaching English

SYLLABUS

Unit-I

1. Concepts in Teaching English as a Second Language
2. Different Methods and Levels of Teaching English

Unit-II

1. Contextualization of Grammar Teaching
2. Teaching Writing Skills

Unit-III

1. Teaching English Literature (Prose, Poetry, Fiction and Drama)
2. Lesson Planning & Materials

Unit-IV

1. Classroom Management Techniques
2. Assessment & Evaluation

Unit-V

1. Teaching English for Employment
2. ICT-Based English Language Teaching

Resources for Further Reading:

1. Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
2. Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.
3. M.L.Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.

5. Oxford English Language Teaching:
<https://elt.oup.com/?cc=global&selLanguage=en>
6. British Council's Teaching Resources:
<https://www.teachingenglish.org.uk/resources/primary>
7. English Teaching Forum: <https://americanenglish.state.gov/forum>

Co-Curricular Activities (15 Hours including Unit tests etc):

A). Mandatory:

1. **For Teachers:** After completing practical training in the course, the teacher will assign teaching activities to each student. The students will experiment or demonstrate different teaching skills in a teaching environment for not less than 10 hours under personal supervision of the teacher.
2. **For Students:** Students will conduct practicum in any teaching environment (School/ College/Peer Group/ JKC's/ Adults in a Village) for not less than 10 hours in the given area. The learners will discuss the findings among themselves. Finally, every student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher and submit to the teacher for evaluation.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Fieldwork/Project work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with or assist an expert in the field.
2. Assignments may be given to the learners to identify the use of English Language teaching skills in different institutions.
3. Seminars, Group Discussions, Quizzes, and Debates may be conducted.
4. Documentaries may be prepared on the teaching of English by different levels of teachers.
5. The learners may be encouraged to make presentations on the related topics.

V. Suggested Question Paper Pattern:

Max. Marks: 75

Max. Time: 3 Hrs

SECTION - A (Total: 6x5=30 Marks)

(Answer any SIX questions. Each answer carries 5 marks)

(At least one question should be given from each Unit)

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SECTION - B (Total: 3x15 = 45 Marks)

(Answer any FOUR questions. Each answer carries 15 marks)

(At least one question should be given from each Unit)

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Domain Subject: Special English

Skill Enhancement Courses (SEC) for Semester-V from 2022-23

Pair-1: Course **7-A**

SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)

No. of Hours: 75 (05 per Week) Credits: 04 Max. Marks: 100

OUTCOMES:

At the end of the course the student will be able to:

- i. Understand the central issues of Translation
- ii. Use the methods of Translation
- iii. Translate from English to Telugu and Vice-versa
- iv. Translate Different Genres
- v. Make use of Technology for Translation

SYLLABUS

Unit-I

1. Types of Translation & Tools:
(Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources)
2. Central Issues in Translation: A Multi-Cultural Interaction
(Language, Culture, Equivalence, Loss and Gain in Translation)

Unit-II

1. Pragmatic Translation (Technical, Media and Medical)
2. Literary Translation (Translation of Creative Writing)

Unit-III

1. Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Trans creation)
2. Problems in translation from English to Telugu & Vice versa

Unit-IV

1. Translating Short Fiction, Prose and Poetry
2. Translating for the Print Media & Advertisements

Unit-V

1. Technical Translation
2. Translation and Technology

Resources for Further Reading:

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1st and 3rd Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York,
3. Roman Jakobson. "On Linguistic Aspects of Translation", On Translation Ed.by Reuben Arthur Brower, Harvard University Press, 1959.
4. H.Lakshmi. Problems of Translation. Booklinks Corp. 1993
5. National Translation Mission, Mysore:
https://www.ntm.org.in/languages/english/ongoinginitiatives_ntm.aspx

Co-Curricular Activities (15 Hours including Unit tests etc.):

A). Mandatory:

1. **For Teachers:** After completing practical training in the course, the teacher will assign activities to each student on *Literary Terms, Idioms and Phrases, Grammatical Terms, Translation for the Media and Advertisements*. Students will demonstrate different skills in Translation for not less than 10 hours under the supervision of the teacher.
2. **For Students:** Students will conduct practicum in translation on *Literary Terms, Idioms and Phrases, Grammatical Terms, Translation for the Media and Advertisements* for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Field-work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learners to identify the use of translation skills for different purposes.
3. Seminars, Group Discussions, Quizzes, and Debates may be conducted on Classics in Translation.
4. Documentaries may be prepared on the online and offline tools of translation.
5. The learners may be encouraged to make presentations on the related topics.

V. Suggested Question Paper Pattern:

Max. Marks: 75

Max. Time: 3 Hrs

SECTION - A (Total: 6x5=30 Marks)

(Answer any SIX questions. Each answer carries 5 marks)

(At least one question should be given from each Unit)

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SECTION - B (Total: 3x15 = 45 Marks)

(Answer any FOUR questions. Each answer carries 15 marks)

(At least one question should be given from each Unit)

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Pair-2: Course **6-B**

TEACHING ENGLISH ONLINE

No. of Hours: 75 (05 per Week)

Credits: 04

Max. Marks: 100

OUTCOMES:

At the end of the course the student will be able to:

- i. Understand online Teaching of English
- ii. Acquire skills of teaching online
- iii. Identify online resources for teaching
- iv. Conduct classes online
- v. Use Technology for evaluating students' performance

SYLLABUS

Unit-I

1. Contextualizing the Online Teaching of English
(The learners, the context, the content)
2. Types of Online Teaching
(Self-learning, Guided Learning, Blended Learning, Flipped Classroom etc.)

Unit-II

1. Course Planning
(Course Modalities, Timelines and Chunking)
2. Lesson Planning
(Course Content, Materials, Additional Inputs)

Unit-III

1. Types of Online Teaching Platforms
(LMS, Moodle, Google Classroom, Zoom, Cisco-WebEx, Google Meet, etc.)
2. Online Classroom Management
(Break-up Rooms, Chat Boxes, Polling/ Voting, Interaction)

Unit-IV

1. Online Educational Resources (Copyright, Creating Own Resources)
2. Collaboration

Unit-V

1. Mobile Learning
2. Online Evaluation

Resources for Further Reading:

1. Virendra Mishra et al. English Language Teaching Skills. Cambridge University Press, 2020
2. N.Krishna Swamy & Lalitha Krishna Swamy. Methods of Teaching English. Trinity Press, 2014.
3. Navita Arora. English Language Teaching. MacGraw Hill, 2012
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
5. Cambridge Assessment English: <https://www.cambridgeenglish.org/blog/12-tips-for-teaching-an-online-english-class/>
6. Online English Resources for Teachers: <https://www.britishcouncil.org/br/en/programmes/english/resources-teachers>

Co-Curricular Activities (15 Hours including Unit tests etc.):

A). Mandatory:

1. **For Teachers:** After completing practical training in the course, the teacher will assign teaching activities to each student on online Teaching of English. The students will demonstrate different skills in Teaching English online for not less than 10 hours in any teaching environment (School/ College/Peer Group/ JKC's/ Adults in a Village) under the supervision of the teacher.
2. **For Students:** Each student will conduct practicum in online teaching of English in a teaching environment (School/ College/Peer Group/ JKC's/ Adults in a Village) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Report of the activity in 10 pages as guided by the teacher.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Fieldwork/Project work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learners to identify the use of online teaching skills for different purposes.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on online teaching of English.
4. Different resources of online teaching may be demonstrated by the learners.
5. The learners may be encouraged to make presentations on the related topics.

V. Suggested Question Paper Pattern:

Max. Marks: 75

Max. Time: 3 Hrs

SECTION - A (Total: 6x5=30 Marks)

(Answer any SIX questions. Each answer carries 5 marks)

(At least one question should be given from each Unit)

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SECTION - B (Total: 3x15 = 45 Marks)

(Answer any FOUR questions. Each answer carries 15 marks)

(At least one question should be given from each Unit)

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Skill Enhancement Courses (SEC) for Semester-V from 2022-23

Pair-2: **Course 7-B**

ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)

No. of Hours: 75 (05 per Week)

Credits: 04

Max. Marks: 100

OUTCOMES:

At the end of the course the student will be able to:

- vi. Understand the Principles of Journalism
- vii. Acquire Language Skills for effective communication
- viii. Identify online resources for personal improvement
- ix. Demonstrate Speaking Skills for the media
- x. Analyse events for authentic reporting

SYLLABUS

Unit-I

1. Principles of Journalism:
(Gathering Information, Verifying Facts, Reporting the Events, Impacting People)
2. Use of English in News Papers (Simple, Formal, Concise and Impersonal)

Unit-II

1. Print Media : (Different Types of News Papers, Magazines and Periodicals)
2. English Language for Journalism: (Specific Use of Tenses, Vocabulary, Agreeing and Disagreeing, Reported Speech)

Unit-III

1. Journalism as a Social Memoir
2. Style Guide and Proofreading

Unit-IV

1. Writing for the Media
2. Advertising and Its Lexical Features

Unit-V

1. Speaking Skills for the Media
2. Journalism in the Digital Age

Resources for Further Reading:

1. Wynford Hicks. English for Journalists (Media Skills). 4th Edition, Routledge, 2013.
2. Crawford Gillan, Sir Harold Evans. Essential English for Journalists, Editors and Writers. Random House, 2010.

3. Sylee Gore. English for Marketing & Advertising. Oxford University Press, USA, 2008
4. Angela Goddard. The Language of Advertising: Written Texts. Routledge, 1998
5. Bill Kovach and Tom Rosenstiel. The Elements of Journalism. Crown Publishers, New York, 2007
6. **The Guardian-News Writing:**
<https://www.theguardian.com/books/2008/sep/25/writing.journalism.news>
7. **Indian Institute of Mass Communication**
http://iimc.nic.in/content/44_1_JournalismEnglish.aspx
8. **American Press Association**
<https://americanpressassociation.com/principles-of-journalism/>
9. **Thought Co. Advertising Vocabulary for English Learners:**
<https://www.thoughtco.com/advertising-vocabulary-1210143>

Co-Curricular Activities (15 Hours including Unit tests etc.):

A). Mandatory:

1. **For Teachers:** The teacher shall train students in practical skills in media and advertising for not less than 10 hours and assign activities to students. The groups will identify different journalistic environments (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) to demonstrate their knowledge.
2. **For Students:** Each Learner will conduct practicum in journalistic and advertising environment (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Fieldwork/Project work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learners to identify journalistic processes.
3. Seminars, Group Discussions, Quizzes, and Debates may be conducted on news processing.
4. Different types of newspapers may be discussed.
5. The learners may be encouraged to make presentations on the related topics.

V. Suggested Question Paper Pattern:

Max. Marks: 75

Max. Time: 3 Hrs

SECTION - A (Total: $6 \times 5 = 30$ Marks)

(Answer any SIX questions. Each answer carries 5 marks)

(At least one question should be given from each Unit)

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SECTION - B (Total: $3 \times 15 = 45$ Marks)

(Answer any FOUR questions. Each answer carries 15 marks)

(At least one question should be given from each Unit)

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Pair-3: Course **6-C**

WRITING FOR THE MEDIA

No. of Hours: 75 (05 per Week)

Credits: 04

Max. Marks: 100

OUTCOMES:

At the end of the course the student will be able to:

- Write with confidence
- Use Correct Grammar, Punctuation and Appropriate Style
- Differentiate between various types of media writing
- Gather and synthesize information from authentic sources
- Use digital resources for media writing

SYLLABUS

Unit-I

1. Good Writing Skills
(Vocabulary, Basic Grammar, Expansion and Optimization)
2. Resources for Writing (Dictionary, Thesaurus and Encyclopaedia)

Unit-II

1. Proofreading, Punctuation and Style
2. Types of Media Writing
(Information, Description, Persuasion and Editorial Writing & Feature Writing)

Unit-III

1. Writing for Specialized Areas: Sports, Culture, Entertainment, Cuisine etc.
2. Collecting News and Identifying Sources

Unit-IV

1. Media Writing and Translation
2. Media Writing and Social Responsibility

Unit-V

1. The Role of Technology in Media Writing (Blogging, Podcasts, Social Media and Collaboration in Writing)
2. Digital Resources for Writing (Online Dictionaries, Inbuilt and Online Spell-Checkers, Grammar-Checkers and Google Resources)

Resources for Further Reading:

1. Usha Raman. Writing for the Media. Oxford University Press, New Delhi, 2010
2. Brian Carroll. Writing for Digital Media. Routledge, New York, 2010.
3. Liz Hamp-Lyons, Ben Heasley. Study Writing. Cambridge University Press, 2006
4. Writing in the Media Environment. <https://www.jprof.com/lecture-notes/writing-in-the-media-environment/>
5. Different Types of Media Writing. <https://blog.copify.com/post/different-types-of-media-writing>
6. Media Writing Skills and Characteristics. <https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>

Co-Curricular Activities (15 Hours including Unit tests etc.):

A). Mandatory:

1. **For Teachers:** The teacher will train students in practical skills in writing for the media for not less than 10 hours and assign activities. The teacher will guide the learners to identify different current subjects to write for the media to demonstrate their knowledge.
2. **For Students:** Learners will conduct practicum in writing for the media (News Papers, News Magazines, Journals and College Magazines, Script Writing for Radio and Short Films) for 10 hours. The learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in at least 10 pages as guided by the teacher.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Field-work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learners to identify journalistic processes.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on news processing.
4. Different types of media writing may be discussed.
5. The learners may be encouraged to make presentations on the related topics.

V. Suggested Question Paper Pattern:

Max. Marks: 75

Max. Time: 3 Hrs

SECTION - A (Total: $6 \times 5 = 30$ Marks)
(Answer any SIX questions. Each answer carries 5 marks)
(At least one question should be given from each Unit)

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SECTION - B (Total: $3 \times 15 = 45$ Marks)
(Answer any FOUR questions. Each answer carries 15 marks)
(At least one question should be given from each Unit)

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Pair-3: Course **7-C**

Creative Writing and Literary Appreciation

No. of Hours: 75 (05 per Week)

Credits: 04

Max. Marks: 100

OUTCOMES:

At the end of the course the student will be able to:

- vi. Understand and define the art of Creative Writing
- vii. Identify different literary genres
- viii. Review the published works of others
- ix. Deliver presentations on the literary works
- x. Demonstrate the creative writing skills

SYLLABUS

Unit-I

1. Understanding Creative Writing
2. Characteristics of Good Writing

Unit-II

1. Understanding Fiction : Novel and Short Story
(**Plot, Character, Theme and Narrative Technique:** A Tale of Two Cities –by Charles Dickens;
Visual Description, Point of View and Setting: ‘The Black Cat’ –by Edgar Allen Poe)
2. Understanding Prose
(**Language and Style:** Francis Bacon’s ‘Of Studies’;
Persuasiveness, Readability and Argument: ‘The Power of Prayer’ –by APJ Abdul Kalam)

Unit-III

1. Understanding Poetry
(**Figurative Language:** ‘Endless Time’ –by Rabindranath Tagore;
Imagery and Metre: ‘Elegy Written in a Country Churchyard’ -by Thomas Gray;
Tone: ‘The Lovers of the Poor’ -by Gwendolyn Brooks)
2. Mechanics of Poetry

Unit-IV

1. Writing a Memoir
2. Writing Reviews

Unit-V

1. Writing a Short Story
2. Writing Different Types of Essays

Resources for Further Reading:

1. Stephen King. On Writing: A Memoir of the Craft. Scribner, 2010.
2. Alice LaPlante. The Making of a Story: A Norton Guide to Writing Fiction and Non-Fiction. W.W.Norton, New York.2009
3. Tara Mokhtari. The Bloomsbury Introduction to Creative Writing. Bloomsbury Academic, London, 2015.
4. Philip Seargeant& Bill Greenwell. From Language to Creative Writing: An Introduction. Bloomsbury Academic, London, 2013.
5. Tips for Creative Writing: <https://www.lexico.com/grammar/top-tips-for-creative-writing>
6. Creative Writing: Simple Definition and Tips: <https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html>
7. Weekly Writing Prompts: <https://blog.reedsy.com/creative-writing-prompts/>
8. Decolonising Creative Writing: <https://scroll.in/article/999215/decolonising-creative-writing-its-about-not-conforming-to-techniques-of-the-western-canon>

Co-Curricular Activities (15 Hours):

A). Mandatory:

1. **For Teachers:** The teacher shall train students in practical skills in creative writing and literary appreciation for not less than 10 hours and assign activities to demonstrate their knowledge.
2. **For Students:** The learners will conduct practicum in creative writing and literary appreciation for not less than 10 hours. The Learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Fieldwork/Project work Report
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learners to demonstrate the skills in literary appreciation.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on creative writing and literary appreciation.
4. Different types of genres may be discussed.
5. The learners may be encouraged to make presentations on the related topics.

V. Suggested Question Paper Pattern:

Max. Marks: 75

Max. Time: 3 Hrs

SECTION - A (Total: 6x5=30 Marks)

(Answer any SIX questions. Each answer carries 5 marks)

(At least one question should be given from each Unit)

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SECTION - B (Total: 3x15 = 45 Marks)

(Answer any FOUR questions. Each answer carries 15 marks)

(At least one question should be given from each Unit)

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Draft syllabus prepared by:

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