CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	General Foundation Course				
Course Code	ENGIFA101(2)				
Course Title	English Language Skills for Sciences				
Type of Course	Ability Enhancement Course (AEC)-Science				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	2	-	2	60
Pre-requisites	A basic understanding of science and fundamental knowledge of English with an interest in interdisciplinary approach.				
Course Summary	The course aims to improve communication skills through Listening, Speaking, Reading, and Writing (LSRW). It encourages lively interactions between literature and science. Designed to equip students for today's technology-driven world, it emphasizes tackling challenges and seizing opportunities				

Course Outcome:

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	C, M	Assignments, Discussion, Presentations
CO2	Identify the relationship between the literary and scientific worlds by exploring various literary texts to deepen the understanding of scientific principles and cultural significance.	U, An,C	F, C	Writing exercises, Reading activities, role play, and oral presentations.
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	R, U, An	F, C	Listening exercises, Interviews and Debates, Writing activities.
CO4	Summarize main ideas, identify supporting details, and evaluate arguments in written responses.	U, An, E	C, M	Written Assignments, Reviews, Group Discussion,
CO5	Promote dialogue and reflection on the role of science in shaping human identity, values and aspirations.	U,Ap, AN	F, M	Debates, Speeches, Presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Perceptions (Unlocking the Cosmic Secrets)**		**7**	**10**
	1	Introduction	1	
	2	Questioning the Universe -Stephen Hawking https://youtu.be/aCo_aHlN4Zs?si=EYo0Nt-sGexPwRv3	2	
	3	Above Pate Valley- Gary Snyder https://www.poetryfoundation.org/poems/47179/above-pate-valley	2	
	4	The Last Stand-Documentary https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz	2	
II	**Dimensions (Science, Society and Environment)**		**9**	**15**
	5	Introduction	1	
	6	Secularism and Scientific Temper- Pushpa M Bhargava https://archive.org/details/AngelsDevilsAndScience/page/n6/mode/1up	3	
	7	**The Dangers of Climate Change-Carl Sagan's https://gizmodo.com/heres-carl-sagans-original-essay-on-the-dangers-of-cl-1481304135**	3	
	8	Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154	2	
III	**Viewpoints (Exploring Scientific Pathways)**		**6**	
	9	Introduction	1	10
	10	The Peace of Wild Things-Wendell Berry https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386	1	
	11	A Day in the Country- Anton Chekhov https://www.shortstoryguide.com/read-day-country-anton-chekhov/	2	
	12	C V Raman as a Science Communicator: A historical Perspective -G V Pavan Kumar- pp. 4-7 **https://doi.org/10.48550/arXiv.2403.04773**	2	

IV	**Aspects (Expressing the Universe)**		**8**	**15**
	13	Introduction	2	
	14	The Red Room-H. G Wells https://gutenberg.org/cache/epub/23218/pg23218.txt https://www.youtube.com/watch?v=Y-eUSgkmhgI	2	
	15	Writing your Academic Statement of Purpose https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/writing-your-statement-of-purpose/	2	
	16	Understanding and Preparing your Personal Statement https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/personal-statements/	2	
V	**Practicum**		**30**	
	1	**Module I:** 1. Make the learners listen to the Ted Talk and discuss. 2. Conduct an imaginary interview with any scientist and prepare a transcript. 3. Organise a debate on any topic derived from the study. 4. Ask the learners to deliver a speech based on the prescribed poem. 5. Make the learners listen to the rendition of any poem and make a comprehensive summary of it. 6. Make the learners listen to other poems of the same theme. 7. Divide the learners into different groups and arrange a discussion on any environment-related topic of contemporary relevance. 8. Ask the learners to tell their views about the relationship between man and nature. **9.** Identify the major issues presented in the documentary and discuss it in a group.	7	
	2	**Module II:** 1. Arrange a group discussion, making learners share their views, thoughts and questions about the importance of secularism. 2. Ask the learners to read other essays on scientific temper. 3. Ask the learners to prepare a critical review of any article they found in the text- 'Angels, Devils and Science'. 4. Organise a discussion on climate change and prepare a report. 5. Create slogans/ posters related to environmental protection. 6. Prepare biography- Carl Sagan 7. Ask the learners to identify and collect information on Biochemistry and its developments through the 20th century. 8. Write a short note on 'Light on a Dark Lady', foregrounding major arguments evolved from the write-up. 9. Ask the learners to differentiate between social and biological aspects of human life.	8	

	3	**Module III:** 1. After listening, encourage learners to share their emotional responses and interpretations of the poem. 2. Reflect on a time when you found peace in nature. Describe the experience through journaling or personal retelling. 3. Ask the learners to identify common phrases or idiomatic expressions related to nature. (Eg: beat around the bush, barking up the wrong tree, a ray of sunshine, etc) 4. After listening, facilitate a discussion, prompting learners to share their views and reactions to the story. 5. Let them enact the story after preparing the dialogue. 6. Ask the learners to choose a character from the story and retell the story from their perspective. 7. Identify the contemporaries of C V Raman and prepare biographies of any two of your choice. 8. Organise group discussion on Science and Society. 9. Read the entire article and summarise the major points in the classroom.	8	
	4	**Module IV:** 1. Make the learners identify the use of phrases and phrasal prepositions in the short story and write it down. 2. Ask the learners to write their versions of the story and ask them to read it in the class. 3. Collect stories on the myths regarding the origin of Earth. 4. Organise a discussion on youth and scientific temper. 5. Ask the learners to write a statement of purpose seeking admission to a postgraduate programme and read it in the class. 6. Ask the learners to write a personal statement. 7. Peer reviews the personal statement written by the learners. 8. Create a resume based on both your Statement of Purpose and personal statement. 9. Organise a mock job fare based on the professional SOPs collected from the learners.	7	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. **Practical English Grammar - A.J.Thomson & A.V.Martinet**
2. **LSRW Skills for English learners- Panuganti. B. Esther Rani**
3. **Communication Skills -Sanjay Kumar, Pushp Lata Oxford University Press.**

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	3	2	2	2	3	2	2	2	1	1	1	1
CO 2	2	3	3	1	2	2	2	1	2	2	2	1	1
CO 3	2	2	2	2	2	3	2	2	2	1	2	2	1
CO 4	3	2	2	2	2	2	2	1	1	2	2	3	2
C05	3	2	2	2	2	2	2	2	3	2	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	