



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)**

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG1FA101(1A)				
Course Title	ENGLISH LANGUAGE SKILLS FOR LITERATURES				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)- LANGUAGES				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic understanding of the English language				
Course Summary	The course is designed to enable students of the Language and Literatures to improve their LSRW skills. The course helps them to enhance their capability to use language in academic transactions and real-life situations.				

Course Outcome (CO):

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	Comprehension/Vocabulary Building Exercises/ JAM/Discussion/Presentation/Mock Interview/Personal Narration/ Role Play/ Assignments
CO2	Foster critical thinking to analyze a variety of textual narratives.	An	C, F	Review/Presentation/Discussion
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	A, C	C	Review/Presentation/ Assignments
CO4	Instill values among learners for Societal inclusivity, equity and cross-cultural communication.	An, E	F, C	JAM/Discussion/Presentation
CO5	Develop creative potential to foster innovation and artistic expression.	C	M	Blog/ Versification/ Assignments/ Content Writing
<p>*-Remember(R), Understand(U), Apply (Ap), Analyse (An), Evaluate(E), Create(C) #FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Perceptions –Words Beyond Borders		7	10
	1	Introduction	1	
	2	My Immigration Story -Tan Le https://www.youtube.com/watch?v=hCop3IGZH2o	2	
	3	‘Recipes for Life-Amish Tripathi (Culinary Memoir)- Amish Tripathi	2	
	4	Introduction to Poetry – Billy Collins	2	
II	PROFESSIONAL NARRATIVES		7	10
	5	Introduction	1	
	6	P.C. Musthafa at Harvard Kennedy School’(Interactive Session February 11, 2018) https://www.youtube.com/watch?v=01_eOCGNYN8	2	
	7	I Write Humour and Social Commentary Based on Indian SocietyMasala, says Anuja Chauhan-Bhavneet Singh Aurora https://kunuzum.com/anuja-chauhan-the-fast-and-the-dead-interview/	2	
	8	Mutual Destruction- Dorte Nors	2	
III	World of Creativity		8	15
	9	Introduction	2	
	10	BBC 2 Bookmark Charles Bukowski 18 th March 1995 https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP	2	
	11	Kumbalangi Nights (2019)- Madhu C. Narayanan https://asianmoviepulse.com/2021/06/film-review-kumbalangi-nights-2019-by-madhu-c-narayanan-2/#google_vignette	2	
	12	The Face of Judas Iscariot- Bonnie Chamberlin	2	

IV	Insights from The World Around		8	15
	13	Introduction	2	
	14	The Silent Child-Chris Overton https://www.youtube.com/watch?v=2GbxFIVQv8c	2	
	15	Social media handle Dakshina showcases the way of living at Sarang, a one-of-its-kind alternative school in Palakkad-Along with life at Sarang in Palakkad district, Dakshina highlights food prepared using foraged greens https://www.google.com/amp/s/www.thehindu.com/life-and-style/social-media-handle-dakshina-zooms-in-on-life-at-sarang-hills-where-the-alternative-school-sarang-was-founded/article67546786.ece/amp/	2	
	16	Welcome to the wheelchair of change! - Deepa Malik Published: Feb 23, 2017 https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the-wheelchair-of-change/article17354336.ece	2	
V	Practicum		30	
		Module I: <ol style="list-style-type: none"> 1. Answer comprehension questions based on the given text “My Immigration Story” by Tan Le. 2. Frame and practise self-introduction. 3. Identify jargons used in culinary narratives. 4. Prepare a flow chart outlining the stages of personal growth of Tan Le. 5. Recite the poem in the class and create multiple renditions of the poem in the class. 6. Identify various poems of life writing and submit a note as an assignment. 7. Explore how Collins' treatment of these themes evolves throughout the collection and how they resonate with contemporary readers. 8. Compare and contrast Billy Collins' style and themes with other contemporary poets. 	7	
		Module II: <ol style="list-style-type: none"> 1. Read the interview and draft sensible questions. 2. Prepare a mock interview. 3. Prepare a resume for a profession of your choice and create a professional profile. 4. Develop a graphic presentation stating tips for a successful professional development. 5. Write a memoir about any influential figure in your life 6. Prepare a list of successful professions based on your point of view and discuss it in class. 7. Explore how Nors portrays human emotions, desires, and vulnerabilities through her characters. 8. Discuss how Nors develops her characters and the techniques she uses to make them memorable and relatable. 	7	

	<p>Module III:</p> <ol style="list-style-type: none"> 1. Answer comprehension questions based on the given documentary “BBC 2 Bookmark Charles Bukowski 18th March 1995”. 2. Recite a short poem with a special focus on pronunciation. 3. Identify major themes of the movie after reading the review. 4. Do collaborative writing exercises (E.g.: Frame a story/ Prepare a small script). 5. Connect other stories problematizing humanity and present it in the class. 6. Write a script for an imaginary movie based on given short story. 7. Listen to podcasts that analyze literature or interview authors. 8. Participate in discussions analyzing themes, characters, and literary techniques discussed in the podcasts. 	8	
	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Discuss major themes of the short film- The Silent Child by Chris Overton. 2. Do group presentations on the topic “Diversity and Inclusivity.” 3. Identify successful stories of people with disabilities. 4. Write an article on sustainable living practices. 5. Organise a symposium on the topic climate change and sustainable development. 6. Make a short film or video content on local diversity. 7. Prepare and deliver presentations on literary texts, authors, or literary movements. 8. Practice structuring coherent arguments, using evidence from texts to support analyses. 	8	

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.