

Theory - 01 Credit Course

Professional Writing Skills in English

Professional Writing Skills in English			
Course Title:	BPWSK206-106	CIE Marks	50
Course Code:	Theory	SEE Marks	50
Course Type (Theory/Practical /Integrated)		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives:

The course Professional Writing Skills in English (22PWS26) will enable the students,

1. To Identify the Common Errors in Writing and Speaking of English.
2. To Achieve better Technical writing and Presentation skills for employment.
3. To read Technical proposals properly and make them to write good technical reports.
4. To Acquire Employment and Workplace communication skills.
5. To learn about Techniques of Information Transfer through presentation in different level.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market.

- (i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods through language Labs in teaching of of LSRW skills.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills in teaching of communicative skills in general.

Language Lab : To augment LSRW, grammar and Vocabulary skills (Listening, Speaking, Reading, Writing and Grammar, Vocabulary) through tests, activities, exercises etc., comprehensive web-based learning and assessment systems can be referred as per the AICTE / VTU guidelines.

Module-1 (03 hours of pedagogy)

Identifying Common Errors in Writing and Speaking English : Common errors identification in parts of speech, Use of verbs and phrasal verbs, Auxiliary verbs and their forms, Subject Verb Agreement (Concord Rules), Common errors in Subject-verb agreement, Sequence of Tenses and errors identification in Tenses. Words Confused/Misused.

Module-2 (03 hours of pedagogy)

Nature and Style of sensible writing: Organizing Principles of Paragraphs in Documents, Writing Introduction and Conclusion, Importance of Proper Punctuation, Precise writing and Techniques in Essay writing, Sentence arrangements and Corrections activities. Misplaced modifiers, Contractions, Collocations, Word Order, Errors due to the Confusion of words.

Module-3 (03 hours of pedagogy)

Technical Reading and Writing Practices: Technical writing process, Introduction to Technical Reports writing, Significance of Reports, Types of Reports. Introduction to Technical Proposals Writing, Types of Technical Proposals, Characteristics of Technical Proposals. Scientific Writing Process. Grammar – Voices and Reported Speech, Spotting Error & Sentence Improvement, Cloze Test and Theme Detection Exercises.

Module-4 (03 hours of pedagogy)

Professional Communication for Employment: Listening Comprehension, Types of Listening, Listening Barriers, Improving Listening Skills. Reading Comprehension, Tips for effective reading. Job Applications, Types of official/employment/business Letters, Resume vs. Bio Data, Profile, CV. Writing effective resume for employment, Emails, Blog Writing and Memos.

Module-5 (03 hours of pedagogy)

Professional Communication at Workplace: Group Discussion and Professional Interviews, Characteristics and Strategies of a GD and PI's, Intra and Interpersonal Communication Skills at workplace, Non-Verbal Communication Skills and its importance in GD and Interview. Presentation skills and Formal Presentations by Students, Strategies of Presentation Skills.

Course outcome (Course Skill Set)

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

CO1	To understand and identify the Common Errors in Writing and Speaking.
CO2	To Achieve better Technical writing and Presentation skills.
CO3	To read Technical proposals properly and make them to Write good technical reports.
CO4	Acquire Employment and Workplace communication skills.
CO5	To learn about Techniques of Information Transfer through presentation in different level.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). The minimum passing mark for the SEE is 35% of the maximum marks (18 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation(CIE):**Two Unit Tests each of 30 Marks (duration 01 hour)**

- First test after the completion of 30-40 % of the syllabus
- Second test after completion of 80-90% of the syllabus

One Improvement test before the closing of the academic term may be conducted if necessary. However best two tests out of three shall be taken into consideration

Two assignments each of 20 Marks

The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (To have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). CIE methods /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks

Semester End Examinations (SEE)

SEE paper shall be set for **50 questions, each of the 01 mark**. The pattern of the **question paper is MCQ** (multiple choice questions). The time allotted for SEE is **01 hour**. The student must secure a minimum of 35% of the maximum marks for SEE.

Suggested Learning Resources:**Textbook:**

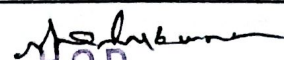
- 1) **"Professional Writing Skills in English"** published by Fillip Learning – Education (ILS), Bangalore – 2022.
- 2) **"Functional English"** (As per AICTE 2018 Model Curriculum) (ISBN-978-93-5350-047-4) Cengage learning India Pvt Limited [Latest Edition 2019].

Reference Books:

- 1) **English for Engineers** by N.P.Sudharshana and C.Savitha, Cambridge University Press – 2018.
- 2) **Technical Communication** by Gajendra Singh Chauhan and Et al, (ISBN-978-93-5350-050-4), Cengage learning India Pvt Limited [Latest Revised Edition] - 2019.
- 3) **Technical Communication – Principles and Practice**, Third Edition by Meenakshi Raman and Sangeetha Sharma, Oxford University Press 2017.
- 4) **High School English Grammar & Composition** by Wren and Martin, S Chandh & Company Ltd – 2015.
- 5) **Effective Technical Communication – Second Edition** by M Ashraf Rizvi, McGraw Hill Education (India) Private

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- ✓ Contents related activities (Activity-based discussions)
- ✓ For active participation of students instruct the students to prepare Flowcharts and Handouts
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions, Seminars and assignments


H.O.D.