

# ST. JOSEPH'S UNIVERSITY COMMUNICATIVE ENGLISH SYLLABUS



UNDER STATE EDUCATION POLICY

2024-2027

**St. Joseph's University**  
**School of Languages**  
**Department of English**  
**Communicative English Programme**  
**Under the State Education Policy-2024**

The primary objective behind the Communicative English programme is to provide a course with a focus on multiple vocation skills that will prepare the student to either choose a career from the areas of teaching, creative & professional writing, literature and linguistics, performance, learning design and research or to combine the skills received in these areas of enquiry into a fulfilling entrepreneurial career.

**Methodology**

We choose to define the thrust of this course in terms of its learning outcomes. The course will equip the student with a professional level of competence in multiple vocation skills:

- a. Writing & Editing for the Media
- b. Print Design
- c. An orientation in Linguistics, and English Studies for academic research & teaching
- d. Archiving and Documentation for the Digital Sphere
- e. An acquaintance with literary interpretation
- f. Materials Production and Translation towards English Teaching

The first outcome will be elicited through formal interaction in the classroom, writing lab, practical tasks, and through internships. The second through practical lab hours. The third component through theory hours and the last three objectives will materialise as electives in the final year.

**Elaboration of objectives:**

The student will spend the six semesters acquiring skills in

**I. Writing & Media Work**

1. Basic writing skills.
2. Writing skills for journalistic practice.
3. Writing skills for a range of professional purposes-business, stage, & web.
4. Skills in creative writing with a view to augmenting editing and writing skills.
5. Creative and managerial skills required to conceptualise and execute lab journals of varying frequency.

**II. Design & Editing**

6. A hands-on acquaintance with print design and page-making.
7. Familiarity with web-design.
8. Editing skills with specific attention to punctuation, syntax, coherence and implication.
9. Creative and managerial skills required to conceptualise and execute an online magazine, and to win for the magazine a committed readership.

### **III. Linguistics**

10. An understanding of frontier areas in Linguistics through acquaintance with semiotics, phonetics and English Studies.
11. An acquaintance with the history of the English Language.
12. A basic understanding of modern approaches to the study of language.
13. An understanding of language change and changing standards of correctness in the English language.

### **IV. Language and Literature**

14. A practice -based acquaintance in cultural studies, film studies and the digital humanities through research seminar hours.
15. A focus on close-reading graphic novels, poetry, and fiction to enable critical thinking and interpretation.

### **V. Archiving, Documentation, and Materials Production**

16. An acquaintance with basic techniques in documentation, and archiving.
17. An acquaintance with basic techniques in instructional design and the use of new technology and media in language learning.
18. A focus on multilinguality as an ethic, and thus on skills in translation.

### **VI. Public Speaking through co-curricular activities**

19. A practice-based acquaintance with public speaking and rhetoric.
20. A practice-based acquaintance with various idioms of performance and stagecraft.

- VII.** In addition to contact hours in the form of lectures, the student will spend four hours every week working in lab-sessions that will provide training in **design** and **writing**, followed by similar sessions in editing and production, and then in web-based production in successive years.

### **Evaluation: Theory and Practicals**

Testing will elicit the skills acquired by the student over the semester. Since the emphasis is not on content-recall, but on testing actual learning, these questions must probe for such learning through debate and challenge. The student's comfort with reading, writing and editing will be tested through unseen passages that are drawn from the area of focus in each semester. A possible question-paper model for all semesters, to be refined through the experience of repeated testing, and through deliberation on such experiences at successive Boards of Studies, is presented below.

The End-Semester Exam will be a 60-mark paper.

- a. Reading/Concept testing exercises from Linguistics & English Studies: 15 marks
- b. Language and Literature (from unseen passages): 15 marks
- c. Media Writing exercises: 15 marks
- d. Creative Writing Exercises: 15 marks

## **Practical Exams and Assessment**

The student will be assigned a practical task in the end semester lab examination. A portfolio of work is to be submitted at the end of the first two semesters. This portfolio will comprise design, writing, and research assignments that the student has worked on.

### **Semester I: CE 124 (45 hours+60 Practical hours=3+2 credits)**

#### **I. An Introduction to Linguistics I (15 hours)**

##### **1. The History of the English Language**

##### **2. Key concepts:**

What is linguistics? —what is language? —Speech and Writing—Saussurean distinctions—Deep and Surface Structure--Competence and Performance—Prescription and Description—the origins of language

#### **II. Reading Texts (15 hours): Like Chicken with Plums—Marjane Satrapi**

#### **III. Creative Writing I (10 hours)**

Understanding pre-writing; Brainstorming; Free Writing; Stepping out of one's element; Eavesdropping on conversations

#### **IV. Reporting I (5 hours)**

The idea of news, Structuring the story.

#### **Practicum 1 (12 sessions)**

Communicative English Practical Sessions 1

#### **Print Design Lab: Semester 1**

Design terms (1 session)

Manipulating objects - text boxes (1 session)

Manipulating objects - lines image boxes and other elements (1 session)

Image processing (1 session)

Working with design elements (1 session)

Unpacking the front page 1 (2 sessions)

Unpacking the sports page (1 session)

Unpacking the city page (2 sessions)

Broadsheet tabloid newsletter (2 sessions)

#### **Practicum 2:**

#### **Storytelling Lab: Semester 1 (12 sessions)**

Learning to tell a story (2 sessions)

Enacting a scene from the graphic novel (group performance) Text: to be picked by lab teacher after discussion with class (2 sessions)

Storytelling sessions with feedback (5 sessions)

Public event: 3 sessions

## **I Semester Evaluation**

The internal assessment component of this programme shall arise from a Mid semester test, a page design test, and a journal-writing assignment in the first semester. The end-semester assessment will comprise the submission of a writing portfolio of 5000 words, a practical exam in print-design, and a viva based on the portfolio in addition to the end-semester examination. Both mid-semester and end-semester testing will incorporate a news-awareness component.

### **Internal Assessment: 40 marks**

Mid-Semester Test: 20 marks

Assignments: 20 marks

### **End-Semester Exam: 60 marks**

- a. Reading/Concept testing exercises from Linguistics & English Studies: 25 marks
- b. Literature and Interpretation (from unseen passages): 15 marks
- c. Media Writing exercises: 10 marks
- d. Creative Writing Exercises: 10 marks

### **Practical Assessment: 50 marks**

Continuous Assessment for Practicals: 35 marks

Practical Exam and Viva: 15 marks

### **Suggested Reading:**

1. Spiegelman, Art. *Maus*. Emece/Mexico, 2009.
2. Wrenn, C L. *The English Language*. Vikas Publishing House.
3. Thompson, Craig. *Blankets*. London Faber & Faber, 2017.
4. Rich, Carole. *Writing and Reporting News: A Coaching Method*. 8th ed., Boston (Ma), Cengage Learning, Cop, 2016.
5. Sanjay, Shalom. "OD at Yellamma Dasappa." *The Open Dosa*, 2 Aug. 2016, [www.opendosa.in/od-at-yellamma-dasappa](http://www.opendosa.in/od-at-yellamma-dasappa)
6. "I Could Never Feel That Way about Kanji." GOYA, [www.goya.in/blog/i-couldnever-feel-that-way-about-kanji-rice-gruel-good-friday-holy-week-kerala](http://www.goya.in/blog/i-couldnever-feel-that-way-about-kanji-rice-gruel-good-friday-holy-week-kerala)

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## **Semester II: CE-224 (45 hours + 60 Practical hours= 3+2 credits)**

### **I. An Introduction to Linguistics – II (15 hours)**

#### **Phonetics and Phonology:**

The International Phonetic Alphabet—Transcription--Articulation—Consonants—Vowels—Diphthongs—Phonemes—Syllables—Coarticulation inclusive of Elision, Nasalisation and Assimilation

### **II. Reading the Text II (15 hours)**

The Graphic Novel as Reportage—Excerpts from Guy Delisle Shenzhen, and Joe Sacco's Safe Area Gorazde

### **III. Creative Writing II (10 hours)**

Pre-writing Cont'd--Recovering personal history; Writing the personal essay;

### **IV. Writing for the Media II (5 hours)**

Feature writing—News Features—Story Features

#### **Practicum 1 (12 sessions)**

#### **Print Design Lab: Semester 2**

Design a page for magazine (1 session)

Editing on the page (2 sessions)

Captions (1 session)

Headlines (1 session)

Headline decks and magazine headlines (1 session)

Production and feedback sessions (4 sessions)

Managing newsroom and fortnightly lab-journal

#### **Storytelling Lab: Semester 2**

Voice, body, movement exercises (3 hours)

Voice modulation exercise (3 hours)

Reading exercises (3 hours)

Public performances (3 hours)

#### **II Semester Evaluation**

The internal assessment component of this programme shall arise from a Mid Semester test, lab-journal assessment, and an online journal-writing assignment. The end semester assessment will comprise the submission of a journalism portfolio of 2500 words, a creative writing portfolio of 2500 words, a practical exam based on page design skills, and a viva based on lab-journal/writing done through the semester, in addition to the end-semester examination. Both mid-semester and end semester testing will incorporate a news-awareness component.

#### **Internal Assessment: 40 marks**

Mid-Semester Test: 20 marks

Assignments: 20 marks

#### **End-Semester Exam: 60 marks**

- a. Reading/Concept testing exercises from Linguistics & English Studies: 15 marks
- b. Literature and Interpretation (from unseen passages): 15 marks
- c. Media Writing exercises: 15 marks
- d. Creative Writing Exercises: 15 marks

#### **Practical Assessment: 50 marks**

Continuous Assessment for Practicals: 35 marks

Practical Exam and Viva: 15 marks

**Suggested Reading:**

1. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge; New York, Cambridge University Press, 2009.
2. Daniel Jones (Philologe, and Peter Roach. *Cambridge English Pronouncing Dictionary*. Cambridge, Cambridge Univ. Press, 2011.
3. "Home." *The Sound of English*, [thesoundofenglish.org](https://thesoundofenglish.org).
4. Ananya, Ila. "Dinner and a Show? You'd Rather Have Lunch with Some Wrestling at This Bangalore Gardi." *101india.com*, [www.101india.com/travel-food/dinner-andshowyou-d-rather-have-lunch-some-wrestling-bangalore-gardi](http://www.101india.com/travel-food/dinner-andshowyou-d-rather-have-lunch-some-wrestling-bangalore-gardi).
5. "Anna Centenary Library by Samanth Subramanian | Aesop Norway." [www.aesop.com](http://www.aesop.com), <https://storefront.prod.cc.aesop.com/no/r/fabulist/anna-centenarylibrary/>
6. "The Science behind My Ginger Chai - Still Steeping: Teabox Blog." *Tea Stories - Still Steeping: Teabox Blog*, 22 Dec. 2015, <https://blog.teabox.com/science-behindgingerchai>
7. "From the Archives: Slow Travel on a Cycle." <https://www.outlookindia.com/Outlooktraveller/>, [www.outlookindia.com/outlooktraveller/explore/story/46711/karnataka-cycling-inthenandi-hills](http://www.outlookindia.com/outlooktraveller/explore/story/46711/karnataka-cycling-inthenandi-hills)
8. Margosa, Neha. "New Thippasandra: Eastern Promise." *Mint*, 22 Jan. 2016, [www.livemint.com/Leisure/pMHiumEIsDA5KOlVHCikIL/New-ThippasandraEasternpromise.html](http://www.livemint.com/Leisure/pMHiumEIsDA5KOlVHCikIL/New-ThippasandraEasternpromise.html)
9. "Currying Flavour." <https://www.outlookindia.com/Outlooktraveller/>, [www.outlookindia.com/outlooktraveller/explore/story/45276/currying-flavour](http://www.outlookindia.com/outlooktraveller/explore/story/45276/currying-flavour)
10. "Roasted Winged Termites Are My Favourite Monsoon Snack, Even If Others Might Not Find It "Appropriate."" *Www.vice.com*, [www.vice.com/en/article/pkym8z/roasted-winged-termites-food-delicacymarginalisedgroups-india](http://www.vice.com/en/article/pkym8z/roasted-winged-termites-food-delicacymarginalisedgroups-india)
11. Natarajan, Pavithra. "Lakkasandra for All Moods." *The Open Dosa*, 3 May 2022, <https://opendosa.in/lakkasandra-for-all-moods/>
12. Vrinda, Shireen. "Tied up Cassocks and Hockey till Sunset." *The Open Dosa*, 13 Dec. 2021, <https://opendosa.in/tied-up-cassocks-and-hockey-till-sunset/>

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