REVISED CURRICULUM

HIGHER NATIONAL DIPLOMA IN ENGLISH

January 2014

Revised By
Academic members of English
SLIATE

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1. GENERAL DETAILS

1.1 Program Outcomes

The Higher National Diploma (HND) in English course provides an opportunity for school leavers with GCE Advanced Level (A/L) qualifications to develop their proficiency in English Language, English Literature and Communication Skills etc. The learners will be directed to follow an area of specialization during the second year in order to strengthen their chances of finding suitable employment. The course also aims at developing their personality, interpersonal skills and general transferable skills which are regarded as important requirements to meet employers’ expectations.

1.2 Entry Profile

The minimum qualifications required to apply for HND in English program;

(i) GCE (A/L) 3 subjects in one sitting and an ordinary pass in English Literature or a credit pass in English Language at GCE (O/L).

(ii) English Specialist Teacher Training Certificate or College of Education Diploma for English Teachers.

(iii) A pass at the National Certificate in English for Commerce, Industry and further Education conducted by the Department of Technical Education and Training with GCE (A/L) three subjects in one sitting.

Note: The qualified students will be selected by a selection test followed by an interview.

1.3 Key points of the Curriculum

- The HND in English program consists of two year course work and a six month full time training/project.
- The two year program is offered in a course unit system in four semesters. Each semester covers 15 weeks.
- The total program consists of 88 credits.
- There are three specialization areas namely, English Language Teaching Methodology, Journalism and Business English. The students who specialized in English Language Teaching Methodology must go for in-plant training and others can choose either in-plant training or project related to their specialized area.

1.4 Assessment Policy

- Each module is assessed by continuous assessments and end-semester examinations.

1.5 Time Allocation for Modules

Time allocation for the credit value of each module is based on Sri Lanka Qualifications Framework published by Ministry of Higher Education. The program comprises core courses, specialization area and training/project.

| Core courses | 65 credits |
| Specialization area | 17 credits |
| Training/project | 6 credits |

15 hours of lectures = 1 credit
30-45 hours of practical = 1 credit
90 hours of full time in-plant training = 1 credit

1.6 Awarding of Diploma

In order to graduate with a HND in English from SLIATE, a student must fulfil all the conditions given below.

- Completion of 82 credits.
- A minimum GPA of not less than 2.00 for each semester.
- A minimum overall GPA of 2.00 for the entire diploma program.
- No more than one poor grade (D or E) per semester.
# HND IN ENGLISH PROGRAM

## 1st Year - 1st Semester

<table>
<thead>
<tr>
<th>Seri. No</th>
<th>Title of Subjects</th>
<th>Subject Code</th>
<th>No. of Credits</th>
<th>Hour Allocation</th>
<th>Total no. of hours per week</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Full Time</td>
<td>Part Time</td>
</tr>
<tr>
<td>1.</td>
<td>Reading &amp; Vocabulary Development</td>
<td>EN 1101</td>
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## 1st Year - 2nd Semester

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<td>Lectures</td>
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<td>EN 2213</td>
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<td>EN 2216</td>
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### 3rd Year 1st Semester

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<th>Serial No</th>
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<th>Code No</th>
<th>No. of Credits</th>
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## Module Code

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<th>Credits</th>
<th>EN 1101</th>
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<th>Reading Skills &amp; Vocabulary Development</th>
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<td>GPA/GPA</td>
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<tr>
<td>Semester</td>
<td>1</td>
<td>Module Type</td>
<td>Core</td>
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</tbody>
</table>

### Module Aims

1. Develop ability to adopt a flexible approach to reading and to vary reading strategies according to the type of material and the purpose.
2. Help learners to use English as a tool for learning and as a source of pleasure.
3. To help students to develop and apply vocabulary knowledge across a variety of contexts.
4. To increase their repertoire of strategies for figuring out new vocabulary independently.

### Learning Outcomes

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

1. Find specific information from a text.
2. Identify the main idea(s) and important details.
3. Read a text aloud, breaking it into meaningful units.
4. Demonstrate ability to make reasoned guesses about the meaning of new vocabulary.
5. Demonstrate understanding of relations between sentences and paragraphs through grammatical cohesive devices and lexical devices.
6. Be aware of word formation in English.
7. Use various strategies of vocabulary development.

### Outline Syllabus

2. Reading skills: skimming and scanning, develop speed reading.
3. Literal comprehension: understanding directly stated information (word attack skills & Text attack skills).
5. Identifying word families.
6. Words with more than one meaning.

### Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Continuous Assessment</td>
<td>1. Maintain a reading journal &amp; Vocabulary notebook.</td>
<td>40 %</td>
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<tr>
<td></td>
<td>2. In Class test</td>
<td></td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Reading &amp; Vocabulary test</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Recommended Teaching/Learning Activities

- Tasks which provide opportunities to engage in the reading process and develop and improve reading skills and strategies.
- Activities should be related to real-world readings purposes and integrate reading with speaking, listening, and writing.
- Individual and group tasks.

### Resources: Equipment, Tools and Materials

Teacher-prepared reading tasks based on reading material from newspapers/magazines, and standard texts books.

Access to a computer.

### Prescribed Texts/Teacher's Handbooks

<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 1102</th>
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<tbody>
<tr>
<td>Module Title</td>
<td>Effective Communication Skills I</td>
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<tr>
<td>Credits</td>
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<td>Lectures 1 hrs</td>
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<td>Practical 3 hrs</td>
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<td>Semester</td>
<td>1</td>
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<td>Module Type</td>
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<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
</tbody>
</table>

**Module Aims**

1. Develop the ability to communicate orally with confidence
2. Motivate the learners to use English in their day-to-day work

**Learning Outcomes**

At the end of the module the student will be able to

1. Participate in informal exchanges
2. Interact in ‘service’ situations—to get things done
3. Demonstrate social behaviour appropriate to the speaking situation
4. Vary language to suit context, audience and purpose
5. Initiate, develop and end conversation

**Outline Syllabus**

1. Conversational routines—greetings, thanking, apologizing, complimenting
2. Interaction in ‘service’ situations—enrolling in a school/institute, membership in a library/club, booking seats in plane/train/cinema
3. Functional dialogues: Buying, selling, bargaining
4. Enact social situations—party, theatre queue,
5. Fluency based activities
6. Functional dialogues—asking for help/permission/directions etc.

**Assessment**

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<th>Type</th>
<th>Activity</th>
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<tbody>
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<tr>
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<td>Oral Test</td>
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**Recommended Teaching/Learning Activities**

Interaction in pairs/groups, role play, simulations

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text/Teacher’s handbooks**

1. Dutt Kioramai, (2013), Basic Communication Skills with CD.
8. Snelling Rhona, (2013), Collins English for Life Speaking With CD.
Module Code: EN 1103
Module Title: Listening in English I

Credits: 1
Hours/Week:
Lectures: -
Pre-requisites: None
Practical: 2 hrs
Co - requisites: None
GPA/NGPA: GPA
Semester: 1
Module Type: Core

Module Aims
1. Develop ability to grasp meaning of what is heard by understanding the speaker’s accent, grammar and vocabulary
2. Help learners to become active and involved listeners.

Learning Outcomes
At the end of the module the student will be able to
1. Listen and extract specific information
2. Listen to get the gist/main ideas of the passage
3. Demonstrate understanding of different types of planned monologue
4. Demonstrate understanding of different types of unplanned monologue
5. Interpret conversation with redundant utterances

Outline Syllabus
1. Nature of listening, factors that affect listening
2. Extract specific information-selective listening
3. Listening for the main idea and supporting details.
4. Understanding planned monologues e.g. weather reports, news, speeches
5. Understanding unplanned monologues.

Assessment

<table>
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<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Continuous Assessment</td>
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<tr>
<td>Semester end examination</td>
<td>Recorded Listening test with task sheets</td>
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Recommended Teaching/Learning Activities
1. Learning tasks which use both bottom-up and top-down approaches.
2. Activities which encourage interactive and non-interactive listening. Tape record listening material where possible.

Resources: Equipment, Tools and Materials
- Tape recorders, Video playback machine, Calculators, Computer

Prescribed Texts/Teacher’s Handbooks
1. Aish, Fiona, (2011), Collins English Exams Listening for IELTS with CD
5. Flint Chris, (2013), Collins English for Life Listening (A2 Pre-intermediate) With CD
6. Jack C. Richards . (2009)/Teaching Listening and Speaking: From Theory to Practice. SEAMEO Regional Language Centre
7. Jack C. Richards . (2009)/Teaching Listening and Speaking: From Theory to Practice. SEAMEO Regional Language Centre
Module Code | EN 1104  
---|---
Module Title | Language Structure, Usage and Linguistics I  
Module Type | Core  
Credits | 4  
Lectures | 3 hrs  
Pre-requisites | None  
Practical | 3 hrs  
Co - requisites | None  
Semester | 1  
Module Aims | 
1. To develop an awareness of the language forms and their use in meaningful contexts  
2. To understand grammar learning as an aid to the improvement of oral and written expression  
3. To sensitize learners to aspects of sociolinguistics and psycholinguistics  
4. Develop students’ ability to speak and read English clearly and accurately  
Learning Outcomes |  
At the end of the module the student will be able to  
1. Identify parts of a sentence, sentence elements and types of sentence structure  
2. Recognizes clause types in a simple sentence  
3. Identify word classes and the grammatical functions of words  
4. Demonstrate Understanding of the features of sentence types including statements, questions and commands  
5. Demonstrates awareness of varieties of English to understand in what contexts a particular form of language will be used  
6. Recognize the distinction between language learning and language acquisition  
7. Identify English sounds and their phonetic symbols  
Outline Syllabus | 
1. Word classes and their grammatical functions  
2. Elements of grammar  
3. The simple sentence  
4. The simple sentence – statements, questions, commands, exclamations, negation  
5. Nouns  
6. The noun Phrase.  
7. Introduction to language & linguistics  
8. Introduction to phonetics & phonology  
9. Sounds of English- consonants, vowels, diphthongs  
10. Organs of speech  
11. Introduction to phone, phoneme & allophone.  
Assessment | 
<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
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</table>
| Continuous Assessment | 1. Short classroom tests,  
2. Assignments | 40% |
| Semester end examination | Written Test | 60% |
Recommended Teaching/Learning Activities | Different grammar tasks, discussion, grammar games  
Resources: Equipment, Tools and Materials | Access to a computer  
Prescribed Texts/teacher’s Handbooks |  
7. Roach Peter, (2012), English Phonetics and Phonology A Practical Course With CD.  
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<td>Semester</td>
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<td>Module Type</td>
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### Module Aims

1. Derive pleasure and develop appreciation and independence in reading
2. Develop ability to respond to language of literary texts sensitively
3. Gain a wider perspective on human values and multi-cultural understanding

### Learning Outcomes

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

1. Gain the background knowledge necessary to study English Literature
2. Identify and understand the features of different literary eras
3. Identify the different genres and their structure
4. Develop language skills necessary for appreciation and for production
5. Develop reading skills necessary for effective study of literary texts

### Outline Syllabus

1. Introduction on English literature-different literary eras, different genres
2. Introduction on English literature-different genres
3. Introduction on English literature-different literary devices.
4. The following aspects should be developed in relation to literary texts throughout the whole programme:
   a. Language skills for appreciation
   b. Language skills for production
   c. Literary skills: figurative language, rhythm, etc
   d. Content areas: point of view, plot structure, character development, response to theme
5. Poetry
6. Short stories
7. Novel

### Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Assignments</td>
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<tr>
<td>Semester end examination</td>
<td>Written test</td>
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### Recommended Teaching/Learning Activities

Discussions, group tasks

### Resources: Equipment, Tools and Materials

Access to a computer, multimedia projectors, audio-visual labs

### Prescribed Text/Teacher's handbooks

Module Code: EN 1106
Module Title: Professional Writing I

Credits: 2
Hours/Week: Lectures 1 hrs, Practical 3 hrs
Pre-requisites: None
Co - requisites: None

GPA/NGPA: GPA 1
Module Type: Core

Module Aims:
1. Develop student’s ability to respond to a variety of writing tasks in different situations for specific purposes from different points of view
2. Increase understanding of the writing process
3. Develop ability to manipulate and use language displaying a good style of writing

Learning Outcomes:
At the end of the module the student will be able to:
1. Use adequate range of grammatical structures and vocabulary effectively.
2. Develop fluency in the kinds of writing likely to be of use in practical life
3. Write imaginative and informative prose
4. Adjust language style and register for various purposes and readers
5. Use correct spelling, punctuation and legible handwriting.

Outline Syllabus:
1. Nature and functions of written language
2. Writing essentials
3. General guidelines for student portfolios
4. Developing a paragraph: main idea and supporting details
5. Letter writing : letters of inquiry, letters of request, letters of thanks, letters of invitation
6. Practical writing: invitations, notices
7. Professional writing: memos, faxes, emails, agendas
8. Imaginative writing: dialogues

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>1. Portfolio assessment</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>2. Group tasks and individual tasks</td>
<td></td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Written exam</td>
<td>60%</td>
</tr>
</tbody>
</table>

Recommended Teaching/Learning Activities:
1. Task-based teaching. Writing activities should provide an awareness of the stages of the writing process (individual, pair and group work)
2. Opportunities should be provided to write for a range of purposes (practical, social, professional) and for a range of audiences

Resources: Equipment, Tools and Materials:
Calculators, Access to a computer

Prescribed Texts/Teacher’s Handbooks:
1. Asoka Jagath, (2012), Spend a Few Minutes a Day to Improve Your English Grammar vocabulary and writing
Module Code: EN 1107
Module Title: Computer Assisted Language Learning (CALL) & Study Skills 1

Credits: 2
Hours/Week: Lectures 1 hrs, Practical 3 hrs

GPA/NGPA: GPA
Module Type: core

Pre-requisites: None
Co-requisites: None

Module Aims
1. Enable students to orient themselves to follow the Diploma course
2. Assist students to learn how to study efficiently making use of the available resources
3. Extend and enrich students’ language learning experiences

Learning Outcomes
At the end of the module the student will be able to:

1. Use the library and media sources effectively
2. Develop confidence in their learning abilities
3. Acquire, interpret and use knowledge independently
4. Demonstrate a general knowledge of what computers are used for and some general experience in using them
5. Use the computer as a tool for particular purposes
6. Use the computer as a tutor to supplement classroom learning
7. Use the computer for actual communication with others

Outline Syllabus
1. Computer literacy and computer competency
2. Reinforcement of classroom material-textbooks with an accompanying CD-ROM Disc
3. Speech processing with the aid of power point presentations
4. Effective use of E-mail: communication with individuals
5. Library skills
6. Dictionary studies

Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Assignment</td>
<td>100%</td>
</tr>
</tbody>
</table>

Recommended Teaching/Learning Activities
Individual and group tasks
Practical tasks

Resources: Equipment, Tools and Materials:
Library facilities, reference books, Self-access facilities such as listening cassettes, grammar bank, language games, exam materials
Computer facilities

Prescribed Text/Teacher’s Handbooks
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 1201</th>
<th>Module Title</th>
<th>Intermediate Reading Skills &amp; Vocabulary Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>3</td>
<td>Hours/Week</td>
<td>Lectures 2 hrs, Pre-requisites ARS&amp; VD I</td>
</tr>
<tr>
<td>GPA/GPA</td>
<td>GPA</td>
<td>Practical</td>
<td>2 hrs, Co - requisites None</td>
</tr>
<tr>
<td>Semester</td>
<td>2</td>
<td>Module Type</td>
<td>Core</td>
</tr>
</tbody>
</table>

**Module Aims**

1. Develop ability to adopt a flexible approach to reading and to vary reading strategies according to the type of material and the purpose
2. Help learners to use English as a tool for learning and as a source of pleasure
3. Help students to develop and apply vocabulary knowledge across a variety of contexts
4. Increase their repertoire of strategies for figuring out new vocabulary independently

**Learning Outcomes**

At the end of the module the student will be able to

1. Read efficiently using predicting and previewing
2. Understand directly expressed ideas, facts and information, in descriptive, narrative and factual texts.
3. Understand indirectly expressed ideas through inference
4. Recognize the organization patterns of a paragraph and a longer text.
5. Simplify long and complicated sentences in order to gain a thorough understanding of the text
6. Discriminate different meanings of the same word form
7. Recognise relationships between words
8. Develop awareness of words which belong to a particular field/profession
9. Demonstrate effective choice of words in speech and writing

**Outline Syllabus**

1. Reading skills: previewing, predicting & understanding complex sentences
2. Inferring: understanding indirectly stated information
3. Understanding the organization of the text.
4. Homonyms: homographs and homophones
5. Compound adjectives
6. Foreign words in English
7. Words related to worldwide problems

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>1. Maintain a reading journal &amp; Vocabulary Note Book</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>2. Short classroom tests</td>
<td></td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Reading &amp; Vocabulary Test</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**

- Collaborative group tasks, individual activities

**Resources: Equipment, Tools and Materials**

- Calculators, Access to a computer

**Prescribed Text**

7. Osborn Anna, (2013), Collins English for Life Reading A2 Pre Intermediate
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 1202</th>
<th>Module Title</th>
<th>Effective Communication Skills II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>2</td>
<td>Hours/Week</td>
<td>Prerequisites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures</td>
<td>Pre-requisites</td>
</tr>
<tr>
<td>GPA/NGPA</td>
<td>GPA</td>
<td>Practical</td>
<td>Co - requisites</td>
</tr>
<tr>
<td>Semester</td>
<td>2</td>
<td>Co - requisites</td>
<td>None</td>
</tr>
<tr>
<td>Module Type</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module Aims**

1. Develop the ability to communicate orally with confidence
2. Motivate the learners to use English in their day-to-day work

**Learning Outcomes**

At the end of the module the student will be able to

1. Use language appropriate to audience and situation – degrees of formality
2. Interact in ‘service’ situations
3. Face an interview with confidence
4. Chair /participate actively in a meeting
5. Perform tasks integrating speaking with other skills

**Outline Syllabus**

1. Interaction in ‘service’-Job interviews, business correspondence,
2. Office talk-face-to-face, over the phone
3. Conducting and participating in meetings
4. Planning, organizing and participating in social situations-picnic, dinner party etc.,
5. Interviewing different people e.g. journalists and Miss Sri Lanka-taking notes, prepare reports/articles
6. Planning, and organizing debates and participating in them

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>1. Assess Pair/ group interaction</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>2. Individual speaking tasks</td>
<td></td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Oral test consisting of : face-to-face conversation, role play, Picture description</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**

Interaction in pairs/groups, role play, simulations

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

1. DuttiKioramai, (2013), Basic Communication Skills with CD.
4. James, B. (2010), Effective English (Read, write, and Speak Correct English).
8. Snelling Rhona, (2013), Collins English for Life Speaking With CD.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 1203</th>
<th>Module Title</th>
<th>Listening in English II</th>
</tr>
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<tbody>
<tr>
<td>Credits</td>
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<td>Hours/Week</td>
<td>-</td>
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<td>GPA/NGPA</td>
<td>GPA</td>
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</tr>
<tr>
<td>Semester</td>
<td>2</td>
<td>Module Type</td>
<td>Core</td>
</tr>
</tbody>
</table>

**Module Aims**

1. Develop ability to grasp meaning of what is heard by understanding the speaker’s accent, grammar and vocabulary
2. Help learners to become active and involved listeners.

**Learning Outcomes**

At the end of the module the student will be able to

1. Comprehend extended speech (stories, speeches, lectures)
2. Make appropriate interpretation and inference
3. Demonstrate Understanding of intonation patterns, stress etc. which give clues to meaning and social setting
4. Listen and respond appropriately
5. Be familiar with different tones and accents

**Outline Syllabus**

1. Transfer information: maps, plans, grids, forms, tables lists,
2. Retaining relevant points – note taking
3. Telephone conversations
4. Using songs for listening
5. Problem solving tasks
6. Story-based techniques-expanding the outline

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>Short listening tests</td>
<td>40%</td>
</tr>
</tbody>
</table>

| Semester end examination | Recorded listening tests with task sheet | 60% |

**Recommended Teaching/Learning Activities**

1. Learning tasks which use both bottom-up and top - down approaches.
2. Activities which encourage interactive and non – interactive listening. Tape record listening material where possible

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

1. Aish, Fiona, (2011), Collins English Exams Listening for IELTS with CD,
5. Flint Chris, (2013), Collins English for Life Listening (A2 Pre-intermediate) With CD
**Module Code**: EN 1204  
**Module Title**: Language Structure, Usage and Linguistics II

<table>
<thead>
<tr>
<th>Credits</th>
<th>GPA/NGPA</th>
<th>Hours/Week</th>
<th>Lectures/Discussion</th>
<th>Pre-requisites</th>
<th>Co - requisites</th>
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<td>4</td>
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<td>3 hrs</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Module Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Core</td>
</tr>
</tbody>
</table>

**Module Aims**

1. Develop an awareness of the language forms and their use in meaningful contexts
2. Understand grammar learning as an aid to the improvement of oral and written expression
3. Sensitize learners to aspects of Sociolinguistics & phonology

**Learning Outcomes**

At the end of the module the student will be able to

1. Use English verb forms correctly.
2. Demonstrate awareness of the characteristics and the correct use of adjectives
3. Demonstrate use of verb phrases correctly
4. Recognize how adverbs and adverbials are used in sentences
5. Speak out sentences meaningfully changing the stress and intonation
6. Identify their own pronunciation problems and correct them

**Outline Syllabus**

1. Verbs & verb phrases
2. Active and passive voice
3. Adjectives
4. Adverbs and adverbials
5. Varieties of language
6. Varieties of English
7. Supra segmental features
8. Aspects of connected speech
9. Reduced & full forms

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Short class room tests</td>
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</tr>
<tr>
<td>Semester end examination</td>
<td>Written exam</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**

Different grammar tasks, discussion, grammar games

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

7. Roach Peter, (2012), English Phonetics and Phonology A Practical Course With CD.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 1205</th>
<th>Module Title</th>
<th>American and British literature</th>
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<tr>
<td>GPA/NGPA</td>
<td>GPA</td>
<td></td>
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</tr>
<tr>
<td>Hours/Week</td>
<td></td>
<td>Lectures</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Practical</td>
<td>3 hrs</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Semester</td>
<td>2</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Pre-requisites</td>
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<td>Semester I</td>
</tr>
<tr>
<td>Co - requisites</td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

**Module Aims**

1. Derive pleasure and develop appreciation and independence in reading
2. Develop ability to respond to language of literary texts sensitively
3. Gain a wider perspective on human values and multi-cultural understanding

**Learning Outcomes**

At the end of the module the student will be able to

1. Develop the following skills in relation to American and British poetry
   - Understand the plain sense-words/phrases/ general gist of a poem
   - Understand contextual meaning – social, political/ cultural/ historical setting
   - Empathise/ respond personally- to the text: feelings, characters, events, scenes, settings through reference and inference
   - Appreciate a text- sounds, rhythm, form, imagery, language, themes, mood, tone,

2. Develop the following skills in relation to the American and British short story
   - Identifying point of view
   - Recognising the significance of setting
   - Tracing development of character
   - Identifying interaction between character
   - Appreciating the role of dialogue
   - Identifying tone: irony, humour etc.

3. Develop the following aspects of study in relation to drama
   - Contrast between stage and film
   - Dramatic effects: suspense, dramatic irony
   - Characteristics of comedy/tragedy

**Outline Syllabus** (see appendix 2 for the prescribed texts)

1. Poetry
2. Short Stories
3. Drama

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Short assignments</td>
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</tr>
<tr>
<td>Semester end examination</td>
<td>Written test</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**

Discussions, group reading

**Resources: Equipment, Tools and Materials**

Access to a computer, multi media projectors, audiovisual labs

**Prescribed Text**

Module Code: EN 1206
Module Title: Professional Writing II

Credits: 2
Hours/Week: Lectures 2 hrs, Practical 2 hrs
GPA/NGPA: GPA
Module Type: Core
Pre-requisites: PPW I
Co-requisites: None
Semester: 2

Module Aims

1. Develop student’s ability to respond to a variety of writing tasks in different situations for specific purposes from different points of view
2. Increase understanding of the writing process
3. Develop ability to manipulate and use language displaying a good style of writing

Learning Outcomes

At the end of the module the student will be able to

1. Use a variety of sentence structures and appropriate vocabulary.
2. Write on various kinds of topics for business and practical purposes in a planned and organized manner.
3. Write descriptive, informative, narrative and persuasive prose and appropriate combination of those types
4. Use correct spelling, punctuation and legible handwriting
5. Involve actively in the stages of the writing process

Outline Syllabus

1. Linking ideas using clauses and phrases
2. Develop paragraphs organizing information at inter-paragraph level
3. Informative writing: prospectus, description of people/places
4. Practical writing: CV writing, job applications and covering letters
5. Professional writing: business letters
6. Imaginative writing: stories, playlets and poems
7. Persuasive writing: brochures, leaflets, advertisements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>1. Group tasks</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>2. Individual tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Portfolio assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Written exam</td>
<td></td>
<td>60%</td>
</tr>
</tbody>
</table>

Recommended Teaching/Learning Activities

Collaborative group tasks, Individual writing tasks

Resources: Equipment, Tools and Materials

Calculators, Access to a computer

Prescribed Text

1. Asoka Jagath, (2012), Spend a Few Minutes a Day to Improve Your English Grammar vocabulary and writing
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 1207</th>
<th>Module Title</th>
<th>Computer Assisted Language Learning (CALL) &amp; Study Skills 11</th>
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<td>GPA</td>
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<tr>
<td>Semester</td>
<td>2</td>
<td>Practical</td>
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</tr>
<tr>
<td>Module Type</td>
<td>Core</td>
<td>Co-requisites</td>
<td>None</td>
</tr>
</tbody>
</table>

### Module Aims

1. Enable students to orient themselves to follow the Diploma course
2. Assist students to learn how to study efficiently making use of the available resources
3. Extend and enrich students’ language learning experiences

### Learning Outcomes

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

1. Participate actively in seminars and discussions
2. Make a presentation to an audience with confidence
3. Learn to evaluate their own learning
4. Use data available on websites for small-scale research
5. To put together a text using word processing facilities
6. Peer-edit drafts of compositions on networked computers
7. Demonstrate an understanding of how to use video clips from websites to practice speaking and writing

### Outline Syllabus

1. Presentation skills
2. Self-evaluation techniques
3. Teaching with websites
4. Collaborative projects using data available on the World Wide Web and other sources
5. Working with video clips from websites

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Activity</th>
<th>weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>Final Presentation</td>
<td>Final Presentation using multi-media</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Recommended Teaching/Learning Activities

Simulations, self-evaluation forms

### Resources: Equipment, Tools and Materials

Calculators, Access to a computer

### Prescribed Text

**Module Code**: EN 2101  
**Module Title**: Advanced Reading Skills & Vocabulary Development I

<table>
<thead>
<tr>
<th>Credits</th>
<th>GPA/NGPA</th>
<th>Semester</th>
<th>Module Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>GPA</td>
<td>3</td>
<td>Core</td>
</tr>
</tbody>
</table>

### Module Aims

1. Develop ability to adopt a flexible approach to reading and to vary reading strategies according to the type of material and the purpose
2. Help learners to use English as a tool for learning and as a source of pleasure
3. Help students to develop and apply vocabulary knowledge across a variety of contexts
4. Increase their repertoire of strategies for figuring out new vocabulary independently

### Learning Outcomes

At the end of the module the student will be able to

1. Examine a passage very closely to find necessary information
2. Develop creative reading abilities – think beyond the text.
3. Activate schemata for the interpretation of texts
4. Use reading as a source of information and pleasure
5. Recognise different word-collocations
6. Use synonyms, antonyms and homonyms correctly
7. Use a range of appropriate words in writing

### Outline Syllabus

1. Recognition of different styles of writing: expository, descriptive, narrative, argumentative
2. Creative reading: going beyond the text
3. Intensive reading
4. Integrating activities.
5. Collocation tasks – different combinations connected to verbs
6. Synonyms and their associations
7. Antonyms with prefixes and suffixes
8. Working with texts to develop vocabulary

### Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Classroom Tests</td>
<td>40%</td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Reading &amp; Vocabulary Test</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Recommended Teaching/Learning Activities

- Individual and group reading activities
- Integrated activities

### Resources: Equipment, Tools and Materials

Access to a computer

### Prescribed Text

7. Osborn Anna, (2013), Collins English for Life Reading A2 Pre Intermediate
Module Code: EN 2102
Module Title: Technology Based Communication Skills
Credits: 2
Hours/Week:
- Lectures: 1 hr
- Practical: 3 hrs
GPA/NGPA:
- GPA
Semester: 3
Module Type: Core
Pre-requisites: ECS I & II
Co-requisites: None

Module Aims
1. Develop the ability of students to communicate orally with confidence
2. Motivate the students to use English in their day-to-day work

Learning Outcomes
At the end of the module the student will be able to
1. Use spoken language to express emotions, moods and attitudes
2. Adapt talk for a range of audience and purposes.
3. Make presentations (OHP and other media)
4. Gain and maintain interest and response of different groups of audience e.g. by humour, varying pace and using persuasive language
5. Participate effectively in discussions

Outline Syllabus
1. Functional dialogues-express approval/disapproval, likes/dislikes, surprise/wonder/hope/fear/disappointment
2. Discussion in groups and pairs-information gap activities
3. Role plays using given cues
4. Writing dialogues/drama based on stories and acting them out
5. Describe a process-an experiment, how to make things
6. Making Presentations-using OHP and other media

Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>1. Assessing interaction in pairs and in groups</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>2. Individual speech activities</td>
<td></td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Oral test consisting of the following: face-to-face conversation, role play, picture-based narration</td>
<td>60%</td>
</tr>
</tbody>
</table>

Recommended Teaching/Learning Activities
Interaction in pairs/groups, enacting dramas, descriptions, presentations

Resources: Equipment, Tools and Materials
Calculators, Access to a computer

Prescribed Text
1. DuttKioramai, (2013), Basic Communication Skills with CD.
8. Snelling Rhona, (2013), Collins English for Life Speaking With CD.
## Module Code
EN 2103

## Module Title
Research Methodology

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<th>Hours/Week Lectures *</th>
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<tbody>
<tr>
<td>GPA</td>
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<tr>
<td>1</td>
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</table>

### Module Type
Core

### Hours/Week

- **Lectures**: 2 hrs
- **Practical**: 2 hrs

### GPA/NGPA
GPA

### Semester
111

### Module Aims

1. Extend & enrich students’ knowledge in doing the research.
2. Develop the ability to organize & present a research project.

### Learning Outcomes

At the end of the module the student will be able to

1. Gain background knowledge in conducting a research.
2. Identifying the objectives of the research.
3. Develop writing skills for project writing
4. Developing presentation skills

### Outline Syllabus

1. Introduction to research proposal & writing proposal
2. Introduction to research methodology.
3. Citation methods.
4. Introduction to project writing

### Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>Presentation of project proposal</td>
<td>100 %</td>
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### Recommended Teaching/Learning Activities

1. Task-based teaching, writing activities should provide an awareness of the stages of the writing process.
2. Opportunities should be provided to write the research proposal.

### Resources: Equipment, Tools and Materials:

Access to a computer

### Prescribed Texts/Teacher’s Handbooks

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Language Structure, Usage and Linguistics III</th>
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</thead>
<tbody>
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<td>GPA</td>
<td>Pre-requisites LSUL I &amp; II</td>
</tr>
<tr>
<td>Semester</td>
<td>3</td>
<td>Co - requisites None</td>
</tr>
<tr>
<td>Module Aims</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Develop an awareness of the language forms and their use in meaningful contexts
2. Understand grammar learning as an aid to the improvement of oral and written expression
3. Sensitize learners to aspects of Applied linguistics and Morphology

**Learning Outcomes**

At the end of the module the student will be able to

1. Improve his style of writing by expanding simple sentences to compound and complex sentences
2. To manipulate sentence structures to suit speaking/writing contexts
3. Demonstrate awareness of forming different types of questions
4. Use questions accurately to get the correct response
5. Demonstrate awareness to language learning & language acquisition
6. Demonstrate awareness to word formation process

**Outline Syllabus**

1. Expanding the sentence: coordination
2. Expanding the sentence: subordination
3. If Clause
4. Cleft sentences
5. Language learning & acquisition
7. Individual learner differences
8. Contrastive analysis & error analysis
9. Krashen’s Theory
10. Introduction to morphology
11. Introduction to word formation process.

**Assessment**

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<th>Activity</th>
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<td>Written exam</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

7. Roach Peter, (2012), English Phonetics and Phonology A Practical Course With CD.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2105</th>
<th>Module Title</th>
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<td>Lectures/Discussion</td>
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<td></td>
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<td>Co - requisites</td>
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<td></td>
<td></td>
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<td>Semester</td>
<td>3</td>
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</tr>
<tr>
<td>1.</td>
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<td></td>
<td>Derive pleasure and develop appreciation and independence in reading</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>Develop ability to respond to language of literary texts sensitively</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>Gain a wider perspective on human values and multi-cultural understanding</td>
</tr>
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</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>Gain a sound understanding on commonwealth literature</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>Develop further the language skills practised in the previous year</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>Develop further the reading skills and literary skills</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>Develop the specific skills of studying poetry, short story and novel</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>Ability to respond to literature through a process of reasoning</td>
</tr>
<tr>
<td>Outline syllabus</td>
<td>1. Poetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Short stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The novel</td>
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<tr>
<td>Semester end examination</td>
<td>Written test</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Recommended Teaching/Learning Activities</td>
<td>Discussions, group tasks</td>
<td></td>
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<tr>
<td>Resources: Equipment, Tools and Materials</td>
<td>Access to a computer, multimedia projectors, audio-visual labs</td>
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<td>Module Code</td>
<td>Module Title</td>
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<th>Lectures</th>
<th>Pre-requisites</th>
<th>Co – requisites</th>
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<th>Core</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Module Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop student’s ability to respond to a variety of writing tasks in different situations for specific purposes from different points of view.</td>
</tr>
<tr>
<td>2. Increase understanding of the writing process.</td>
</tr>
<tr>
<td>3. Develop ability to manipulate and use language displaying a good style of writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the module the student will be able to</td>
</tr>
<tr>
<td>1. Develop a piece of writing systematically with well-structured main and subordinate themes and relevant supporting details.</td>
</tr>
<tr>
<td>2. Use accurate and appropriate grammatical structures, vocabulary and style.</td>
</tr>
<tr>
<td>3. Write descriptive, expository, analytic and argumentative prose and appropriate combination of those types.</td>
</tr>
<tr>
<td>4. Use accurate spelling, punctuation and legible handwriting.</td>
</tr>
<tr>
<td>5. Develop an awareness of the stages of the writing process and how it can benefit their own writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outline Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing skills: causes and results.</td>
</tr>
<tr>
<td>2. Informative/expository writing: travel experience, interpret graphs/charts etc., paraphrasing.</td>
</tr>
<tr>
<td>3. Imaginative writing.</td>
</tr>
<tr>
<td>5. Persuasive and argumentative writing: letters to the editor.</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment and Weighting</th>
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</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td>Continuous Assessment</td>
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<tr>
<td>Semester end examination</td>
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</table>

<table>
<thead>
<tr>
<th>Recommended Teaching/Learning Activities</th>
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</thead>
<tbody>
<tr>
<td>Individual and group tasks, process writing.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources: Equipment, Tools and Materials</th>
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</thead>
<tbody>
<tr>
<td>Calculators, Access to a computer.</td>
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</table>

<table>
<thead>
<tr>
<th>Prescribed Text</th>
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<tbody>
<tr>
<td>1. Asoka Jagath, (2012), Spend a Few Minutes a Day to Improve Your English Grammar vocabulary and writing.</td>
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</tr>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Module Type</td>
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</tbody>
</table>

**Module Aims**

Develop capacity to teach English for students of different levels

**Learning Outcomes**

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

1. Be familiar with good classroom management
2. Identify the characteristics of a good language teacher
3. Use a variety question types to serve different purposes in ESL classroom
4. Able to organize pair/group work effectively
5. Use visual aids effectively

**Outline Syllabus**

1. The good language teacher
2. Classroom Management
3. Classroom Language
4. Questioning techniques
5. Pair and group work
6. Visual aids

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
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<tr>
<td>Semester end examination</td>
<td>Written test</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**

Group tasks, presentations, assignments

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text/teacher's Handbooks**

1. MC Kay Sandra Lee, (2011), Teaching English as an International Language Rethinking Goals and Approaches
3. Spratt Mary, (2013), The TKT Course Module 1,2 and 3.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2108</th>
<th>Module Title</th>
<th>Fundamental Business English I</th>
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</tr>
<tr>
<td>Semester</td>
<td>3</td>
<td>Module Type Specialized</td>
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</table>

**Module Aims**

Develop capacity to use English confidently in the world of work

**Learning Outcomes**

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

1. Develop business correspondence abilities
2. Deal with different types of inquiries/business dealings over the phone
3. Develop ability to attend to customer needs/service

**Outline syllabus**

1. Business writing: basic business letters, writing memo/circular/report
2. Writing a resume, job application, covering letter, letters of introductions and reference
3. Place an order, replying to inquiries
4. Writing business emails
5. Business speaking skills: customer services/dealing with complaints
6. Telephoning: mannerism, giving and taking messages, writing down the message, ordering/negotiating over the phone

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
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<th>Weight</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td>2. Speech activities</td>
<td></td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Writing test</td>
<td>50%</td>
</tr>
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</table>

**Recommended Teaching/Learning Activities**

Group and individual activities

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text/Teacher’s Handbooks/other material**

4. Student’s Book, Workbook, Teacher; Book,
5. The International Business English Video and accompanying Teacher’s Guide
Module Code: EN 2109
Module Title: Fundamental Journalism I

Credits: 4
Hours/Week: Lecture/Discussion 3 hrs, Practical 3 hrs
Pre-requisites: None
Co - requisites: None
GPA/NGPA: GPA
Semester: 1
Module Type: Specialized

Module Aims
Enable the students to develop styles of writing used in journalism

Learning Outcomes
At the end of the module the student will be able to

1. Demonstrate an understanding of different language styles, type of vocabulary, and sentence structures used in newspapers and magazines.
2. Demonstrate an understanding of writing news reports
3. Identify the differences between feature articles and news items
4. Recognise the writing process and discover strategies useful to him.
5. Put the pieces of the text together and compose a comprehensive news item

Outline Syllabus
1. Familiarization with prose style, vocabulary, sentence structure in newspapers and magazines
2. News writing style-how information is presented
3. Writing reports-headline, sub-head/s, ‘straight’ news lead
4. Feature styles-difference in writing style between news and features
5. Writing process-writing a draft, working with a draft, re-working the draft

Crafting a news item

Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Assignments</td>
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</tr>
<tr>
<td>Semester end examination</td>
<td>Written test</td>
<td>50%</td>
</tr>
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</table>

Recommended Teaching/Learning Activities
Task-based learning, different group and individual tasks which encourage collaborative learning

Resources: Equipment, Tools and Materials: English newspapers, educational magazines and journals
Calculators, Access to a computer

Prescribed Text
**Module Code**: EN 2201  
**Module Title**: Advanced Reading Skills & Vocabulary Development II

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<td>GPA</td>
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<td>2 hrs</td>
<td>Practical</td>
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<td>Semester</td>
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<td>None</td>
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<td>Module Type</td>
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</tbody>
</table>

### Module Aims

1. Develop ability to adopt a flexible approach to reading and to vary reading strategies according to the type of material and the purpose
2. Help learners to use English as a tool for learning and as a source of pleasure
3. Help students to develop and apply vocabulary knowledge across a variety of contexts
4. Increase their repertoire of strategies for figuring out new vocabulary independently

### Learning Outcomes

At the end of the module the student will be able to

1. Comprehend different types of materials at different comprehension levels
2. Develop ability to interpret graphically presented material
3. Select appropriate material, locate sources, and initiate self-direct learning through reading.
4. Use appropriate vocabulary to suit the context, in conversations
5. Recognise different relationships that exist between words
6. Write using a good range of vocabulary
7. Demonstrates ability to understand and use idioms correctly
8. Use dictionary extensively to build up vocabulary

### Outline Syllabus

1. Reading and comprehension: comprehending texts at different levels
2. Relating graphic material to text
3. Cohesive features
4. Critical Reading-Evaluating the text
5. Extensive Reading (fluent reading)
6. Idioms
7. Different collocation tasks: e.g. words frequently used together. Words frequently used with ‘join’ – army, band, club, group, party, team, union
8. Choosing the right word: tasks on style and subject labels
9. Word building tasks – adding one idea to another

### Assessment

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Semester end examination</td>
<td>Reading &amp; Vocabulary Test</td>
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</tbody>
</table>

### Recommended Teaching/Learning Activities

Individual and group tasks

**Resources: Equipment, Tools and Materials**

Access to a computer

### Prescribed Text

7. Osborn Anna, (2013), Collins English for Life Reading A2 Pre Intermediate
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Hours/Week</th>
<th>Lectures/Discussion</th>
<th>Pre-requisites</th>
<th>Practical</th>
<th>Co-requisites</th>
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<tr>
<td>EN 2202</td>
<td>Language Structure, Usage and Linguistics IV</td>
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</table>

**Module Aims**

1. Develop an awareness of the language forms and their use in meaningful contexts
2. Understand grammar learning as an aid to the improvement of oral and written expression
3. Sensitize learners to aspects of psycholinguistics

**Learning Outcomes**

At the end of the module the student will be able to

1. Express the relation between two entities using the correct preposition
2. Use phrasal verbs to improve the style of speaking and writing
3. Combine sentences using different phrases and clauses
4. Use appropriate linking words to achieve coherence in paragraphs
5. Demonstrate awareness to psycholinguistics.

**Outline Syllabus**

1. Prepositions and prepositional phrases
2. Phrasal verbs
3. Reported speech
4. Comment clauses
5. Transformation of sentences
6. Introduction to psycholinguistics
7. Human brain & language
8. Speech mechanism
9. Communication disabilities
10. Language for special purpose.

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
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<tbody>
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**Recommended Teaching/Learning Activities**

Individual and group assignments

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

7. Roach Peter, (2012), English Phonetics and Phonology A Practical Course With CD.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2203</th>
<th>Module Title</th>
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<tr>
<td>Semester</td>
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<td>Hours/Week</td>
<td>Lectures/Discussion 3 hrs</td>
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<td>Practical</td>
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<td></td>
<td></td>
<td>Module Type</td>
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</table>

**Module Aims**

1. Derive pleasure and develop appreciation and independence in reading
2. Develop ability to respond to language of literary texts sensitively
3. Gain a wider perspective on human values and multi-cultural understanding

**Learning Outcomes**

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

1. Gain a sound understanding on Sri Lankan literature
2. Develop understanding and appreciation of literary texts-drama, fiction, poetry
3. Respond to literary texts (poetry and prose) sensitively
4. Understand and appreciate texts from different cultures and traditions
5. Recognise literature as an incentive to independent reading

**Outline syllabus (see appendix for prescribed texts)**

1. Poetry
2. Short stories
3. Drama

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuous Assessment</td>
<td>Assignments</td>
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</tr>
<tr>
<td></td>
<td>Semester end examination</td>
<td>Written Test</td>
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</table>

**Recommended Teaching/Learning Activities**

Group and individual assignments, group discussions, presentations

**Resources: Equipment, Tools and Materials**

Access to a computer

**Prescribed Text**

## Advanced Professional Writing

<table>
<thead>
<tr>
<th>Module Code</th>
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<table>
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<tr>
<th>GPA/NGPA</th>
<th>GPA</th>
<th>Pre-requisites</th>
<th>Co-requisites</th>
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<tr>
<td></td>
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<td>PW I &amp; II &amp; III</td>
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<thead>
<tr>
<th>Semester</th>
<th>3</th>
<th>Module Type</th>
<th>Core</th>
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</thead>
</table>

### Module Aims
1. Develop student’s ability to respond to a variety of writing tasks in different situations for specific purposes from different points of view
2. Increase understanding of the writing process
3. Develop ability to manipulate and use language displaying a good style of writing

### Learning Outcomes
At the end of the module the student will be able to

1. Develop a piece of writing systematically with well-structured main and subordinate themes and relevant supporting details
2. Use accurate and appropriate grammatical structures, vocabulary and style
3. Write descriptive, expository, analytic and argumentative prose and appropriate combination of those types.
4. Use accurate spelling, punctuation and legible hand writing
5. Develop an awareness of the stages of the writing process and how it can benefit their own writing.

### Outline Syllabus
1. Evaluative Writing
2. Summary Writing
3. Informative & Descriptive writing
4. Analytical writing
5. Persuasive and argumentative writing
6. Writing a newspaper page

### Assessment and Weighting

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
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<td>2. Collaborative tasks</td>
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<td>Semester end examination</td>
<td>Written exam</td>
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</table>

### Recommended Teaching/Learning Activities
Individual and group tasks, process writing

### Resources: Equipment, Tools and Materials
Calculators, Access to a computer

### Prescribed Texts/Teacher’s Handbooks
## Module Code
EN 2205

## Module Title
English Language Teaching Methodology II

<table>
<thead>
<tr>
<th>Hours/Week</th>
<th>Micro-teaching</th>
<th>Pre-requisites</th>
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<td></td>
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</table>

### Module Type
Specialized

### Credits
4

### GPA/NGPA
GPA

### Semester
4

### Module Aims
Develop capacity to teach English for students of different levels

### Learning Outcomes
At the end of the module the student will be able to:

1. Learn to handle learner errors
2. Handle Primary teaching material effectively
3. Handle secondary teaching material effectively
4. Practise teaching using micro-teaching
5. Use effective language teaching techniques

### Outline Syllabus
1. Handling learner errors
2. Language teaching techniques: Different stages in the lesson, introduction, presentation, practice, application, evaluation,
3. Handling Primary Materials: Overview of the package (theme, vocabulary, structure) Examine content of text books, workbooks and suggested teaching procedure and assessing procedure
4. Micro teaching: primary material
5. Secondary materials: overview of the package, Rationale and underlying principles, Examining content, suggested teaching procedure and assessing procedure
6. Micro teaching: secondary materials

### Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Micro-teaching</td>
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</tr>
<tr>
<td>Semester end examination</td>
<td>Written test</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Recommended Teaching/Learning Activities
Group work, micro-teaching

### Resources: Equipment, Tools and Materials
Calculators, Access to a computer

### Prescribed Text
1. MC Kay Sandra Lee, (2011), Teaching English as an International Language Rethinking Goals and Approaches
3. Spratt Mary, (2013), The TKT Course Module 1,2 and 3.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2206</th>
<th>Module Title</th>
<th>Fundamental Business English II</th>
</tr>
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<td>Pre-requisites</td>
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<tr>
<td>Semester</td>
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<td>Co - requisites</td>
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</tr>
<tr>
<td>Module Type</td>
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<td></td>
<td></td>
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</table>

**Module Aims**

Develop capacity to use English confidently in the world of work

**Learning Outcomes**

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

1. Conduct and participate in business meetings effectively
2. Prepare agenda/minutes/reports/of different business meetings
3. Read and understand business information: articles/reports/graphs/tables/charts
4. Conduct and face job interviews
5. Interview different people in the business field and find necessary information

**Outline Syllabus**

1. Business meetings: chairing/ participating expressing point of view, making objections, asking for opinion, ending a meeting, vote of thanks
2. Business meetings: preparing agenda, minutes, report of the meeting
3. Business dialogues
4. Business reading,
5. Job interviewing
6. Practical component: English with outsiders-semi-structured interviews with different people

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Mini project-planning, designing questionnaire, interviewing, writing a report</td>
<td>50%</td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Written test</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**

Group and individual activities

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

4. Student’s Book, Workbook, Teacher; Book.
5. The International Business English Video and accompanying Teacher’s Guide
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2207</th>
<th>Module Title</th>
<th>Fundamental Journalism II</th>
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<td>Hours/Week</td>
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<tr>
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<td>GPA</td>
<td>Pre-requisites</td>
<td>J I</td>
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<tr>
<td>Semester</td>
<td>4</td>
<td>Practical</td>
<td>Co - requisites None</td>
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<tr>
<td>Module Type</td>
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<td></td>
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</table>

**Module Aims**

Enable the students to develop different types of articles for journals

**Learning Outcomes**

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

1. Develop an understanding of the types of articles and language style of different journals
2. Produce reports/articles for journals
3. Design and produce a college magazine

**Outline Syllabus**

1. Language and style of writing journals: academic / business / political / entertainment / environment / medical / fashion / science
2. Use of illustrations
3. Writing articles/news stories
4. Reviewing/editing/proof reading and publishing
5. Practical component: designing and producing a college magazine

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Design and produce a college magazine</td>
<td>50%</td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Writing test</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**

Task-based learning, different group and individual tasks which encourage collaborative learning

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

Module Code: EN 2208  
Module Title: Principles of Education

Credits: 3  
Hours/Week:  
Lectures: 2 hrs  
Practical / Self study: 2 hrs

Pre-requisites: None  
Co - requisites: None

Semester: 4  
Module Type: Specialized

GPA/NGPA

Module Aims
Enable the students to develop the knowledge in education

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

1. Develop an understanding of principles of education  
2. Know about educational Philosophers & various educational approaches  
3. Know about the educational history of Sri Lanka

Outline Syllabus

1. What is education?  
2. Education philosophers  
3. Various educational approaches  
4. Professionalism in teaching  
5. The history of the development of education in Sri Lanka  
6. Socialization

Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
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<td></td>
<td>Take home assignments</td>
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<td>Semester end examination</td>
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</tbody>
</table>

Recommended Teaching/Learning Activities
Task-based learning, different group and individual tasks which encourage collaborative learning

Resources: Equipment, Tools and Materials
Access to a computer

Prescribed Text

1) Farrant J.S,(2004), Principles and Practice of Education . 
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2209</th>
<th>Module Title</th>
<th>Intermediate Business English</th>
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<td>Semester</td>
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<td>Co - requisites</td>
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<td>Module Type</td>
<td></td>
<td>Practical / Self study 2hrs</td>
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</table>

**Module Aims**
Develop capacity to use English confidently in the world of work.

**Learning Outcomes**
At the end of the module the student will be able to:

1. Write business letters effectively
2. Prepare memos & E-mails
3. Talk over the phone effectively
4. Conduct and face job interviews

**Outline Syllabus**

1. Business Letters
2. Memos and E-mails
3. Jobs and careers
4. Over the phone
5. Placing and acknowledging an order, making / replying enquiries
6. Dealing with problems : complaining , apologizing
7. Job interviews

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
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<tr>
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<td></td>
<td>Presentations</td>
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<td></td>
<td>Interviews</td>
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**Recommended Teaching/Learning Activities**
Group and individual activities

**Resources: Equipment, Tools and Materials**
Calculators, Access to a computer

**Prescribed Text**

4. Student’s Book, Workbook, Teacher; Book,
5. The International Business English Video and accompanying Teacher’s Guide
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2210</th>
<th>Module Title</th>
<th>Intermediate Journalism</th>
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<td>GPA</td>
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<td>J I &amp; II</td>
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<tr>
<td>Module Type</td>
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</table>

**Module Aims**
Enable the students to develop different types of articles for journals

**Learning Outcomes**
At the end of the course the student will be able to:

1. Develop an understanding of the types of articles and language style of different journals
2. Produce reports/articles for journals
3. Design news stories

**Outline Syllabus**

1. An Introduction to Journalism
2. News Writing Style & Writing News Reports
3. Feature styles
4. Crafting a news story

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Activity</th>
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<tr>
<td>Continuous Assessment</td>
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<tr>
<td>Semester end examination</td>
<td>Writing test</td>
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</table>

**Recommended Teaching/Learning Activities**
Task-based learning, different group and individual tasks which encourage collaborative learning

**Resources: Equipment, Tools and Materials**
Calculators, Access to a computer

**Prescribed Text**

2) Hedge, T 1988. Writing, Oxford University Press
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2211</th>
<th>Module Title</th>
<th>Educational Measurement</th>
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<tr>
<td>Semester</td>
<td>4</td>
<td>Co - requisites None</td>
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</tr>
<tr>
<td>Module Type</td>
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</tbody>
</table>

**Module Aims**

Enable the students to develop skills in Educational measurement

**Learning Outcomes**

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

1. Develop an understanding of the types of measurement tools.
2. Understand the concepts of evaluation.
3. Organize evaluation methods & scores.

**Outline Syllabus**

1. The importance of evaluation
2. Basic concepts of evaluation
3. Types of evaluation procedures
4. Objectives for measuring learning outcomes
5. Various achievement test
6. Organizing scores

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Continuous Assessment</td>
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<td>Writing test</td>
<td>50%</td>
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</table>

**Recommended Teaching/Learning Activities**

Task-based learning, different group and individual tasks which encourage collaborative learning

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

### Module Code
EN 2212  
### Module Title
Advanced Business English I

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<table>
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<tr>
<td></td>
<td>Practical / Self Study</td>
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**Pre-requisites**  
BE I, II & III

**Co-requisites**  
None

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<tbody>
<tr>
<td>Module Type</td>
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</table>

**Module Aims**
Develop capacity to use English confidently in the world of work.

**Learning Outcomes**
At the end of the module the student will be able to:

1. Conduct and participate in business meetings effectively.
2. Write reports and summaries.
3. Prepare effective advertisement.

**Outline Syllabus**

1. Business Meetings 1
2. Writing reports and summaries
3. Advertisements and commercials
4. Selling and buying product
5. Travelling on business

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Conducting business meetings, Designing Advertisements, Presentations</td>
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<tr>
<td>Semester end examination</td>
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</table>

**Recommended Teaching/Learning Activities**
Group and individual activities

**Resources: Equipment, Tools and Materials**
Calculators, Access to a computer

**Prescribed Text**

2) Mascull Bill, (2011), Business Vocabulary in use intermediate with CD.
3) Student’ Book cassette set, Workbook cassette set.
4) Student’s Book, Workbook, Teacher; Book,
5) The International Business English Video and accompanying Teacher’s Guide
Enable the students to develop different types of articles for journals

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

1. Develop an understanding of the types of articles and language style of different journals
2. Write articles and news stories.
3. Edit & proof read

Outline Syllabus

1. The Journalistic Writing
2. News Papers
3. Reporters and Reporting
4. Editors, Editing & Headline Writing
5. Writing News, Features and Styles
6. Writing Articles and news stories
7. Writing Articles: Reviewing, editing and proof reading.

Assessment

<table>
<thead>
<tr>
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<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Writing news articles.</td>
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<tr>
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<td>Presentations</td>
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<td>Writing test</td>
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</tbody>
</table>

Recommended Teaching/Learning Activities
Task-based learning, different group and individual tasks which encourage collaborative learning

Resources: Equipment, Tools and Materials
Calculators, Access to a computer

Prescribed Text

2) Hedge, T 1988. Writing, Oxford University Press
<table>
<thead>
<tr>
<th>Module Code</th>
<th>EN 2214</th>
<th>Module Title</th>
<th>Educational Psychology</th>
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</table>

**Module Aims**
Enable the students to understand the concept of educational psychology

**Learning Outcomes**
At the end of the course the student will be able to:

1. Understand the concept of psychology.
2. Understand the nature of special needs.
3. Understand the concept of education guidance & counselling.

**Module Aims**
Enable the students to understand the concept of educational psychology

**Learning Outcomes**
At the end of the course the student will be able to:

1. Understand the concept of psychology.
2. Understand the nature of special needs.
3. Understand the concept of education guidance & counselling.

**Outline Syllabus**

1. Education psychology
2. Personal development
3. Intellectual development
4. Learning
5. Children with special needs
6. Educational guidance and counseling

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Presentation.</td>
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</tr>
<tr>
<td></td>
<td>Take home assignment.</td>
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</tr>
<tr>
<td>Semester end examination</td>
<td>Writing test</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Recommended Teaching/Learning Activities**
Task-based learning, different group and individual tasks which encourage collaborative learning

**Resources: Equipment, Tools and Materials**
Calculators, Access to a computer

**Prescribed Text**

2) Bruce.Tuckman, David. Monetti, (2010), Educational Psychology.
Module Code: EN 2215
Module Title: Advanced Business English II
Credits: 3
Module Type: Specialized
Module Aims:
Develop capacity to use English confidently in the world of work

Learning Outcomes
At the end of the module the student will be able to:
1. Write reports.
2. Write business manuals.
3. Develop business profile.

Outline Syllabus
2. Instructions and User Manuals.
4. How to develop a business profile.
6. Strategies for Successful Business and Group meetings
7. Presentations
8. Negotiation Skills
10. Mechanics

Assessment
<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Mini project-planning, designing questionnaire, interviewing, writing a report</td>
<td>50%</td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Written test</td>
<td>50%</td>
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</tbody>
</table>

Recommended Teaching/Learning Activities
Group and individual activities

Resources: Equipment, Tools and Materials
Calculators, Access to a computer

Prescribed Text
2) Mascull Bill, (2011), Business Vocabulary in use intermediate with CD.
3) Student’ Book cassette set, Workbook cassette set.
4) Student’s Book, Workbook, Teacher; Book,
5) The International Business English Video and accompanying Teacher’s Guide
Module Code: EN 2216  
Module Title: Advanced Journalism II  
Credits: 3  
Hours/Week: 2 hrs  
GPA/NGPA: GPA  
Module Type: Specialized  
Semester: 4  
Pre-requisites: J I, II, III & IV  
Co-requisites: None

Enable the students to develop different types of articles for journals

**Learning Outcomes**

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

1. Develop an understanding of the theory of journalism
2. Know the history of journalism
3. Design and produce a college magazine

**Outline Syllabus**

1. Theory of Journalism
2. The History of Journalism
3. New Realities, New Journalism
4. Twentieth Century and beyond
5. Types of Journalism Publication and Website Design
6. Magazines
7. Television, Radio and News Web Sites
8. Culture, Law and Ethical Practices of a Journalist

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>Design and produce a college magazine</td>
<td>50%</td>
</tr>
<tr>
<td>Semester end examination</td>
<td>Writing test</td>
<td>50%</td>
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</tbody>
</table>

**Recommended Teaching/Learning Activities**

Task-based learning, different group and individual tasks which encourage collaborative learning

**Resources: Equipment, Tools and Materials**

Calculators, Access to a computer

**Prescribed Text**

2) Hedge, T 1988. Writing, Oxford University Press

**Note:**

- English Language Teaching Methodology, Fundamental Business English and Fundamental Journalism are the three optional subjects in the 2nd year.
- Those who choose English Language Teaching Methodology as a specialized subject, they must select the following three subjects such as Principles of Education, Educational Psychology and Educational Measurement.
- Those who choose Fundamental Business English as a specialized subject, they must select the following subjects such as Intermediate Business English, Advanced Business English I and Advanced Business English II.
- Those who choose Fundamental Journalism as a specialized subject, they must select the following subjects such as Intermediate Journalism, Advanced Business English I and Advanced Business English II.
EN 1101: Reading Skills & Vocabulary Development

1. Nature and purposes of reading (10/05 hrs)
   - What is Reading: Give two or three definitions
     - “What the brain does in ‘reading’ is to make sense of a particular piece of written language in the light of prior knowledge and current intentions and expectations of the reader” (Frank Smith 1982. Understanding Reading)
     - Interactive process in which the reader constructs meaning from a particular piece of writing.
   - What do good readers do when they read?
     Get actively involved with the text to understand words, syntax, and content (intended message)
   - What is necessary for good reading?
     To understand that:
     - Reading efficiently means tackling everyday tasks with a clear purpose.
     - Need to adjust reading strategy to suit the purpose
     - Different reading tasks require different degrees of attention and understanding
     - There is a close relationship between reading and other skills and therefore reading should be integrated with writing, speaking and listening.
   - Get students to list the purposes of reading and the type of texts
     - To learn,
     - To function in society
     - To satisfy personal interests

1 Reading skills: scanning and skimming: develop speed reading (10/05 hrs)
   - Scanning: read rapidly to locate specific information.
   - Text types: reading an index, telephone directory, a dictionary to find a word, a name, a number. reading notes, messages, letters, news items etc. to find some specific information, provide opportunities to scan different text types
   - Skimming: reading to obtain the general, overall idea/gist of the whole text
     - make students aware of the parts of the text which contain the most important information and that they should read only those
     - read the introductory and concluding paragraphs, the first and the last sentences of the paragraphs in between. Pick up the key words such as dates, names, while moving their eyes down the page
     - Imposing time limits and comparing the time required by various students will be a rapid reading technique.

2 Literal comprehension: understanding directly stated information (15/07hrs)
   - Techniques: fact questions based directly on the text
     - True/false statements
     - Completion
     - Multiple choice questions
   - Text types: brochures, information manuals, letters, news reports, etc.
     (a) Word attack skills
     - Deducing meaning of unfamiliar words using context clues
       - Using other words such as synonyms and antonyms in the same sentence or paragraph
       - Using the meaning of the sentence as a whole e.g. The Indians cut their canoes out of tree trunks by using an adze. The meaning of adze can be deduced from the meaning of the whole sentence.
     - Using structural and morphological information
       - Guessing the word class
       - Understanding the way how suffixes and prefixes are used to build words
(b) Text attack skills: interpreting grammatical cohesive devices-reference, substitution, elliptical expressions

- What is Cohesion? What are cohesive devices?
  Cohesion helps a text to hang together. (Combine well). It expresses the continuity that exists between a part of a text and another part. Cohesive devices help in achieving cohesion. They are of two main types—grammatical and lexical.

- Grammatical cohesive devices:
  - Reference: identifying the meaning of preforms such as it, he, our, these, those, which are used to avoid repetition
  - Substitution: e.g. I have a red pen, but Nimal has a blue one.
  - Ellipsis: leaving out a word/words from a sentence which the reader can understand from the surrounding text: e.g. They came although they were asked not to.(not to come)

3 Word formation in English (10/05 hrs)

- Adding prefixes and suffixes
  - Suffixes: can change the word class and the meaning of the word
    - Adjectives: -able. Readable
    - Verbs: -ize. Modernize
  - Other suffixes: excitement, flexibility, childhood, membership, active, useless, forgetful, delicious

Activity: Form nouns/adjectives/verbs using the given suffixes, as in the examples. Use the dictionary to find the meanings.

- Prefixes: often used to give adjectives a negative or an opposite meaning; uncomfortable, inconvenient, dissimilar

Activity: List words with other prefixes, e.g. anti-, auto-, bi-, ex-

4 Identifying word families (15/08 hrs)

- Focus: How word families are developed from a single root
  - e.g. part, particle, partition, partly, partner, participant, particular

- Note the stress in each word. Practice saying the words with correct stress.
  - e.g. photograph, photography, photographic

5 Words with more than one meaning (10/05 hrs)

- Focus: find the right word in context

- Types of tasks: discuss different meanings of these words. Make two sentences which give two different meanings.
  - e.g. book: I bought a story book.
  - Book a ticket in advance in the intercity train.
Conversational routines (10 / 05 hrs)
- Greetings/thanking/ apologizing/ complimenting/ leave taking etc.
- Types of activities: Dialogues/conversations in different settings (pair and group work) e.g. at the post office/office/market
- Procedure: listen to the dialogue. Practise it with a partner. Then write their own dialogues and practise saying them.

Interaction in ‘service’ situations (10 / 05 hrs)
- Enrolling in a school/institute, obtaining membership in a library/club/Association, reserving seats in a cinema/train/ on the plane
- Type of activities: role play, simulation
- Functions: request, explain, justify, and decide,

Functional dialogues (10 / 05 hrs)
- Buying, selling, bargaining, complaining
- Type of activities: role play
- Exponents: Can I have…, I would like to…, I want to change this shirt…, Can I pay by cheque/credit card?

Enact social situations (10 / 05 hrs)
- Situations: Tea/dinner/ Birth day/party, Theatre /bus queue, etc
- Types of activities: simulations, dialogue between the host/hostess and guests, guests themselves.
- Language focus: welcoming, thanking, wishing, congratulating, making, making a short speech, informal conversation.
- Conversation between persons in a queue: about the play/ film, long queue etc.
- Language focus: explain, discuss, compare, and complain

Fluency based activities (10 / 05 hrs)
- Focus: how to maintain fluency in a conversation avoiding excessive pausing, breakdowns and errors in grammar and pronunciation. Involve students in talking about a range of topics which engage their interests, experiences and opinions.
- Types of activities: Use pictures, newspaper headlines cartoons as stimuli. Provide necessary language (structures, words).and discussion questions, e.g., Do you agree with what the woman in the picture is saying?

Functional dialogues (10 / 05 hrs)
- Asking for help/permission/ directions
- Exponents: Can I ask you a favour, May I…, Could you please…, Would you mind if I …, I would like to… I wonder if I could…
- Types of activity: Role plays the model dialogue. Prepare their own dialogues. Perform them before the class.
Nature of listening and factors that affect listening (06 / 03 hrs)

- What is listening? Ability to identify and understand what others are saying, involves understanding a speaker’s accent/pronunciation/grammar/vocabulary and grasping the meaning.
- Factors that affect listening:
  - Get the students to discuss and write a list in small groups.
  - Whole class discussion. Use the following factors in the discussion:
    Listening passage is heard only once, content usually not well organized, cannot be listened to at a slower speed (message on radio, on tape), difficult to recognize individual words in the stream of speech, may contain colloquial words and expression and redundant utterances: repetitions, false starts, rephrasing, self-corrections, elaborations, meaningless utterances (e.g. I mean. you know...), no body language and facial expressions, etc.

Extract specific information –selective listening (06 / 03 hrs)

- Purpose: not to look for global/general meaning, but to be able to find necessary information. Students listen for names/dates/certain facts and events/location/situation/context etc.
- Types of tasks:
  - Listen to news. In the work sheet tick the category to which the news items you hear fall into.
  - Listen to announcements e.g. Airline arrivals and departures. Fill in the flight numbers, destinations, gate numbers, departure times etc.

Listening for the main idea and specific details (06 / 03 hrs)

- Types of activities
  - Listen and take notes under given headings
  - Listen and answer comprehension check questions
- Text types: Interviews, speeches

Understanding planned monologues (06 / 03 hrs)

- In planned monologues the language is carefully structured. Provide the students with a task sheet to be completed while listening.
- Types of activities: weather reports, news readings

Understanding unplanned monologues (06 / 03 hrs)

- In unplanned monologues which are usually created on the spot in response to an initial question there is a lot of pauses, redundancy and fragmentary utterances.
- Types of tasks:
  - 1. Identify the meaningless speech, list them, and compare with others
  - Comprehension questions
Word classes and their grammatical functions (10/05 hrs)
- Open classes: nouns, verbs, adjectives, adverbs
- Closed classes: determiners, pronouns, prepositions, conjunctions, operator-verbs, interjections, enumerators.
- Types of activities: write examples for each word class
- Rationale for word classes in grammar: Words which belong to one class only can be used in a particular position in a sentence. Provide examples.
- List the differences between the two types: e.g. open class-thousands of words. Closed classes- limited number
- Some words appear under more than one word class, e.g. ‘play’ as noun and verb, ‘that’ as determiner and conjunction
- Types of activities: write sentences to show how the word ‘round’ appears as noun, verb, adjective, adverb, and preposition.

Elements of grammar (10/05 hrs)
- Units of language:
  The sentence-a set of words standing on their own as a sense unit.
  Clause – a kind of mini sentence, a set of words which makes a sense but may not be concluded by a full stop. A sentence may have only one clause or 2 or more clauses.
  The phrase: A shorter unit of one or more words e.g. noun phrase
- Parts of a sentence
  Subject (topic), predicate 9everything said about the topic)-give examples
- Sentence elements
  - Subject, verb, object, complement, adverbial
  - The most common parts of the sentences
  - Object may be direct or indirect, the complement refers to the same thing as the subject,
  - Adverbial adds further information (words, phrases such as, at home, yesterday)
- Activities: make sentences using the clause elements. Analyse their structure.

The simple sentence (10/05 hrs)
- A sentence consisting of only one clause
- Activities: Indicate to which of the clause types the given sentences belong to

The simple sentence: questions, commands, exclamations, negation (10/05 hrs)
- Questions-
  - Types of questions; yes-no questions, tag questions, Declarative questions, Alternative questions, wh- questions
  - Yes-no questions- operator is placed before the subject. If there is no operator, ’do’ is introduced, e.g. has the boat left? Does he like Mary?
  - Wh- questions:
    - Alternative questions-
  - Commands: Usually has no subject. It has an imperative finite verb (the base form) of the verb
  - Exclamations: sentences which have an initial phrase introduced by ‘what’ or ‘how’ e.g. What a noise they are making!
  - Negation: accomplished by inserting ’not’, n’t ‘between the operator and the predication

Nouns & Noun phrases (10/05 hrs)
- Noun classes
- Differences between count and mass nouns, regular and irregular nouns, abstract and concrete nouns.
- Structure of the noun phrase: head word, pre-modifiers, post modifiers
- Word classes that can function as pre-modifiers-determiners, enumerators, adjectives, modifying nouns
- Word classes that can function as post modifiers-mostly prepositional phrases
- Functions of the noun phrase-subject, direct object, indirect object, complement, apposition, adverbial. (provide examples)
- Activities: analysis of noun phrases, expanding the noun phrase using pre and post modifiers.

Linguistics
Introduction to language & Linguistics (10/05 hrs)
- What is language?
- What is Linguistics?

Phonetics & Phonology (30/15 hrs)
- What is phonology?
- What is phonetics?
- Differences between phonology & phonetics.
- Sounds of English & phonetic transcription.
- Organs of speech.
- Introduction to phone, phoneme & Allophone. (Only the introduction to terminologies)
### EN-1105 - Introduction to literature

1. **Introduction to literary eras** *(30 / 15 hrs)*  
   - **Mediaeval** - a ballad, Demon Lover  
   - **Elizabethan** - sonnet by Shakespeare, Shall I compare thee to a summer’s day’ Rose Cheeked Laura by Thomas Campion  
   - **Metaphysical** - Death be not proud by Donne, To His Coy Mistress by Andrew Marvell  
   - **Augustan** - ‘The Portrait of Zimri’ from Absalom and Achitophel by John Dryden  
   - **Romantic** - Rainbow by Wordsworth  
   - **Victorian** - Lotus Eaters (The first of the poem up to choric song) by Alfred Lord Tennyson.  
   - **Modern** - Irish Airman foresees his death by W.B Yeats

2. **Introduction to the elements of poetry, short story, novel** *(05 / 03 hrs)*
3. **Introduction to literary techniques.** *(05 / 02 hrs)*
4. **Introduction to literary skills.** *(10 / 05 hrs)*

5. **Novel** - ‘Lord of the flies’ by William Golding /Great Expectations by Charles Dickens *(20 / 10 hrs)*

6. **Short story** - ‘Open Window’ by Saki  
   - The Rocking Winner by D.H Lawrence  
   - Uncle Ernest by Allan Sill toe *(20 / 10 hrs)*
EN 1106: Professional Writing I

Nature and functions of written language (05/02 hrs)
- Identifying the difference between the spoken and written English and formal and informal English
- Identifying different types of texts and functions: descriptive / narrative / expository / argumentative / persuasive

Writing essentials (05/03 hrs)
- Cohesion-unity of thought/relation between sentences in a paragraph and paragraphs in a longer text
- Clarity and precision: organising writing using a clear structure, content, layout, handwriting
- Spelling, punctuation, grammar, vocabulary

General guidelines for student portfolios (05/03 hrs)
Introduction: A collection of students’ work that demonstrates to students and others their efforts, progress and achievements. Students should have their own portfolios which can be a file folder.

Purpose:
- To collect students’ writing during the semester.
- To provide a tangible record of writing for assessment
- To provide a tangible record of students’ writing progress

Instructions:
- Have students date their samples as they write or revise them.
- Identify writing as “first draft” “revision” or “final copy”
- Check each folder regularly so that specific needs can be addressed as they arise
- Encourage students to share their writing with peers

Developing a paragraph (05/02 hrs)
- Provide different types of paragraphs. Ask students to find topic sentence, supporting details, conclusion
- Instructions to write different types of paragraphs, e.g. Put these sentences into the correct order to make a paragraph

Letter writing (10/05hrs)
- Understand the format of a personal letter and a formal letter
- Personal letters - express happiness / sorrow / exchanging news
  e.g. I was very happy to / delighted to / glad to / hear that…
- Formal letter - address, date, designation and address of the person, salutation, underlined subject of the letter, body of the letter (introduction, reason, request for action) conclusion, complimentary close, signature, name and address.
- Practice writing letters of request, letters of inquiry, letters of invitation, letters of thanks
- Language differences-provide examples, e.g. I am writing to you regarding…, I wish to inform you…

Practical writing (10/05hrs)
- Notices
- Invitation cards

Help students with the writing process; planning, drafting, revising, proof reading and presenting

Professional writing (10/05 hrs)
- Memos-used for internal office correspondence. Provide a model to read and study the content (group work).
  E.g. you are the secretary of the sports club of your office. Write a memo to members informing about the annual picnic.
- Faxes
- Emails
- Agendas of meetings-Provide a sample-usually follow the same pattern.

Imaginative writing- dialogues (10/05 hrs)
- Write imaginary dialogues and act them out. e.g. Explaining about a broken window, a conversation between a mosquito and a dog
- Provide a new ending to a familiar story
- Use 3 or 4 familiar objects and get students to write an incident/situation involving them.
EN 1107: CALL & Study Skills I

1. Computer literacy, computer competency (10/05 hrs)
   - Computer literacy: general knowledge of what computers are used for and some general experience in using them. List the purposes in using computers
   - Computer competency: ability to use the computer as a tool for particular purposes
     A general introduction-email, conferencing programs (written and spoken), word processing programs, language archives (written and spoken)

2. Reinforcement of classroom material (10/05hrs)
   Using text books accompanied by CD-ROM disc, which has practice exercises, self-check tests, extra reading material.

3. Speech processing (10/05hrs)
   Access to speech recognition programs, simple exercises in pronunciation, feedback graphs showing accuracy of learner’s control of phonemic and prosodic elements.

4. Effective use of email (10/05hrs)
   - Choose the appropriate software and learn how to use the email system confidently.
   - Communicate with the teacher and others to carry out task-based learning projects.

5. Library skills (10/05 hrs)
   - Understanding classification system
   - Using a library catalogue
   - Using the content/index pages of a book to find reference
   - Finding information quickly from bibliography
   - Activities:
     - Library skills questionnaire, e.g. Write down the classification numbers of the following books and find them on the shelves.
     - Give the names and numbers of the books that give information about the following topics

6. Dictionary studies (10/05hrs)
   - Getting familiar with the format of good monolingual dictionary entries
   - Finding their way around the information a dictionary offers
   - Discuss the role of a dictionary
   - Assign activities which show the kinds of meanings that are presented and how they are presented.
EN 1201: Intermediate Reading Skills & Vocabulary Development

1). Reading skills: previewing, predicting & understanding complex sentences (10/05hrs)
- Make predictions based on the title, sub-titles, students’ knowledge of the topic, the linguistic context, non-linguistic context such as diagrams, graphs, pictures, maps etc.
- Encourage to predict before reading, while reading, and after reading (a useful skill to increase students’ reading speed and enhance their comprehension of the text).

Understanding complex sentences
- Focus: practice in seeing how long sentences which have a complicated style, (e.g. a main clause and a number of subordinate clauses) can be simplified
- Types of activities:
  - Look at the following sentences and punctuate them. Read them to another student, pausing in suitable places. Then answer the questions (wh-questions on each sentence)
  - Identify the clauses and phrases in a complex sentence.

2). Making inferences - understanding indirectly stated ideas and information (10/05hrs)
- Students are required to interpret or ‘read between the lines’ in order to make inferences. It involves students combining their literal understanding of the text with their personal knowledge and intuitions.
- Types of activities: what do you think? e.g. What kind of person wrote this article? Why do you think so? What evidence is there in the passage for the following statements?

3). Understanding the organization of the text (10/05 hrs)
- Focus: practice in recognizing how sentences are joined together to make paragraphs, how paragraphs form the passage, and how this organization is signified.
- Types of activities:
  - In the passage, a number of sentences are missing. Read it through and decide where the sentences given below should go.
  - The following sentences are taken from 4 brochures of exhibitions. Separate the 4 texts and match them with the brochure titles.
- Discuss common organizational patterns providing sample texts. e.g. cause-effect, sequence of events, describing a process, analogy and contrast, classification, argument and logical organization etc.
- Types of activities:
  - Identify textual connectors in different texts, e.g. cause (e.g. was caused by) effect (e.g. led to)
  - Sequencing expressions: at first, then, as soon as, when, an hour later

4). Homonyms: homographs and homophones (10/05hrs)
- Homographs: words written in the same way, but have different meanings and may be pronounced differently.
  e.g. I live in Kandy.
  Your favourite star is performing live on TV tonight (write the two words in phonetic script and show the difference in pronunciation)
- Homophones: words with the same pronunciation but with a different spelling and pronunciation
  e.g. Read this aloud.
  I allowed him to go out. , Come here, I can’t hear you.
- Activities: write the homophones of these words and use them in sentences
  There, red, been, sail, by, etc.
  Write the words according to the vowel sound. e.g. / u: /= two

5). Compound words: compound adjectives (10/05hrs)
- Compound adjective has two parts. The second part is often a present or past participle
- Focus: a large number describe personal appearance (broad-shouldered). Others describe person’s character. (good-natured, warm-hearted)
  There is another group which has a preposition in the second part. (worn-out shoes)
  There are other useful compound adjectives such as: air-conditioned, time-consuming
- Types of activities
  - Write as many first parts as possible for the following: - minded,
  - Describe yourself and your classmates using compound adjectives.

6). Foreign words in English (British & American words) (05/03 hrs)
- Focus: to be familiar with different varieties of English, British, American, Indian,
  British English words ending in -our, -re and -ise, usually end in -or, -er and -ize in American English. Students find examples. Check answers in a dictionary.
  - Read a few American stories/poems/magazines. List common American English words and their British English equivalents. e.g. sidewalk- pavement, elevator-lift, apartment- flat.

7). Words related to worldwide problems (05/02hrs)
- Focus: becoming familiar with the words connected with disasters/tragedies, verbs connected with these words and words for people involved in disasters
- Types of activities:
  - Brainstorm round the words, disasters/tragedies. List the words such as earthquakes, hurricanes, tornadoes, explosions, volcanoes, epidemics.
    Finding the meaning and writing them
  - Look for the verbs associated with these words and make sentences.
    e.g. A volcano has erupted in Indonesia. Hundreds are feared dead.
  - Look for words for people involved in disasters/tragedies
    e.g. The explosion /typhoon/ flood resulted in 300 casualties (dead and injured)
Interaction in ‘service’: Job interviews, business transactions (10/05hrs)
- Focus: Strategies for opening and closing conversations, how to use a neutral style of speaking-polite and clear speech
- Procedure: job interviews –provide a model. Get students to read it and practice
- With a partner. Assign different interview situations for different groups. Students prepare the interviews and practise them.

Office talk: over the phone, face-to-face (10/05hrs)
- Focus: how to provide information, manage interaction, negotiate meaning
- Types of activities:
  - Read the advertisement for a product and provide information to the purchasing officer of the company
  - Place a catalogue order, take an order and fill out the order form e.g. your partner is a sales person. Look at the catalogue page, select two items you want to buy and give your order. Make sure your partner takes down the order correctly by confirming the information.

Conducting and participating in meetings (10/05hrs)
- Preparing for the meeting; selecting the office-bearers, writing the agenda, minutes
- Practicing appropriate strategies for opening and closing
- Conducting the meeting with whole-class participation

Planning, organizing and participating in social situations (10/05hrs)
- Focus: how to use conversation for both transactional and interactional purposes, in different social settings and for different social encounters.
- Types of activities: plan, organize and participate in a variety entertainment, ‘shramada’ campaign, picnic etc.

Interviewing different people (10/05hrs)
- Focus: strategies for managing turn-taking in conversation, how to use a casual style of speaking and a neutral or more formal style.
- Taking notes, preparing reports/articles and presenting them.
- Types of activities:
  - Interviewing a lottery winner/a tourist on his impressions of the country/a housewife about the cost of living/a director of a corporation etc.
  - Simulation: journalists from different media interview Miss. Sri Lanka

Planning and organizing debates and participating in them (10/05hrs)
- Focus: how to initiate and continue a talk on a topic, how to present counter-arguments
- Procedure: 3 groups- a) proponents b) opponents c) judges
  Stages:
  - All 3 groups pre – debate preparation
  - Groups a and b-opening arguments
  - Groups a and b - counter arguments
  - Group c - announce results with comments
  - Write an essay balancing the views of both sides
Transfer information (05/03hrs)
- Listen to the tape/teacher and fill in the chart.
- Types of activities: tracing the route on a map, completing tables/charts/forms

Retaining relevant points: note taking (05/02hrs)
- Focus: identifying relevant points-rejecting irrelevant information
- Types of activities: listen to a short text (speech/dialogue) and take down important points. Writing and speaking tasks based on them

Telephone conversations (05/03hrs)
- Focus: recognize discourse marks/cohesive devices, understanding different intonation patterns and use of stress which give clues to meaning and social setting.
- Types of activities:
  - Listening to interactional (social) and transactional (obtain and provide information) conversations and responding to tasks based on them
  - Taking part in telephone conversations and responding appropriately.

Using songs for listening (05/02hrs)
Provide short lessons on vocabulary and grammar followed with different listening activities; e.g. Fill-in-the-blank task with the past tense verbs they hear.

Problem solving tasks (05/03hrs)
Students hear all the information relevant to a particular problem and then set themselves to find solutions

Story – based techniques (05/02hrs)
- Activities: Listen and expand the outline-students listen and write the story while the teacher describes expanding the story as instructed.
  e.g. The Unicorn
  The husband woke up and looked out of the window.(describe the husband)
  He saw a unicorn eating a lily in the garden.(describe the garden) and so on…..
Verbs & verb phrase (15/08 hrs)
- Types of verbs: lexical, auxiliary-primary and modal, regular, irregular, transitive, intransitive, static, dynamic, finite, non-finite
- Verb forms: base, -s form, past, -ing form, -ed participle
- Activities to be familiar with verb forms
- The structure of the verb phrase
- Tense, aspect, voice, modality
- Label the tense, aspect and voice of the verb phrases.
  e.g. was teaching-past tense, progressive aspect, active voice

Active and passive voice (15/07hrs)
- Construction-be+ past participle
- Negative and question forms
- Passive sentences with and without ‘by’. –when we want to say who or what was responsible for the action we use ‘by’.
  We were stopped by the police.
  The visitors were driven to the airport.

Adjectives (15/08 hrs)
- Characteristics of adjectives
- Functions of adjectives:-
  - Attributive, predicative functions
  - As the head of the noun phrase
- Position of adjectives
- Adjective phrases

Adverbs and adverbials (15/07hrs)
- Difference between adverbs and adverbials: adverb-word class, adverbial- a clause element
- Functions of adverbs
- Adverbials: adverbs (quickly), prepositional phrases (with a pencil), noun phrases (this morning)
- Semantic classes of adverbials: adverbials of manner/time/ place.
- Syntactic classes of adverbials: adjuncts, disjuncts, conjuncts

Linguistics

Varieties of language (06/ 03 hrs)
- Formal & informal language
- Spoken & written language
- Dialects- Social & regional
- Registers
- Idiolects

Varieties of English (06/ 03 hrs)
- British English ( RP)
- American English
- Standard Sri Lankan English

Supra segmental features (06/ 03 hrs)
- Stress- syllables & word stress, sentence stress
- Intonation- Falling, rising, rising- falling, falling- rising.

Aspects of connected speech (06/ 03 hrs)
- Linking- C+C, C+V, V+V, intrusion
- Assimilation- Progressive, Regressive
- Elision

Reduced & full forms (strong & weak forms) (06/ 03 hrs)
EN: 1205 British & American Literature

**Poetry (40/20 hrs)**
- Sylvia Plath - Mirror, Morning Song
- T.S Eliot - Morning at the Window
- Robert Frost - Mending Wall / Stopping by Woods in a snowy Evening
- H.W. Longfellow - Slave’s Dream
- Shakespeare - My Mistress’ Eyes
- William Blake - Chimney Sweepers 1 / 2
- John Keats - Ode to Grecian Urn
- Wilfred Owen - Dulce et Decorum Est
- Rupert Brooke - Soldier

**Short story (25/13 hrs)**
- ‘The old man at the Bridge’ by Ernest Hemingway
- ‘The Dead’ by James Joyce

**Drama (25/12 hrs)**
- ‘King Lear’ or ‘Tempest’ by Shakespeare
Linking ideas: clauses and phrases (05/03 hrs)
- Activities: Provide sentences with linking words such as: because, so, but, although, in spite of, otherwise, except that, apart from. Get them to underline the linking words. Discuss the function of linking words
- Provide more activities.
  - Join the ideas in the two columns using linking words.
  - Fill in the blanks.

Develop paragraphs: organizing ideas at inter-paragraph level (05/02 hrs)
- Generate ideas using different techniques: brain storming, group/class discussions, reading, illustrations
- Guidelines on organization: beginning, developmental Pattern-content (two or three paragraphs), ending, register, key words
- Writing drafts, conference with the teacher, revising

Informative writing (10/05 hrs)
- Text types: prospectuses, description of places/people
- Focus: conveying information clearly. Consider what the reader wants to know and include relevant details only.
- Present materials clearly, appropriate layout, illustrations and organization

Practical writing (10/05 hrs)
- Text types: CV writing, job applications and covering letters
- Focus on particulars found in an application form, CV format is different from application form

Letter writing- business letters (10/05 hrs)
- Text Types: letters of complaints, letters of orders, banking correspondence
- Focus: use formal and impersonal language

Imaginative writing (10/05 hrs)
- Text types: poetry, short stories, play lets
- Short stories
  - Creative use of language. Provide questions/pictures to stimulate writing.
  - Provide the beginning: An old man sat on a bench in the park watching children playing…
  - Provide the ending: …I told you it was a joke
  - Supply captions or titles as starting points. These can be taken from newspapers. e.g. Boy saved from drowning.
  - Imaginary situations: If I were a parent…
- Poetry
- Playlets
  - Text types: write dialogues appropriate to specific situations on different themes and act them out (group tasks)
  - Write and act out scripts for well-known tales, e.g. folk stories

Persuasive and argumentative writing (10/05 hrs)
- Text types
  - Brochures, leaflets, advertisements- on presenting a case influencing the reader. E.g. Imagine a local radio station has asked you to write a one-minute commercial advertising a new product.
1. **Presentation skills (10/05hrs)**

- The importance of preparation:
- Points to consider: objectives of the presentation, audience, manner, time, length, method, content, structure, notes, rehearsal
- Sale of equipment: OHP, whiteboard, flipchart, computer, handouts,
- Delivering a presentation: beginning, rapport, content, body language, audience, cultural considerations, voice quality
- Language: simplicity, clarity, useful expressions that can be used to signpost the various parts of the presentation,
- Language for each function: introduction, welcome your audience, introduce subject, outline the structure, give instruction about questions, conclusion.
- Presentation itself
- Evaluation of presentation—provide an evaluation form

2. **Self-evaluation techniques (10/05hrs)**

- Focus: Help students develop the characteristics of the ‘good language learner’ which involve the ability to assess their own performance.
- Type of activities: formats for learner evaluation e.g. the following activity requires learners to reflect on what has been learned over a period of time and express it as marks out of 10. Think about your progress this month. Give yourself a mark out of 10 for these areas; Speaking, Listening, Reading, Writing, Pronunciation, Grammar, Vocabulary

3. **Collaborative projects (10/05hrs)**

- Carry out small-scale research projects using available data with 2–4 students to a terminal. Prepare handouts, guide students to relevant data in internet and web-sites.
- Organize different information, present them to the rest of the class and write a report.

4. **Teaching with websites (10/05hrs)**

- Focus: equip students with basic skills needed for internet searching on their own and assess the suitability of the website for the intended purpose, e.g. learn to search with Google more effectively.
- Procedure: Prepare handouts giving specific guidance as to the topic and particular aspects they should look for. Reporting of findings to the class.

5. **Working with video (20/10 hrs)**

Introduce the idea of using short video clips from websites for creative speaking and writing tasks.
EN 2101: Advanced Reading Skills & Vocabulary Development I

1. Recognition of different styles of writing: descriptive, expository, narrative, argumentative (10/05 hrs)
   - Help students to
     - Recognize the writer’s attitude and tone
     - Identify figurative language and other elements of narrative style (e.g. plot, character, and setting),
     - How the writer tries to persuade or convince the reader and how the writer uses reasons, examples etc. to explain something.
   - Activities: Read passages of different styles and answer questions based on them.

2. Creative reading: going beyond the text (10/05 hrs)
   - This level of reading will be possible only if the students know the literal meaning of the text and have interpreted and evaluated the information; involves going beyond the text to seek out or express new ideas, to gain additional insights.
   - Activities: Reading more on the topic and gathering information, writing responding to what is read.

3. Intensive reading (10/05 hrs)
   - Read short sections to understand or study information or language use in detail
   - Activities: comprehension questions at different levels. Activities on vocabulary, grammatical and lexical cohesion

4. Integrating activities (10/05 hrs)
   Activities: Writing short stories based on news items, Dramatizing a comic strip series

5. Collocation tasks: different combinations connected to verbs (05/02 hrs)
   - Adverb + verb – choose carefully, verb + verb - be free to choose , verb + preposition-choose between the things, verb+ adjective- keep something safe, adjective+ preposition- safe from attack
   - Types of tasks:
     - Matching tasks: e.g. adverbs in column A with an adjective in B
     - Sentence completion: e.g. put one of the adverbs into each gap in the sentences.

6. Synonyms and their associations (05 /02 hrs)
   - In order to avoid repetition, writers use words which have a similar meaning.
     e.g. I could learn by heart - I started to memorize
     He asked - He enquired
   - Types of tasks:
     - Read the text and find the synonyms
     - Complete the sentences using a word that has a similar meaning to the word underlined.

7. Working with texts to develop vocabulary: Identify/guess meaning from context (10/05 hrs)
   - Focus: Using the natural redundancy of surrounding words, obtaining clues from grammatical structures, pronunciation and punctuation, activating background knowledge from a topic of a text.
     e.g. My father is a workaholic; he works so long and so hard that we rarely saw him.
EN 2102: Technology Based Communication Skills

Functional dialogues (10/05 hrs)
- Express approval / disapproval, likes / dislikes, surprise / wonder / hope / fear / disappointment
- Focus: strategies for avoiding communication breakdowns and comprehension problems
- Activities: create and write their own dialogues and practice saying them, (pair and group tasks)

Group/pair discussions: information gap activities (10/05 hrs)
- Focus: asking and answering questions, using a conversational register and syntax.
- Types of activities: finding the differences in pictures/notices/ invitations etc.

Role plays using role play cards (10/05 hrs)
- Focus: speaking appropriately in different situations.
- Procedure: prepare role play situations and cues for the two persons. Give them time to prepare. Get them to enact the situation using the cues. Provide at least 4 cues.
  e.g. situation: You have borrowed a friend’s notes over a week ago and promised to return them the next day. You’ve still got them. What do you say to him when you see him?
  You must speak first.
  Cue card:
  - Say how you feel about not returning the notes
  - Say why you couldn’t return them
  - Cue card to the friend
  - Tell him not to worry
  - Ask whether he copied the notes, etc.

Dialogues/drama based on stories (10/05 hrs)
- Read stories and write dialogues/plays based on them. Rehearse, and act them out.

Describe a process (10/05 hrs)
- Focus: use linking words correctly when describing a sequence of actions
- Types of activities: how to operate a computer, describing an experiment

Making presentations - using the OHP and other media (10/05 hrs)
- Focus: using facial expressions, body language, and other non-verbal cues and visuals to convey meaning, how to use a neutral or more formal style of speaking
- Procedure: brainstorm around a topic; organize the presentation, find necessary visuals-pictures, maps etc. make the presentation to the rest of the class.
- Suggested topics: Changing lifestyles of people, how ‘green’ are you?
1. Introduction to research proposal & writing proposal. (10/05 hrs)
   - Problem statements.
   - Research aims & objectives.
   - Research hypothesis.
   - Limitations.

2. Introduction to research methodology. (10/05 hrs)
   - Data collection techniques- Qualitative, quantitative.
   - Sampling methods.
   - Data presentation.
   - Data analysis- Correlation, regression.

3. Citation methods. (04/02hrs)
   - APA
   - MLA

4. Introduction to project writing.(06/03hrs)
   - Chapters break down.
   - Introduction to literature review.
Expanding the sentence: coordination- compound sentences (15/08 hrs)
- Coordination: Two independent clauses are combined to form compound sentence using coordinating conjunctions - and, but, or, either .or, neither, nor,
- Types of activities:
  - Join sentences using coordinating conjunctions
  - Breaking a long sentence into simple sentences

Expanding the sentence: subordination-the complex sentence (15/07hrs)
- In subordination there is an independent clause and one or more dependent or subordinate clauses. Subordinate conjunctions – when, while, till, before, after, because, as, if, unless, that, so that, etc.
- Three main classes of dependent clauses analysed by structural types:
  - Finite clauses: verb element is a finite verb phrase, e.g. I like John because John likes me.
  - Non-finite clauses:
    - to-infinitive: The best thing would be to tell everybody.
    - ing form: Leaving the room, he tripped over the mat.
    - ed participle: Covered with confusion, we left the room.
  - Verb less clause: e.g. Although always helpful, he …….  

If-clauses (15/08 hrs)
- Type 1: if - past tense-will
  - If you post the letter, it’ll get there by Thursday.
- Type 2: if - past perfect-would
  - If I had a million pounds I would probably go round the world.
- Type 3: if - past perfect- would have
  - If we had taken your advice, we would have saved a lot of time.
- Types of activities: Complete the conversation/ dialogue.

Cleft sentences (15/07 hrs)
- With ‘it’: we use cleft sentences to give emphasis to a particular part of the sentence. It does this by splitting the sentence into two halves and ‘highlighting’ the topic by making it the complement of it + be.
  - e.g. The Americans landed on the moon, not the Russians.
  - It was the Americans who landed on the moon, not the Russians.
- Cleft sentences with ‘what or ‘the thing (that)
  - What I really enjoy is eating chocolates. The thing that I ……..

Linguistics

Applied linguistics (15/08 hrs)
- Language learning & language acquisition
- Bilingualism- code mixing & code switching
- Individual learner differences
- Contrastive analysis & error analysis
- Krashen’s theory

Morphology (15/07 hrs)
- What is morphology?
- Introduction to Morph, morpheme & allomorph
- Inflection & derivation
- Word formation process
EN 2105 - Common Wealth Literature

Poetry (40/20 hrs)

- Wole Soynka - ‘Telephone conversation’
- N. Ezekial - ‘Back Ground Casually’
- Kamala Das - ‘My Grand Mother’s House’
- Dereckwalkot - ‘Far Cry from Africa’
- Thargore - Unworthy Gift
- J. P Clerk - Night Rain

Short story (15/ 5 hrs)

- ‘Post Master’ by Tagore
- Divorcee by Ken SaroWiwa

Novel (35/ 20 hrs)

- Things Fall Apart by Chinua Achebe
- ‘Waiting Earth’ by P. Wijenayeka
Writing skills: causes and results (10/05 hrs)
- Focus: expressions used for describing causes/origins and expressions used for describing results. e.g. was caused by, has become, led to, resulted in, as a result of…
  (Ref: Language in Use: Upper Intermediate-classroom Book page 80)
- Activities:
  - Read and list the expressions used for talking about causes and results
  - Write other expressions which could be used instead.
  - Select a headline and expand it into a paragraph, using expressions you have listed.
  e.g. Explosion Kills 20 people: leaking gas pipe-damaged when road was repaired-expllosion -20 people killed.
    More illiterate children-warns report: cuts in funds-fewer teachers-more children-unable to raise funds

Informative/ expository writing (10/05 hrs)
- Text types: travel experience, interpret graphs/maps, paraphrasing
- Procedure: guided writing - Help in thinking ideas, ordering them, considering vocabulary and grammar.

Report writing (10/05 hrs)
- Writing reports of discussions, /meetings
- Annual reports: e.g. you are the secretary of the senior literary society. Write the annual report giving an account of the activities of the society during the year
- Present a model with an activity. e.g. Read the following report and fill in the blanks with the words given below.

Imaginative writing (10/05 hrs)
- Encourage students to create stories: Provide questions to stimulate writing. e.g. What if you see some aliens in your village?
- Involve students in writing and illustrating books.
- Writing based on pictures-creative dialogues/stories

Persuasive and argumentative writing (10/05 hrs)
  - Letters to the editor- Provide opportunities to read and collect different letters from newspapers. Discuss structure, reason/argument/request etc. Get students to write their own letters to the editor. Provide the topic and guidelines; help them in planning, writing and redrafting.

Analytic writing (10/05 hrs)
- Focus: critical and evaluative views of texts, drama, films and issues.
- Take account of the student’s familiarity with the topic. Guide students to form their own view taking into account a range of evidence and opinion and to organize their ideas and information distinguishing between analysis and comment
EN 2107: English Language Teaching Methodology I

The good language teacher (15/08 hrs)

- What is good language teaching?

Classroom management (15/07hrs)

- Classroom organization: physical environment of the classroom, sight, sound comfort, seating arrangements, chalkboard use, equipment, teacher’s voice and body language
- Management during the lesson

Classroom language (15/08 hrs)

- Language for social interaction, e.g. why is Rohan absent?
- Language for classroom organization-maintaining discipline
- Language of instruction, e.g. get into groups of four. Listen to me please.

Questioning techniques (15/07hrs)

- Purpose of teacher’s questions: 1. Opportunity/impetus to produce language 2. Initiate chain reaction and speech interaction 3. Immediate feedback about student comprehension, i.e. teacher can use student responses to diagnose linguistic or content difficulties. D. to provide a model for language thinking
- Type of questions: have been classified according to different criteria: 1. what kind of thinking is involved-plain recall, analysis, evaluation.2. Genuine or display questions.3.closed or open. 3. convergent/divergent questions
- Criteria for effective questioning: 1. Clarity.2.learning value 3. Interest 4. Availability, i.e. can most of the students try to answer it? 5. Extension –does it invite and encourage extended and varied answers 6. Teacher reaction. Are the learners sure that their responses will be related to with respect

Pair and group work (15/08 hrs)

- Importance of pair and group work in TESL
- Selecting appropriate group techniques, difference between the two types, e.g. pair work: short, linguistically simple, quite controlled in terms of the structure of the task.
- Planning group work

Teaching aids (15/07hrs)

- Advantages of using teaching aids
- Types of teaching aids: low technology and high technology
- Effective use of teaching aids in the classroom
Business writing: letters, memos, faxes (15/08 hrs)
- Layout and style of business letters, opening, ending
- Reading different business letters, faxes, and memos. Discuss merits and de-merits, the kind of impression they give the readers. List characteristics of a good letter.
- Planning and drafting letters/ memos, emails, faxes
- Types of activities: 1. as the marketing manager of a company write a letter to a branch manager confirming the arrangements discussed over the phone, regarding a meeting with the sales executives.

Jobs and careers (15/07hrs)
Applying for a job, writing a resume, covering letter, letters of introduction and reference

Over the phone (15/08 hrs)
- Making a phone call to another company,
  - Practice useful phrases in context, e.g. I’d like to speak to … , I’m afraid he’s in a meeting/not in the office.
  - Role play conversations with a partner
- Taking a message: different ways of noting down messages,
- Ordering and negotiating over the phone, simulations, draft a follow-up fax to the buyer confirming your call and what you agreed on.

Placing and acknowledging an order, making/ replying enquiries (15/07hrs)
- Make enquiries about a product over the phone, place an order, fax an acknowledgement.
- Answering enquiries: 1. Read the advertisement about the product. 2. Prepare an answer to an enquiry by letter/ fax/ phone or person.
- The following points should be included in your reply
  1. Thank the customer for the interest in your products, 2. Say how the product is suitable for customer’s needs, 3. Say that you are sending/giving a catalogue, price list, advertising literature, etc., 4. Explain how he can get hands-on experience, 6. Offer to send samples, 7. State the location of the distributor’s showroom near his address

Dealing with problems: complaining, apologizing (15/08 hrs)
- Expressions used to make complaints without sounding rude or aggressive, e.g. “I’m sorry to have to say this but … ” “I think you may have forgotten…”
- Apologizing, e.g. “sorry, my fault”, “I’m very sorry I didn’t realize…”
- Replying a complaint: situations-order has not arrived, I was charged more…, the order was for 80 boxes containing 144 items in each. Each box we have opened so far contains only 100 items.

Job interviews (15/07hrs)
- Practice using polite and clear speech for greeting/ introducing/ apologizing/asking for information/thanking/leaving
- Read different dialogues. Answer questions based on them. Enact them in class.
- Write a dialogue between the applicant and the interviewer and enact it. Then reverse the roles
EN 2109: Fundamental Journalism I

Language for writing journals (20/10 hrs)
Looking at different news items in newspapers and journals. Examine them under the following headings: vocabulary, sentence structure, prose style, organization. Discussion

News writing style (20/10 hrs)
- What characteristics does good writing demonstrate? Discuss the following under two headings. Authoring (creating document) and crafting (actual writing)
  - Authoring: a sense of the audience and style (appropriateness), a sense of purpose (content), a sense of direction (developing the ideas)
  - Crafting: organization-clear and in a logical manner, using the conventions-spelling, lay out, getting the grammar correct, varied sentence structure, linking ideas in different ways, having a good range of vocabulary

Writing news reports (20/10 hrs)
- Familiarization with headlines of different news items, sub-head/s, straight news, lead.
  Writing in the third person point of view
- Planning, drafting, revising, re-drafting, publishing

Feature styles (15/08 hrs)
- How feature writing differs from ‘straight’ news. Examine the two types, can slip into 1st person point of view, making the piece of writing more personal.
- List characteristics of different feature articles

Crafting a news story (15/07 hrs)
- Focus: how parts are linked together through cohesive devices, how sentence structures can vary to develop meaning, the role that is played by punctuation.
- Use a checklist which focus on the overall content and organization Answer these questions.
  - Audience: who is your audience? What interest do they have in the subject?. What do they already know about this subject?
  - Purpose: What do you want to accomplish by wring this news item/feature article? Is it to entertain/educate/ inspire them to do something/help them understand something new/see something from a new point of view/change their minds about something?
  - Writing stage: write main idea in a complete sentence, ask yourself, Is it clear to you/ your audience? Write support material .Ask yourself, do you need to be more specific/develop any idea more? Does your discussion move smoothly? Analyze your conclusion.
EN 220: Advanced Reading Skills & Vocabulary Development II

1. **Comprehending texts at different levels (05/03hrs)**
   - Reading tasks which help to comprehend a text at different levels. Literal comprehension, making inferences, evaluating a text, going beyond the text

2. **Using graphs/diagrams to find information (05/02hrs)**
   - Interpret data in maps, charts, graphs etc.
   - Types of activities:
     - Write down all information diagrams represents
     - Complete text using information from diagram.

3. **Cohesive features (05/03 hrs)**
   - Types of activities: finding references, identifying substitution and ellipsis, identifying lexical cohesion

4. **Evaluating the text (10/05hrs)**
   - Focus: develop reader’s critical faculties
   - Types of activities:
     - The article has been written as a film review. What does the writer think of the film? Do you think it fair to write a review of a film like this?
     - After reading the passage, would you describe it as factual/critical/humorous/ironic. Give reasons for your decision.

5. **Extensive reading (fluent reading or gist reading) (10/05hrs)**
   - Text types: chapter in a book, an article, a short story
   - Focus: less worried about individual words and sentences. Concentrate on the general flow of the text.
   - Activities: Give a headline to each section of the article, Discuss reactions to / feelings about the text

6. **Idioms (10/05hrs)**
   - Focus: The particular meaning cannot be guessed from the individual words, but the context usually helps
     - Idioms describing people: She has a heart of gold; he’s hard as a nail, cold fish, pain in the neck.
     - Connected with language: To put it in a nutshell this is a waste of time. Who’s going to start the ball rolling, speak someone’s mind, makes sense,
   - Types of activities:
     - Completing a text using idioms,
     - Matching the idioms and their meanings,
     - How do we describe: the person who is the teacher’s favourite etc.

7. **Different collocation tasks (05/03 hrs)**
   - Types of activities:
     - Words frequently used together:
       - List the nouns frequently used with ‘join’ e.g. band, army, club etc.
       - Adverbs with ‘possible’: always, quite
       - Nouns with ‘negotiate’: deal,
     - List three words that typically occur with these words
       - Verb: accept, delay, receive - payment
       - Adjective: long… leg
       - Adverb: listen - carefully, etc.

8. **Choosing the right word (05/02hrs)**
   - Focus: Selecting the right word to match the style(formal, spoken, informal) and subject areas(business, science)
   - Style labels show in what situation a particular word is used, subject words show the subject area and that it is not used in everyday English
   - Types of activities:
     - Write the correct style label for the following groups of words
       - e.g. thereby, constitute, splendid, notably (formal)
       - ok, anyway, ouch, hubby (spoken)
     - Look at a dictionary page. Make a list of subject verbs and style verbs under different headings
     - What subject areas do these groups of words belong to:
       - e.g. capital, expenditure, joint venture, market share

9. **Word building tasks: adding one idea to another (05/02hrs)**
   - Words for linking sentences/clauses
     - e.g. For this job you need a diploma. In addition, you need some experience.
     - Addition words: furthermore, moreover, what’s more (less formal), besides, likewise, similarly, on top of (all) that
   - Adding words at the end of clauses/sentences
     - e.g. They sell beds, chairs, tables and so on.
     - And so forth, to top it off.
   - Adding words that begin or come in the middle of clauses
     - e.g. In addition to his degree in Science, he has an MA in sociology.
     - Pursuant to my letter of May first…
Prepositions and prepositional phrases (15/08hrs)
- Prepositions: A preposition expresses a relation between two entities.
  - Various types of relational meanings: e.g. place- at, in, on, to, away, from etc.
  - other meanings: time, cause, instrument, reference
- Activity: Find examples for each type of prepositional relationships.
- Structure of the prepositional phrase
  Preposition + a noun phrase - in the garden
  wh- clause - about what you said
  -ing clause - by signing a peace treaty
- Functions:
  - a) Adverbial, b) post modifier of the noun phrase, c) verb complement d) Adjective complement.
  - give examples to illustrate each function
- Types of activities: underline the prepositional phrases in the text/sentences and label the function of each.

Phrasal verbs (15/07hrs)
- Formation:
  - Verb adverbial particle combination e.g. sitting down, taken off
  - Some phrasal verbs retain the individual meanings of the verb and the adverb particle, e.g. sit down. In other phrasal verbs meaning of the combination cannot be built up from the meanings of the individual verb and adverb, e.g. give in (surrender), turn up (arrive, appear)
- Transitive phrasal verbs: can take an object, e.g. They turned on the light.
  - With most of them, the adverb can either come before or follow a noun object, E.g. they turned the light on.
  - Intransitive phrasal verbs: a verb plus a particle
  - Drink up quickly.

Reported speech (15/08 hrs)
- To report what somebody has said we can use either quotation marks (direct speech) or a that-clause (indirect speech)
  E.g. He said ‘I need more money’. He said that he needed more money.
- Certain changes are made in connecting from direct to indirect
  - Change present tense to past tense.
  - Change 1st and 2nd person pronouns into 3rd person
  - Change pointer words (his, now, here etc.) into that, then, there, the next day, etc.
- Provide examples and activities.
- Indirect questions: a wh-clause is used instead of that-clause
  E.g. Do you live here? She asked him whether (if) he lived there.

Comment clauses (10/05 hrs)
- Function and position: Comment clauses do not add to the actual information in a sentence, and are loosely related to the rest of the main clause and function as sentence adverbials. In written English they are marked off from the other clause by commas and in speech by having a separate tone unit. They can occur in front, mid-and end-positions in a clause.
- Comment clauses are of varied types.
  - At that time, I believe, he worked as a mechanic.
  - He’s a workaholic, you see.
  Other examples of comment clauses (mainly in informal speech) are:
  - You know, I know, I think, I’m afraid, I see, as you see, to be frank, etc.
- Types of activities
  - Listen to the conversation. List the comment clauses you hear.
  - Listen to conversations of different people. Write down the comment clauses you notice

Transformation of Sentences (15/07 hrs)
- Interchange of affirmative and negative sentences.
- Interchange of interrogative and assertive sentences.
- Interchange of exclamatory and assertive sentences.
- Conversion of simple sentence to compound sentence.
- Conversion of simple sentence to complex sentence.

Linguistics

Psycholinguistics (20/10 hrs)
- Introduction to psycholinguistics
- Human brain & language
- Speech mechanism
- Communication disabilities
- Language for special purpose
EN 2203  Sri Lankan Literature

**Poetry (40/20 hrs)**

Kamala Wijerathne - Soldier’s Wife Weep / Monument / Musical  
Daya Disanayake - Kite / Interview  
Richard de Soyza - Lepidoptera/Gajagawannema  
Patrick Fernando - Fisherman mourned by his wife  
Anne Ranasinghe - Sati  
Lakdasa Wickramasinghe - Folk Poet Ysinno  
Yasmine Gunarathne - This Language This Woman  
Jean Arsanayagam - Mother-in-law

**Short Story (15/05 hrs)**

Golden Oriole by Suwimalee Karunaratne  
Misunderstanding by J.S Tissanayagam

**Drama (35/ 20hrs)**

Rasanayagam’s Last Riot by Ernest Macintyre  
Intruder by Thayagaraja Arasanayagam
EN 2204 Advanced Professional Writing

Writing skills: evaluate their own and other’s writing (10/05hrs)
- Self-evaluation and peer evaluation: design criteria for evaluation - Discuss in groups about what makes a good piece of writing? Whole class discussion. List criteria on the blackboard. The list should include the following:
  - Content: relevancy to the topic/to the reader, interest, length
  - Organization: logic in order of arrangement, coherence, unity
  - Style: variety in sentences, precise vocabulary, appropriacy to purpose
  - Language: correct sentence structure/spelling/punctuation
  - Appearance: neatness, layout, standard format (as in business letters)

Summary writing (10/05hrs)
- Focus: reading carefully to get the meaning, note down the important points. Note the length prescribed for the summary. Write the first draft in your own words. Revise, write the summary and provide a title
- Language: should be written in full sentences, using the same tense as in the passage. Avoid examples/quotations/repetition/explanation or expansion/figures of speech

Informative, descriptive and expository writing (10/05hrs)
- Focus: form sentences and paragraphs which express connection between information and ideas precisely, e.g. cause and result, comparison
- Activities: Expanding a variety of headlines into articles (news, feature), writing speeches and reading them out.

Persuasive and argumentative writing (10/05hrs)
- Writing skills: balancing an argument/contrasting two different points of view - useful expressions: on the contrary, but, in fact, on the other hand
  (Ref: Language in Use. Upper - Intermediate.Classroom Book.page 70)
- Activities: Write arguments for and against to the following opinions.
  e.g. Women and men now have equal opportunities in society
       Doing military service makes young people better citizens.
- Focus: develop logical arguments and cite evidence, use persuasive techniques and rhetorical devices.

Writing a newspaper page (10/05hrs)
- Generate topics and ideas by brainstorming and webbing, discussing topics, interviewing, etc.
- Organize ideas by selecting and ordering relevant ideas and information
- Drafting: contribute ideas and language for collaborative composition
- Conferencing with the teacher, redrafting
- Editing, proof reading and publishing

Analytic writing (10/05hrs)
- Reports based on notes/ questionnaires etc.
- Design and use a questionnaire to write reports
- Introduce the topic. e.g. Report about leisure activities
  - build up words connected to the topic on blackboard
  - design a questionnaire to find how people spend their leisure time (group work)
  - collect information from classmates
  - discuss and write the report
- Introduce features of report writing: structure - introduction, middle paragraphs, and conclusion
  Reflect on the nature and significance of the subject matter, Organize ideas and information distinguishing between analysis and comment, Form their own view taking into account a range of evidence and opinions.
- Language focus: In order to find out how people..., one surprising fact that emerged was..., The results of our survey suggest that...
Handling learner errors (15/08hrs)
- Which errors to correct? Difference between errors and mistakes, global errors which cause misunderstanding) and local errors (relate only to a part of what is said)
- How to find a balance between correction and encouragement
- How to respond to errors during different activities

Language teaching techniques: Teaching a lesson (15/07 hrs)
Techniques which could be used in different stages of the lesson: introduction, presentation, practice, application, evaluation

Handling primary text books- Let’s Learn English (10/05 hrs)
- Overview of the package-theme, vocabulary, structure.
- Examine content of the text books, grade 3-5, the content of workbooks, suggested teaching procedure and assessment procedure

Micro-teaching: primary material (20/10hrs)
Select the sections to be taught, prepare lesson plan, teach to a small group, critique of the lesson, re-teaching

Secondary material (10/05 hrs)
- Overview of the package: syllabuses, text books, workbooks, examine rationale, underlying principles
- Examine content and suggested teaching procedure in the Teacher’s Guides.
- Writing lesson plans to handle dialogues, different reading texts, writing, grammar, listening and speaking.

Micro-teaching: secondary materials (20/10hrs)
Follow the same procedure as for the primary teaching
EN 2206 Fundamental Business English II

Business meetings (15/08 hrs)
- Discuss different types of meetings: informal/formal, large group/ a meeting of 4-5 of the people involved/one-to-one meeting
- Types of activity: Look at the problems and decide what kind of meeting is the best way of dealing with each one, e.g. 1. The board required a report on your department’s long-term plans over the next 10 years. 2. There is to be a company picnic next month and everything has to be planned and organized. You are a participant of the meetings discussed above. What would you say: to express your point of view, make objections, ask for opinion, to end a meeting?

Writing reports, summaries, notes (15/07 hrs)
- Summarizing a business conversation: discuss different ways of summarizing,
- Listen to a conversation recording of a meeting between two people. Answer questions based on it.
  After understanding the conversation, draft a summary
- Using notes to write a report
  E.g. your managing director has asked you to investigate the health and safety provisions in your offices and to make recommendations for improvement. These are the notes you have made. Write a report expanding the notes into paragraphs.

Advertisements and commercials (15/08 hrs)
- Cut out your favorite advertisement from a newspaper. Prepare a short presentation covering the following points.1. Target customers, how it works in terms of promoting the product-attracting attention, arousing interest, creating a desire, encourage to take prompt action
- Describe favorite TV commercials to your partner. Say why you think they are effective

Selling and buying products (15/07 hrs)
- Simulation:
  - You work in the buying department of your company. Decide at what terms, price, condition, etc. you are prepared to buy a product, make notes, negotiate with the seller
  - You are the chief buyer for a company. Find out from a salesman the following:
    About a product: wholesale price, recommended retail price, how quickly the goods can be shipped, how each item is packed, where the produce is manufactured,
- Procedure: Look at the new words in a dictionary. Practice the necessary expressions. Write the necessary notes before enacting the situations

Traveling on business (15/08 hrs)
- Making reservations-flights and at a restaurant. Speak over the phone, send a fax
- Meeting or being met: role play- e.g. a foreign business person arriving at the local air port and the other person is waiting to interest, creating a desire, encourage to take prompt action
- Write a list of advice which might be given to foreign visitor.
- Tell a visitor about office routines in our country: working hours, holidays, relationships between the boss and employers, recreational and sport facilities for staff
- Arrange a program for an important visitor who is coming to your firm to meet other officers. 1. Make a telephone call to colleague in another department, inquiring whether you can bring the visitor to see him/her. 2. Write a memo asking your boss to give the visitor a brief explanation of your firm’s activities. 3. Draft a fax to the visitor informing the date and the time you propose for the visit/or phone her/him

Practical component (15/07 hrs)
- Design a questionnaire to be used to interview persons in a company/hotel.
- Collect information about their work, daily routine etc
- Present your findings to your colleagues Organize the information and write a report

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EN 2207 Fundamental Journalism II

Language and style of writing (15/08 hrs)
Studying the language and the style of writing in different items in a newspaper: editorial, feature articles, reviews, letters to the editor, sports column, and cartoons, using a checklist. Presentations followed by whole class discussion.

Use of illustrations (15/07 hrs)
- Examine the suitability of illustrations in newspapers: how they help to make the writing/message more meaningful/interesting
- Types of illustrations, their characteristics, and purpose
- Write a feature article and illustrate it appropriately

Writing articles/news stories (15/08 hrs)
Getting information through different sources, note-making, expanding notes to make an interesting piece of writing (group work)

Writing articles: reviewing, editing, proof reading (15/07 hrs)
Peer-editing: groups exchange their writings and edit and give feedback, re-drafting, and proof reading

Practical component: designing and producing a college magazine (30/15 hrs)
Planning what type of articles to include, crafting the articles, selecting, and editing, and re-drafting, using illustrations, proof-reading the articles.
EN 2208: PRINCIPLES OF EDUCATION

1. What is education? (10/5 hrs)
   1.1. Western view of education.
   1.2. Eastern ideas of education.
   1.3. Aspects of education.

2. Education philosophers. (10/5 hrs)
   2.1. Plato-idealism.
   2.2. Jean Jaques Rousseau-Naturalism.
   2.3. Karl Marx-Marxism.
   2.4. John Dewey-utilitarianism.

3. Various educational approaches. (10/5 hrs)
   3.1. Teacher centered education.
   3.2. Society centered education.
   3.3. Student centered education.
   3.4. Development centered education.

4. Professionalism in teaching (10/5 hrs)
   4.1. The nature of a profession.
   4.2. Teacher responsibilities and liabilities.
   4.3. Teacher ethics.
   4.4. Code of ethics for the teaching profession.

5. The history of the development of education in Sri Lanka. (10/5 hrs)
   5.1. Education in colonial period.
   5.2. Education after independence.
   5.3. National goals in education.
   5.4. Primary and secondary curriculum.

6. Socialization (10/5 hrs)
   6.3. Techniques of Socialization: Imitation, Demonstration and Punishment or Rewarding
EN 2209: Intermediate Business English

1) Business Letters (10/5hrs)
Letter Components
   Essential Components
   Optional Components
Letter Formats
   Full Block Format
   Modified Block format
   Simplified Format
Criteria for different Types of letters
   - Letters of Inquiry
   - Letters of request
   - Cover letters
   - Good news letters
   - Bad news letters
   - Letters of complains
   - Letters of Adjustments
   - Sales letters

2) Memos and E-mails (10/5hrs)
The differences between memos and E-mails
Memos
   Purposes
   Criteria
Sample Memos
   Success
   Failures
E-mail
   Why is E-mail is important?
   E-mail Challenges
Techniques for writing effective E-mail messages
   - Recognize your audience
   - Identify your self
   - Use the correct E-mail address
   - Provide an effective subject line
   - Keep your E-mail message brief
   - Organize your E-mail messages
   - Use highlighting Techniques sparingly
   - Proof read your E-mail message
   - Make hard copy for future references
   - Be careful when sending attachments
   - Do not Automatically Reply to all recipients
   - Practice Netiquette
   - Sample E-mail messages

Activities
1. Read and discuss merit and de merits the kind of impressions they give the readers and list the characteristics of a good letter, memo and email.
2. Planning and drafting different types of letters, memos and emails.

3) Jobs and careers (10/5hrs)
How to find job openings
Criteria for Effective Resumes
   - Reverse Chronological Resume
   - Functional Resume
   - Key resume components
   - Optional Resume Components
   - Style
Methods of delivery
   - Mail version
   - Web (HTML) Resume
   - E-mail Resume
Sample Resumes
Criteria for Effective letters of Application
E-Mail Cover messages
Sample E-mail cover messages and letters of applications

4) Over the phone (10/5hrs)
Making a phone call to another company
   Practice useful phrases in contexts
Eg: I would like to speak to . I am afraid he is not in the office
Role plays conversations with the partner.
Taking messages: different ways of noting down messages.
Ordering and negotiating over the phone, simulations, draft a follow up fax to another buyer
confirming your call and what you agreed on.

5) **Placing and acknowledging an order, making / replying enquiries (10/5hrs)**
Make enquiries about a product, over the phone, place an order, and fax an acknowledgement.
Answering enquiries,
1. Read the advertisement about the product
2. Prepare an answer to the enquiry by letter, fax, phone or person
   The following points should be included in your reply.
   - Thank the customer for the interest in your products
   - Say how the product is suitable for customer’s needs.
   - Say that you are sending / giving a catalogue, price list, advertising literature etc.
   - Explain he can get hands on experience
   - Offer to send samples
   - State the location of the distributor’s showroom near his address.

6) **Dealing with problems : complaining , apologizing (5/3 hrs)**
Expressions Used to make complaints without sending rude or aggressive.
Eg. I am sorry to say to say this but ……
I think you may have forgotten…….
Apologizing “ sorry my fault”, I am very sorry, I didn’t realize.
Replying a compliant: Situations - order has not arrived I was charged more …..the order was for 80 boxes containing 144 items in each. Each box we have opened so far contains only 100 items.

7) **Job interviews (5/2 hrs)**
Techniques for interviewing effectively
Criteria for effective follow up correspondence
Activities: Read and write different types of dialogues on job interviews and enact them in the class.
EN 2210: Intermediate Journalism

1. **An Introduction to Journalism (15/8 hrs)**
   * What is journalism?
   * Who is a Journalist?
   * Qualities of a successful journalist
   * Training and Qualifications for a journalist
   * Journalism as a career
   * Steps to become a journalist
     * Prepare
     * Learn about the field
     * Get Training
     * Go to work
     * Getting help
     * Get started
     * Joining up
   * Questions for discussions

2. **News Writing Style & Writing News Reports (15/7 hrs)**
   * Language for writing journals: Looking at different news items in newspapers and Journals. Examine them under the following headings.
     * Vocabulary, sentence structure, prose style, organization, discussion
   * News Writing Style:
     What characteristics does good writing demonstrate? Discuss the following under two headings.
     Authoring (creating documents) and crafting (actual writing)
     Authoring: a sense of audience and style (appropriateness), a sense of purpose (content) a sense of direction (developing the ideas.)
     Crafting: Organization should be clear and in a logical manner, using the conventions spelling, lay out, getting the grammar correct, varied sentence structure, linking ideas in different ways, having a good range of vocabulary.
   * Writing News Reports
     Familiarization with headlines, of different news items, sub head/s, straight news, linking ideas in different ways, having a good range of vocabulary.
     Planning, drafting, revising, re-drafting, publishing

3. **Feature styles (15/8 hrs)**
   * How feature writing differs from straight news? Examine the two types, slip into 1st person point of view, making the piece of writing more personal.
   * List the characteristics of different feature articles.

4. **Crafting a news story (15/7 hrs)**
   * Focus: How parts are linked together through cohesive devices, how sentence structure can vary to develop meaning, the role that is played by punctuation.
   * Use a check list which focuses on the overall content and organization.
   Answer these questions.
   - **Audience:**
     Who is your audience?
     What interest do they have in the subject?
     What do they already know about this subject?
   - **Purpose**
     What do you want to accomplish by writing this news item or feature article?
     Is it to entertain/educate/inspire them to do something/help them understand something new/see something from a new point of view/change their minds about something?
   - **Writing Stage:**
     Write main idea in a complete sentence, ask yourself.
     Is it clear to you/your audience?
     Write support material. Ask yourself, do you need to be more specific/develop any idea more?
     Does your discussion move smoothly? Analyse your conclusion.
1. The importance of evaluation, for; (10/5 hrs)
   1.1 Teachers
   1.2 Students
   1.3 Educational managers
   1.4 Policy makers
   1.5 Researchers
   1.6 School
   1.7 Physical measurement
   1.8 Mental measurement

2. Basic concepts of evaluation (10/5 hrs)
   2.1 Assessment
   2.2 Tests
   2.3 Measurement
   2.4 Evaluation

3. Types of evaluation procedures (10/5 hrs)
   3.1 Placement evaluation
   3.2 Formative evaluation
   3.3 Diagnostic evaluation
   3.4 Summative evaluation

4. Objectives for measuring learning outcomes (10/5 hrs)
   4.1 Educational goals, general objectives and specific objectives
   4.2 Classification of educational objectives
   4.3 Bloom’s classification
   4.4 Changes in emphasis
   4.5 Classification of cognitive domain (Bloom)

5. Various achievement test (10/5 hrs)
   5.1 written test
   5.2 oral test
   5.3 selection type test
   5.4 Basic characteristic of measuring tools
       Validity
       Reliability
       Practibility

6. Organizing scores (10/5 hrs)
   6.1 Uses of scores
   6.2 Preparation of the frequency distribution
   6.3 Mode / mean
   6.4 Range/ standard deviation
   6.5 Histogram / frequency polygon
   6.6 Normal curve & characteristic
   4.3 Core – relation -core – efficient
   4.4 Spears man rank order - core-relation
EN 2212: Advanced Business English I

1) Business Meetings 1 (10/5hrs)

Identify the importance of meeting
Discuss different types of meetings: informal, formal, large group, a meeting of four to five of the people involved, One to one meeting.

Types of Activities
Look at the problem and decide what kind of meeting is the best way of dealing with each one. Eg: 1 : The board required a report on your department’s long term plans over the next 10 years.
There is to be a company picnic next month and everything has to be planned and organized. You are a participant of the meetings discussed above. What would you say to express your point of view, make objections, ask for opinion to end a meeting.

2) Writing reports and summaries (10/5hrs)

Reports
Criteria for writing reports
Organization, Development, Style

Types of Reports
- Trip Report
- Progress Report
- Lab Report
- Feasibility / Recommendation Reports
- Incident Reports
- Investigative reports
- Meeting – Minutes

Process
Pre writing
Writing
Re writing

3) The Summary (10/5hrs)

Criteria for writing summaries
- Overall Organization
- Internal Organization
- Development
- Style
- Length
- Audience Recognition
- Grammar and Mechanisms

Process
Prewriting
Writing
Re-writing

Activities
Eg: Listen to a conversation recording of a meeting between two people. Answer questions based on it. After Understanding the conversation draft a summary.

4) Advertisements and commercials (10/5hrs)

- Cut out your favorite advertisement from a newspaper. Prepare a short presentation covering the following points.
  Target customers, how it works in terms of promoting the product attracting attention, arousing interests, creating a desire, encourage to take prompt action.
- Describe favorite TV commercials to your partner. Say why you think they are effective.

5) Selling and buying product (10/5hrs)

Simulation
You in the buying department of your company. Decide in what terms, price, condition etc you are prepared to buy a product, make notes, negotiate with the seller.
You are the chief buyer for a company. Find one from a salesman the following.
About a product: wholesale price, recommended retail price, how quickly the goods can be shipped, how each item is packed, where the product is manufactured.
Procedure: Look at the new words in a dictionary. Practice the necessary expressions. Write the necessary notes before enacting the situation.

6) Travelling on business (10/5hrs)

- Making reservations – flights and at a restaurant. Speak over the phone. Send a fax
- Meeting or being met : role play eg: a foreign business person arriving at the local airport and the other person is waiting to welcome him. Role play the whole scene up to leaving the airport.
- Write a list of advice which might be given to foreign visitor.
- Tell a visitor about office routines in our country: working hours, holidays, relationships between the boss and employees, recreational and sport facilities for staff officers.
Eg 1 : Make a telephone call to colleague in another department, inquiring whether you can bring the visitor to see him or her.
Eg 02 Write a memo asking your boss to give the visitor a brief explanation of your firm’s activities.
Eg 03 Draft a fax to the visitor informing the date abd the time you propose for the visitor / or phone her / him.

7) Practical Component ( Assignment)

- Design a questionnaire to be used to interview persons in a company / hotel.
- Collect information about their work, daily routine etc.
- Present your findings to your colleagues and organize the information and write a report.
EN 2213: Advanced Journalism I

1. The Journalistic Writing (10/5hrs)
   - Important News Determinants
   - Timeliness of News
   - Proximity of News
   - The Magnitude of News
   - The significance of the news
   - The news policy of the newspaper
   - The Objectivity Rule
   - The Inverted Pyramid Story Form
   - The completeness of a News story
   - Writing short paragraphs
   - Adherence to a Style
   * The quality of Readability

2. News Papers (10/5hrs)
   * Initiators of Journalism
     - The Development of Broadcasting
     - Declining Readership
     - Alternative Sources of information
     - Concentration of Ownership
     - Organizational Structure: The business Style
     - Organizational Structure: The Editorial side
       - The News Editor
       - Managing Editor
       - Section Editors
       - Supporting Sections
       - The Editor and Editorial Policy
     - The Black Press: An alternative voice in American Journalism
     - The Editorial Page
     - News papers Today
     - Small News Paper Big-Time Journalism
     - Major players in the News Paper Industry
       - New York Times
       - Washington Post
       - USA Today
       - Wall Street Journals
       - Chicago Tribune
     - The future of News papers

3. Reporters and Reporting (10/5hrs)
   Reporters
     - What reporters do?
     - Personal characteristics
     - Profile of the American Journalist
     - Becoming a professional
     - Becoming a reporter
     - The chief reporter and other Correspondents
   Reporting
     - Five Ws and One H
     - Types of sources
       - Stored Sources
       - Personal Sources
       - Observation
     - Interviewing
     - Ten tips for covering a Beat
     - A dozen interviewing tips
     - A note on accuracy

4. Editors, Editing & Headline Writing (10/5hrs)
   Editors
     - Who is the editor?
     - The most important job
     - Traits of an editor
     - The editor writer relationship
     - What the editor must do?
     - Getting to be an editor
   Editing and Headline line writing
     - Accuracy
     - Checking facts
       - Names and titles
       - Numbers
       - Places
       - The story’s inner logic
Brevity
Clarity
Editing Procedure
The Lead
Story Structure
Completeness
Style
Names and titles
Quotations and Attributions
Triteness and clichés
Wordiness
Repetition and Redundancy Accuracy
Offensive Language

Principles of Headline writing
Accuracy
Logic
Specificity
Word Precision
Double meanings
Guidelines
Procedure
Headlines on the Web

5. Writing News, Features and Styles (10/5hrs)
   Basic writing characteristics
   Writing values and advice
   Attribution
   Other writing Convention
      Short sentences, third person, An attitude for Accuracy
   The inverted Pyramid
   The Lead paragraph
   Inverted Pyramid checklist
   Developing the story
   Feature styles
      Anecdotal Features
      Suspended Interest Features
      Questions and answer

Characteristics of feature writing
   Read, Analyse, Emulate

Styles
   Trademarks
   Journalistic Convention
      Inverted pyramid
      Types of stories
      Balance and Fairness
      The impersonal Reporter
   Sources
      Attribution and questions
   Language sensitivity
   Sexist Pronouns
   Basic AP Style Rule
      Titles
      Descriptions
      Stereotypes
   Illness and Disability

6. Writing Articles and news stories (10/5hrs)
   Getting information through different sources, note making, expanding notes to make an
   interesting piece of writing, (Group work)

7. Writing Articles: Reviewing, editing and proof reading (Assignment)
   Peer Editing: Groups exchange their writings and edit and give feedback, re-drafting and proof reading.
EN 2214: EDUCATIONAL PSYCHOLOGY

1. Education psychology (10/5 hrs)
   1.1 What is psychology
   1.2 Branches of psychology
   1.3 The nature of education psychology
   1.4 Uses of education psychology to the teacher

2. Personal development (10/5 hrs)
   2.1 Different aspects of personal development
   2.2 Factors that influence personal development
   2.3 The environment
   2.4 Principles of personal development
   2.5 Stages of personal development

3. Intellectual development (10/5 hrs)
   3.1 Piaget’s theory of the development of intelligence
   3.2 Stages of development of intelligence
   3.3 Memory and stages of memory
   3.4 Cognitive developments
   3.5 Theories of intelligence
   3.6 Emotional intelligence

4. Learning (10/5 hrs)
   4.1 Basic characteristics of learning
   4.2 Definitions of learning
   4.3 Factors affecting learning
   4.4 Principles of learning

5. Children with special needs (10/5 hrs)
   5.1 Classification of students with special needs
   5.2 Types of physical challenges
   5.3 Mentally challenged students
   5.4 Factors that influence presence of aggressive behavior or isolate behavior
   5.5 Genius or gifted children

6. Educational guidance and counseling (10/5 hrs)
   6.1 Definition of the concept of guidance and counseling
   6.2 Educational guidance and counseling
   6.3 Theories in counseling
   6.4 Counseling techniques
   6.5 Qualities of the counselor
EN 2215: Advanced Business English II

1) Technical Applications and Report Strategies (6/3 hrs)
   Technical Applications
   - Fliers, Brochures, and News Letters
   - Writing at work: Teach tool shop
   Objectives
   - Why write Fliers?
   - Criteria for writing fliers
   - Keep the flier short
   - Focus on one idea, topic, or theme for flier
   - Use a title to identify the theme

   Technical Description
   Types of Technical Description
   Operations Manuals
   - Product demand specifications
   - Study reports provided by consulting firms.
   - Sales Literature
   Criteria for writing technical descriptions
   - Title, overall organization,
   - Internal Organizations
   - Developments

   Word usage
   Process
   - Pre writing
   - Writing
   - Re-writing

   Sample Technical Descriptions

2) Instructions and User Manuals (6/3 hrs)
   Criteria for writing short Instructions
   - Title
   - Organizations
   - Audience Recognition
   - Graphics
   - Style

   Criteria for writing a user manual
   - Cover Page
   - Hazard Alerts
   - Table of contents
   - Introduction
   - Definition of Terminology
   - Technical Descriptions

   3) Visual Appeal (6/3 hrs)
   Document Design
   - Importance of Document Design
   - The Technical Writing Context
   - Damages and Dangers
   - Corporate identity

   Organization
   - Summary
   Order
   - Chapter highlights
   Access
   - Activities
   Variety

   Graphics
   - Benefits of visual aids
   - Conciseness
   - Clarity
   - Cosmetic Appeal

   Color
   - Three dimensional Graphics
   - Criteria for Effective Graphics
   - Types of Graphics
   - Sample Graphics for quantitative and other data
   - Outline Chart
   - Tables

   4) How to develop a business profile (6/3 hrs)
   Report strategies
   Research
   Criteria for writing Research Reports
   - Audience, Effective Style, Formatting
   - Process
   - Pre writing, writing, Re writing

   Proposals
   - Criteria for proposals
   - Title page
   - Cover letter
   - Table of contents

   List of Illustrations
   - Abstract
   - Introduction
   - Discussion
5) Oral Communication (6/3 hrs)
Different forms of oral communication
Face to face communication
Advantages and disadvantages of face to face communication
The importance of telephone in oral communication
The advantages and the disadvantages of using telephones and mobile phones
The uses of the telephone directory and yellow pages.
The telegraph system.

6) Strategies for Successful Business and Group meetings (6/3 hrs)
Background information on groups
Purposes and kinds of meeting
- Informational Meetings
- Suggested Solution Meetings
- Problem Solving Meetings.
Solving Problems in meetings or groups
- Authorization for a committee
- Methods of solving problems in meetings.
Leadership Responsibilities in meetings
- Kinds of leadership
- Planning steps before the meeting
- Procedures during the meeting
- Follow-Up after the meetings
Participant Responsibilities in meetings
- Preparation for meetings
- Effective Participant Roles in meetings

7) Presentations (6/3 hrs)
Informal oral presentation
- Formal oral presentation
Types of formal oral presentations
Parts of a formal oral presentation
- Introduction, discussion, conclusion
Visual Aids
- Power Point Presentations
- Benefits of power point
- Tips for using power point

8) Negotiation Skills (6/3 hrs)
Define negotiations
- How negotiation takes place
Identify the concept of negotiations
- Different types of negotiations
The advantages & disadvantages of negotiations.

9) Business Grammar Structure & Vocabulary (6/3 hrs)
Grammar Rules
- Identification of the form and functions of open and closed word classes.
- Agreement between subject & verb.
- Identifying sentences, clauses and phrases in business writing.
Joining Sentences
- Active and Passive voice
- Constructing simplecompound and complex sentences.
Reported Speech
- Agreement between pronoun and Antecedent.
- Idioms and Proverbs
Coma Splice
- Faulty /vague pronoun reference
Fragments
Modification
Fused Sentence
Parallelism
Vocabulary
- Word Stock
- Idioms and fixed expressions
Punctuation
- Ellipses
- Parentheses
- Colon
- Exclamation
- Period
- Coma
- Question Mark
- Dash
- Semicolon
- Hyphen

10) Mechanics (6/3 hrs)
Abbreviations
Capital Letters
Numbers
1) Theory of Journalism (8/4 hrs)
   Beginnings of Journalism
   - Where does journalism begin?
   - The Printing Press
   - Dangerous Information
   - The New world
   - Benjamin Franklin
   - The fire of Revolution
   - The Women in Eighteenth – Century Journalism
   James Riving ton and Tory Press
   Partisanship

2) The History of Journalism (7/3 hrs)
   Change and more change
   - The Penny Press
   - James Gordon Bennett and the New York Herald
   - Sectionalism, Slavery and Abolition
   - The growth of Magazines
   - Photographing the rich and famous
     - The Civil War
     - The end of the war and its Aftermath

3) New Realities, New Journalism (7/4 hrs)
   A Profession Matures
   - A Generation of Growth
   - An age of Personalities
   - Yes Virginia , there is a Santa Claus
   - Advancing Technology
   - Reporters and Reporting
   - Yellow Journalism
   - 'Stunt' Journalist Nellie Bly
     - Change in Advertising
     - The Watch dog Press

4) Twentieth Century and beyond (7/3 hrs)
   A Century of Technology
   - The Decline of Newspapers
   - The Development of Radio
   - Time and Development of the Newsmagazine
   - Henry Luce and the March of Time
   - Television
   - News papers : Clouded Stability and Prosperity
   - Expanding Television with cable
   - Watergate: A Third-Rate Burglary and a Pulitzer for two young reporters
   - The Development of the web

5) Types of Journalism Publication and Website Design (8/4 hrs)
   1. Graphics Journalism
      - Principles of Design
      - Conventions of Graphics
      - Types of Graphics
      - Developing info graphics
   2. Photo Journalism
      - Basics of Photo Journalism
      - Photographer’s Commitment
      - The Photojournalist in action
      - Rules for the beginning photojournalist
      - Newsworthy Photos
      - Cropping
      - Scaling
      - Digital Photography
      - Ethics and Taste
      - Cutline
   3. Publication and Website Design
      - Design
        - Types
          - Families of Type
          - Serif and Sans Serif
          - The Anatomy of Type
          - Type on the page
          - Illustration
          - White Space
          - News paper Design
          - Types of News Paper Design
          - Vertical
          - Horizontal
          - Modular
          - Principles of layout
          - Proportion
          - Balance
          - Focus
          - Visual Dynamics
          - Unity
          - News Judgment
          - Laying out a Page
          - Twelve Rules
6) **Magazines (8/4 hrs)**

- Why Magazine Journalism?
- Structure of Magazine Industry
- Consumer Magazines
- Business, Trade and Professional Magazines
- Sponsored, Association, or Company Magazines
- Creating a Magazine
- Magazine Journalism
  - Extended Feature Stories
  - Personality Profile
  - Analysis and Interpretation
  - Literary Journalism
  - Travel Articles
- Freelance Writing
- The future of Magazines

5) **Television, Radio and News Web Sites**

7) **Practical Component (8/4 hrs)**

- Designing and producing a college magazine
  - Planning what type of articles to include, crafting the articles, Selecting, and editing and re-drafting, using illustrations, proof – reading the articles.

8) **Culture, Law and Ethical Practices of a Journalist (7/4 hrs)**

1. **The Culture of Journalism**
   - The world of the journalist
   - Character and Characteristics
   - Scepticism and Cynicism
   - Working within the news organization
   - Dealing with sources
   - Objectivity and Fairness
   - Unacceptable Practices
     - Plagiarism
     - Fabricating Information
     - Altering a photograph
   - Working for a separate publication without the editors knowledge
   - News organizations in the larger culture of Journalism
   - Are the news media liberal or conservative?
   - Civic Journalism
   - A Dynamic Culture

2. **Law and the journalist**
   - Corruption in Minneapolis
   - Legal Precedents
   - The First Amendment
   - The state of the first Amendment
   - Defamation
   - Defences against libel suits
   - Developing the concept of the public figure
   - Copyright and trademarks
   - Privacy
   - Legal Protection for Journalists

3. **Ethical Practices**
   - The Good Journalist
     - Honesty
     - Professional Practices
     - Respect
   - An Approach to Ethical Behaviour
   - Ethical Difficulties
     - Falsifying Information
     - Plagiarism
     - Conflicts of Interest
     - Privacy
     - Bias, Unfairness, selective Reporting
   - Persistent Problems

**Journalism – Present and Future**

- An open profession
- Financial State of the profession
  - Bias
  - Errors / Credibility
  - Sensationalism / Relevance
  - Intrusiveness
- Recruitment, Training, and Retention
- Changing Technology, Changing Audience