

CIRCULAR :

A reference is invited to the Principals of affiliated colleges in Arts and Professor-cum-Director, Institute of Distance Education relating to the Scheme of Papers at the B.A. degree course vide this office Circular Nos.UG 255 of 1997 dated 23rd July, 1997 and No.UG/174 of 2003 dated 8th May, 2003 respectively, under the revised pattern vide Pamphlet No.135 and they are informed that the recommendation made by the Board of Studies in English at its meeting held on 9th December, 2004 has been accepted by the Academic Council at its meeting held on 5th February, 2005 vide item No.4.17 and that in accordance therewith the Syllabus in the subject of "Communication Skills in English" at the F.Y.B.A. examination has been revised as per Appendix and that the same has been brought into force with effect from the academic year 2005-2006.

Mumbai 400 032,
22nd June, 2005.

Wich 22/6
for REGISTRAR.

A.C.4.17/05.02.2005

To,
Principals of affiliated colleges in Arts and Professor-cum-Director, Institute of Distance Education.

No.UG/ 237 -A of 2005 22nd June, 2005.

Copy forwarded with Compliments for information to :-

- 1) The Dean, Faculty of Arts.
- 2) The Chairman, Board of Studies in English.

Wich 22/6
for REGISTRAR.

Copy for information to :-

The Director, Board of College and University Development, Deputy Registrar (Eligibility and Migration) the Personal Assistants to the Vice-Chancellor, the Pro-Vice-Chancellor, the Registrar and the Assistant Registrar, Administrative Sub-Centre, Ratnagiri.

The Controller of Examinations (10 copies), The Finance and Accounts Officer (Accounts Section, Fort (2 copies), Director (U.C.C., I.D.E. Bldg., Vidyarnagari Campus) (1 copy), The Deputy Registrar, A.A. Unit, (2 copies), D.R.(E.A.U.) (1 copy). They are requested to treat this as Action taken report on the concerned resolution adopted by the Academic Council Management Council referred to in the above Circular, and that no separate A.T.R. will be sent in this connection. Accounts Section, Vidyarnagari, Kalina Campus (1 copy), Reco. & Sec. (5 copies) Publication Section (5 copies), CONCOL (1 copy), A. R. Enrollment (2 copies), In-charge, Central Computing Facility (1 copy), D. R., I.D.E. (10 copies), D. R. Statistical Unit (2 copies), D.R.(P.R.O.) (2 copies), Superintendent, Thesis Section (1 copy), Superintendent, P. G. Section (2 copies), BUCTU (1 copy), Secretary, MLASA (1 copy), Dy. Acctt. (Unit V) (1 copy) Receptionist (1 copy), Telephone Operator (1 copy).

Ann Cir-10 22605

UNIVERSITY OF MUMBAI



Revised Syllabus for F.Y. B.A. English (optional)

(with effect from the academic year 2005-2008)

Revised syllabus for 'Communication Skills in English' for F.Y.B.A and the list of books recommended for reference, as well as the question paper pattern, for the examinations to be held in the academic years 2005-2006, 2006-2007, and 2007-2008.

Periods: 60 Lectures + 20 Tutorials (3 lectures + 1 tutorial per week).

Marks: 90 (Theory) + 10 (Project) = 100

Objectives: To equip students who already have basic abilities in reading and writing, with the higher level skills of (1) close, critical reading of informative, discursive and literary texts, (2) effective presentation in writing (concise statement, use of appropriate organisational and rhetorical patterns, and style) (3) efficient oral communication and (4) to provide theoretical / practical introduction to the basics of e-communication.

SKILLS TO BE ACQUIRED.

1. Reading:

Ability to:

Read with fluency and speed; Skim and scan;

Identify, collect and reorder relevant information from factual discourse, from a given perspective; isolate fact from opinion;

Understand concepts and arguments in discursive prose;

Analyse an argument and assess its strengths and weaknesses;

Identify and analyse the features of language use distinctive to literary discourse, in terms of choice of lexis, grammatical structure and semantic range;

Perceive evidence of multiple meanings, imagery, humour, irony, sentiment, author's bias/point of view.

2. Writing:

Organised presentation of matter (factual/informative descriptive or persuasive); drawing recommendations from material. (Form: essay writing, report writing, public appeal).

Closely reasoned writing on a given argument; making or refuting a case; analysis and examination of concepts or claims from different angles, seeing both sides of an argument; relating cause and result; drawing conclusions (Form: Drafting a speech, writing a debate.)

Dialogue Writing: Formal, Informal (e.g. conversation, interviews for jobs and the media).

Correspondence in different registers:

Official:

- a) Enquiries / complaints and replies; representations.
- b) Letters of application for jobs.
- c) Letters to a bank - opening an account, loss of cheque book, etc.

Semi-official:

- d) Letters to the editor.

Social Correspondence:

- e) Invitations, congratulations, condolences.
- f) Appeals e.g. blood donations, environmental and other civic issues.

3. Restatement of a given text -

Note-making

The exercise aims at developing the following skills:

Reading Skill: Ability to identify the different points, sub-points etc, made in a factual/discursive passage and to see the relationship /logical connection between these points.

Writing Skill: It aims at creating an awareness in students that effective presentation in writing requires prior organisation of subject matter, that is, ordering of points/facts/views, etc.

Summarizing/Shortening

(Making matter and organisation more focused.

Editing for linguistic/stylistics purposes.)

4. Oral Communication:

Training in correct pronunciation and sentence stress and

Communication with fluency, naturalness, confidence and sensitivity to audience.

(Familiarity with the phonetic script should enable students to use the pronunciation section of a dictionary.)

Imparting knowledge of the conventions of conversation and social interaction such as appropriate forms of address and reference, how to convey compliment, gratitude, etc.

(Form: Interaction in shared planning of written work; presentation of the outcome of a discussion; participation in oral interaction in formal/professional contexts, for e.g. dialogue; debate, interview, office meeting, panel discussion, etc.)

5. Analysis of technical data

(1) Road Maps

(2) Pie Charts

(3) Bar diagrams / Graphs.

N.B. Remedial grammar may be taught where required.

Tutorials / Projects

Workload : 3 Lectures and 1 tutorial per week.

Marks : 10 marks out of 100 will be allotted to tutorial / project work.

The Tutorial / Project may be based on the following:

- i) Reading and Comprehension
- ii) Writing Skills
- iii) Oral Communication - Presentations, Group Discussions, Debates, Speeches.
- iv) Electronic Communication - Opening Folders/Files; E-mailing; Surfing the Net.

1st Term-end Examination

Time: 2 hours.

Max Marks: Out of 50.

- Q.1 Reading comprehension (Level I): Passage (Factual/descriptive/narrative, of approx. 250-300 words) with questions. 10 marks.
- Q.1 Reading comprehension (Level II): Passage (Factual/descriptive/narrative, of approx. 250-300 words) with questions. 10 marks.
- Q.3 Note-making: Factual/discursive passage. Level of difficulty to be similar to Level II of reading comprehension. Length of passage - Approx. 300 words. An incomplete schematic outline for note-making to be provided. Headings such as main points, sub-points, examples, elaboration, contrary points, problem, solution, advantages, disadvantages, conclusion, etc. may be given to assist the students in completing the notes. 10 marks.
- Q.4 Stress marking / Phonology
Any one of the following items, or any other considered suitable for this category:
- a) Marking stress in words individually or in sentences
 - b) Identifying the words in a list which have similar vowel/consonant sounds, e.g. leave, sheep. The list should also include some distractors e.g. live as distractor to leave sheep. 5 marks
- Q.5 Writing
Producing a piece of writing of approx. 350 words. Attention will be paid in the assessment to content, organisation and language. The writing tasks should be from among the following: (One option to be provided.)
- a) Correspondence
 - i) Official Correspondence:
 - Letter of application for jobs with bio-data.
 - Letters to editors. (2 letters representing both sides of an issue.)
 - Letter of enquiry / complaint and a reply to the letter.
 - Letters to banks (opening / closing an account, loss of a cheque book, etc) (2 letters)
 - ii) Social Correspondence:
 - Letter of Invitation / Congratulation / Condolence and the Reply.
 - b) An appeal. (Social / civic issue)
 - c) Dialogue-Writing
 - d) Speech-Writing 15 marks

2nd Term-end Examination

Q.1 Reading Comprehension (Level III) : Passage (discursive / reflective / literary, of approx. 250-300 words) with questions. 10 marks

Q.2 Reading Comprehension (Level IV) : Passage (discursive / reflective / literary, of approx. 250-300 words) with questions. 10 marks

Q.3 Summarizing and analyzing text. Level of difficulty of passage to be similar to Level II Reading. Length of passage: Approx. 300 words. Any one of various formats. Some examples of formats (without the passages on which they are based) are given below: The formats will have to be created in accordance with the demands of the passage. A part of one of the formats given below may be combined with a part of another. 10 marks

- A. There are 3 main ideas in the give passage. What are these? State two sub-points for one of the main ideas. State one example each relating to points 1 and 3. (State each of the above-mentioned in 1-2 lines only).

Is there any irrelevant matter in the text? If so, quote the line. Why is it irrelevant? OR Are any of the points being repeated? If so, quote the lines. Is the repetition for clarification, emphasis, or does it make for rambling text?

OR

- B. Fill in the following table (or flow chart, depending on the passage). You will have to supply several of the column headings yourself. Having done this, state the central idea of the passage in 2-3 lines. Could some of the points in the passage be reordered for greater clarity and logical organisation? What is the ordering you suggest?

OR

- C. Suppose you are reading the given passage in order to get information on traffic problems. Choose 3 of the points that are most relevant to the issue, ignoring other issues. Give an example for any one of the points you have selected. (State each of these in 1-2 lines only.)

Place the points in some kind of logical sequence, so that a picture/argument is built up.

OR

- D. State the 3 main ideas in the passage. Give any two examples in all, for any of the points.

Which of these points are stated as facts, and which are presented as the writer's opinion/interpretation? State this against each of the ideas you have pinpointed. Provide a short justification (not more than 5 lines for your analysis).

OR

E. The writer is arguing a case. State the 3 main points that are being made.

Are these points based on sufficient evidence? Give examples of the evidence presented. Is there any discrepancy between the different statements? Give examples of such discrepancy.

OR

F. The following passage expresses a particular point of view and attacks conflicting points of view.

1. Identify (a) the topic and (b) the writer's essential point of view.
2. Identify and summarise
 - a) The problem
 - b) The proposed solutions
 - c) The means of achieving the solutions
 - d) Advantages of the means proposed
 - e) Action recommended.

Q.4

Analysis of technical data

5 marks

Q.5

Writing

The writing tasks should be from among the following. (One option to be provided):

- a) Essay Writing
- b) Debate
- c) Report Writing
- d) Representation

15 marks

Recommended Books.

1. Grellet, F.: Developing Reading Skills. Cambridge University Press, 1981.
2. Reading & Thinking in English. Four volumes, (vol.1 for the lowest level, vol.4 for the highest level). The British Council Oxford University Press, 1979-1981.
3. Martin J.R.: Factual Writing: Exploring and Challenging Social Reality. Oxford University Press, 1990.
4. Hamp-Lyons, L. & Heasley, B.: Study Writing: A Course in Written English for Academic and Professional Purposes. Cambridge University Press, 1987.
5. Doughty, P.P., Thornton, J.G.: Language in Use. Edward Arnold, 1973.
6. Bhasker, W.W.S & Prabhu, N.S.: English through Reading. Vols. 1 and 2. Macmillan, 1975.
7. Freeman, Sarah: Written Communication. Orient Longman, 1977.
8. Freeman, Sarah: Study Strategies. N. Delhi. Oxford University Press, 1979.
9. ELT Cell, University of Bombay. Note making and Composition Exercises, 1979.
10. Saraswati V.: Organised Writing, Book 1. Orient Longman.
11. Narayanaswami, V.R.: Organised Writing, Book 2. Orient Longman.
12. Mohan Krishna & Singh, N.P.: Speaking English Effectively. Macmillan India, 1995.
13. Mohan Krishna & Banerji, Meera: Developing Communication Skills. Macmillan India, 1990.
14. Widdowson, H.G.: English in Focus. English for Social Sciences. Oxford University Press.
15. Bellare Nirmala: Reading Strategies, Vols. 1 and 2. New Delhi. Oxford University Press, 1998.

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