Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Functional English				

Course Introduction

This course is designed to equip students with essential English language skills for effective communication across a variety of real-world contexts. Emphasizing vocabulary development, grammar, and sentence structure, the course builds a strong foundation in language proficiency. Students will enhance their ability to comprehend nuanced messages and respond appropriately by applying analytical and critical thinking skills in listening and reading. The course also covers practical communication competencies such as professional writing, public speaking, and everyday conversation, preparing students for both academic and professional settings. A key focus is on fostering an awareness of how language impacts diverse audiences. Students will be encouraged to communicate inclusively and demonstrate cultural sensitivity in their language use. Ultimately, this course aims to develop students' ability to navigate a globalized world with confidence and effectiveness in all forms of interaction.

Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate effective English communication skills by applying appropriate word choices, grammar, and sentence structures in both written and spoken forms.
2. Comprehend and analyze a wide range of literary and non-literary texts, as well as spoken content, to enhance critical understanding and interpretation.
3. Adapt communication strategies to diverse cultural and social contexts, recognizing intercultural variations in English language use to express ideas, opinions, and information clearly and appropriately.

	Course Content	Assignments/Readings
Week 1	**1: Foundations of Functional English** • Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)	Reading: Swan, M. (2016), Section on Vocabulary. Assignment: Complete vocabulary exercises on synonyms/antonyms. Write a paragraph using 5 new idioms.
Week 2	• Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons,	Reading: Azar, B. S. (2009), Chapter 1 & 2
	modifiers, articles, word classes, etc.)	(Present & Past Time). Assignment: Grammar worksheet: Correct the fragments and run-ons in a sample essay.

Week 3	• Word formation (affixation, compounding, clipping, back formation, etc.)	Reading: Strauss et al (2014), Section on Word Usage. Assignment: Create a list of 20 words using different prefixes and suffixes.
Week 4	• Sentence structure (simple, compound, complex and compound-complex)	Reading: Murphy, R. (2019), Units on Conjunctions and Clauses. Assignment: Combine simple sentences to create complex and compound sentences.
Week 5	• Sound production and pronunciation	Reading: Handout on Phonetics. Assignment: Oral Task: Record a 2-minute speech focusing on correct pronunciation and stress.
Week 6	**2: Comprehension and Analysis** • Understanding purpose, audience and context	Reading: Kintsch, W. (1998), Chapter on Comprehension. Assignment: Analyze a news article to identify purpose, audience, and tone.
Week 7	• Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)	Reading: James & Merickel (2016), Chapter on Critical Reading. Assignment: Identify bias and stereotypes in two different news reports of the same event.
Week 8	• Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)	Reading: Johns & Lenski (2017), Chapter on Reading Strategies. Assignment: Apply the
		SQ4R method to a provided academic text. Midterm Exam.

Week 9	• Active listening (overcoming listening barriers, focused listening, etc.)	Reading: Verma & Raman (2017), Chapter on Listening Skills. Assignment: Listen to a TED Talk and summarize the main points.
Week 10	**3:** Effective Communication • Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)	Reading: Verma & Raman (2017), Chapter on Communication Principles. Assignment: Rewrite a verbose paragraph to make it concise and clear.
Week 11	• Structuring documents (introduction, body, conclusion and formatting)	Reading: Downes, C. (2008), Chapter on CVs and Letters. Assignment: Draft a formal letter of application.
Week 12	• Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)	Reading: Handout on Inclusive Language. Assignment: Edit a text to remove gender bias and stereotypes.
Week 13	• Public speaking (overcoming stage fright, voice modulation and body language)	Reading: Verma & Raman (2017), Chapter on Public Speaking. Assignment: Deliver a 3-minute extempore speech in class.
Week 14	• Presentation skills (organization content, visual aids and engaging the audience)	Reading: Hutchinson & Waters (1987), Chapter on Presentation Techniques. Assignment: Group Presentation: Present on a social issue using PowerPoint slides.
Week 15	• Informal communication (small talk, networking and conversational skills)	Reading: Selected article on Professional Networking.
		Assignment: Role-play: Simulate a professional networking scenario.

Week 16	• Professional writing (business e-mails, memos, reports, formal letters, etc.)	Reading: Downes, C. (2008), Chapter on Business Writing. Assignment: Final Project: Compile a portfolio including a CV, formal email, and a short report.

Textbooks and Reading Material

Azar, B. S. (2009). *Understanding and using English grammar* (4th ed.). Pearson Education.

Murphy, R. (2019). *English grammar in use: A self-study reference and practice book for intermediate learners of English* (5th ed.). Cambridge University Press.

Straus, J., Kaufman, L., & Stern, T. (2014). *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes* (11th ed.). Jossey-Bass.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.

Downes, C. (2008). *Cambridge English for job-hunting*. Cambridge University Press.

Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.

James, M., & Merickel, A. P. (2016). *Reading literature and writing argument* (6th ed.). Pearson Education.

Johns, J. L., & Lenski, S. D. (2017). *Improving reading: Strategies, resources, and common core connections* (7th ed.). Kendall Hunt Publishing.

Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge University Press.

Verma, J. P., & Raman, M. (2017). *Communication skills for business professionals*. CRC Press.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes and presentations. As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.