



Graphic Era
(Deemed to be University)
Accredited by NAAC with Grade A

III RD BOARD OF STUDIES

Department of Professional Communication

The III rd meeting of Board of Studies for Professional Communication, under the Department of Professional Communication is being convened on Wednesday 3April, 2019 in the campus of Graphic Era Deemed to be University.

The agenda of the Board of Studies:

1. Review and approve the revised syllabus
2. To approve the change in scheme of examination for Professional Communication, from on-line to

Time: 10.45 am onwards.

Venue: Old MCA Building Third Floor conference Room

The Board of Study is as under:

Name	Address	Position	Signature
Prof.(Dr) Raj K Dhar	Professor, HOD/ , Professional Communication & Dept of Humanities & Social Sciences, Graphic Era (Deemed to be) University, Dehradun	Convener	
Prof.(Dr) Shrawan Kumar Sharma	Professor Department of English Gurukul Kangri University, Haridwar drshrawan@gmail.com	External Expert -1	
Dr Vipin Kumar	Associate professor, HOD, Department of English, Graphic Era Hill University, Dehradun	External Expert -2	
Mr. Abhishek Verma	Associate Professor Dept of Professional Communication Graphic Era(Deemed To Be) University	Internal Member	
Mr Sachin Ghai	Assistant Professor Dept of Management studies Graphic Era Deemed to be University	Internal Member	
Dr. Sunita Bhola	Assistant Professor Dept of Professional Communication Graphic	Internal Member	

	Era(Deemed To Be) University		
Mrs Shweta Bajaj	Assistant Professor Dept Of Professional Communication Graphic Era(Deemed To Be) University	Member	

Prof Raj. K. Dhar
(Convener Board of Studies)

Copy to:

1. Hon'ble President' Office - for his kind information
2. Vice Chancellor's office
3. Pro- vice chancellor's office
4. Registrar
5. Finance Officer
6. Convener BOS - for necessary action
7. All the above members
8. File



OBJECTIVE OF THE COURSE:

Professional Communication trains students in the utilization of the various communications methods and professional techniques, use of language; improve listening and speaking skills and gain knowledge of today's professional marketplace. This course forms an important part of all undergraduate degree programs because it focuses on language and applications of language in various occupations and fields. Students learn how to use the writing process to produce informative and persuasive research papers, email, résumés, cover letters, and presentations. Students will also learn strategies for communicating effectively and persuasively with different audiences.

Methods of Instruction:

The course follows the following pedagogical methods for effective delivery , understanding and practical application of the linguistic skills:

1. lecture/discussion
2. group work
3. peer review
4. Faculty feedback on students' work
5. Role play
6. Language lab
7. Presentation (individual or group)
8. Assignments

Means of Assessment

Students will be assessed using a variety of evaluations, both written and oral, such as the following:

1. Quizzes/tests/short writing.
2. Presentation

3. Participation in group discussions.
4. Role play

Action Plan for improving students' communication skills

Practice conversation skills.

Conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as:

- body language
- eye contact
- summarizing
- paraphrasing
- responding

Use of technology.

From audio books to apps, there is a multitude of technological resources that can be used for improving student communication skills. Students can listen to or read along with audio books to hear how the speaker pronounces and enunciates different words or phrases. University has a well equipped language lab and it would be mandatory for students to work in that Lab

Reinforce active listening.

Communication isn't just about speaking; it's also about listening. Faculty will help their students develop listening skills by reading a selection of text aloud, and then having the class discuss and reflect on the content. Reinforce building good listening skills by encouraging students to practice asking clarifying questions to fully understand the speaker's intended message.

Offering group presentations and assignments:

As team-building exercises the faculty will encourage group discussions among students and involve them in making short speeches on current topics and on the issues of their liking. They will be taught peer reviewing of speeches and discussions. This can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to debate their opinions, take turns, and work together towards a common goal.

Ask open-ended questions.

As professional students have to conduct meetings, make speeches and hold both formal and informal conversations, therefore they require more than a one- or two-word response. The faculty will ask open-ended questions to inspire discussion and demonstrate that there are multiple ways to perceive and answer a question. Faculty might set a timer for short informal conversations and challenge students to use open-ended questions.

For example, for a question “what did you like best about the song, there would be a great deal of information the students will provide than on the question, “did you like the song? It is imperative that the faculty get each student to speak.

Use tasks and activities that foster critical thinking:

Another task-based method for improving student communication skills would be through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions.

Offer reflective learning opportunities.

Faculty can get the students to record their reading selected text or videotaping group presentations to assess their communication strengths and weaknesses. Students can reflect on their oral performance in small groups. Then, ask each student to critique the others so that they can get used to receiving constructive criticism.

Find teachable moments.

Faculty will maximize everyday happenings in the classroom environment. For example, if a student answers a question in a complicated way, the faculty might ask that they rephrase their question or challenge the class to ask clarifying questions. If an unfamiliar word pops up in a text or conversation, pause in order for the class to search for the word in the dictionary.

LEARNING OUTCOMES:

After successfully completing the Professional communication course, the students will be able to

LO 1: Use the multi-step writing process to plan, draft, and revise reports, correspondence, and presentations.

LO2: Produce and deliver oral presentations on issues, concerning their trade.

LO3: Produce effective graphics for documents and presentations.

LO4: Use engineering conventions in form, format, and reference citation.

LO5: Demonstrate effective use of teamwork skills to complete communication tasks.

LO6: Use critical thinking to identify and analyze contemporary political, ethical, and social issues in engineering.

Course Title: Professional Communication

Subject Code: THU-101

1. **Contact Hours: 40**

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3.

Semester: I

4. Mode of Examination: Written

Course Outcomes: After completion of the course students will be able to:

CO1. Comprehend grammatical rules so that it is easier for them to converse and write in correct English.

CO2. Enhance their speaking skills through improvement in their vocabulary.

CO3. Develop an understanding of effective nonverbal expressions and speaking skills which will instill in them the confidence of a good speaker.

CO4. Demonstrate advanced interpersonal communication, business etiquette and relationship building skills

CO5. Use the skills and knowledge of communication in their professional life and in career building exercise.

Detailed Syllabus

s.n.	CONTENTS	Practical	Contact Hrs
1	<p>UNIT I Functional grammar</p> <ol style="list-style-type: none"> 1) Parts of speech 2) Different verb forms 3) Identification of tenses 4) Formation of sentences using different form of tenses 5) Usage of parts of speech 6) Spotting errors 7) Concord : agreement of verb- with subject , with tense 	<ol style="list-style-type: none"> 1) Usage of parts of speech in describing events, places and introducing self. 2) Quiz related to verb forms 3) Relating anecdotes in different tenses 4) urge students to converse using different parts of speech 5) practice with students how to spot grammatical errors 6) Practice exercises to be done. Teaching to identify the errors. 7) Language lab activities 	18
11	<p>UNIT II Vocabulary building</p> <ol style="list-style-type: none"> 1) One word substitution 2) Synonyms 3) Antonyms 4) Homonyms 5) Avoiding Indianism in usage of English language 	<ol style="list-style-type: none"> 1) Exercises to use words in sentences. 2) Rigorous sessions on vocabulary building in language lab. 3) Play method of pointing commonly made errors by speaking English. Teach through common mistake example: like ‘do the needful’, ‘pindrop silence’, ‘waiting on the gate’ etc 	6
	<p>Unit – III Communication</p> <ol style="list-style-type: none"> 1) Introduction to communication : Non verbal aspects 2) Etiquettes of telephone conversation. 3) Role play: Mock Sessions 	<ol style="list-style-type: none"> 1)Teaching with the help of videos how to use kinesics, proxemics, tone , pitch, pace ,accent ,modulation of voice and appearance and other facial parts to show a positive body language. 2) Role play: <ol style="list-style-type: none"> I. Identify the situation II. Set up a scenario in enough detail for it to feel "real." III. Assign roles 	6

		IV. Act out the scenario. V. Discuss what students have learnt.	
	Unit – IV <i>Effective handling of issues</i> 1) Use of concept of small talks 2) Giving and receiving feedback 3) Handling complaints effectively	VI) Involve the students in small talk on weather, health, appreciation of a film, introducing themselves. VII) Show some videos on small talk. VIII) Lang lab: activity on how to make a conversation.	6
	Unit – V <i>Written communication</i> 1) Memo writing 2) Notice/ Report writing 3) Agenda, minutes of the meeting	1) Hold a meeting on any issue in the class and give each student the task of preparing a notice and the agenda of the meeting. Let one group prepare the minutes of the meeting . 2) This could also be given as class work assignment	4
		Total	40

Reference Books:

- Professional communication by Rajhans Gupta- Pragati Prakashan
- Professional communication by R.P. Singh –Oxford
- Business communication by M.K. Sehgal and Vandana Khetrapal-excel books
- Basic technical communication by Malti Agarwal- Krishna Educational
- English in easy by Chetan Anand Singh- B.S.C Publication
- Thesaurus- Oxford publication
- Pronunciation book on linguistics-oxford publication
- English pronouncing dictionary by Daniel Jones-Cambridge university press

Course Title: Advanced Professional Communication Subject Code: THU-201

1. Contact Hours: 40 hours

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2. Semester: II

3. Mode of Examination: Written

Course Outcomes: After completion of the course students will be able to:

CO1. Understand and correctly apply rules of grammar for enhancing intrapersonal and interpersonal skills.

CO2. Demonstrate develop clear thinking, coherence in writing and apply unity in writing.

CO3. Use correct vocabulary in their spoken and written English.

CO4. Evaluate and assess the speaking patterns of self and others to excel in interviews and extemporaneous speaking.

CO5. Understand the importance of effective use of written, oral and digital communication modes geared to a range of business audiences.

	CONTENTS	Practical work	Contact Hrs
	<p>Unit – I Writing Skills</p> <p>1) Précis writing: Do’s and don’ts: 3) Paragraph Writing –Descriptive, Imaginative, Analytical and informative 4) Essay writing(300 words)</p>	<p>1).Exercise to be given to instill in the students the précis skills. 2). making it mandatory for students to read good easy books, autobiographies, newspaper</p>	8
	<p>Unit II Advanced vocabulary</p> <p>1) Idioms and phrases 2) Phrasal Verbs. 3) Technical words(jargons)</p>	<p>1)Lang. Lab activities</p>	6
	<p>Unit III Soft skills</p> <p>1) Interviews- definition, purpose, preparation ,types, do’s and don’ts simulation exercise 2) Extempore speaking: simulation exercises 3) Art of conversation in formal settings: simulation exercises 4) JAM session: simulation exercise Group discussion: dos and don’ts, simulation exercise</p>	<p>1)Mock interview sessions to be conducted as part of practical exercise. Giving students the feedback of their limitations. 2) Showing some good videos on interview, available on net. 3)Making all students to deliver a talk of their choice. This must be done as a surprise class task, to assess the speakers’ ability to speak. Corrections to be done without discouraging the speakers. 4) Group discussion sessions must be done regularly. Urge each student to give his/her opinions on the subject being discussed. Let there be peer evaluation of the performance. Alot marks at the end of each GD Session. This will encourage the students to speak. 4)Hold JAM competition at class level , Reward the good speakers and organize inter-departmental sessions to encourage maximum participation. Every student must be encouraged to speak in JAM.</p>	10

<p>Unit IV Technical writing- I</p> <ol style="list-style-type: none"> 1) Technical Report writing(Project report, feasibility report, research report) 2) Research paper writing(format, RM) 3) Technical Proposal writing(format, structure, types) 	<p>1)Show the students some samples of technical reports and teach briefly research methodology.</p>	<p>10</p>
<p>Unit V Technical writing II</p> <ol style="list-style-type: none"> 1) Principles of business correspondence 2) Drafting CVs , job application. 3) Presentation skills. 		<p>6</p>
Total		<p>40</p>

References

- Professional communication by Rajhans Gupta- Pragati Prakashan
- Professional communication by R.P. Singh –Oxford
- Business communication by M.K. Sehgal and Vandana Khetrapal-excel books
- Basic technical communication by Malti Agarwal- Krishna Educational
- English in easy by Chetan Anand Singh- B.S.C Publication
- Thesaurus- oxford publication
- Pronunciation book on linguistics-oxford publication
- English pronouncing dictionary by Daniel Jones-Cambridge university press

Course Title: Professional Communication
Semester: III

Subject code: THU301

Credits: 02

Course Objectives:

- CO1: Enhance the art of factual learning by involving the students into writing based on facts.
 CO2: Utilize the oratory skills of the students to train them into presenting facts.
 CO3: Demonstrate the acquired grammar knowledge for improving analytical skills.
 CO4: Maximize the capability of students pertaining to discussion initiation, carrying on and conclusion.
 CO5: Construct the writing and oratory skills of the students by involving them into simulation exercises.

Course Plan:

Total No. of Lectures	Learning Objectives	Topics to be covered	
8	To develop the art of Factual Based learning	<u>Unit-1 Writing Skills</u> Writing based on facts a) Indian Economy b) International relation c) Business d) Media & Crime e) Sports f) Information & Technology	
6	For general awareness To widen the scope of learning	<u>Unit-2 Presentation Skills</u> Presentations based on factual based learning throughout the semester	:
6.	To develop Analytical Skills	<u>Unit 3: Sentence correction Based on Topics</u> Concord : Subject verb Agreement Correct word usage	Level -1
5	To initiate a discussion	<u>Unit-4Group Discussion</u> : Formation of groups, Body language in G.D, Content delivery in G.D, Time management in G.D	Level -1
Total lectures 25			

Course title: Professional Communication : **Subject code:** THU401

Semester: IV

Credits: 02

Course Objectives :

- CO1: Utilize the already learnt grammar skills towards accurate usage of language.
 CO2: Appraise the analytical and evaluative skills of the students for improved interpretation.

CO3: Sharpen the sentence structuring skills of the students.

CO4: Enhance the oratory skills of the students to make them corporate ready.

CO5: Focus on augmenting the verbal communication skills of the students.

Course Plan:

Total No. of Lectures	Learning Objectives	Topics to be covered	
5	For correct usage of language	<u>Unit-1</u> <u>Advanced Grammar</u> Prepositions & Articles Tenses : Sequences of Tenses	Level -2
6	To develop analytical and evaluative skills To interpret correctly	<u>Unit-2</u> <u>Analytical Skills</u> Para jumbles Analogy	Level-1
8	To have synchronization in sentence structure To sharpen the functional Grammar & vocabulary skills acquired	<u>Unit -3 I Sentence Correction Based on topics</u> a) Parallelism b) Tenses <u>II Sentence completion</u> -Single word blank	Level-2 Level -2
6	To provide forum for constructive discussions	<u>Unit-4</u> Group Discussions Focus on content & Preciseness Body language, linguistic skills	Level-2
Total lecture 25			

Course title: Professional Communication **Subject code:** THU501

Semester: V

Credits: 02

Course Objectives :

CO1: Identify author's purpose and tone to make inferences based on comprehension of text.

CO2: Develop an understanding of prefixes and suffixes to identify meaning of the word.

CO3: Understand the importance of critical thinking to construct a logically sound and well-reasoned argument

CO4: Provide advanced knowledge on debating to the students.

CO5: Review and analyze the relationship between reading comprehension and critical thinking and improving the vocabulary.

Course Plan:

Total No. of Lectures	Learning Objective	Topics to be covered	
8	To infer the text aptly	<u>Unit-1</u> <u>Introduction to Reading Comprehension</u> a) Basic Tricks b) Short Passages	Level 1
8		<u>Unit-2 Advanced Vocabulary</u> Word Formation (Prefix & Suffix) Advanced level	Usage in Quiz or Activities based on Vocabulary
4	To develop critical analytical skills	<u>Unit3 Critical Analysis</u> Critical Reasoning	Level -1
5	To provide forum for discussions	<u>Unit-4 Debates and Group Discussions</u> Focus on facts and the principle of refine and crisp language	Level 4
Total lectures : 25			

Course title: Professional Communication **Subject code:** THU601

Semester: VI

Credits: 02

Course Objectives :

CO1: Help demonstrate proficiency in written communication using appropriate style, structure and voice.

CO2: Practice grammar to enhance the writing skills.

CO3: Test for potential that a candidate holds in order to develop promptness in reply.

CO4: Build critical analytical skills in order to draw inferences

CO5: Discover the key skills required to bridge the gap between campuses and corporate.

Course Plan:

Total No. of Lectures	Learning Objectives	Topics to be covered	
4	To develop confrontational skills	<u>Unit-1 Advanced Writing Skills</u> Expository and Argumentative Essays	
3	For accurate grammatical skills	<u>Unit-2 Sentence Correction</u> Conditionals Concord Based on functional Grammar(revision Exercises)	
3	For promptness in reply	<u>Unit-3 Soft Skills</u> a) Resume Writing/ Interviews F.A.Q's b) Group Discussions On situation Handling	Level -4
4	For critical analysis	<u>Unit-4 Analytical Skills</u> a) Sentence Completion using double or multi blanks b) Critical Reasoning	Level2
Total lectures :20			