

B.Com General English

Semester I

Medial Literacy

The term 'media' has an expansive meaning in today's context. It may refer to a piece of paper on which news is printed or to a political advertisement that pops-up when browsing latest TV shows on the internet. Media acts as a tool to manufacture consent and at the same time it is the very space where such 'manufacturing' can be resisted. Hence, understanding media is critical to the understanding of the modern world that is saturated with information. The Media Literacy paper aims to help students process the information received from diverse sources and develop the ability to examine contemporary political, social and cultural events. The paper aims to provide a foundation for the development of critical thinking abilities, engaging in fact-based debates and resourcing materials for research. The paper also aims to equip the students with the skills required for fact-checking. The following three aspects are covered under this paper:

- a) **News Analysis and Interpretation**
- b) **Digital Media and the Internet**
- c) **Understanding Social Media**

a) **News Analysis and Interpretation**

Desired learning outcomes:

- Ability to differentiate between information and news
- Identifying reliable news sources and differentiating between authentic and fake news
- Understanding and interpreting news
- Developing perspectives of the society through reading/watching news

Activities:

- Read newspaper articles and opinion pieces in class and evaluate their authenticity, the bias, if any, and the perspective from which the news is reported or the opinion is stated
- Watch television news debates and discuss the above-mentioned aspects. Also discuss the differences between television news and print news keeping in mind the impact it can have on individuals and the society.

b) Digital Media and the Internet

Desired learning outcomes:

- Navigate the internet to find required information
- Identify websites of repute that provide authentic, thought-provoking content
- Produce content for the internet

Activities:

- Choose a topic and search the internet to find in-depth information about the topic
- Watch YouTube videos of quality content and discuss
- Discuss various ways of producing content for the internet

c) Understanding Social Media

Desired learning outcomes:

- Analyse one's own relationship with social media
- Understand new forms of communication through social media
- Assess the impact of social media on human habits and thinking

Activities:

- Discuss the students' relation with social media
- Ask students to identify an important change they discovered within themselves after engaging with social media
- Discuss the impact of social media on society and individuals with the aid of an essay

Readings:

- The Propaganda Model – Extract from *Manufacturing Consent* by Edward Herman and Noam Chomsky
- “Why so many people believe fake news – and how to get them to see through conspiracy theories” by Mark Lorch, *The Conversation*
- “I type, therefore I am” by Tom Chatfield, *Aeon Magazine*

Documentary: The Social Dilemma (2020)

Writing Activity:

- Write responses to news articles and opinion pieces
- Write short pieces on interesting websites by describing and evaluating them
- Write a personal essay on one's relationship with social media.

Speaking Activity:

- Classroom discussion and interaction
- Presentations on the topics being discussed

Communicative Skills

(for Semester I of B. Com D, E, F & G based on streaming and to be offered along with the Media Literacy module)

A note on streaming

The communicative skills module will be administered to two streams of students classified based on their ability to use language for the purposes of communication. Students who display an ability to formulate a coherent response to a question, topic or a passage and use imaginative thinking, even with a rudimentary grasp of the English grammar, will be put under Stream A and students who require help in formulating coherent responses, irrespective of their grasp of the English grammar, will be put under Stream B.

Classroom engagement

As the communicative skills module is offered in combination with the Media Literacy module the teacher may use the activities and readings listed in the Media Literacy module to aid the communicative skills module. The focus in the semester should be on tasks and activities to be done by students rather than class lectures. Apart from the recommended activities the teacher may conduct additional activities depending on the response of the class. However, the teacher should ensure that the students meet the below mentioned minimum requirement:

Stream A

- Reading and discussion of 7 articles of about 1000-1500 words each
- 10 different types of writing tasks of 500-750 words each

Stream B

- Reading and discussion of 5 articles of about 1000-1500 words each
- 7 different types of writing tasks of 500-750 words each

Desired learning outcomes

At the end of the semester, Stream A students should have furthered their ability to articulate thoughtful responses along with grammatical correctness and Stream B students should have acquired the ability to articulate thoughtful responses along with grammatical correctness.

Language lab assistance

Students who require help with English grammar and vocabulary may be enrolled into the language lab course and acquire the necessary skills.

Evaluation

Both, Stream A and B students will be given advanced level tasks in the communicative skills course which challenges them and pushes them to further enhance their communicative skills. However, the evaluation criteria for both streams will vary. The objective of the evaluation process will be to measure the progress achieved by students during the course of the semester and test whether they have achieved the desired learning outcomes.

Reading activity:

- Read a passage and identify key words
- Read a passage and identify the purpose of the punctuation marks used
- Read a passage and identify the relevance of paragraph breaks
- Read a passage and identify its key points or arguments
- Read a passage and identify the sentence structure
- Read a passage and identify the tone and voice of the writing

Listening activity:

- Watch a ten-minute YouTube clip and summarize and comment on the content
- Listen to a radio broadcast of a discussion or a talk, summarize and comment on the broadcast
- Summarize and comment on a group discussion or a student's presentation
- Learn proper pronunciation and understand the difference between formal and informal use of language by watching clippings from movies, news broadcast and talks

Writing activity:

- Write about personal experiences and everyday observations
- Recollect and write about a conversation that you had with friends or family members
- Describe an incident that you have witnessed
- Recollect a memory associated with an object and write about it
- Write about a photograph or a painting by describing the contents
- Explain a process (e.g. Opening an email account, riding a bike, operating a machine)
- Write about a topic that is the result of brainstorming in class or a discussion with students
- Write about any topic that inspires and motivates you

Speaking activity:

- Classroom discussion on contemporary issues
- Students' presentations on topics
- Narrate a story or an incident

Semester II

Interpreting Literary Texts

In this semester students will be introduced to a set of short stories and poems drawn from a variety of genres. Students will be introduced to the idea of interpretation through a discussion of short stories and poems. The texts will be treated as open to interpretation from multiple perspectives. Students will also be introduced to some of the tools and techniques of interpretation. A larger question of the relevance of literature to the society and the individual will be explored.

Objectives:

- To enable appreciation of literary texts
- To explore the relationship between human experience and literature
- To critically analyse and respond to literary texts
- To examine the role of literary texts in the society

Module One: Fiction hours

20

1. The Tell-Tale Heart – Edgar Alan Poe
2. The Story of an Hour – Kate Chopin
3. Amasa – Devanuru Mahadeva
4. The Sniper – Liam O’Flaherty
5. Toba Tek Singh – Saadat Hasan Manto

Module Two: Poetry hours

15

1. *Relationship, The Old Playhouse, Punishment in kindergarten* - Kamala Das
2. Selections from *Speaking of Siva* by A.K. Ramanujan
3. *I felt a Funeral, in my Brain, The Soul selects her own Society, Tell all the truth but tell it slant, They shut me up in Prose* – Emily Dickinson
4. *A Prison Evening, Solitude, My Heart, My Traveller* by Faiz Ahmed Faiz
5. *Give us This Day a Feast of Flesh* – N D Rajkumar

Business Communication

Module 1: Professional Writing for Business purposes

- Business Vocabulary
- Punctuation
- Form and Structure: Letters, Resumes, Applications
- Writing style and content of Letters
- Writing business emails
- Writing for Web and Media
- Writing business idea proposals

Module 2: Professional Speaking for Business purposes

- Voice and Pronunciation
- Facing audience
- Preparing and delivering presentations
- Facing interviews
- Group discussions
- Addressing meetings, passing instructions, and organizing.