



## **ELC-E1 / English Language Enhancement Course**

**Open to all undergraduate students  
Fall 2026**

### **Course Information**

**Course Duration:** 2 hours

**Credit Hours:** 4

**Meetings:** Tuesdays and Thursdays, 2:00–3:00 PM (or by appointment)

**Location:** English Language Centre, O.P. Jindal Global University

**Prerequisites:** None

**Equivalent Courses:** None

**Reason:** It is a general elective focused on practical English enhancement (vocabulary, speaking, writing, reading, listening). It is designed as a broad skills-building course open to all undergraduates.

**Exclusive Courses:** None

**Reason:** This English Language Enhancement course is skill-oriented and complementary to other English electives rather than overlapping with any specific course in a way that would make it exclusive. Students can take it alongside other ELC courses (like more advanced or literature-focused ones) if they wish.

### **Instructor Information**

**Instructor:** Dr. Fatemeh Rajabi

**Biography:** Dr. Fatemeh Rajabi is an Associate Professor and Faculty Coordinator of the English Literary Society at Jindal Global University, where she teaches English Language Skills, Persian Language, and Business English. She holds a Ph.D. in English Language Literature from Aligarh Muslim University, with research on racial female identity in American Postmodernism. Her scholarly interests include Black Feminism and gender studies.

Dr. Rajabi also works as a non-formal Persian and English lecturer at Jawaharlal Nehru University (JNU), Delhi, collaborating with the English and Persian departments on postdoctoral research.

**Email:** [frajabi@jgu.edu.in](mailto:frajabi@jgu.edu.in)

**Phone:**+917291040769

**Office:** 9<sup>th</sup>, Southwest,6<sup>th</sup> Floor, FOB, O.P Jindal Global University

**Office Hours:** Tuesdays and Thursdays, 2:00–3:00 PM (or by appointment)

**Homepage:**

## 1. Course Description

The English Language Enhancement course is designed for students seeking to improve their proficiency in English across vocabulary, speaking, writing, reading, and listening. This elective course, offered by the English Language Centre at O.P. Jindal Global University, provides practical tools and interactive exercises to build confidence and competence in English communication for academic, professional, and everyday contexts. It caters to students with varying proficiency levels, fostering skills through engaging activities, peer collaboration, and personalized feedback. The course embodies a student-centered, transformative pedagogical approach inspired by critical pedagogy, promoting not only linguistic competence but also critical thinking, cultural sensitivity, and responsible global citizenship.

## 2. Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
<b>CLO1: Expand vocabulary and use context-appropriate words effectively.</b>	Vocabulary-building games, quizzes, word formation exercises, context clues, idioms practice. Integrated across sessions with textbook chapters and supplementary materials. Peer collaboration in identifying and using new vocabulary in context.	A1: Class Participation (ongoing engagement in vocab activities); A2: UMS Assignments (weekly vocabulary quizzes, journal entries); A3: Internal Assessment (Week 6); A4: Mid-Term Examination (Week 8); A6: End-Term Examination (Week 15).
<b>CLO2: Improve speaking fluency and confidence in academic and social settings.</b>	Role-plays, pair work, pronunciation drills, basic conversations, debates, formal speaking practice. Group discussions and collaborative dialogues. Progressive development through 5-minute (Week 9) and 7-minute (Week 14) presentations with peer and instructor feedback.	A1: Class Participation (discussions, role-plays); A4: Mid-Term (speaking/listening components); A5: Presentation (Weeks 9 & 14, 10 marks each); A6: End-Term Examination.
<b>CLO3: Develop clear and coherent writing skills for various purposes.</b>	Writing workshops, peer review sessions, sentence structure and paragraph organization exercises, essay structure, coherence, and transition practice. Short essays, reports, and reflective writing tasks aligned with academic and professional contexts.	A2: UMS Assignments (journal entries, written tasks); A3: Internal Assessment (Week 6, writing & comprehension); A4: Mid-Term Examination; A6: End-Term Examination (comprehensive writing tasks).
<b>CLO4: Enhance reading comprehension and listening skills for academic texts and discussions.</b>	Skimming, scanning, and annotation exercises on short articles; group analysis and summarization. Audio-based listening exercises for main ideas and note-taking. Critical	A1: Class Participation (group analysis, discussions); A3: Internal Assessment (Week 6); A4: Mid-Term Examination (reading & listening); A6: End-Term Examination.

interpretation of spoken and written English in academic and global contexts.
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### **3. Scheme of Evaluation and Grading**

The course grade is determined through a balanced combination of continuous assessment and examinations, designed to evaluate all four language skills (listening, speaking, reading, writing) progressively throughout the semester. The assessment scheme aligns with the Programme Learning Objectives (PLOs) and Programme Competency Goals (PCGs), ensuring rigorous, fair, and transparent evaluation.

#### **Assessment Components:**

- A1. Class Participation (20% - Individual, Ongoing):** Assessed through active engagement in discussions, role-plays, group activities, and peer interactions. Minimum 80% attendance required for full marks.
- A2. UMS Assignments (5% - Individual, Weeks 1–13):** Weekly tasks including vocabulary quizzes, journal entries, and short written assignments submitted via the University Management System (UMS).
- A3. Internal Assessment (15% - Individual, Week 6):** In-class written assessment testing writing skills and reading comprehension (15 marks).
- A4. Mid-Term Examination (20% - Individual, Week 8):** 1.5-hour pen-and-paper examination covering vocabulary, writing, and listening skills from Weeks 1–7.
- A5. Presentation (10% - Individual/Group, Weeks 9 & 14):** 5-minute presentation in Week 9 (10 marks) and 7-minute final presentation in Week 14 (10 marks), assessing content, delivery, visuals, and audience engagement.
- A6. End-Term Examination (30% - Individual, Week 15):** Comprehensive 3-hour invigilated examination covering all skills (vocabulary, speaking, writing, reading, listening) as per the academic calendar.

Detailed rubrics for A3 (Internal Assessment) and A5 (Presentation) are provided in the full course manual, evaluating completeness, language accuracy, structure, comprehension, delivery, collaboration, and engagement on a scale from Needs Improvement (25%) to Superior/Excellent (100%).

#### **Grade Definition**

### **4. Academic Integrity**

**Academic Integrity:** The university maintains the highest standards of academic honesty. Plagiarism, cheating, or any form of academic misconduct will result in a zero grade for the affected assessment and may lead to further disciplinary action in accordance with JGU policies.

**Attendance Policy:** A minimum of 80% attendance is required to be eligible for full marks in Class Participation. Absences must be justified with appropriate documentation submitted to the instructor in a timely manner.

**Late Submissions:** A penalty of 10% per day will be applied to late submissions unless a prior extension has been granted by the instructor due to valid circumstances.

**Classroom Etiquette:** Students are expected to demonstrate respectful behavior, active participation, and professional conduct during all sessions. Mobile phones and electronic devices should be used only for academic purposes as directed by the instructor. Disruptive behavior will impact participation grades.

**Disability Support:** O.P. Jindal Global University is committed to accessibility. Students with disabilities or learning difficulties should register with the Disability Support Committee (DSC) within the first month of the semester. Strict confidentiality is maintained.

**Queries:** [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

## **5. Keyword Syllabus**

### **Course manual:**

English language proficiency, vocabulary expansion, context clues, word formation, idioms and phrasal verbs, speaking fluency and confidence, pronunciation, academic and professional communication, role-plays and simulations, paragraph and essay organization, sentence structure, coherence and cohesion, reading comprehension (skimming, scanning, annotation), listening comprehension and note-taking, presentation skills (content, delivery, visuals, audience engagement), peer feedback and collaboration, group projects and teamwork, critical thinking, transformative pedagogy, global citizenship, cultural sensitivity, academic integrity.

## **6. Course Material**

### **Text books**

### **Reference books**

### **Textbooks:**

- Murphy, R. (2019). English Grammar in Use (5th ed.). Cambridge University Press.

### **Reference Books:**

- Azar, B. S., & Hagen, S. A. (2016). Understanding and Using English Grammar (5th ed.). Pearson.
- Swan, M. (2017). Practical English Usage (4th ed.). Oxford University Press.

### **Journals / Business Magazines (Recommended):**

- ELT Journal (Oxford University Press)
- TESOL Quarterly
- Journal of English for Academic Purposes
- Modern English Teacher

### **Web Sources & Digital Resources:**

- Cambridge English Online Resources & Dictionaries
- Oxford Learner's Dictionaries & Oxford English Hub
- British Council LearnEnglish website
- Additional articles, audio clips, and multimedia materials provided via UMS or in-class handouts

**Recommended:**

- TED Talks, BBC Learning English, and academic podcasts for listening practice

**7. Session Plan**

Session (with Date)	General Topic	Readings	Approach/Pedagogy
<b>Session 1 (Week 1)</b>	Course Introduction	None	Class discussion, diagnostic activity. Objective: Understand course goals, assessments, and expectations. Overview of English proficiency importance. (PLO1, PLO2)
<b>Session 2 (Week 2)</b>	Vocabulary Building	Textbook Chapter on Vocabulary	Vocabulary games, quizzes, word formation, context clues, idioms. Objective: Expand vocabulary for academic and everyday use. (PLO1, PLO4)
<b>Sessions 3–4 (Weeks 3–4)</b>	Speaking Skills I	None	Role-plays, pair work, pronunciation drills, basic conversation. Objective: Improve fluency and pronunciation. (PLO2, PLO7, PLO9)
<b>Session 5 (Week 5)</b>	Reading Comprehension I	Short articles (provided)	Group analysis, annotation exercises, skimming/scanning. Objective: Develop skimming, scanning, and annotation skills; identify main ideas and summarize texts. (PLO5, PLO6)
<b>Session 6 (Week 6)</b>	Internal Assessment	None	In-class written assessment (15 marks). Short essay and reading comprehension. Objective: Assess writing and comprehension skills. (PLO1, PLO3, PLO5, PLO6)

<b>Session 7 (Week 7)</b>	Writing Skill I	Textbook Chapter on Writing	Writing workshop, peer review. Sentence structure, paragraph organization. Objective: Write clear paragraphs and short essays. (PLO1, PLO3)
<b>Session 8 (Week 8)</b>	Mid-Term Examination	None	1.5-hour pen-and-paper exam (20 marks). Content from Weeks 1–7. Objective: Assess vocabulary, writing, and listening skills. (PLO1, PLO2, PLO3, PLO5, PLO6)
<b>Session 9 (Week 9)</b>	Presentation Skills I	Guide to Presentations (provided)	5-minute presentations (10 marks). Slide design, delivery techniques. Objective: Develop basic presentation skills. (PLO2, PLO4, PLO7)
<b>Session 10 (Week 10)</b>	Listening Skills	None	Audio-based exercises, discussions, note-taking. Objective: Enhance comprehension of spoken English; listening for main ideas. (PLO6, PLO9)
<b>Session 11 (Week 11)</b>	Group Creative Projects	Guide to Collaborative Work	Group work, proposal drafting, collaborative storytelling or dialogue creation. Objective: Collaborate effectively on language-based projects. (PLO7, PLO8)
<b>Session 12 (Week 12)</b>	Speaking Skill II	Guide to Debating	Class debate, formal speaking practice. Objective: Refine fluency for academic discussions and debates. (PLO2, PLO5, PLO9)
<b>Session 13 (Week 13)</b>	Writing Skills II	Textbook Chapter on Advanced Writing	Writing workshop, peer review. Essay structure, coherence, transitions. Objective: Write longer essays and reports. (PLO1, PLO3)
<b>Session 14 (Week 14)</b>	Final Presentations	None	7-minute polished presentations (10 marks). Presentation refinement, audience engagement. Objective: Deliver professional presentations. (PLO2, PLO4, PLO7, PLO8,

			PLO9)
<b>Session 15 (Week 15)</b>	End-Term Examination & Wrap-Up	None	3-hour comprehensive exam (30 marks) + reflective discussion and feedback. Objective: Assess all skills; reflect on progress and growth. (PLO1, PLO2, PLO3, PLO5, PLO6)

*Note: This session plan provides a structured yet flexible framework. Specific dates will be confirmed at the start of the semester in alignment with the official academic calendar. Adjustments may be made based on student needs, guest sessions, or unforeseen circumstances, with prior notice to students. All sessions emphasize student-centered, inclusive, and interactive pedagogy.*