

COURSE MANUAL



Course Title	English Language Enhancement
Course Code	
Core or Elective	Elective
Program and Batch	Open to all undergraduate students
Semester & Academic Year	Spring 2026
Credits	4
Discipline/Area	English Language and Communication
Name of the Faculty Member/Course Instructor	Dr. Fatemeh Rajabi, Associate Professor
Contact Details of the Faculty Member	frajabi@jgu.edu.in
Contact Details of Support Staff	
Faculty Member's Open Office Day/s & Time	

Introduction to the Course

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, 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.

Course Learning Objectives

- **CLO1:** Expand vocabulary and use context-appropriate words effectively.
- **CLO2:** Improve speaking fluency and confidence in academic and social settings.
- **CLO3:** Develop clear and coherent writing skills for various purposes.
- **CLO4:** Enhance reading comprehension and listening skills for academic texts and discussions.

Programme Competency Goals

Programme Competency Goals (PCGs)	Programme Learning Objectives (PLOs)
1. Effective Communication: Ability to effectively exchange ideas and information	PLO1: Use precise vocabulary in speaking and writing PLO2: Speak clearly and confidently PLO3: Write coherently for diverse purposes PLO4: Use technology for communication
2. Critical Thinking: Ability to analyze and interpret information	PLO5: Comprehend and summarize texts PLO6: Interpret spoken English accurately
3. Teamwork: Ability to work and contribute effectively in group settings	PLO7: Collaborate effectively in group tasks PLO8: Provide constructive peer feedback
4. Responsible Global Citizenship: Ability to engage with diverse cultural contexts	PLO9: Adapt communication for global audiences PLO10: Demonstrate sensitivity to cultural nuances in language

Program Learning Objectives and Assessment Mapping

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
PLO1, PLO2, PLO3, PLO5, PLO6	PCG1, PCG2	A1, A2, A3, A4, A6
PLO1, PLO2, PLO3, PLO4, PLO7, PLO8, PLO9	PCG1, PCG3, PCG4	A5

Teaching Method

The course employs a student-centered approach with lectures, experiential exercises, group discussions, role-plays, and multimedia activities. Students engage in vocabulary-building games, speaking drills, writing workshops, reading comprehension tasks, and listening exercises. The instructor facilitates learning through real-world scenarios, peer feedback, and personalized guidance to address individual proficiency levels.

Evaluation Schema

The course grade is determined based on:

Assessment Task	Weightage Nature	Week of Assessment	PLOs Assessed
A1: Class Participation	10% Individual	Ongoing	PLO1, PLO2, PLO5, PLO6
A2: UMS Assignments	5% Individual	Ongoing (Weeks 1–13)	PLO1, PLO3, PLO5
A3: Internal Assessment	15% Individual	Week 6	PLO1, PLO3, PLO5, PLO6
A4: Mid-Term Examination	20% Individual	Week 8	PLO1, PLO2, PLO3, PLO5, PLO6
A5: Presentation	20% Individual/Group	Weeks 9, 14	PLO1, PLO2, PLO4, PLO7, PLO8, PLO9
A6: End-Term Examination	20% Individual	Week 15	PLO1, PLO2, PLO3, PLO5, PLO6
A7: Attendance	10% Individual	Ongoing	N/A

A1. Class Participation (10%): Assessed via engagement in discussions, role-plays, and group activities.

A2. UMS Assignments (5%): Weekly tasks (e.g., vocabulary quizzes, journal entries) submitted via UMS.

A3. Internal Assessment (15%): A written assessment in Week 6, testing writing and reading comprehension.

A4. Mid-Term Examination (20%): A 1.5-hour pen-and-paper exam in Week 8, covering vocabulary, writing, and listening.

A5. Presentation (20%): Includes a 5-minute presentation in Week 9 (10 marks) and a 7-minute final presentation in Week 14 (10 marks).

A6. End-Term Examination (20%): A 3-hour invigilated exam covering all skills, per the academic calendar.

A7. Attendance (10%): Based on punctuality and attendance (minimum 80% required for full marks).

Rubrics for Assessments

A3: Internal Assessment

Criteria	Superior (100%)	Satisfactory (50%)	Needs Improvement (25%)
Completeness	All tasks fully addressed with detailed responses.	Tasks partially addressed, lacking depth.	Incomplete or minimal responses.
Language Accuracy	Precise vocabulary and grammar, error-free.	Minor errors in vocabulary or grammar.	Frequent errors hinder clarity.
Structure	Clear, logical organization; proper formatting.	Some organization, minor formatting issues.	Disorganized, incorrect formatting.
Comprehension	Accurate interpretation of texts or prompts.	Partial understanding, some inaccuracies.	Limited or incorrect comprehension.
Timeliness	Submitted on time.	Submitted within one day of deadline.	Submitted beyond one day of deadline.

A5: Presentation

Criteria	Excellent (100%)	Satisfactory (50%)	Needs Improvement (25%)
Content & Clarity	Clear, engaging, and well-structured content.	Clear but with minor gaps or unclear sections.	Unclear or disorganized content.
Language Use	Fluent, expressive, and audience-appropriate.	Understandable with minor errors.	Frequent errors or unclear speech.
Delivery	Confident, clear, within time; effective visuals.	Understandable with minor lapses; adequate visuals.	Unclear, unprepared, or off-time.
Collaboration (Group)	Equal participation, cohesive delivery.	Uneven effort, some coordination.	Disjointed, minimal collaboration.
Engagement	Actively captivates audience.	Moderate engagement.	Little to no engagement.

Textbooks and Readings

- **Textbook:** Murphy, R. (2019). *English Grammar in Use* (5th ed.). Cambridge University Press.
- **Supplementary Readings:**
 - 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.
 - Additional materials (articles, audio clips) provided via UMS or in-class handouts.

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Course Introduction	PLO1, PLO2.
Objective	Understand course goals, assessments, and expectations.	
Subtopics to be covered	Overview, importance of English proficiency.	
Readings	None.	
Pedagogy	Class discussion, diagnostic activity.	
Session 2	Vocabulary Building	PLO1, PLO4.
Objective	Expand vocabulary for academic and everyday use.	
Subtopics to be covered	Word formation, context clues, idioms.	
Readings	Textbook Chapter on Vocabulary.	
Pedagogy	Vocabulary games, quizzes.	
Session 3–4	Speaking Skills I	PLO2, PLO7, PLO9.
Objective	Improve fluency and pronunciation.	
Subtopics to be covered	Basic conversation, pronunciation drills, role-plays.	
Readings	None.	
Pedagogy	Role-plays, pair work.	
Session 5	Reading Comprehension I	PLO5, PLO6.
Objective	Develop skimming, scanning, and annotation skills.	
Subtopics to be covered	Identifying main ideas, summarizing texts.	
Readings	Short articles (provided).	
Pedagogy	Group analysis, annotation exercises.	

Session 6	Internal Assessment	PLO1, PLO3, PLO5, PLO6.
Objective	Assess writing and comprehension skills.	
Subtopics to be covered	Short essay and reading comprehension.	
Readings	None.	
Pedagogy	In-class written assessment (15 marks).	
Session 7	Writing Skill I	PLO1, PLO3.
Objective	Write clear paragraphs and short essays.	
Subtopics to be covered	Sentence structure, paragraph organization.	
Readings	Textbook Chapter on Writing.	
Pedagogy	Writing workshop, peer review.	
Session 8	Mid-Term Examination	PLO1, PLO2, PLO3, PLO5, PLO6.
Objective	Assess vocabulary, writing, and listening skills.	
Subtopics to be covered	Content from Weeks 1–7.	
Readings	None.	
Pedagogy	1.5-hour pen-and-paper exam (20 marks).	
Session 9	Presentation Skills I	PLO2, PLO4, PLO7.
Objective	Develop basic presentation skills.	
Subtopics to be covered	Slide design, delivery techniques.	
Readings	Guide to Presentations (provided).	
Pedagogy	5-minute presentations (10 marks).	
Session 10	Listening Skills	PLO6, PLO9.
Objective	Enhance comprehension of spoken English.	
Subtopics	Listening for main ideas, note-taking.	
Readings	None.	

Pedagogy	Audio-based exercises, discussions.	
Session 11	Group Creative Projects	PLO7, PLO8.
Objective	Collaborate on a language-based project.	
Subtopics to be covered	Group storytelling or dialogue creation.	
Readings	Guide to Collaborative Work.	
Pedagogy	Group work, proposal drafting.	
Session 12	Speaking Skill II	PLO2, PLO5, PLO9.
Objective	Refine fluency for academic discussions.	
Subtopics to be covered	Debates, formal speaking.	
Readings	Guide to Debating.	
Pedagogy	Class debate.	
Session 13	Writing Skills II	PLO1, PLO3.
Objective	Write longer essays and reports.	
Subtopics to be covered	Essay structure, coherence, transitions.	
Readings	Textbook Chapter on Advanced Writing.	
Pedagogy	Writing workshop, peer review.	
Session 14	Final Presentations	PLO2, PLO4, PLO7, PLO8, PLO9.
Objective	Deliver polished presentations.	
Subtopics to be covered	Presentation refinement, audience engagement.	
Readings	None.	
Pedagogy	7-minute presentations (10 marks).	
Session 15	End-Term Examination and Wrap-Up	PLO1, PLO2, PLO3, PLO5, PLO6.
Objective	Assess all skills; reflect on Progress.	
Subtopics to be covered	Comprehensive review, feedback.	

Readings	None.	
Pedagogy	3-hour exam (20 marks), discussion.	

Disability Support

O.P. Jindal Global University ensures accessibility for all students. The Disability Support Committee (DSC) supports conditions including physical/mobility difficulties, visual/hearing impairments, mental health conditions, and learning difficulties (e.g., dyslexia). Students needing support must register with the DSC at <https://jgu.edu.in/disability-support-committee/> within the first month of the semester or at least one month before the end-term exam. The DSC maintains strict confidentiality, and faculty/staff are expected to respect this.

Queries: disabilitysupportcommittee@jgu.edu.in.

Additional Policies

- **Attendance:** Minimum 80% attendance required for full marks (10%). Justify absences with documentation.
- **Academic Integrity:** Plagiarism or cheating results in a zero and potential disciplinary action.
- **Late Submissions:** 10% penalty per day unless an extension is granted.
- **Classroom Etiquette:** Respectful behavior and active participation expected.

Contact Information

- **Instructor:** Dr. Fatemeh Rajabi
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- **Office Hours:** Tuesdays and Thursdays, 2:00–3:00 PM (or by appointment)
- **Support Staff:** elc.support@jgu.edu.in

Note: Some changes in assessments, sessions, or readings may occur during the semester.