

KU2AECENG107: ENGLISH THROUGH CULTURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECENG107	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

The course is designed to enhance students' English language proficiency through the exploration of diverse cultural contexts. The course integrates language learning with cultural studies, providing students with a comprehensive understanding of how culture influences communication, identity, and societal norms. Through the analysis of literature, films and other cultural artefacts, students will develop advanced language skills while gaining insights into the cultural dynamics of English-speaking communities.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recognise the cultural expressions within various media, understand their societal impact and the ways they shape and reflect cultural identities.	U
2	Understand the cultural references and idiomatic language in everyday communication.	U
3	Enhance listening comprehension of various English accents, dialects, and colloquialisms through exposure to cultural content such as films.	U
4	Develop a global perspective on the use of English, recognizing its role in global communication, migration, and cultural exchange.	A
5	Recognise the process of literary creation and the artistic choices involved in crafting narratives.	An

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	
CO 2	X					X	
CO 3	X						
CO 4		X					
CO 5			X				

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HRS 60
1	Module 1:		13
	1	“I Could Never Feel That Way About Kanji.” Nisha Susan	
	2*	“Mexican Tacos recipe” - https://www.tarladalal.com/tacos-mexican-tacos-recipe-vegetarian-tacos-1257r <ul style="list-style-type: none"> • Method of writing a recipe • Use of present tense • Giving instructions and directions 	
	3	Vocabulary: cuisine, culinary, ingredients, Al dente, blanch, brine, leaven, barbecue, gravy, simmer	
	4	Food idioms: piece of cake, hard nut to crack, bad egg, butter someone up, cool as a cucumber, hot potato, nuts about something or someone, like two peas in a pod, have bigger fish to fry, eat like a horse	
2	Module 2:		14
	1	“I am Legend.” <i>Faster than Lightning: My Autobiography</i> . Matt Allen and Usain Bolt. (First 4 pages of the chapter)	
	2*	Process of commentary “Peter Drury best Commentaries on Dramatic moments 2022/2023” https://www.youtube.com/watch?v=pbWABJrPels	
	3	Vocabulary: arena, amateur, hurdles, equestrian, track and field,	
	4	Sports idioms: call the shots, front runner, hit below the belt, blow the whistle, Slam Dunk, throw in the towel, take the bull by the horns, blind	

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	Module 3:	14
3	1 "Dialogue between Fashion and Death." Giacomo Leopardi. Trans. Charles Edwardes	
	2* https://www.travelfashiongirl.com/ creating a blog - process of blog writing – topic selection - defining audience - creating outline – content writing - captivating headlines – including images – editing	
	3 Vocabulary: accessories, mannequin, hipster, fashion icon, fashion victim, sloppy, baggy, brand loyalty, showstopper, catwalk/runway	
	4 Idioms and phrases: To have a sense of style – To be old-fashioned – Strike a pose – To be dressed to the nines/ kill – To have an eye for fashion – Dress for the occasion - First In, Best Dressed - Lose the Thread - If the shoe fits - Dyed in the wool	

	Module 4:	14
4	1 <i>Cigarettes and Coffee</i> (1993) Paul Thomas Anderson	
	2* <i>The Dark Knight</i> . Jonathan Nolan and Christopher Nolan (pp 1-12) Screen play writing – Process- story concept-background research- create an outline- character development- first draft – revise- technical guidelines.	
	3 Vocabulary: script, special effect, score, blooper, flashback/flash-forward, outtake, sequel, voice over, spooky, end credits, premiere	
	4 Idioms and phrases: To pan something, to give thumbs up, to take top billing, box office hit, live up the hype, to be in the limelight, a dog and pony show, sell out, to steal the show, to jump the shark	

	Teacher Specific Module	5
	<p><i>A teacher can design activities for internal evaluation</i></p> <p>Activities that explore how English language influences and reflects cultural identity.</p> <p>Study the variations of English spoken around the world and the cultural influences on the evolution of these variations.</p> <p>The influence of the internet and social media on English language and culture and how digital communication is creating new cultural norms in English usage.</p>	

Essential Readings:

Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford University Press, 2003
 Manser, Martin, and Stephen Curtis. *The Penguin Writer's Manual*. Penguin Books Ltd. 2002.
 McCarthy, Michael and Felicity O'Dell. *Vocabulary in Use*. Cambridge University Press. 2016
 Swan, Michael. *Practical English Usage*, OUP, 2016.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		35
	Practical		15
	a)	Test Paper / Viva Voce	15
	ESE Total		50
Continuous Evaluation	Theory		15
	a)	Test Paper	5
	b)	Assignment I	5
	c)	Assignment II	5
	Practical		10
	a)	Commentary on a Sports event	5
	b)	Blog Writing	5
	CE Total		25
	Total		75

Note: * These are only meant as samples for class room discussion. The students are expected to comprehend the methods, strategies involved and frame work of the discourses. More samples may be provided.

Practicums have only internal assessments.