



GUJARAT TECHNOLOGICAL UNIVERSITY

Program Name: Engineering

Level: Degree

Branch: All

Subject Code : BE02R00021

Subject Name : English for Technical Communication

w. e. f. Academic Year:	2024 - 2025
Semester:	2 nd Semester
Category of the Course:	HSMC-02

Prerequisite:	Zeal to learn the subject
Rationale:	The rationale of the curriculum is to help students acquire knowledge of English language and Technical Communication Skills needed for academics and workplace

Course Outcome:

After Completion of the Course, Student will able to:

No	Course Outcomes	RBT Level
01	Understand the process of communication, types of communication and difference between technical and general communication.	U
02	Use diverse vocabulary and knowledge of grammar in both spoken and written communication for clarity and coherence.	C
03	Prepare formal content and professional documents with precision and conciseness.	C
04	Communicate in group, deliver effective presentations, grasp phonetics, employ active listening, and enhance reading across various genres.	N
05	Analyze and interpret different literary texts to understand and appreciate the use of language in various contexts and thereby gain a deeper understanding of different cultures, themes, and writing styles.	C

**Revised Bloom's Taxonomy (RBT)*

Teaching and Examination Scheme:

Teaching / Learning Scheme (in Hours per semester)					Total Credits	Assessment Pattern and Marks					Total Marks
L	T	P	PBL*	Total no of hours per semester		Theory		Tutorial / Practical			
						ESE (E)	PA / CA (M)	PA/ CA (I)	PBL (I)	ESE (V)	
30	0	30	30	90	3	70	30	20	30	50	200

*** Problem Based Learning (PBL) aims to accommodate learning beyond syllabus as per clause 9.4 of NBA manual.**

Course Content:

Unit No.	Content	No. of Hours	% of Weightage
1.	Introduction to Technical Communication: Communication : Definition, purposes Process of communication Types of communication Technical Communication : Definition, Purposes, Characteristics Difference between Technical and General Communication	5	17



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2.	Vocabulary Building & Grammar: One-word substitutes, Foreign and Technical Words, Introduction to Word Formation, Types of word formation processes: compounding, clipping, blending, derivation, creative respelling, coining and borrowing Acquaintance with prefixes and suffixes Synonyms, antonyms, and standard abbreviations and acronyms Grammar: Parts of speech, Tenses, Articles, Subject-Verb Agreement, Active Passive.(Suggestive list of One-word Substitutes, Synonyms & Antonyms, Foreign & Technical words, Standard Abbreviation and Acronyms is available in the link provided.)	6	20
3.	Developing Basic Writing Skill: Styles of Writing Paragraph Writing: elements and Practice Object / Picture / Scene Description Précis writing, Proof Reading Completion of given story Letter Writing (Formats, Asking for leave, Apology, Appreciation, acknowledgement	6	20
4.	Speaking skills: Introduction to Phonetics IPA, Place of articulation, transcription Presentation skills- an Introduction Analyzing audience and locale Organizing a presentation Introduction to group communication Conversations, Debates, dialogues, and GDs (Suggestive list of words for Phonetic Transcription is available in the link. provided.)	5	17
5.	Listening & Reading Skills: Meaning, importance and purpose of listening Listening Vs. Hearing Types of listening Barriers to effective listening Traits of a good listener Introduction, Meaning and Purpose of reading Tips for improving reading skills Techniques for effective reading : Skimming, Scanning, Structure of text, Punctuation, Author's & Reader's point of view, Reading Comprehension	4	13
6.	Enhancing Language through Literature: The Red Rice Granary by Sudha Murty The Gift of Magi by O. Henry The World-Renowned Nose by V.M.Basheer The Lady or, The Tiger? by Frank R. Stockton	4	13
Total		30	100



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Suggested Specification Table with Marks (Theory):

Distribution of Theory Marks (in %)					
R Level	U Level	A Level	N Level	E Level	C Level
25	30	15	10	5	15

Where R: Remember; U: Understanding; A: Application, N: Analyze and E: Evaluate C: Create (as per Revised Bloom's Taxonomy)

References/Suggested Learning Resources:

(a) Books:

1. Wren P. C. and Martin H., *High School English Grammar & Composition*, S. Chand Publication, 2023
2. Raman M. and Sharma S., *Technical Communication*, OUP, New Delhi, 2017
3. Lata P. and Kumar S., *Communication Skills*, OUP, New Delhi, 2018
4. Kansakar T. R., *A Course in English Phonetics*, Orient Longman, 1998
5. Bansal R. K. and Harrison J. B., *Spoken English*, Orient Longman, 2013
6. Murty Sudha, *How I taught my Grandmother to Read and Other Stories*, Puffins Books, 2015
7. *Gems of Wisdom - An anthology of short stories*, Macmillan Publishers India Ltd., 2013
8. Sudharshana N. P. and Savitha C., *English for Engineers*, Cambridge University Press, 2018
9. Richards Jack C., Hull Jonathan, Proctor Susan, *Interchange Intro, 1, 2, 3, 5th Edition*, Cambridge University Press, 2017
10. Hart Steve, Nair Aravind R, Bhambhani Veena, *Embark – English for Undergraduates*, Cambridge University Press, 2016

(b) Open source software and website:

1. https://drive.google.com/drive/folders/1sAjxiU1X3u47M7xSJDRy5roFISyMJodo?usp=drive_link - (Suggestive list of One-word Substitutes, Synonyms & Antonyms, Foreign & Technical words, Standard Abbreviation and Acronyms is available as well as words for phonetic transcription is available in this link.)

Suggested Course Practical List:

Sr. No.	List of Practical	No. of Hours
1	Short Speeches	2
2	Paragraph Writing and expansion of story	2
3	Listening Comprehension, Podcasts, Audio Books , Ted Talks	2
4	Vocabulary and Grammar practice	4
5	Reading comprehension and Précis Writing	2
6	Role Play	4
7	Letter Writing	2
8	Object / Picture / Scene Description	2
9	Debate	4
10	GDs	4



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11	Phonetics (read aloud, accent imitation, articulation practice) (Unit 4)	2
12	Practical Assessment	2

- **Suggestive Problem Based Learning Activities**

Each topic includes an exploratory and a reflective/creative activity, mapped to course outcomes.

Note:

1. Topic No 1 to 9 includes two activities. The teacher may assign either one or both activities from each topic. Topic No. 10 has three video links. Teacher may assign any one or two from the list.

Topic No.	Topic Title	Activity Details	Video Link / Reading Material Link	Estimated Time	Mapped COs
1	Technical Video based learning related to the subject	1. Watch TED Talk 1: Sheryl Sandberg – 'Why We Have Too Few Women Leaders' 2. Watch TED Talk 2: Simon Sinek – 'How Great Leaders Inspire Action' ■ □ After watching, Prepare a two-page summary.	1. https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders 2. https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action	3 hours	CO-1 & 4
2	Preparing Professional Documents	1. Write a dialogue or Role-play Script for a professional situation (e.g., introduction of a friend at a formal meeting, vegetable market, railway station, etc.) 2. Write a story beginning with: 'Once upon a time I had an experience...'		3 hours	CO-2 & 3
3	Reading	Read 2 short papers/articles: Summarize each in 1 page. (a) Communication Barriers and How to Tackle Them. (b) "Barriers of Communication: Wrong Choice of Medium & Others"	1. https://blog.haiilo.com/blog/communication-barriers/ 2. https://medium.com/%40huddle-blog/barriers-of-communication-	3 hours	CO-1 & 5



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4	Group Discussion	Take part in 2 GDs: (i) 'AI & Human Jobs' (ii) 'Is Technical English Different from General English?'		3 hours	CO-1 & 5
5	Presentation	Prepare a Poster/Chart/PPT on 1. 'Types of Communication with Real-life Examples from Engineering.' 2. Non-Verbal Communication and Body Language		3 hours	CO-1
6	Case Study Task related to effect of miscommunication	Case Study: Analyse a real-world miscommunication case (e.g., Challenger Disaster report). Suggest 3 written solutions. Case Brief: 1. A project manager sent an email to her team asking for the “final draft of the report by Friday.” Half the team thought it meant Friday morning, while others assumed Friday evening. As a result, the report was incomplete during the morning meeting, causing confusion and delay in submission. Questions: Q 1. Identify the cause of miscommunication in this case. Was it due to unclear instructions, assumptions, or lack of confirmation? Q. 2. Explain the impact this miscommunication had on the team’s performance and project outcome. Consider time loss, frustration, or damage to trust. Q. 3. Suggest two strategies that		3 hours	CO-1, 3, & 4



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		<p>could have prevented this miscommunication. For example, using clear timelines or confirmation messages.</p> <p>Q. 4. Reflect personally: Have you ever faced a similar situation? What did you learn about the importance of clarity in communication?</p> <p>2. Case Study Task: Observing Miscommunication in Professional Life Task Description: Students will observe or recall a real instance of miscommunication in a professional setting (e.g., between teacher and student, manager and employee, customer and staff, doctor and nurse, etc.) and prepare a short case report. They will then answer the following questions to analyse the situation.</p> <p>Assessment / Reflection Questions</p> <p>1. Describe the situation you observed.</p> <ul style="list-style-type: none">- Who were the people involved?- What was the professional context (e.g., office, school, hospital, shop, etc.)? <p>2. What was the exact message that caused miscommunication?</p> <ul style="list-style-type: none">- Was it verbal, written, or non-verbal?- What made it confusing or unclear?			
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		<p>3. Identify the main cause of miscommunication.</p> <ul style="list-style-type: none"> - Was it poor listening, unclear language, cultural difference, assumption, or lack of feedback? <p>4. What were the outcomes or effects of this miscommunication?</p> <ul style="list-style-type: none"> - (e.g., delay, conflict, loss, misunderstanding, damaged relationships.) <p>5. How could the situation have been handled better?</p> <ul style="list-style-type: none"> - Suggest two or more communication strategies that could have prevented or reduced the misunderstanding. <p>6. What did you personally learn from observing this case?</p> <ul style="list-style-type: none"> - How will you apply this learning in your own communication? 			
7	Podcast listening	<p>Podcast Listening: BBC – 'The English We Speak'</p> <p>Choose any 2 episodes, prepare a listening log of 150-250 words with phrases & meanings.</p>	<p>https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak</p>	3 hours	CO-4 & 5
8	Vocabulary Building	<p>1. Create a word-bank of 30 one-word substitutes, 30 synonyms/antonyms, 20 abbreviations. Use them in 5 sentences.</p> <p>2. Choose five interesting words (e.g., <i>quarantine</i>, <i>decimate</i>, <i>bivouac</i>). Use an online etymology dictionary to trace the origin, root language, and historical shifts in meaning. This helps link the word to a narrative, aiding memory.</p>		3 hours	CO-2
9	Phonetics	1. Transcribe 10 engineering		3 hours	CO-4



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		words (e.g., circuit, algorithm, data) using IPA. Record yourself reading them aloud. 2. Find and produce words that rhyme, transcribe it and along with it write its spellings.			
10	Audiobook listening	Audiobook Listening: 1. Sudha Murty – The Red Rice Granary 2. Frank Stockton – The Lady or The Tiger 3. O’ Henry-The Gift of Magi Summarize in 200 words, reflect on communication style.	1. https://www.youtube.com/watch?v=rn4Uns4MDrA 2. https://www.youtube.com/watch?v=W27TSYNhQnU 3. https://www.youtube.com/watch?v=yAPZC7o6Y9k&t=33s	3 hours	CO-5

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