Course	**Dissertation**	Credits	12
Course Type	DSC EG556		
Course Description			
The students will produce a dissertation based on a clearly defined research study. Specific guidance will be given to students about the approach they prefer in writing the dissertation. Clear and detailed advice will be offered about writing various sections of the dissertation: Introduction, Literature Review, Methodology, Results, Discussion of Results, and Conclusions. All these will form the basis for the evaluation of the same.			
Course Objectives			
Course Learning Outcomes (in bullet points)			
Mapped to Programme Level Outcomes			

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO							

Course	**Fieldwork/Deskwork**	Credits	4
Course Type	DSC EG555		
Course Description			
The students whose research is based on fieldwork will be encouraged to go to the field to observe, understand, and collect data pertaining to the chosen research theme in its natural context. The students can choose a suitable research design to collect the essential data to carry out their study. During this period, they exploit the principles of research methodology and fieldwork that they already learned in the previous theoretical courses like Research Methods, etc. The students working with texts can their deskwork to study and analyse the texts.			
Course Objectives			
Course Learning Outcomes (in bullet points)			
Mapped to Programme Level Outcomes			

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO							

UNIVERSITY OF HYDERABAD **Centre for English Language Studies**	
Course: MA Semester:	Duration:
Course Number: EG575 Open Elective Credits: 4	Title of the Course: **Professional Communication and Soft Skills**

Course Description:

This course aims to develop students' understanding of the nature of language use in different kinds of professional contexts (meetings, presentations, emails, text messages, and team communication, etc.). It attempts to give a ring-side view of what to expect in a professional setup and prepares them to face real-time communication-related issues. The learning mode of the course will involve a critical responsive enquiry-based approach. Teaching will not be limited to English but include other Indian languages in line with the philosophies of NEP 2020.

Course Outline:

I. Nature of professional communication

· Contexts for communication in a professional setup

· ABCs of communication, existing skills, proficiency, abilities and capabilities · Communication and noise, communication breakdown

· Communication overload, spamming

· Listener-centredness, mindfulness and Language potentiality · Multilingual communication

II. Critical perspectives

· Gricean principles, Bakhtinean perspectives, and other related philosophies such as the Pomodoro technique, Kinstugi, Ikigai, and Indic perspectives.

· Psychological perspectives -- Peter Pan syndrome,

Parkinson's Law.

III. Soft Skills

· Communication and adaptability

· Leadership and dependability

· Problem solving and critical thinking

· Time management

· Effective listening

· Verbal and non-verbal communication

IV. Activities

· Group discussion

· Role plays

· Negotiation activities

Assessment pattern:

Continuous assessment: presentations, assignments, class activities: 40%. Final examination: 60%

Reading list

Butterfield, J. (2023) *Soft skills for Everyone*. Cengage.

Cameron, D. (2012). *Verbal hygiene*. Routledge.

Errington, E. (Ed). (2010). *Preparing graduates for the professions using scenario-based learning*. Post Pressed.

Faber, B. (2002). Professional identities: What is professional about professional communication?*Journal of Business and Technical Communication*, *16*(3), 306-337.

Fedotova, N. L., Jingyuan, G., & Kovalenko, B. N. (2020). Types of communicative coordination in dialogues in academic sphere of communication. *International Journal of Learning and Change*, *12*(1), 44-54.

Gallagher, M., Prior, J., Needham, M., & Holmes, R. (2017). Listening differently: A pedagogy for expanded listening. *British Educational Research Journal*, *43*(6), 1246-1265.

Gifford, R., & Hine, D. W. (1994). The role of verbal behavior in the encoding and decoding of interpersonal dispositions. *Journal of Research in Personality*, *28*(2), 115-132.

Koch, A. S., Forgas, J. P., & Matovic, D. (2013). Can negative mood improve your conversation? Affective influences on conforming to Grice's communication norms. *European Journal of Social Psychology*, *43*(5), 326-334.

Krishnaswamy, N., Dhariwal, M., Krishnaswamy, L. (2015) *Mastering communication skills and soft skills*. Bloomsbury.

Lanteigne, B. (2007). A Different Culture or Just Plain Rude? English Teaching: Practice and Critique, 6(2), 89-98.

McCormick, K., & Agnihotri, R. K. (2009). Forms and functions of English in multilingual signage. *English Today*, *25*(3), 11-17.

Schnurr, S. (2013). *Exploring professional communication: Language in action*. Routledge.

Tropman, J. E. (2013). *Effective meetings: Improving group decision making* (Vol. 17). Sage Publications.

Course Objectives
Course Learning Outcomes (in bullet points)
By the end of the course, the learners will be able to • understand real-time communicative needs of a professional setup and will be able to synthesise from their existing communication skills and appraise their own communication choices • critique and ratify the need to go beyond language proficiency into language potentiality, verbal hygiene and verbal disposition • understand certain baseline arguments in politeness and dialogics and take them into potentiality arguments.

Mapped to Programme Level Outcomes							
PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√		√				√
CLO2			√		√		
CLO3			√		√		√

Course : Research related reading course I			
Course Type : FSE		Course number: EG574	
Credit : 4			
Course Description			