

University of Information Technology & Sciences (UITS)
Department of Computer Science & Engineering
(Course Outline)

Part A:

1. **Course No./Course Code:** GED0232111
2. **Course Title:** Communicative English
3. **Course Type** (GED/Core Course/Electives): GED Course
4. **Year/Level/Semester/Term:** 1st year, 1st Semester, Section: 1A & 1B
5. **Academic Session:** Autumn 2025
6. **Course Teacher/Instructor:** AKRAM HOSSAIN (AHE), Lecturer, Department of English, UITS
7. **Prerequisite (If any):** N/A
8. **Credit Value:** 03
9. **Contact Hours:** 03 hours/Week (14 Weeks)
10. **Total Marks:** 100
11. **Rationale of the Course:** The Communicative English course lies in the recognition that language is primarily a tool for communication. This approach to language teaching emphasizes the development of the four language skills—listening, speaking, reading, and writing—in an integrated and interactive manner. The goal is to enable learners to use the language effectively in real-life situations and to convey their thoughts and ideas with clarity. Focusing on practical, everyday communication rather than just grammatical accuracy and emphasizing speaking and listening skills to ensure learners can engage in conversations in various contexts. Learning is situated in real-life contexts, allowing learners to understand and use language in situations they are likely to encounter. Activities like group work, pair activities, role-plays, and simulations are designed to encourage interaction among learners, fostering a communicative environment in the classroom.

12. Course Objectives:

This course effectively prepares students for the language proficiency examinations. It includes the teaching of test practice strategies and skills for all areas of the language. It is comprehensive and academically rigorous. The course puts equal weight on reading, writing, listening, speaking, and test-taking strategies. The course also covers sub-skills such as academic vocabulary, academic style, and study skills each day.

- Critical readings (make judgments about how a text is argued, reflecting and making personal responses as well as scrutiny of language to understand the writer's attitude and perspectives). Using the patterns and the rules of English grammar to produce grammatically complete and correct sentences independently. IELTS Reading, Writing, Listening & Speaking practice.
- Writing different types of essays: narrative, descriptive, exploratory, etc. Writing paragraphs following different modes of writing: definition, description, classification,

- Cause and effect, comparison, and contrast, argumentative. Writing paragraphs following different modes of writing: definition, description, classification, cause and effect, comparison, and contrast, and argumentative.
- Listening and demonstrating comprehension of a variety of sources at a defined competency level (Elementary to pre-intermediate level). Listening and responding to texts (i.e. following instructions, answering questions, reacting to texts, etc.)

Program Learning Outcomes (PLOs) details are in the table

PLO 1: Engineering Knowledge	Apply knowledge of mathematics, natural science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PLO 2: Problem analysis	Identify, formulate, research literature, and analyze complex engineering problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PLO 3: Design/development of solutions	Design solutions for complex engineering problems and design systems, components, or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations.
PLO 4: Investigation	Conduct investigations of complex problems using research-based knowledge and research methods, including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions.
PLO 5: Modern tool usage	Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering activities with an understanding of their limitations.
PLO 6: The engineer and society	Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems.
PLO 7: Environment and sustainability	Understand and evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental contexts.
PLO 8: Ethics	Apply ethical principles and commit to professional ethics and responsibilities, and norms of engineering practice.
PLO 9: Individual work and teamwork	Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings.
PLO 10: Communication	Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to

	comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PLO 11: Project management and finance	Demonstrate knowledge and understanding of engineering management principles and economic decision-making, and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
PLO 12: Lifelong learning	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change

Course Learning Outcome (CLOs) details are in the table

CLO1	Understand and apply the conventions of academic writing in English through the knowledge of four skills: reading, writing, listening, and speaking.
CLO2	Be able to use presentation skills, communication skills, and group work knowledge in real life and respond to the various writing assignments, tests, and quizzes, which demonstrate thoughtful analysis and grammatical correctness.
CLO3	Obtain knowledge and respect for differences in opinions and ideas by actively listening and being able to write clear and concise forms of expression thoughtfully.

Course Learning Outcomes (CLOs) and Mapping of CLOs with Program

Learning Outcomes (PLOs)

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)											
	1	2	3	4	5	6	7	8	9	10	11	12
CLO1								√		√		√
CLO2		√								√		√
CLO3		√						√				√

Part B:

13. Course plan specifying content, CLOs, co-curricular activities (if any), teaching-learning, and assessment strategy mapped with CLOs.

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introduction to the Course, Outline of the course, and portrayal of the objective of the course Discussion on why they think UITS and the respective department are the best for them. And how to introduce oneself formally Discussion on the four skills and how they work in an integrated manner	Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, Interactive teaching, Question and Answer.	Extempore Presentation	CLO 1 and CLO 3
2	Discussion on reading. What is Reading? Why do we read? Skimming, Scanning, and Inferring Strategies and Steps to solve reading comprehension and how to successfully complete the task given in the reading comprehension. Reading practices from the IELTS practice Book	Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, writing, Interactive teaching, Question and Answer.	Mid Term Final Term	CLO 1 and CLO 2
3	Grammar: Why is structure and grammar important? Why are we learning grammar in this course, and how will it be beneficial to other courses Parts of speech and their impact on the language and other grammars. (Noun, Pronoun) More elaborate discussion on Parts of speech (Verb, Adverb, Adjective)	Lectures, Discussion with the students, Demonstrations, Writing, Interactive teaching, Question and Answer.	Class Test, Midterm, Term Final	CLO 2 and CLO 3

4	<p>Tense and Its Structures Tense and transformation of Sentence and Its Classifications. Changing of sentences, Conjunctions, prepositions, and connectors Subject Verb Agreement Right from of Verbs, Fragmentation, Run-on.</p>	<p>Lectures, Discussion with the students, Demonstrations, Interactive teaching, Question and Answer.</p>	<p>Class Test, Midterm, Term Final</p>	<p>CLO 1 and CLO 3</p>
5	<p>Vocabulary: Phrases and idioms, Proverbs, Synonyms and antonyms Writing: Group discussion on why we need to write effectively and how effective writing can be beneficial to other courses, and also to a career. Brainstorming: Strategies and techniques to be maintained while brainstorming</p>	<p>Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, writing, Interactive teaching, Question and Answer.</p>	<p>Midterm, Term Final</p>	<p>CLO 3</p>
6	<p>Writing an outline of Paragraphs and essays Developing title and topic sentences for paragraphs and essays Writing a thesis statement and Characteristics of a critical thesis statement. Developing Paragraphs (Supporting Details, Conclusion)</p>	<p>Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, writing, Interactive teaching, Question and Answer.</p>	<p>Assignment, Viva</p>	<p>CLO 2 and CLO 3</p>
7	<p>Cause and Effect and Compare and Contrast paragraph Developing Creative writing and Argumentative writing.</p>	<p>Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, writing, Interactive teaching, Question and Answer.</p>	<p>Mid term</p>	<p>CLO 1 and CLO 2</p>
8	<p>Conditionals and Modals Vocabulary: Learning new words from extensive reading, Table</p>	<p>Lectures, Discussion with</p>	<p>Term Final</p>	<p>CLO 1 and CLO 2</p>

	making, and fill-in-the-blanks with synonymous words One word substitute, Writing: picture story and picture description, creative writing,	the students, Demonstrations, Problem Solving in the class, writing, Interactive teaching, Question and Answer.		
9	Writing a Cover Letter CV and Resume, Formal and Informal Letter, memo/graph, meeting minutes.	Lectures, Discussion with the students, Demonstrations, Writing, Interactive teaching, Question and Answer.	Class test and assignment, Term Final	CLO 2 and CLO 3
10	Essay Writing: Structure of Essay, Developing Introductory Paragraph, Development/ Supporting paragraph, Concluding paragraph.	Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, writing, questions, and Answer.	Assignment	CLO 3
11	Different types of essays; Descriptive, Argumentative, Compare and Contrast, and Narrative.	Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, writing, Interactive teaching, Question and Answer.	Term Final	CLO 2
12	Listening to native speakers and understanding their speaking strategies. How to maintain the flow of information while listening. Listening Practices from IELTS and solving questions from IELTS	Listening, speaking, problem solving, and writing.	Viva, Presentation	CLO 3

13	Dialogue and role play from randomly selected topics through a lottery. Writing short stories. Reading and interpreting them to the students. Speaking: How to speak fluently, accurately, and appropriately	Lectures, Discussion with the students, Demonstrations, Problem Solving in the class, Interactive teaching, Question and Answer.	Viva, Presentation, term final.	CLO 1 and CLO 2
14	Problem solving & revising the four Skills, Strategies to follow in the examination, Discussion on exam procedure, and marks distribution.	Discussion.	Viva	CLO 1 and CLO 3

Part C:

1. Assessment and Evaluation:

1. **Assessment Strategy:** Assignment, Class Test, Presentation, Viva, Mid-term, Term final.

2. Marks distribution:

Class Participation/ Class Attendance (10), Class Test/ Class Assignment/ Viva/ Presentation (20), Mid-term (20), Term Final (50)
Summative: Total (100)

3. **Make-up Procedures:** N/A

Part D:

Learning Materials

1) Recommended Readings: “*Friends’ Language*” by Prof. Md. Ataul Haque.

- “*Intermediate English Grammar*” by Raymond Murphy
- “*English Skills*” by John Langan
- “*Practical Faster Reading*” by G. Mosback & V. Mosback
- “*IELTS for Academic & General Training*” by Pullin Gullen & Amanda French

2) Supplementary Readings: *“IELTS for Academic & General Training”*
by Pullin Gullen & Amanda French

3) Others (as applicable for the discipline academic program): Course material
provided by the course teacher