

<b>SEMESTER I</b>			
<b>Skill Enhancement Course – I</b>		<b>Professional English for Microbiology – I</b>	
<b>Code -21UMIPE1</b>	<b>Hrs/ Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credits: 2</b>

**Vision:**

- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year students.

**Mission:**

- To develop the language skills of students by offering adequate practice in professional contexts.
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

**Course outcome:**

<b>CO No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	Recognise their own ability to improve their own competence in using the language	1	An
CO-2	Use language for speaking with confidence in an intelligible and acceptable manner	2	Ap
CO-3	Understand the importance of reading for life	1	Un
CO-4	Read independently unfamiliar texts with comprehension	1,2,3	Re
CO-5	Understand the importance of writing in academic life	7	Un
CO-6	Write simple sentences without committing error of spelling or grammar	1	Re
CO-7	Know presentation skills	1	An
CO-8	Get critical thinking skills	1	Un

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### Unit 1: Communication

**Listening:** Listening to audio text on history of Microbiology and answering questions

- Listening to Scope of Microbiology

**Speaking:** Pair work and small group work on difference between prokaryotes and eukaryotes.

**Reading:** Comprehension passages on bacterial cell wall – Differentiate between facts and opinion

**Writing:** Developing a story with pictures on structure of bacterial cell.

**Vocabulary:** Register specific - Incorporated into the LSRW tasks

### Unit 2: Description

**Listening:** Listening to process description of Gram's staining - Drawing a flow chart.

**Speaking:** Role play about the contributors of Microbiology

**Reading:** Skimming/Scanning- Reading passages on Smear preparation

**Writing:** Process Description – Sterilization

Paragraph-Sentence Definition and Extended definition on methods of sterilization.

**Vocabulary:** Register specific -Incorporated into the LSRW tasks.

### UNIT 3: Negotiation strategies

**Listening:** Listening to interviews of specialists / Inventors in fields of Microbiology

**Speaking:** Brainstorming on Microscopy (Mind mapping).

Small group discussions (Development of Microbiology)

**Reading:** Longer Reading text on culture media preparation.

**Writing:** Essay Writing (250 words) types of media.

**Vocabulary:** Register specific - Incorporated into the LSRW tasks

### UNIT 4: Presentation skills

**Listening:** Listening to lectures on Electron Microscope.

**Speaking:** Short talks on importance of Microscope.

**Reading:** Reading Comprehension passages on Whittaker's five kingdom classification.

**Writing:** Writing an essay on Algae. Interpreting Visuals inputs

**Vocabulary:** Register specific -Incorporated into the LSRW tasks

### **UNIT 5: Critical thinking skills**

**Listening:** Listening comprehension- Audio on Virus - Listening for information.

**Speaking:** Making PPT on structure of virus.

**Reading :** Comprehension passages on Life cycle of

Virus –Note making.Comprehension:

Research article on current trends about

virus

**Writing:** Problem and Solution essay– Creative writing –Summary writing on vaccine production

**Vocabulary:** Register specific - Incorporated into the LSRW tasks

### **Text Books:**

1. Tamil Nadu State Council for Higher Education (TANSCH), Professional English for Life Science- I
2. Rajan S., Selvi Christy R. 2015, Essentials of Microbiology. CBS Publishers and Distributors

### **Books for Reference:**

1. Prescott L.M., Harley J.P., and Klein D.A. 2008, Microbiology (7th edition) McGraw-Hill Inc, New York.
2. Dubey R.C., and Maheswari, S. 2003. A Text Book of Microbiology, S.Chand & Co, New Delhi.
3. Pelczar Jr., M.J. Chan E.C.S., and Kreig N.R. 1993. Microbiology- McGraw- Hill Inc, New York.
4. Pelczar, Microbiology, (1998) Tata McGraw-Hill Education.

SEMESTER II			
Skill Enhancement Course – II		Professional English for Microbiology - II	
Code -21UMIPE2	Hrs/ Week: 2	Hrs/ Sem: 30	Credits: 2

**Vision:**

- Develop their competence in the use of English with particular reference to the workplace situation.

**Mission:**

- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

**Course outcome:**

CO No	Upon completion of this course, students will be able to	PSO addressed	CL
CO – 1	Attend interviews with boldness and confidence.	6	Ev
CO – 2	Adapt easily into the workplace context, having become communicatively competent.	8	Cr
CO – 3	Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.	8	Ap
CO – 4	Know digital competence	6, 1	Kn
CO – 5	Get an idea about academic writing	1, 6	Un
CO - 6	Get communicative competence	6, 8	Un
CO - 7	Get work place communication	8	Un
CO - 8	Develop creativity and imagination	2	Un

SEMESTER II			
Skill Enhancement Course – II		Professional English for Microbiology - II	
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### Unit 1- Communicative Competence

**Listening** – Listening to two talks/lectures by specialists on Microbial growth- (TED Talks) and answering comprehension exercises (inferential questions)

**Speaking:** Small group discussions on microbial metabolism- open ended questions

**Reading:** Two subject-based reading texts followed by comprehension activities/exercises on Buffer and it's preparation

**Writing:** Summary writing based on the reading passages on Buffer and it's preparation

### Unit 2 - Persuasive Communication

**Listening:** listening to sample preparation for TEM and SEM

**Speaking:** debate on pros and cons of Micro organisms.

**Reading:** reading texts on advertisements and answering inferential questions on Butter

**Writing:** dialogue writing- writing an argumentative /persuasive essay on ice cream making.

### Unit 3- Digital Competence

**Listening:** Listening to interviews of renowned alumnae.

**Speaking:** Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

**Reading:** Selected sample of Web Page of a life science virtual lab.

**Writing:** Creating Web Pages

**Reading Comprehension:** Essay on Digital Competence for Academic and Professional Life.

### Unit 4 - Creativity and Imagination

**Listening:** Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

**Speaking:** Making oral presentations through short films on impact of COVID 19.

**Reading:** Essay on Creativity and Imagination about impact of COVID 19

**Writing** – Basic Script Writing for short films Awareness about COVID 19

- Creating blogs, flyers and brochures on safety precaution for COVID 19

- Poster making – writing slogans/captions Symptoms of COVID 19

### Unit 5- Work place Communication & Basics of Academic Writing

**Speaking:** Short academic presentation using PowerPoint opportunities in microbiology

**Reading & Writing:** Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

**Text Books:**

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