NATIONAL INSTITUTE OF TECHNOLOGY WARANGAL

Minor in

Professional Communication Skills for STEM

SCHEME OF INSTRUCTION AND SYLLABI

(for all B.Tech. students)

(Effective from 2021-22)

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

SCHEME OF INSTRUCTION

Minor Program in – Professional Communication Skills for STEM

S. No.	Course Code	Course Name	L	T	P	Credits	Sem.
1	HSM01	Critical and Creative Thinking Skills	3	0	0	3	III
2	HSM02	Media and Language	3	0	0	3	IV
3	HSM03	Globalization and World Englishes	3	0	0	3	V
4	HSM04	Practical and Communicative Writing	3	0	0	3	VI
5	HSM05	Psychology of Life and Career Transition	3	0	0	3	VII
6	HSM06	Project	1	0	4	3	VIII

Course Code: HSM01	CRITICAL AND CREATIVE THINKING SKILLS	Credits 3-0-0: 3

Pre-Requisites: None

Course Outcomes: At the end of the course, the student will be able to

CO1	Describe the concept of critical thinking and why it is so important for establishing facts before making workplace decisions
CO2	Demonstrate skills in creative thinking by identifying and refining a 'problem' and approaching problem-solving from different angles
CO3	Build stronger arguments with evidence-based decision making by discerning fact from fiction, and drawing on reasoned arguments for solving problems
CO4	Analyse context and information to clearly understand and identify a problem
CO5	Combine both critical and creative thinking to approach problems with sound judgement, and by offering innovative solutions

Syllabus

21st Century Skills:

Understanding Learning Skills (Critical & Creative Thinking, Collaborating and Communicating), Literacy Skills (Information Literacy, Technology and Media Literacy) and Life Skills (Flexibility, Initiative, Productivity & Leadership)

The Iceberg Principle and the Understanding-Resolution Ratio

Critical Thinking:

- Defining Critical Thinking, Critical Thinking Skills, The Essential Skills
- Critical Thinking Models - Fayetteville State University (FSU) Quality Enhancement
- Programme Model, Paul Elder Model & Collegiate Learning Assessment (CLA)
- Intellectual Standards, Traits and Elements of Reasoning
- The 3 C's: context, credibility and consistency
- How not to judge prematurely?
- The importance of maintaining a broad perspective, acquiring facts, listening and reflecting
- How to make judgments in a disciplined way, with rationality whilst minimising emotion

Problem Solving & Decision Making

- The problem-solving process – various models
- Obstacles and counterproductive approaches
- Problem-solving techniques for groups and individuals
- Individual and collective decision-making traps
- How to choose: criteria, goals and vision-based decision-making
- Individual and group decision-making tools and techniques
- Applying a problem-solving model & Decision-making application to a workplace scenario

Creative Thinking

- Defining Creativity, Levels of Creativity (Primary Creativity, Secondary Creativity, Integrated Creativity, Combinatorial Creativity, Exploratory Creativity, Transformational Creativity)
- The nature of creative thinking
- The importance of defining and redefining the problem
- The development of skills in ideation, illustration, refection, asking good questions and iterative reconsideration of the problem/ solution process
- The role that intuition plays
- Ways of thinking laterally by yourself and with others

Combining creative and critical thinking in the problem-solving process

- Creative Vs Critical Thinking
- Convergent and Divergent Thinking
- Development of skills using class-based problems and real-life scenarios for practical application

Text Books/Reference Books/Online Resources:

1. Bowell, T., Cowan, R. and Kemp, G. (2019) Critical Thinking: A Concise Guide. 5th Edition. Routledge: Abingdon, Oxon; New York, NY.
2. Paul, R. and Elder, L., 2019, The Nature and Functions of Critical & Creative Thinking, Rowman & Littlefield.
3. Birgili, B., 2015, Creative and Critical Thinking Skills in Problem-based Learning Environments, Journal of Gifted Education and Creativity, vol. 2, no. 2, pp. 71-80.
4. Paul, R. and Elder, L., 2006, Critical Thinking: The Nature of Critical and Creative Thought, Journal of Developmental Education, vol. 30, no. 2, p.34.
5. Wechsler, S.M., Saiz, C., Rivas, S.F., Vendramini, C.M.M., Almeida, L.S., Mundim, M.C. and Franco, A., 2018, Creative and Critical Thinking: Independent or Overlapping Components?, Thinking Skills and Creativity, vol. 27, pp. 114-122.

Course Code: HSM02	MEDIA AND LANGUAGE	Credits 3-0-0: 3

Pre-Requisites: None

Course Outcomes: At the end of the course, the student will be able to

CO1	Understand the ways in which language is used by the media in an era of global communication technologies
CO2	Explore the influence of new media on contemporary language practices
CO3	Demonstrate advanced critical thinking skills, inclusive of information literacy across a range of print and electronic genres
CO4	Analyse how media discourse is created through language
CO5	Create digital messages in order to achieve communicative goals

Syllabus

Digital Media Literacy

- The 21st-century media, becoming active users of media
- Types of Media: Traditional vs. Social
- The ethical and legal issues in creating media
- Bias in the Media

History of Digital media and the Internet

- History of Digital Communication
- Implications of history on Digital Media
- Implications of how that history is told

Media and Society

- Role of newspapers, magazines, radio, television, motion pictures and the internet in Society
- The Internet-fueled democratization of media creation
- Sociology of the digital society and communication
- The social conditions that enabled the growth of technology and the expansion of its power

Language for Digital media

- Media and language use
- Different styles of media language
- Words and images
- Speech, writing and media
- Boundaries of media discourse
- The future of media language

Digital Citizenship – Managing Digital Presence

- Social Media Past & Present
- The “Social” of Social Media: Interpersonal Communication
- Social Media and Academics
- Social Media and Personal Brand

Text Books/Reference Books/Online Resources:

1. Allen, Brenda. Difference Matters: Communicating Social Identity. Long Grove IL: Waveland Press, 2004.
2. Baym, Nancy. Personal Connections in the Digital Age. Malden, MA: Polity, 2010.
3. Livingstone, Sonia (2004). Media literacy and the challenge of new information and
4. communication technologies [online]. London: LSE Research Online.
5. Mihailidis, P. et al. (2003). Theorizing Journalism Education, Citizenship, and New
6. Media Technologies in a Global Media Age.
7. Vossen, Gottfried and Hagemann, Stephan (2007). Unleashing Web 2.0: From
8. Concepts to Creativity

Course Code: HSM03	GLOBALIZATION AND WORLD ENGLISHES	Credits 3- 0-0: 3

Pre-Requisites: None

Course Outcomes: At the end of the course, the student will be able to

CO1	Provide interdisciplinary introduction to key debates about globalization
CO2	Demonstrate the understanding of English as a global language
CO3	Analyze the complex ensemble of political, economic and cultural processes and discourses that operate under the term “globalization”.
CO4	Recognise and apply the uses of English all over the world
CO5	Identify and differentiate the different variety of English

Syllabus:

Introduction to Globalization

Historicizing Globalization, Optimism & The Liberal Alliance, : Enduring Global Inequality and the Weakening of the State, Actor-Oriented Analyses of Globalization & Culture, Globalization and Gender, Globalization, Racism & Neo-colonialism, Communication barriers.

English as a Global Language

English language- historical context, need for a global language, why English? English language Standards and Standardization, the cultural foundation to English, English and its cultural legacy, The future of global English

Language and Cultural Diversity

Cultural imperialism, human rights, ethnic cleansing, multiculturalism, family structures, property rights, religious conflicts, Cosmopolitanism, Case analysis on cultural diversity, Intercultural communications.

Impact of Globalization on English language

English around the world, Leaderships, Global issues and local interest, English at home and abroad, Intelligibility, Comprehensibility, Interpretability, Power & Politics, framework of Peace Sociolinguistics, Status of English, Language variation and standard English

World Englishes

British English, American English, International English, The English language today, Indian English, Indenisation of English, English around the world: Sociolinguistics perspectives, Standard Australian English, English in Kenya, The Englishes of English Test, China’s English language Policy

Text Books/Reference Books/Online Resources:

1. Canagarajah, Suresh. Translingual Practice: Global Englishes and Cosmopolitan Relations. Oxon: Routledge, 2013
2. Crystal, David. English as a Global Language. 2nd ed. Cambridge: Cambridge University Press, 2003
3. PrintEades, Diana, et al. “Pidgin, Local Identity, and Schooling in Hawai’i.” Dialects, Englishes, Creoles, and Education. Shondel J. Nero. Mahwah, N.J: Lawrence Erlbaum, 2006. 139- 163. Print

Course Code: HSM04	PRACTICAL AND COMMUNICATIVE WRITING	Credits 3-0-0: 3

Pre-Requisites: HS131 or HS181.

Course Outcomes: At the end of the course, the student will be able to

CO1	Identify the stages of writing.
CO2	Use authentic sources for writing, appropriately.
CO3	Apply features of coherence and cohesion in drafting.
CO4	Demonstrate ability to write selected text-types.
CO5	Revise the draft after editing, proof-reading and conducting a plagiarism check.

Syllabus:

Stages in Writing - Types
[Syllabus, administrative matters of the course, introduction to the course, plagiarism guidelines]

- Stages of writing: pre-writing, research, drafting, revising and editing.
- Pre-writing: Think and decide
- Writer's block
- Stasis theory
- Brainstorming and Developing an outline

Research for writing
- Finding, citing and organising relevant sources
- Purpose of references and citation
- Main reference system and use of quotations

Drafting - the theory of writing
- Main idea and arranging details in logical sequence
- Topic sentence, introduction paragraphs
- Contents and structure: Introductions, Discussion and Conclusions
- Linking paragraphs: achieving coherence & cohesion.

Writing Lab
- Writing about yourself
- Describing someone, an object, an experience, a place (using -ing verbs, negative verbs, articles, prepositional phrases and adjectives)
- Basics principles and examples of writing for blogs, social media, advertising and other text-types (content writing)
- Writing practice: Statement of purpose, blogs, LinkedIn profile entries.

Revising writing
- Interpreting titles, blurbs
- Editing and proof-reading
- Rearranging words, sentences or paragraphs.
- Avoiding subjectivity, clichés, ambiguity, generalisation, expletives/nominalisation
- Conduct plagiarism check

Learning and Assessment:
Lectures, assignments, writing-groups, interactive quizzes and online/classroom discussion, instructor & peer evaluation will form teaching-learning mode. Learners are expected to work

on written assignments, classroom tasks as part of fulfilling the course objectives. Assessment will be continuous and will be carried out through interactive quizzes, written work, instructor & peer evaluation. There will also be two minor tests followed by a mid-exam and an end semester exam.

Text Books/Reference Books:

1. *Content Writing Handbook: A Practical Crash Course to Write 30+ Content Types & Earn Online.* (2020). (n.p.): Henry Harvin.

(drawn from the list prescribed by AICTE)

2. *Effective Communication Skills. (2016). India: KHANNA Publishers.*
3. *Lata, P., Kumar, S. (2015). Communication Skills, Second Edition. India: Oxford University Press.*

Online Resources:

1. Excelsior Online Writing Lab - https://owl.excelsior.edu/esl-wow/
2. The Purdue Writing Lab Resources - https://owl.purdue.edu/
3. Queen's University Student Academic Service Sources (SASS) https://sass.queensu.ca/onlineresource/topics/#WC
4. Teacher resources:Video scripts, Email newsletters, Keynote speeches, Social media posts, Podcast titles, Web page copy, Landing pages, YouTube video descriptions.

Course Code: HSM05	PSYCHOLOGY OF LIFE AND CAREER TRANSITION	Credits 3-0-0: 3

Pre-Requisites: None

Course Outcomes: At the end of the course, the student will be able to

CO1	Understand the importance of self, career, relationship management.
CO2	Apply the principles of self and career management
CO3	Demonstrate inclusive behaviour
CO4	Resolve workplace conflicts constructively (Case studies)
CO5	Prioritise collaborative problem-solving skills
CO6	Collaborate for interpersonal, community, and institutional progress (Minor project)

Syllabus:

Understanding Self and Others

The ability to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. The units include the following:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mind-set
- Developing interests and a sense of purpose

Social Awareness and Managing Relationships:

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behaviour.

Managing Self and Others

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions well
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Creating a career plan · The differences between jobs and careers – and how the two can be dependent on each other
- Networking to strengthen and advance your career ·
- Mentoring for success
- Managing upward relationships

Collaboration Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Standing up for the rights of others

Riding through the Waves of change:

The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analysing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being

Text Books/Reference Books:

1. Bliss,S.(2018). *Change your career, change your life*. Gallery Books: London and NY
2. Durlak, J A, Celene A Domoitrovich, Roger P Weisberg, and Thomas B Gullota.(2015).*Handbook ofSocial and Emotional Learning.* The Guildford Press: NY
3. Goleman,D.(1998). *Emotional Intelligence*. Bantam Books: NY

4. Goleman,D.(1998). *Working with Emotional Intelligence*. Bantam Books: NY
5. Merell , K W and Barbara A Gueldner. (2010*). Social and Emotional Learning in the classroom.* The Guildford Press
6. Scott, E, A. (20 13). *8 keys to Stress Management*. W.W. Norton and Company: London

Course Code: HSM06	PROJECT	Credits 1-0-4: 3

Article Writing on Discipline specific topics:

Data Collection /samples in Writing a research paper)
Or
Writing a Research Proposal