# NATIONAL UNIVERSITY

BANGLADESH

PROVISIONAL

# Syllabus

# Functional English

**A Compulsory Course**
**for the Students of B.A./B.Sc./B.S.S. and B.B.A.(Honours): 2nd Year**

**Effective from the Session: 2024–2025 and onwards**

# National University

**A Compulsory Course for**

**The Students of B.A./B.Sc./B.S.S. and B.B.A.(Honours) ): 2nd Year**

**Subject: Functional English**

**Session: 2024-2025**

**Course content and marks distribution**

| Paper Code | Paper | Paper Title | Marks | Credits |
|---|---|---|---|---|
| | **Paper-I** | **Functional English** | **100** | **4** |

## Detailed Syllabus:

**Program Learning Outcomes (PLOs)**

| PLO No. | Skill Category | Program Learning Outcome (PLO) | Bloom's Taxonomy Level |
|---|---|---|---|
| **PLO1** | Fundamental Skills | Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. | Apply |
| **PLO2** | Fundamental Skills | Display advanced digital literacy which is adequate to perform complex tasks and bring about solutions. | Apply |
| **PLO3** | Social Skills | Communicate and interact effectively and clearly ideas, information, problems, and solutions as a team to peers, experts, and non-experts in Bangla and English. | Apply |
| **PLO4** | Social Skills | Express himself/herself fluently and spontaneously in English and Bangla. | Apply |
| **PLO5** | Social Skills | Use language flexibly and effectively for social, academic, and professional purposes. | Apply |
| **PLO6** | Social Skills | Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive devices in advanced proficiency level of Bangla and English. | Create |
| **PLO7** | Personal Skills | Engage in self-direction and self-enterprise skills. | Apply |
| **PLO8** | Personal Skills | Showcase global knowledge and competencies to fulfil employment, entrepreneurial, and lifelong learning skills. | Analyze |

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## 1. Rationale of the Course

This course is designed to enhance students' academic and professional proficiency in English to meet the demands of higher education, legal practice, and global communication. It develops core competencies in reading, writing, listening, and speaking with emphasis on academic discourse, formal communication, and analytical expression.

The course aims to prepare students for participation in international academic environments and competitive examinations such as IELTS, GRE, and other standardized tests by strengthening their language proficiency, vocabulary, comprehension, and presentation skills. It also promotes intercultural communication, critical thinking, and effective written and oral expression required for functioning as responsible global citizens in academic, legal, and professional contexts.

## 2. Course Learning Outcomes (CLOs)

| CLO | Description | Bloom's Level |
|---|---|---|
| **CLO1** | Communicate effectively in English in academic, professional, and intercultural contexts. | Apply |
| **CLO2** | Interpret and critically understand academic and professional texts. | Understand / Analyze |
| **CLO3** | Produce structured academic and professional writing using appropriate grammar and style. | Apply / Create |
| **CLO4** | Prepare formal documents such as reports, letters, and essays required in academic and workplace settings. | Apply / Create |
| **CLO5** | Demonstrate vocabulary, pronunciation, and presentation skills suitable for global communication and standardized assessments. | Apply |

## 3. CLO–PLO Mapping

| CLO \ PLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
|---|---|---|---|---|---|---|---|---|
| **CLO1** | ✓ | — | ✓ | ✓ | ✓ | — | — | ✓ |
| **CLO2** | ✓ | — | ✓ | ✓ | ✓ | ✓ | — | ✓ |
| **CLO3** | ✓ | ✓ | — | — | ✓ | ✓ | — | — |
| **CLO4** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO5** | ✓ | — | ✓ | ✓ | ✓ | — | — | ✓ |

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**4. Teaching–Learning Plan**

| Week | Content | Teaching & Learning Activities | Bloom's Level | CLOs |
|---|---|---|---|---|
| **1-2** | Academic reading skills: skimming, scanning, identifying main and supporting ideas. | Interactive lecture; guided reading exercises; peer discussion on comprehension strategies | Understand | CLO2 |
| **3-6** | Vocabulary development: academic word list (AWL), contextual vocabulary use like prefix, suffix, synonyms, antonyms, changing word forms and using them in sentences | Group work; vocabulary exercises; dictionary use; contextual sentence formation | Apply | CLO5 |
| **7-10** | Grammar for academic writing: tenses, subject–verb agreement, conditionals, participles, gerunds, prepositions and prepositional phrases | Practice-based learning; error identification and correction exercises | Apply | CLO3 |
| **11-14** | Sentence structure: cohesion, coherence, connectors, and punctuation, transformation, narration, completing and combining sentences, WH Questions. | Lecture; sentence combining and transformation activities | Apply | CLO3 |
| **15-16** | Summarizing and answering comprehension questions for academic texts | Problem-based learning; guided summarizing tasks; paraphrasing exercises | Apply / Analyze | CLO2 |
| **17** | Paragraph writing: topic sentence, supporting ideas, unity and coherence | Writing workshop; peer review and feedback session | Apply | CLO3 |
| **18-19** | Professional report writing: data collection, structuring, and formatting | Assignment-based learning; case-based writing task | Apply | CLO4 |
| **20** | Formal correspondence: letters, emails, job applications | Writing practice; role-play simulation for workplace communication | Apply | CLO4 |
| **21** | Academic essay writing: thesis statement, argument development, and its types. | Workshop; guided writing task; formative assessment | Create | CLO4 |

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| | | | | |
|---|---|---|---|---|
| **22-25** | Translation skills: Bengali–English and English–Bengali | Guided translation exercises; contextual interpretation practice | Apply | CLO5 |
| **26-27** | Listening and pronunciation skills (IPA system; IELTS speaking focus) | Audio-visual demonstration; pronunciation drills; listening tasks | Understand | CLO5 |
| **28** | Oral presentation and public speaking skills | Group presentations; peer evaluation; classroom discussion | Apply | CLO1 |

**5. CLO–Teaching–Learning–Assessment Mapping**

| CLO | Teaching–Learning Strategies | Assessment Tools |
|---|---|---|
| **CLO1** | Lecture, group discussion | Presentation |
| **CLO2** | Reading exercises | MCQ, short questions |
| **CLO3** | Writing workshop | Quiz, assignments |
| **CLO4** | Report & letter writing | Written assignments |
| **CLO5** | Vocabulary & speaking practice | Oral test |

**6. Assessment Rubric Table**

| Criteria | Excellent (80–100%) | Good (60–79%) | Satisfactory (40–59%) | Poor (0–39%) | Mapped CLOs |
|---|---|---|---|---|---|
| **Grammar Usage** | Accurate | Minor errors | Basic | Incorrect | CLO3 |
| **Writing Skill** | Well-structured | Moderate | Weak | Poor | CLO4 |
| **Vocabulary** | Appropriate | Limited | Basic | Inadequate | CLO5 |
| **Communication** | Fluent | Clear | Basic | Unclear | CLO1–2 |

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**List of Books:**


Azar, B. S., & Hagen, S. A. (2017). *Fundamentals of English grammar* (5th ed.). Pearson.

Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (2007). *Longman grammar of spoken and written English*. Pearson.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson.

Crystal, D. (2012). *English as a global language* (2nd ed.). Cambridge University Press.

Hossain, S. A. & Jafar, M. A. & Nahar, K. (2026). *Functional English.* Millennium Publishers.

Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

Oshima, A., & Hogue, A. (2014). *Writing academic English* (5th ed.). Pearson.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students* (3rd ed.). University of Michigan Press.

Wallwork, A. (2016). *English for academic research: Writing exercises*. Springer.

Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.


**Journal Articles / Book Chapters**


Hyland, K. (2003). Second language writing. *Cambridge Applied Linguistics*. Cambridge University Press.

Matsuda, P. K. (2012). Voice in second language writing: The rhetorical construction of author identity. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 79–90). Cambridge University Press


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