NATIONAL UNIVERSITY

BANGLADESH

PROVISIONAL

Syllabus of Functional English

A Compulsory Course
for the Students of Three Year B.A./B.Sc./B.B.S/B.S.S. (Pass) Programs

Effective from the Session: 2025–2026

National University

Syllabus for First Year B.A./B.Sc./B.B.S./B.S.S. (Pass) Program
Subject: Functional English
Session: 2025-2026

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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