



Far Western University
Faculty of Education
Bachelor of English Education

Course Title: Interdisciplinary Readings
Course No.: Eng.Ed. 485
Level: Undergraduate
Semester: VIII

Course Nature: Theoretical
Credit Hours: 3
Teaching hours: 48

1. Course Introduction

This course is designed with a view to enhance the students' horizons of knowledge through the reading of interdisciplinary texts in English. The course consists of six thematic units including both literary and non-literary texts of varying length that will support the development of critical reading, analysis, reflection, and the application of interdisciplinary knowledge.

2. General Objectives

The general objectives of this course are:

- to critically analyze literary and non-literary texts on education, culture and identity from individual, social and cultural perspectives
- to critically evaluate texts on sports, health and leadership
- to critically interpret and critique texts on philosophy, religion and psychology
- to critically examine literary and informational texts on nature, ecology and the environment
- to critically analyze texts on women, gender and justice from the perspectives of equality and social justice
- to critically assess texts on science, technology and innovation and their impact on society and sustainable development

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents in Details
Read, comprehend and analyse the texts on education, culture and identity	Unit 1: Education, Culture and Identity (12 hrs.) 1. The Danger of a Single Story by <i>Chimamanda Ngozi Adichie</i> 2. Education by <i>Osho</i> 3. An Indian Father's Plea by <i>Robert G. Lake-Thom</i> 4. The Teacher Who Changed My Life by <i>Nicholas Gage</i> 5. The Banking Concept of Education by <i>Paulo Friere</i> 6. If Black English isn't a Language, Then Tell Me, What Is? by <i>James Baldwin</i> 7. Mother Tongue by <i>Amy Tan</i>
Task for students	Discuss in groups and present one contemporary issue in Nepalese education (e.g., community schools, private schools, digital learning, multilingual education, inclusive education).

Read, interpret and evaluate the texts on sports, health and leadership	Unit 2: Sports, Health and Leadership (8 hrs.) 8. My Greatest Olympic Prize <i>by Jesse Owens</i> 9. How to Live to Be 200 <i>by Stephen Leacock</i> 10. The Yellow Wallpaper <i>by Charlotte Perkins Gilman</i> 11. What Makes a Leader? <i>by Daniel Coleman</i>
Task for students	After reading these four texts, write a reflective journal that explores how these four texts have influenced your understanding of personal growth and professional development as a future teacher.
Read, comprehend and enhance critical thinking skills on philosophical, religious and psychological texts. Task for students	Unit 3: Philosophy, Religion and Psychology (10 hrs.) 12. Our Demand and Need from the Gita <i>by Sri Aurobindo</i> 13. What I Think, What I am <i>by Edward Hoagland</i> 14. Why I am a Materialist <i>by J. B. S. Haldane</i> 15. The Allegory of the Cave <i>by Plato</i> 16. Talk, Talk, Talk <i>by Ryan Holiday</i> Drawing on at least three of the prescribed readings from this unit, critically discuss how different philosophical, religious, and psychological perspectives help us understand human nature, reality, and the purpose of life. Compare the authors' viewpoints and support your discussion with relevant examples from the texts as well as your own observations or experiences.
Read and examine the texts on nature, ecology and the environment.	Unit 4: Nature, Ecology and Environment (3 hrs.) 17. The World is Too Much with Us <i>by William Wordsworth</i> 18. A Fable for Tomorrow <i>by Rachel Carson</i> 19. Thinking Like a Mountain <i>by Aldo Leopold</i>
Task for students	After reading the three texts, prepare a reflective portfolio that demonstrates your understanding of human relationship with nature and the importance of environmental conservation. Your portfolio should integrate ideas from all three readings and relate them to environmental issues in your local community.
Read, interpret and analyse the texts on gender roles, equality and justice.	Unit 5: Women, Gender and Justice (8 hrs.) 20. Women are Better Drivers <i>by Phyllis McGinley</i> 21. A Pair of Silk Stockings <i>by Kate Chopin</i> 22. A Daughter is Born <i>by Malala Yousafzai</i> 23. Girl <i>by Jamaica Kincaid</i> 24. I Want a Wife <i>by Judy Brady</i> 25. A Parrot in the Cage <i>by Lekhanath Paudyal</i>
Task for students	Conduct a small field study to examine gender roles and women's contributions in your family or community. Your report should combine observation, media analysis, and an interview to develop a comprehensive understanding of gender issues in Nepal.
Read, comprehend and assess texts on science, technology and	Unit 6: Science, Technology and Innovation (7 hrs.) 26. The Flight from Conversation <i>by Sherry Turkle</i>

innovation	27. Society is Dead <i>by Andrew Sullivan</i> 28. A Boy's Best Friend <i>by Isaac Asimov</i> 29. Disconnected Urbanism <i>by Paul Goldberger</i> 30. Stephen Hawking
Task for students	Drawing on the five readings discussed above, critically analyze how science and technological innovation have transformed human communication, education, and society. In your response: • Synthesize the main ideas presented across the five readings. • Evaluate the social, ethical, and educational impacts of technological innovation, using evidence from the texts. • Relate the authors' ideas to contemporary technological issues and your own experiences or observations. • Conclude by reflecting on how technology can be used properly to improve human life and education while minimizing its negative consequences.

4. Methods and Techniques

- Lecture
- Interaction
- Discussion
- Class presentation
- Guided study
- Project work
- Reading, reviewing, interpreting and critiquing
- Group study
- Peer discussion
- Self-study

5. Evaluation Scheme

- Internal 40 %
- External 60 %

The internal evaluation will be conducted based on the following criteria:

- Attendance and class participation 10 (5+5) Marks
- Assignment I (Writing a reflective essay in about 500 words) 10 Marks
- Assignment II (Writing a critique of a contemporary issue-based text) 10 Marks
- Mid-term Exam 10 Marks

Office of the Controller of Examination will conduct final examination at the end of the semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10x1	10
Group B: short answer questions	6 with 2 or questions	6x5	30
Group C: Long answer questions	2 with 1 or questions	2x10	20
Total			60

6. Prescribed readings

A collection of reading texts as a course pack.



Far Western University
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Course Title: English for Mass Communication

Course Nature: Theoretical

Course No.: Eng. Ed. 486

Credit Hours: 3

Level: Undergraduate

Teaching hours: 48

Semester: VIII

1. Course Introduction

This is an introductory course in English for Mass Communication primarily meant for undergraduate students who wish to apply their command of general English to the professional registers of journalism, broadcasting and public communication. The course orients students to the essentials of writing for print, broadcast, online, and public relations media, enabling them to produce a range of professionally acceptable media texts in English. This course introduces students to the basics of communication, language functions, and mass media, while helping them develop practical skills in news reporting, feature and editorial writing, writing for radio, television, and online media, and understanding the language, ethics, and legal responsibilities of public relations, advertising, and media practice.

2. General Objectives

The general objectives of this course are to:

1. Explain the concepts, theories, and processes of communication, mass communication, and the role of traditional, digital, and emerging media.
2. Apply the principles and conventions of news, feature, editorial, broadcast, and digital media writing for diverse audiences and platforms.
3. Create clear, accurate, engaging, and professionally formatted media content using appropriate journalistic, broadcast, and online writing techniques.
4. Analyze media messages, communication practices, and journalistic content by using communication theories, news values, and critical thinking skills.
5. Demonstrate ethical and professional communication practices by integrating principles of public relations, advertising, media law, fact-checking, and responsible journalism.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
- Define communication, mass communication, and mass media with their basic concepts. - Differentiate interpersonal communication and mass communication. - Analyze the types, functions, and forms of traditional and digital media. - Evaluate emerging trends and the role of mass media in society.	Unit One: Communication and Mass Media (10 hours) 1.1 Introduction to communication 1.1.1 Meaning 1.1.2 Process 1.1.3 Elements 1.1.4 Models 1.1.5 Types and Levels 1.2 Introduction to mass communication 1.3 Interpersonal communication and mass communication 1.4 Concept and rise of mass media 1.5 Types of mass media 1.6 Functions of mass media 1.7 Traditional and digital media 1.8 Emerging trends in mass media
Tasks for students	Observe and analyze a real communication event (e.g., classroom interaction, television news, radio program, newspaper article, or social media campaign). Explain the communication process by identifying the sender, message, channel, receiver, feedback, noise, communication model, and type of communication. Prepare a short report and present in class.
- Explain the concept, types, and values of news. - Apply the inverted pyramid structure and the 5 W's and 1 H in writing news stories. - Use clear, concise, and objective language in news writing. Create and edit news stories using effective headlines, AP style, and proofreading conventions.	Unit Two: News Writing and Reporting (10 hours) 2.1 Understanding news 2.1.1 Definition and nature of news 2.1.2 Hard news versus soft news 2.1.3 News values 2.2 Structuring the news story 2.2.1 The inverted pyramid structure 2.2.2 Writing the lead 2.2.3 Organising the body: the 5 W's and 1 H 2.3 Language and style in news writing 2.3.1 Clarity, brevity and objectivity 2.3.2 Active versus passive voice and sentence length 2.3.3 Attribution, direct and indirect quotation, and reported speech 2.4 Headlines, editing and style 2.4.1 Principles of effective headline writing 2.4.2 House style and use of the AP stylebook 2.4.3 Copy-editing symbols and proof-reading practice
Tasks for students	- Write a 200–250-word news story on a recent local event using the inverted pyramid structure, a strong lead, the 5 W's and 1 H, appropriate attribution, and AP style. - Exchange your news story with a classmate. Review and edit each other's work for headline quality, lead, structure, clarity, objectivity,

Specific Objectives	Contents in Detail
	grammar, attribution, and AP style, then discuss the revisions and submit the final edited version.
• Explain the nature, types, and characteristics of feature, editorial, opinion, and blog writing. • Apply descriptive, narrative, and persuasive techniques in feature and opinion writing. • Analyze the structure of editorials, op-eds, columns, and blogs for audience and purpose. • Create effective feature articles, opinion pieces, or blogs using appropriate structure, evidence, and persuasive strategies.	Unit Three: Feature and Opinion Writing (10 hours) 3.1 Feature writing 3.1.1 Nature and types of feature writing 3.1.2 Structuring the feature 3.1.3 Descriptive and narrative techniques: scene-setting, anecdote, dialogue 3.2 Editorial and opinion writing 3.2.1 Purpose and conventions of the editorial 3.2.2 Editorial, op-ed and column 3.2.2 Structuring an argument: (thesis, supporting evidence, counter-argument, conclusion) 3.2.3: Persuasive strategies: ethos, pathos and logos in editorial language 3.3 Blogging and Vlogging 3.3.1 Features of blogs and vlogs 3.3.2 Writing for digital audiences 3.3.3 Personal and professional blogging and vlogging
Tasks for students	• Conduct an interview with a local personality and transform it into a 600-word feature story. • Using editorials published in national newspapers as reference models, write an editorial on a current issue including a headline, introduction, thesis, supporting arguments, counter-argument, and conclusion • Write a blog post for an online audience, incorporating an engaging title, subheadings, hyperlinks (where appropriate), and visuals or captions.
• Explain the linguistic features of radio, television, online, and social media writing. • Apply the principles of broadcast writing to prepare radio and television news scripts. • Adapt news content for online and social media platforms using appropriate digital writing techniques. • Create audience-focused broadcast and digital news content using conversational style, multimedia principles, and SEO-friendly headlines.	Unit Four: Language of Broadcast, Online and New Media (10 hours) 4.1 Writing for radio 4.1.1 Characteristics of radio language 4.1.2 Structuring a radio news bulletin 4.1.3 Reading aloud and timing considerations in script writing 4.2 Writing for television 4.2.1 Principles of television news writing 4.2.2 Structure and format of television news script 4.2.3 Techniques for concise, visual and conversational scripting 4.3 Podcast writing and production 4.4 Online journalism and new media writing 4.4.1 Features of online news writing 4.4.2 Hyperlinking, multimedia integration, interactivity 4.4.3 Writing for social media: brevity, hashtags, captions and audience engagement

Specific Objectives	Contents in Detail
Tasks for students	- Write a 2–3-minute radio news bulletin and a 1–2-minute television news script on the same event, including appropriate cues, links, timing, and conversational language. - Select a news story from a national newspaper and adapt it into: - an online news article with an SEO-friendly headline, - three social media posts (e.g., Facebook, X, or Instagram), - appropriate hashtags and captions designed to engage the target audience.
- Describe the communicative purposes and language conventions of public relations writing. - Compose persuasive advertising copy using appropriate rhetorical and linguistic devices. - Identify features of gender-neutral and inclusive language use in media writing. - Explain the ethical and legal responsibilities of communicators in the media.	Unit Five: Public Relations, Advertising and Professional Ethics (8 Hours) 5.1 Public relations 5.1.1 Concepts and principles of public relations 5.1.2 Purpose and scope of public relations 5.1.3 Press release and conference 5.2 Advertising and promotional writing 5.2.1 Concept, functions and Types of advertising 5.2.2 Writing advertising copy 5.2.3 Language of persuasion and branding 5.2.4 Advertising code and ethics 5.3 AI in mass media and ethical issues 5.3.1 Emerging AI technologies in mass media 5.3.2 Misinformation, disinformation, deepfake and fact-checking 5.4.3 Principles of media ethics 5.4.4 Ethics issues in digital and social media
Task for students	- Draft a press release (200–250 words) announcing a campus or community event, following the conventions covered in class. - Design a short print advertisement (visual layout optional) for a product or service of your choice, applying at least two persuasive language techniques. - Write a 600-word reflective essay examining a recent case of media ethics or defamation reported in the Nepali press, and discuss how the language used in the report relates to questions of fairness and accountability.

4. Methodology and Techniques

Modes of instruction:

- Lecture
- Interactive discussion
- Seminar
- Demonstration
- Writing workshops and practical exercises
- Guided reading and guided study
- Tutorial
- Simulation and role-play
- Field observation and reporting
- Project work

- Presentation and group work
- Independent study

Modes of learning:

- Attending lectures and workshops
- Doing writing assignments and portfolio tasks
- Analysing and critiquing model media texts
- Independent and private study
- Reading newspapers, journals and press materials
- Peer review and group discussion
- Simulated newsroom / PR-desk exercises

5. Evaluation Scheme

Internal: 40%

External: 60%

The internal examination will be conducted as follows:

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| • Regularity and class participation | 10% |
| • Mid-term examination | 10% |
| • Portfolio of the tasks assigned in each chapter | 20% |

6. Prescribed and Reference Books

- Agrawal, V. B & Gupta, V.S. (2002). *Handbook of Journalism and Mass Communication*. Concept Publishing Company
- Baran, S. J. (2024). *Introduction to Mass Communication: Media Literacy and Culture* (12th ed.). McGraw-Hill. (Unit One)
- Evans, H. (2000). *Essential English for journalists, editors and writers*. Pimlico.
- Feher, K. (2025). *Generative AI, media and society*. Routledge
- Hicks, W., Adams, S., Gilbert, H., & Holmes, T. (2016). *Writing for journalists* (3rd ed.). Routledge.
- Itule, B. D., & Anderson, D. A. (2007). *News writing and reporting for today's media* (7th ed.). McGraw-Hill.
- Mencher, M. (2011). *News reporting and writing* (12th ed.). McGraw-Hill.
- Rich, C. (2015). *Writing and reporting news: A coaching method* (8th ed.). Cengage Learning.
- Rubin, V.L. (2022). *Misinformation and disinformation: Detecting fakes with the eye and AI*. Springer
- The Associated Press. (2023). *The Associated Press stylebook and briefing on media law*. Associated Press.