

## Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
Introduction to Content Writing	4	3	1	0	Successfully completed sem I & II	Successfully completed sem I & II

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Introduction to Content Writing	
<b>Learning Objectives:</b>	
<ul style="list-style-type: none"> <li>• Imparting basic skills and tools of content writing</li> <li>• Encouraging awareness and imparting knowledge of content creation skills in the concerned foreign language.</li> <li>• Enabling learners to master specialised vocabulary, expressions for different kinds of content writing.</li> </ul>	
<b>Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Enable students with content writing skills for effective designing of content catering to a variety of fields.</li> <li>• Equip students to develop meaningful, need based offline and online content</li> <li>• Understanding offline and online trends of different types of content – text, voice, infographics and videos.</li> <li>• Imparting awareness that writing is thinking.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b> Introduction to Content Writing	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Informative content: to provide information, describe, explain, give the reader facts, tell what something looks like, summarize.</li> <li>• Basic Characteristics: Expository or other topic-centered structure, title, opening statement, information organized in logical clusters, conclusion or summary.</li> <li>• Writing Challenges and Possible solutions</li> <li>• Basic do's and don'ts of Content writing</li> </ul>	
<b>UNIT II:</b> Outline, Presentation and Basic content of the Body	<b>9 Hours</b>

<ul style="list-style-type: none"> <li>Ascertaining different types of texts – informational report, descriptive report, explanatory report, observation log, scientific description, comparison, News article, photos with captions, <ul style="list-style-type: none"> <li>Content creation steps: Developing basic grammar, and punctuation.</li> <li>Outlining the process of engaging headlines,</li> <li>Discovering the goals of content,</li> <li>Determining general structures of content writing, which include step-by-step verb-first, sentences or presented in a specific order using time-order words (first, second, third; now, next, then, finally), etc.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Writing Recipes, science experiments, directions, instructions or manual, safety procedures, itinerary/schedule, rules, describing steps in a process such as a math operation, art project, steps in a fire drill, writing process, map with Directions, etc.</li> </ul>	
<b>UNIT III: Narrative Texts (Articles, Blogging, Web Pages)</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>Understand the difference between article, blogs and web page.</li> <li>Enabling students to write attractive contents by drawing them into an event or sequence of events to provide insights into a situation or the life of a person or other living thing</li> <li>Texts for practice may include Personal narrative, narrative nonfiction, eye-witness account, news/magazine article recounting an event, nonfiction storyboard, diary, autobiography, biography, historical account, photo essay (sequential), observation log that includes personal thoughts and reflections (over time)</li> <li>Make students aware of internet writing guidelines such as keyword density, plagiarised content etc.</li> </ul>	
<b>UNIT IV: Additional Writing Strategies and Proofreading</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>How to influence readers to take action or to subscribe to a belief.</li> <li>Learn to give an overview of a topic, cite or paraphrase statement of author's position/argument, supporting facts/ evidence, Appeal to reader, conclusion or summary.</li> <li>Texts for practice may include Letters, advertisements, poster, essays, brochures, reviews (movies or books), speech (e.g. political), debates and pro/con arguments.</li> <li>Learn some strategies for proofreading, including identifying commonly committed mistakes, suggested language levels for different texts and distinct targetted readers.</li> </ul>	
<b>UNIT V: Writing Processes</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>Pre-writing: planning and research</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Publishing, Presenting and Sharing</li> </ul>	

<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <p>Cloose, Eliane, (2014), <i>Le français du monde du travail</i>, Grenoble : PUG.</p> <p>Dubois, Anne Lyse, Tauzin, Béatrice, (2016), <i>Objectif express 2 : le monde professionnel en français</i> (nouv. éd.), Paris : Hachette.</p> <p>Penfornis, Jean-Luc, Oddou, Marc, (2012), <i>Français.com : débutant</i>, Paris : Clé International.</p> <p>Penfornis, Jean-Luc, Oddou, Marc, (2012), <i>Français.com : débutant</i>, Paris : Clé International.</p> <p><b>References :</b></p> <p>Bank Richard D and Olson Gillia M., (2009) <i>The Everything Guide to Writing Nonfiction</i>, New York: Simon &amp; Schuster</p>
<p>Françoise, C., Louise, L., Martine, M., (2009), Les écritures en situations professionnelles, Québec : Presses de l'Université d Québec.</p> <p>Handley, Ann, (2016), <i>Everybody Writes</i>, New Delhi: Pan Macmillan</p> <p>Maxwell Charles, (2020) <i>7 Steps to Better Writing: How to write better reports, proposals, email, blogs, and web content</i>, Towering Skills LLC</p> <p>Max Tucker, Obront Jack, (2019), <i>The Scribe Method</i>, US: Lioncrest publishing Robinson</p> <p>Joseph, (2020), <i>Content Writing Step-By-Step</i>, Amazon Digital Services LLC - KDP Print US</p>
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>

