

ANNA ADARSH COLLEGE FOR WOMEN
LEARNING OBJECTIVES, LEARNING OUTCOME SYLLABUS
BA ENGLISH

I BA ENGLISH- SEMESTER- I 2020-2021

LZ11A-COMMUNICATIVE ENGLISH-I

AG21A: BRITISH LITERATURE- PAPER I

AG21B: SHAKESPEARE

AG31A: BACKGROUND TO ENGLISH LITERATURE-I

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER - I

LZ11A-COMMUNICATIVE ENGLISH-I

LEARNING OBJECTIVES:

To give English language skill practice to students to enhance their English proficiency.

To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.

To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.

To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills

To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

LEARNING OUTCOMES:

The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills

Students will heighten their awareness of correct usage of English grammar in writing and speaking

Students will improve their speaking ability in English both in terms of fluency and comprehensibility

Students will give oral presentations and receive feedback on their performance

Students will increase their reading speed and comprehension of academic articles

Students will improve their reading fluency skills through extensive reading

SYLLABUS

Unit I

Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation
 - iii.iii.

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
- b. Reading aloud: Reading an article/report
- c. Journal (Diary) Writing

3. Study Skills - 1

- a. Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context:

Naming and Describing

- Nouns & Pronouns
- Adjectives

Unit II

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information
- f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:
 - Skimming and Scanning
 - b. Types of Reading
 - Extensive and Intensive Reading
- c. Reading a prose passage

- d. Reading a poem
- e. Reading a short story

2. Paragraphs: Structure and Types

- a. What is a Paragraph?
- b. Paragraph structure
- c. Topic Sentence
- d. Unity
- e. Coherence
- f. Connections between Ideas: Using Transitional words and expressions
- g. Types of Paragraphs

3. **Study Skills II:**

Using the Internet as a Resource

- a. Online search
- b. Know the keyword
- c. Refine your search
- d. Guidelines for using the Resources
- e. e-learning resources of Government

of India

- f. Terms to know

4. **Grammar in Context**

Involving Action-I

- a. Verbs
- Concord

Unit III

1. Listening and Speaking

- a. Giving and following instructions
- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

- Verbals - Gerund, Participle, Infinitive
- Modals

Unit IV

1. Listening and Speaking
 - a. Giving and responding to opinions
2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
3. Grammar in Context:

Tense

- Present
- Past
- Future

Unit V

1. Listening and Speaking
 - a. Participating in a Group Discussion
2. Reading and writing
 - a. Reading diagrammatic information
– interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
Grammar in Context: Voice (showing the relationship between Tense and Voice)

Reference Websites and Links:

<https://www.youtube.com/watch?v=Y94s85-Crew>

<https://www.esolcourses.com/content/topicsmenu/listening.html>

<https://creativecommons.org/2012/12/21/syria-deeply-cc-licensed-newsaggregator/>

<https://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

<https://www.youtube.com/watch?v=urCTUyKzTzc>

AG21A: BRITISH LITERATURE- PAPER I

LEARNING OBJECTIVES:

- To introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English.
- To introduce prominent English writers and their styles from the sixteenth to the eighteenth Century

LEARNING OUTCOMES:

By the end of the course, students will be able to

- Understand the impact of social and historical events of 16th, 17th, and 18th centuries on

English writers and their works

- Analyse the themes and styles in English poetry, prose and drama written in the Elizabethan and Jacobean Age
- Assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period

SYLLABUS

UNIT 1: Poetry (Detailed)

- 1.1 “My galley charged” Sir Thomas Wyatt
- 1.2 “Alas, so all things now” Henry Howard
- 1.3 “Tell me, thou skilful shepherd’s swain” Michael Drayton
- 1.4 “Not marble, nor the gilded monuments”: William Shakespeare (Sonnet 55)
- 1.5 “A Valediction: Forbidding Mourning” John Donne
- 1.6 “How soon hath time” John Milton
- 1.7 “The Pulley” George Herbert
- 1.8 “The Retreat” Henry Vaughan

UNIT 2: Poetry (Non-Detailed)

- 2.1 “Prothalamion” Edmund Spenser

("CALM was the day...end my song" (Stanzas 1&2))

2.2 "Astrophel and Stella" Philip Sidney

(Sonnet XXXI: With how sad steps, O Moone, ...)

2.3 "Paradise Lost" (Book I - lines 1 - 83) John Milton

2.4 "The Garden" Andrew Marvel

UNIT 3: Prose (Detailed)

3.1 "On Revenge" Francis Bacon

3.2 "Of Studies" Francis Bacon

UNIT 4: Prose (Non-Detailed)

4.1 Book of Job: Prologue (chapters 1–2)

and The Bible [King James Version]

UNIT 5: Drama (Detailed)

5.1 Doctor Faustus Christopher Marlow

Prescribed Texts: i) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression– 2002.[1.1to 1.4] ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976.[1.5] iii) The Winged Word edited by David Green, Macmillian, 2016 edition.[1.6 to 1.8] iv) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression– 2002.[2.2] v) Paradise Lost Books 1 & 2 Edited by Vrinda Nabar. Orient BlackSwan Annotated Study Texts, 2011 edition [2.3] vi) Epic and Mock-Epic Anamika Chakraborty OUP. vii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C) Tenth Edition FURTHER READING (to be considered for internal assessment only) – "The Flaming Heart" – Richard Crashaw – "Another Grace for a Child" – Robert Herrick – "Epithalamion" – Edmund Spenser – "Faerie Queene" – Edmund Spenser – "The Passionate Shepherd to His Love" – Christopher Marlowe – "Definition of Love" – Andrew Marvell – "The Garden" – Andrew Marvell – "On Shakespeare" – John Milton – "Lycidas" – John Milton – "Easter Wings" – George Herbert – "Volpone" - Ben Jonson BOOKS & WEB SOURCES FOR FURTHER REFERENCE – English Poetry from the Elizabethans to the Restoration by Pramod K.

Nayar. 2012. – Triumphal Forms: Structural Patterns in Elizabethan Poetry by Alastair Fowler. Cambridge University Press, 2010. – Elizabethan Women and the Poetry of Courtship by Iona Bell. Cambridge University Press, 2010. – The Birth of the Elizabethan Age: England in the 1560s (History of Early Modern England) by Norman L. Jones. Blackwell Publishers, 1995. – British Literary Periods.
<https://www.thoughtco.com/british-literary-periods-739034> – Poems for all the semesters with a detailed introduction to the author. <https://www.poetryfoundation.org/> – Renaissance Love Poetry. <https://www.thoughtco.com/renaissance-love-poems-1788871> – Elizabethan Age. https://www.ducksters.com/history/renaissance/elizabethan_era.php – Milton. <https://www.poetryfoundation.org/poets/john-milton> – “Reading English : Why and How.” Dr. Sandie Byrne. <https://www.youtube.com/watch?v=6xbBa-sy-Tc>. – Canterbury Tales. <https://www.youtube.com/watch?v=h0ZrBr9DOwA>. – John Bunyan. <https://www.youtube.com/watch?v=2ByKbrzm5gI>. – Edmund Spenser. <https://www.youtube.com/watch?v=rbpzer-OuQo>. RECOMMENDED MOOC – NPTEL Video Course: English Language and Literature. Lecture 1 - The Renaissance An Introduction - Part-1 and 2
<https://www.digimat.in/nptel/courses/video/109106120/L01.html> – NPTEL Video Course: English Language and Literature. Lecture 13: The Age of Chaucer
<http://www.digimat.in/nptel/courses/video/109103020/L13.html>

AG21B: SHAKESPEARE

LEARNING OBJECTIVES:

- To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare
- To appreciate Shakespearean language and its influence in the making of modern English

LEARNING OUTCOMES:

After doing this course the students will be able to

- recollect features of Elizabethan theatre along with Shakespeare’s life and works
- identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre

- analyse prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions
- synthesise acquired knowledge to critique plays and enact

SYLLABUS

UNIT 1: History

1.1 Henry IV Part 1 - [For Annotations: Act I-Scene 1; Act II Scene 4; Act III-Scenes 1&3; Act IV - Scene1; Act V Scene 4

1.2 Shakespeare's Histories - Historical Sources-Common Features- Language- Reflection of the English social class

UNIT 2: Comedy

2.1 Twelfth Night - [For Annotations: Act I - Scenes 1 & 2; Act II - Scenes 1& 4; Act III -Scene 2; Act IV - Scene 2] Act V - Scene 5]

2.2 Shakespearean Comedies - Sources- Common features- Comedy through language- Themes-Complex plots-Mistaken Identities- Fools and Clowns- Use of songs- Dramatic devices

UNIT 3: Tragedy

3.1 Macbeth - [For Annotations: Act I - Scenes 1, 3 & 5; Act 2 - Scenes 1& 2; Act III - Scenes 2 & 4; Act IV - Scene 1;Act V - Scenes 1& 8]

3.2 Shakespearean Tragedies - Sources-Elements of Shakespearean Tragedies – Themes – Language-Dramatic aspects-Tragedy and Modern Dramatists

UNIT 4: Tragicomedy

4.1 The Tempest - [For Annotations: Act I - Scene 2; Act 2 - Scene 2; Act III - Scene 1; Act IV - Scene 1; Act V - Scene 1]

4.2 Shakespearean Tragicomedy - genre of play-dramatic elements- characters- Functions-Influence on the Romantics and on 19th & 20th century dramatists

UNIT 5: Shakespeare's Theatre

5.1 Playhouses and the Globe Theatre - Staging of the Play-Audience-Actors, Costumes- Influence

Reference :

i) Henry IV, Part II The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014 ii) Twelfth Night The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014 iii) Macbeth The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014 iv) The Tempest The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014 FURTHER READING [to be considered for internal assessment only] → Complete Works of Shakespeare → Tales from Shakespeare by Charles Lamb and Mary Lamb BOOKS & WEB SOURCES FOR FURTHER REFERENCE → Birch, Dinah. ed. "William Shakespeare" The Oxford Companion to English Literature. OUP → Dobson, Michael. & Stanley Wells eds. "Shakespeare, William" in The Oxford Companion to Shakespeare. → Kurian Anna, Shakespeare, Orient Blackswan,2016 → Leggatt, Alexander. The Cambridge Companion to Shakespearean Comedy, 2002. → Michael Neill, David Schalkwyk. The Oxford Handbook of Shakespearean Tragedy, 2016. → Clapp, Larry. A Complete Critical Analysis of Shakespearean Plays: With A Reference To Elizabethan Theatre (Reprint) Hardcover – 1993 by (Author) → <https://www.britannica.com> → www.encyclopedia.com → <https://www.britannica.com/art/chronicle-play> → <https://www.thoughtco.com/shakespeare-histories-plays-2985246> → <https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155> → <https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art> → <https://www.thoughtco.com/introducing-shakespeare-tragedies-2985293> → <https://www.britannica.com/art/tragedy-literature/Tragedy-and-modern-drama> → <https://www.britannica.com/art/tragicomedy> → <https://www.britannica.com/topic/Globe-Theatre/images-videos> → The power of imagination: Lessons from Shakespeare https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare#t21959 VIRTUAL TOUR: Google Earth [i.https://earth.google.com/web/@51.50808974,-](https://earth.google.com/web/@51.50808974,-)

0.09712407,19.29451181a,25.00298886d,35y,- 0h,60t,0r/data=KAI ii.
https://earth.google.com/web/@52.19664585,-
1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBj
NTIzZjgxODg
wMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAicMnnUgwVfu_KhNTdHJh
dGZvcmQtdX Bvbi1Bdm9uGAIgAQ iii. Shakespeare; The Globe Theatre London tour
https://www.youtube.com/watch?v=m3VGa6Fp3zI&feature=youtu.be

AG31A: BACKGROUND TO ENGLISH LITERATURE-I

LEARNING OBJECTIVES:

- To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and Legendary background
- To enable students, understand the contexts and background from Medieval British literature up until the Elizabethan and Jacobean Age

LEARNING OUTCOMES:

At the end of this course students will be able to:

- Identify and define basic terms and concepts which are needed for advanced courses in British literatures
- Describe the distinct periods of British literature
- Write brief notes on seminal literary forms and devices
- Write brief essays on seminal writers and their period from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age
- Write brief essays on the historical background of the same period

SYLLABUS

Unit 1: I. Literary Forms

1.1 Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet

[Petrarchan, Spenserian, Shakespearean]

1.2 Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque

1.3 Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical]

1.4 Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography]

1.5 Periods of English Literature – (pages 279-285)

II. Literary Elements

1.6 Poetry – Rhyme, Metre, Stanza, Verse [Blank Verse, Heroic /Couplet, Quatrain etc] Refrain

1.7 Drama- Plot- Prologue, Acts, Scenes, Epilogue, subplot, Unity of Time, Place, Action. Action – Conflict, Reversal of Fortune, Crisis, Rising Action, Climax, Denouement - Character – Hero [tragic flaw], Heroine, Villain, Stock Character, Foil Dialogue - Aside/ Soliloquy, Monologue, Choric Function - Stage/Setting – Proscenium Arch, Box set, Scenery, Props, dues ex machina

1.8 Prose – Fiction: Plot, Narration, Characterization [flat/ round characters], Setting

Unit 2: Impact of the History of English Language on Literature from 11th to 17th Century

2.1 The Descent of the English Language

2.2 The Old English (Anglo-Saxon) Period

2.3 The Middle English Period

Unit 3: Impact of Socio- Political History on Literature from 11th to 17th Century

3.1 ANGLO-SAXON ENGLAND – (pages 138 -139)

3.2 MEDIEVAL ENGLAND

The Norman Conquest [1066] –(pages 80-84).

A Struggle for Power –Magna Carta [1215] – (pages 126-128).

Henry VI and the Wars of Roses [1421- 71] – (pages 199-212)

3.3 TUDOR DYNASTY Henry VIII and the Break with Rome. –(pages 231- 253).

Queen Mary–(pages 261-264)

3.4 ELIZABETH I AND THE SUCCESSION – (pages 265-274)

The Conquest of the Armada– (pages 275- 286).

The English Renaissance – pages 287-291. Elizabethan England – (pages 292- 310)

3.5 CIVILWAR AND CROMWELL [1642 – 58]

Charles I and Parliament – pages 311-317. Civil War – (pages 326-340)

Unit 4: Literary History

4.1 Anglo-Saxon Literature – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity – (pages 3- 6). Development of Middle English Prose and Verse”- The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language, west Saxon dialect – (pages 31- 35).

4.2 Middle English Literature - Courtly French romance, the fable as a famous medieval literary form –(pages 68 – 70). Chaucer –(pages 89 – 91); Gower – (pages 121 – 123)

4.3 The Early Tudor Scene – new geographical discoveries and their impact on literature, beginning of the idea of national state – (pages – 147 – 148). Spenser and his Time – (pages 165 – 166 first paragraph). Drama from the Miracle Plays to Marlowe - English poetic drama, dramatic elaborations of the liturgy, transition from liturgical drama to miracle play – (pages 208 – 210); “University Wits” – Elizabethan popular drama –(page 226); “Christopher Marlowe” – „Tamburlaine, the Great“ – (page 235). Shakespeare – professional man of the theatre - (page 246) Drama from Jonson to the Closing of Theatres – Shakespeare and Ben Jonson – (pages 309 – 311 first paragraph); Analysis of English Poetic drama – (page 344-last paragraph).

4.4 Poetry after Spenser: The Jonsonian and the Metaphysical Traditions– (page 360); Donne’s influence –(page 368). John Milton – seventeenth century political background, effects of Civil war, Milton’s formative years –(pages 390 – 392).

4.5 Prose in the 16th and 17th Centuries - pamphleteering, colloquial prose formalised – (pages 458-459); Bible translations – (pages 461-472); Holinshed’s „Chronicles“ – (page 474); Walter Raleigh’s „History of the World“ – (page 475); Francis Bacon – (pages 485 – 488); Thomas Hobbes – (pages 495-496)

[Text - A Critical History of English Literature- Volume I.

Unit 5: Impact of European and British Legend on Literature

5.1 Valhalla – the Valkyrior – page 179. Thor’s Visit to Jotunheim – page 183.

The death of Baldur – the Elves – Runic Letters – Skalds – Iceland –
page 186.

5.2 The Druids – Iona - page 193: 3 King Arthur and the Knights of the
Round Table – page 198

5.3 Arthur – page 212, Sir Gawain –page 222, Launcelot of the Lake – page
229, Tristram and Iseult – page 241, Perceval – page 256

5.4 Beowulf- page 329

5.5 Robin Hood and his Merry Men – page 334

[Text - Bulfinch’s Mythology: The Classic Introduction to Myth and Legend. Complete
and Unabridged by Thomas Bulfinch. Penguin, 2014]

Prescribed Texts → A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt
Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint) → History of English
Language by F.T. Wood. Trinity Press. Revised edition, 2016. Unit 1: 1-67 → A History of
England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012 →
A Critical History of English Literature- Volume I – From the Beginning to Milton by
David Daiches. Revised. Indian Edition 2010. Supernova Publishers → Bulfinch’s
Mythology → The Penguin History of Europe by J.M. Roberts, 1996 Unit 3: pages: 120-
138 European Renaissance, Reformation and Counter- Reformation– pages 222 – 230
Modernity and modern history[End of Medieval Period] – pages 233-238 Enlightenment –
pages 267-271 → A History of England. John Thorn, Roger Lockyer and David Smith.
AITBS Publishers, India. 2012. → History of English Language: British Council Archive
https://www.youtube.com/watch?v=_fJiHmR85cU

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER - I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.

- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or Grammar

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors
in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on Professional
Competence, Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

Reference- websites and Links

Costa 1 <https://doi.org/10.3390/jmse7070208>

<https://www.flickr.com/photos/phploveme/4683410057>

Source: <https://freesvg.org/>

https://en.unesco.org/sites/default/files/week_2_winners.pdf

Further references: <https://speakola.com/motivate/apj-abdul-kalam-iit-madras2010>

<https://in.pinterest.com/pin/389561436524014933/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

<https://in.pinterest.com/pin/358880664055306524/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

I B A ENGLISH SEMESTER II

LZ12A-COMMUNICATIVE ENGLISH-II

AG22A: BRITISH LITERATURE- PAPER II

AG22B: INDIAN WRITING IN ENGLISH

AG32A: BACKGROUND TO ENGLISH LITERATURE-II

LZ12A-COMMUNICATIVE ENGLISH-I

Unit I

1. Listening and Speaking
 - a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
4. Grammar in Context

Adverbs Prepositions

Unit II

1. Listening and Speaking
 - a. Listening to famous speeches and poems
 - b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
 - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
 - b. Reading poetry
 - b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.
3. Word Power

a. Idioms & Phrases

Grammar in Context Conjunctions and Interjections

Unit III

1. Listening and Speaking

a. Listening to Ted talks

Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations , Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

Grammar in Context: Sentence Patterns

Unit V

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

a. Collocation

Grammar in Context: Working With Clauses

Reference- websites and Links

Source: <https://www.thehindu.com/opinion/open-page/the-case-forthe-samosa-as-national-snack/article22384690.ece>

1. Sundar Pichai Inspirational Video https://www.youtube.com/watch?v=m050iy5_2ng

2. BTS speech at the United Nations <https://www.youtube.com/watch?v=oTe4f-bBEKg>

3. https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_audio=1

4. The Book in My Hand (by Ramachandra Guha). <https://www.thehindu.com/books/The-book-in-myhand/article16443755.ece>

5. Coordinates of Safety. <https://www.thehindu.com/opinion/oped/Coordinates-of-safety/article16643102.ece>

6. https://rpo.library.utoronto.ca/glossary#letter_m

AG22A: BRITISH LITERATURE- PAPER II

LEARNING OBJECTIVE:

- To introduce a few seminal texts of mainstream writers to students, to enable them to understand and interpret literary works of the Augustan and Romantic Ages.

LEARNING OUTCOMES:

At the end of this course students will be able to

- identify and define basic terms and concepts which are needed for advanced courses in British literature
- write brief essays on the important works of mainstream writers from Augustan and Romantic Age
- describe the distinct features of British literature of the same period
- analyze and interpret seminal poetry of the period with close reading

SYLLABUS

UNIT 1: Poetry (Detailed)

- 1.1 “Macflecknoe” John Dryden
- 1.2 “Tyger” William Blake
- 1.3 “For A’ That And A’ That” Robert Burns
- 1.4 “Three years she grew” William Wordsworth
- 1.5 “Kubla Khan” Samuel Taylor Coleridge
- 1.6 “From Childe Harolde’s Pilgrimage” Lord Byron
- 1.7 “Ozymandias” Percy Bysshe Shelley
- 1.8 “Ode to a Nightingale” John Keats

UNIT 2: Poetry (Non - Detailed)

- 2.1 “ The Rape of the Lock: Canto III”
(lines 125 -178) Alexander Pope
- 2.2 “The Rime of the Ancient Mariner” S.T. Coleridge
- 2.3 “Essay on Man From Epistle II” Alexander Pope
- 2.4 “The Deserted Village” Oliver Goldsmith

UNIT 3: Prose

- 3.1 “Dream-Children: A Reverie” Charles Lamb
- 3.2 “Sir Roger at the Theatre” Joseph Addison

UNIT 4: Drama

4.1 The Rivals R. B. Sheridan

UNIT 5: Fiction

5.1 Pride and Prejudice Jane Austen

Prescribed Texts: i) The Winged Word edited by David Green, Macmillan, 2016 edition.
ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976
iii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)

FURTHER READING [Can be considered for Assignments & Presentations] → John Dryden – “Absalom and Achitophel” → Alexander Pope – “Epistle to Dr. Arbuthnot” → Richard Brinsley Sheridan – Rivals → James Boswell – “Life of Samuel Johnson” → Dr. Samuel Johnson – “Preface to Shakespeare” → John Keats – “Ode to Grecian Urn” → William Wordsworth – “Tintern Abbey” → William Wordsworth – “Lines Composed upon Westminster Bridge” → Percy Bysshe Shelley - “Hymn to Intellectual Beauty” → William Blake - The Chimney Sweeper: A little black thing among the snow → “The Foundation of British Empire” pages 411- 419 - from A History of England. Eds. → John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. BOOKS & WEB SOURCES FOR FURTHER REFERENCE → A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised edition. Indian edition 2010. Supernova publishers. (“Romantic Poetry”- pages 856-935; “Restoration, Augustan Age, rise of novel, 18th century prose”- pages 537-766) → The Age of Reason by Thomas Paine. 2011. → Romanticism (The New Critical Idiom) by Aidan Day. 1995. → Romanticism: A Very Short Introduction by Michael Ferber. Oxford, 2010. → Romanticism: An Oxford Guide by Nicholas Roe. 2005. → Romanticism: A Literary and Cultural History (Routledge Concise Histories of Literature) by Carmen Casaliggi and Porscha Fermanis. 2016. → The Romanticism Handbook (Literature and Culture Handbooks). Edited by Joel Faflak and Dr. Sue Chaplin. 2011. → The Age of Dryden. <https://www.gutenberg.org/files/39817/39817-h/39817-h.htm>. → Alexander Pope. <https://www.poetryfoundation.org/poets/alexander-pope>. → Eighteenth Century.

<https://www.britannica.com/art/English-literature/The-18th-century>. → Age of Restoration.
<https://www.bl.uk/restoration-18th-century-literature/articles/neoclassicism>. →
Romanticism. <https://www.britannica.com/art/Romanticism>. → Romanticism.
<https://www.theartstory.org/movement/romanticism/>. → Romanticism.
https://www.metmuseum.org/toah/hd/roma/hd_roma.htm. → Romanticism.
<http://academic.brooklyn.cuny.edu/English/melani/cs6/rom.html>. →
Romanticism. <https://wordsworth.org.uk/wordsworth/daffodils-and-other-poems/what-is-romanticism/>. → Shelley. <https://www.poetryfoundation.org/poets/percy-bysshe-shelley>. →
Wordsworth. <https://www.poetryfoundation.org/poems/45559/three-years-she-grew>. →
“The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities.
<https://www.youtube.com/watch?v=Q1YEr8ZiZhY>. → Enlightenment. The Age of Reason.
https://www.youtube.com/watch?v=J0B28_gwj0M. RECOMMENDED MOOC → NPTEL
Video Course: English Language and Literature.Lecture 16: The Augustans
<http://www.digimat.in/nptel/courses/video/109103020/L16.html> → NPTEL Video Course:
English Language and Literature.Lecture 17: The Romantics

AG22B: INDIAN WRITING IN ENGLISH

LEARNING OBJECTIVE:

- To give an understanding of the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty first century.

LEARNING OUTCOMES:

- By the end of the course, students will be able to understand the evolution of Indian Writing in English
- identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers
- analyse Indian ethos found in the representative texts
- evaluate Indian English texts from the postcolonial perspective

SYLLABUS

UNIT 1: Poetry

1.1. “Our Casuarina Tree” Toru Dutt

- 1.2. “Coromandel Fishers” Sarojini Naidu
- 1.3. “ Night of the Scorpion” Nissim Ezekiel
- 1.4. “Introduction” Kamala Dass
- 1.5. “The Bus” Arun Kolatkar
- 1.6. “The Frog and the Nightingale” Vikram Seth
- 1.7. “Her Garden” Meena Alexander
- 1.8. “Narcissus” Easterine Kire

UNIT 2: Prose

- 2.1 “The Secret of Work” - Swami Vivekananda
- 2.2 “India and Greece” & “The Old Indian Theatre” - Jawaharlal Nehru
(Selection from The Discovery of India)
- 2.3. “Religion in a Changing World” - Dr.Radhakrisnan
(Religion,Science and Culture)
- 2.4. Passages from The Autobiography of an Unknown Indian- Nirad C.Chaudhuri
(Picador Book of Modern Indian Literature – Amit Chaudhuri)

UNIT 3: Drama

- 3.1 Dance Like a Man Mahesh Dattani

UNIT 4: Short Story

- 4.1 “Under the Banyan Tree” R.K Narayan
- 4.2 “The Night Train at Deoli” Ruskin Bond
- 4.3 “ Unaccustomed Earth” Jhumpa Lahiri
- 4.4 “Laburnum for my Head” Temsula Ao

UNIT 5: Fiction

- 5.1 Kanthapura Raja Rao

Prescribed Texts: i) Gokak V.K, The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, 2006 ii) Mehrotra, A.K. , The Oxford India Anthology of Modern Indian Poets , OUP,1993 iii) Peeradina, Salem , Contemporary Indian Poetry in English ,Macmillan 1972

iv) Nehru, Jawarhalal , The Discovery of India,1946 v) Vivekananda, Karma Yoga , Advaita Ashrama Publication,2012 vi) Radhakrishnan,Religion, Science and Culture, Orient Paperback vii) Chaudhuri, Amit, Picador Book of Modern Indian Literature. 2001 viii) Davidar, David, A Clutch of Indian Masterpieces, Aleph Books, 2016 ix) Ao Temsula, Laburnum for my Head ,Penguin India, 2009 x) Lahiri, Jhumpa,Unaccustomed Earth, Random House India,2008 xi) Collected Plays - Mahesh Dattani , Penguin, India.

FURTHER READING (to be considered for internal assessment only) → Henry Derozio - “The Harp of India” → Sri Aurobindo - “The Tiger and the Deer” → Mamta Kalia - “Tribute to Papa” → Jeet Tayil - “The Penitent” → Anjum Hasan -“A Place like Water” → Arundhati Subramaniam - “Another Way” → Amartya Sen – “ Diaspora and the World” from The Argumentative Indian → Arundhati Roy - “Capitalism :A Ghost Story” from Broken Republic → Novels by Mulkraj Anand, R.K.Narayan , Manoghar Malgonkar,Anitha Desai, Shashi Deshpande , Arvind Adiga, BOOKS & WEB SOURCES FOR FURTHER REFERENCE → Iyengar, K. R. Srinivasa. Indian Writing in English . Revised edition, Sterling → King, Bruce: Modern Indian Poetry in English . Oxford University Press, 2005. → M. K., Naik. A History of Indian English Literature. New Delhi: Sahitya Akademi, 2009. → Mehrotra, A. K. An Illustrated History of Indian Literature in English . New Delhi:Permanent Black, 2003. → Dharwadkar Vinay and A.K.Ramanujam,The Oxford Anthology of Modern Indian Poetry → A.K.Mehrotra,The Oxford India Anthology of Modern Indian Poets → Thieme John, The Arnold Anthology of Postcolonial Literatures in English → Singh Umeed,Sharma Pankaj ed. Reading a Novel:Kanthapura & An Exercise in Language Use, Macmillan, 2016. → Chaudhuri Amit, Picador Book of Modern Indian Literature, Picador → <https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/> → <http://poetry.sangamhouse.org/2013/03/a-place-like-water-by-anjum-hasan/> → <https://www.youtube.com/watch?v=bHr4FIKIU6c> → https://www.youtube.com/watch?v=CzCE2_LoAXg

LEARNING OBJECTIVE:

- This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical and background to enable students understand the contexts and background of British literature of Augustan and Romantic and Victorian Age.

LEARNING OUTCOMES:

At the end of this course students will be able to:

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Describe the distinct periods of British literature
- Write brief notes on literary forms
- Write brief essays on seminal writers from Britain of Augustan and Romantic and Victorian Age
- Write brief essays on the historical background of the same period.

SYLLABUS

Unit 1:

I. Literary Forms

1.1 Poetry: Ode [Pindaric, Horatian, English], Elegy, Pastoral

1.2 Epic and Mock Epic, Dramatic Monologue

1.3 Drama: Comedy, Romantic Comedy, Comedy of Manners, Farce

1.4 Drama: Sentimental Comedy, Melodrama, Comedy of Humours, Tragi- Comedy

1.5 Prose: Novel -- Gothic, Picaresque, Sentimental, Epistolary, Domestic,

Historical

II. Literary Devices

1.6 Poetry - Alliteration, Assonance, Metaphysical Conceit, [Epic] similes, Metaphor, Hyperbole.

1.7 Drama – Irony [Verbal, Dramatic, Situational, Cosmic], Pun, Metonymy, Malapropism, Anachronism

1.8 Fiction- Cliché, Paradox, Connotation, Epigram, Euphemism, Allusion

[Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham.

Eleventh Edition. Cengage,2019 (Indian Reprint)]

Unit 2: Impact of the History of Language on Literature

2.1 The Renaissance and After – pages 68-81

2.2 The Growth of Vocabulary – pages 82-113

2.3 Change of Meaning – pages 114-147

[Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016

Unit 3: Impact of Socio-Political History on Literature

3.1 Restoration England - Charles II – pages 351- 365. James II and William III& the Glorious Revolution [1685-88] – pages 366-376. Queen Anne [1702-7] – pages 377 – 389

3.2 The Foundation of the British Empire – pages 411-418. The Industrial Revolution – pages 429-437. Britain and French Revolution – pages 438-445

3.3 Reactionary and Enlightened – pages 454-462. The Reform of Parliament– pages 463- 470. The Whigs and Reform [17th – Mid 19th Century]– pages 471- 481.

The Chartists and Robert Peel – pages 482-489

3.4 Victorian England [1854-6] – pages 492-496. Imperialism: The Last Years of Victorian England – pages 515-523

3.5 Britain and the First World War – pages 532-540. Irish Independence, General Strike and the Economic Crisis” – pp. 541-549

[Text Book: A History of England. John Thorn, Roger Lockyer and David Smith.

AITBS Publishers, India. 2012]

Unit 4: Literary History I – 18th and early 19th c

4.1The Restoration – pages 537 – 541; Restoration comedy - pages 541-549; Dryden – page 558; John Bunyan“s „Pilgrim“s Progress“ – pages 587 – 588. The Augustan Age: Defoe, Swift, Pope – pages 590 – 594; Joseph Addison and the Spectator – page 595; Daniel Defoe – pages 598 -599; Jonathan Swift - pages 602 – 603; Alexander Pope“s „Rape of the Lock“ – page 628;

4.2 The Novel from Richardson to Jane Austen – pages 700 – 701; Richardson“s

Pamela – page 703; Henry Fielding’s Tom Jones – page 720; Laurence Sterne’s Tristram Shandy – page 733; Gothic novel – page 741; Jane Austen’s Pride and Prejudice – pages 750 – 754

4.3 Eighteenth Century Prose – pages 768 – 769; George Berkeley – page 772; David Hume – page 772; Dr. Johnson’s „Preface to Shakespeare“ – pages 782-783; „Life of Dr. Johnson“ by Boswell – page 795; Goldsmith – page 796; Edmund Burke’s „Reflections on the revolution in France“ – page 799; Thomas Paine – „The Rights of man“ – page 803; Gibbon’s „Decline and Fall of the Roman Empire“ – page 807.

4.4 Scottish Literature & The Romantic Poets – page 809; Robert Burns – page 817; Walter Scott and his attitude to Scotland – page 836. Period of transition – pages 856-857; The Romantic Movement – page 860; William Blake’s „Songs of Innocence and Experience“ – page 863; Wordsworth’s „Lyrical Ballads“ – page 875; Coleridge’s „Ancient Mariner“ – page 893. Shelley’s „Prometheus Unbound“ – page 909; Keats’ „Endymion“ – page 917; Byron’s „Childe Harold“ – page 923

4.5 Prose of early and Middle 19th century – autobiographical creative works of the Romantic writers – page 935; Charles Lamb’s „Essays of Elia“ and „Tales from Shakespeare“ – page 937; Hazlitt – page 939

[Text - A Critical History of English Literature- Volume II– The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova

Unit 5: Literary History II -Victorian Age

5.1 Victorian Prose – Macaulay’s „History of England“ – page 949; Thomas Carlyle’s „French Revolution“ – page 955; „Victorian Prose“ - Ruskin’s „Modern Painters“ – page 968; Mathew Arnold’s; Arnold’s „Essays in Criticism“ – p. 977

5.2 Victorian Poets: An introduction to the age – page 993; Tennyson’s „In Memoriam“ – page 1001; Robert Browning’s dramatic monologue – page 1003; Browning’s optimism – page 1007; Elizabeth Barrett Browning – page

1007; Mathew Arnold's „Scholar Gypsy“ – page 1013; Pre-Raphaelite Brotherhood – page 1017

5.3 Edward Fitzgerald's „Omar Khayyam“ – page 1027; George Meredith's „Poems and Lyrics“ – page 1028; Algernon Charles Swinburne's choruses – page 1030; Thomas Hardy's poetry – page 1037; Gerard Manley Hopkins' „God's Grandeur“ – page 1045

5.4 Victorian Novels: An introduction – page 1049; Charles Dickens' Pickwick Papers – page 1051; William Makepeace Thackeray's Vanity Fair – page 1060; Charlotte Bronte's Jane Eyre – page 1065; George Eliot's Mill on the Floss- page 1069; Thomas Hardy's Mayor of Casterbridge– page 1076;

5.5 Victorian Drama: Oscar Wilde's Importance of being Earnest – page 1104; Bernard Shaw's well-made play – page 1105;

[Text - A Critical History of English Literature- Volume II– The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]
Publishers.]

Prescribed Texts – A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers. – The Penguin History of Europe by J.M.Roberts, 1996. – A Glossary of Literary Terms by M.H.Abrams. – A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012 – A Glossary of Literary Terms by M.H.Abrams. – English Literature In Context by Paul Poplawski. CUP – <https://www.britannica.com/topic/Western-philosophy/Ancient-Greek-and-Roman-philosoph>

BOOKS AND WEB SOURCES FOR FURTHER REFERENCE (to be considered for internal assessment only) – Carter, Ronald and John McRae, The Routledge History of Literature in English: Britain and Ireland. Routledge, 2001. – Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge. 6002 – Rees, R. J., English Literature: An Introduction for Foreign Readers, Macmillan. – <https://sites.udel.edu/britlitwiki/> – Periods of English Literature | Online Education | Paradigm Change <https://www.youtube.com/watch?v=gzZ0wHgogjc> – Victorian Novel and the Late Victorian Period: nptel <https://www.youtube.com/watch?v=E8NDuqI4zaU>

RECOMMENDED MOOC ♣ History of English Language and Literature: Dr. Prof. Merin Simi Raj. Co-ordinated by IITM (NPTEL)

https://nptel.ac.in/content/syllabus_pdf/109106124.pdf

<https://www.youtube.com/watch?v=UghgTDWSyQM>

Professional English for Arts and Science

SEMESTER - II

Learning Objectives:

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

Learning Outcomes

At the end of the course, learners will be able to,

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

SYLLABUS

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions)

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject

based Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

Creating webpages, blogs, flyers and brochures (subject based)

Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication& Basics of Academic

Writing Speaking: Short academic presentation using

PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

Reference Links:

<https://www.youtube.com/watch?v=tpvicScuDy0>

([http:// images.app.goo.gl/YGuyvP4RcuXrZ6TFA](http://images.app.goo.gl/YGuyvP4RcuXrZ6TFA))

<https://www.youtube.com/watch?v=laGZaS4sdeU>

REFERENCES: “How To Create A Vlog.” WordPress.comwordpress.com “How To Start A Vlog - Step by Step Guide For 2020 - Make A Website Hub” .makeawebsitehub.com

“What is Vlogging? - YouTube.” www.youtube.com “How to VLOG - Beginners Guide.”

<https://www.youtube.co/watch?v=qmgl8vhrf4>

<https://www.thebalancecareers.com/job-interview-questions-and-answers-2061204>

<https://slidesgo.com/theme/revolution-history-lesson>

II B.A III SEMESTER

- 1. CLZ3P- GENERAL ENGLISH-II**
- 2. BRA3A-BRITISH LITERATURE**
- 3. BRA3B-MODERN ENGLISH LANGUAGE AND USAGE**
- 4. BRB3A- MYTH AND LITERATURE**
- 5. TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS**

CLZ3P- GENERAL ENGLISH-II

SECOND YEAR- THIRD SEMESTER

Learning Objectives

- To introduce the students with short stories, essays on a variety of important topics,
- To encourage them to understand and appreciate prose writings of well-known writers,
- To acquaint them with 'prose', its meaning and importance,
- To make them learn grammar items, such as Idioms, Phrases, and reported speech etc.
- To enable them to write grammatically accurate sentences, by identifying correct reported speech in writing English.
- To prepare the students for competitive exams by encouraging them to learn English.

Learning Outcomes:

After completing the course, the students will be able to

- reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- read, understand, and appreciate prose, poetry and short stories
- become aware of commonly occurring errors and avoid committing them in language use
- rewrite words and sentences by changing their forms and use them appropriately
- attempt different kinds of writing – essays, emails, blogs, letters etc
- prepare resumes to face interviews

Syllabus:

Unit - I Prose

1. Dress in Communication -
2. Fusion Music - *Pt. Ravi Shankar*
3. About "An Inconvenient Truth" - *Davis Guggenheim*
4. A Speech - N.R. Narayana Murthy
5. A Speech - Barack Obama
6. Unity of Minds - *A.P.J. Abdul Kalam*

Unit - II Poetry

1. The Justice of Peace - *Hillari Bellock*
2. A Different History - *Sujata Bhatt*
3. Digging - *Seamus Heaney*

4. I Love You Mom -
5. Ozymandias of Egypt - *Percy Bysshe Shelly*
6. Leave this Chanting and Singing and Telling of Beads - *Rabindranath Tagore*

Unit - III Short Stories

1. Happy Prince - *Oscar Wilde*
2. The Story of Stanford -
3. Engine Trouble - *R.K. Narayan*
4. After Twenty Years - *O. Henry*
5. Two Gentlemen of Verona - *A.J. Cronin*
6. The Avenger - *Anton Chekhov.*

Unit - IV Biographies from Inspiring Lives

1. Madam Curie
2. Mother Teresa
3. Subrahmanyam Chandrasekhar
4. Dr. Amartya Kumar Sen
5. Gertrude Elion
6. Vikram Sarabhai

Unit - V

Grammar

Refer to the exercises given in the text and **Part -V** from **Spring Board** by Orient Black swan Pvt. Ltd Rs.105/-

Face-to-Face

Preparing for an Interview, Win the Game of Life, The First Written Encounter: Writing Skills.

Reference Text - Reflections by Foundation Books Cambridge University Press. Rs.105/- Inspiring Lives by Maruthi Publications Rs.60/-

BRITISH LITERATURE
II B.A ENGLISH LITERATURE
SEMESTER - III

LEARNING OBJECTIVES:

- To introduce the student to British poetry and fiction from the age of World Wars to Modernism.
- To comprehend the development of trends in British fiction and poetry.
- To view British literature in its socio-cultural and political contexts.
- To understand the theme, structure and style in British poetry and fiction.

LEARNING OUTCOMES:

- Students would have got exposure to the features of War poetry and impact of two great world wars.
- They would have gained insight into the growth and development of British fiction based on politics.
- Students would have understood the socio-political context of the period from 19th century -20th century.
- Students would have understood the difference between
- Students will be able to make out how the structure of Shakespearean sonnet varies from Petrarchan sonnet.

SYLLABUS

Unit-1: Introduction

Social impact of the two world wars, the Labour Movement, the Welfare State

Unit-2: Prose

1. Tradition and Individual Talent – TS Eliot
2. The Art of Fiction – Henry James

Unit-3: Poetry

1. The Wreck of the Deutschland - G.M. Hopkins
2. Easter, 1916 - W.B. Yeats
3. Anthem for Doomed Youth - Wilfred Owen

4. The Unknown Citizen - W.H. Auden
5. The Thought-Fox - Ted Hughes

Unit-4: Fiction

Pygmalion – George Bernard Shaw

Unit-5: Fiction

Animal Farm - George Orwell

Texts for Reference:

English Social History: A Survey of Six Centuries –G M Trevelyan (for Unit I) Pygmalion - George Bernard Shaw - Filiquarian Publishing, LLC., 2007 Animal Farm – George Orwell

Relevant Videos on YouTube:

S. No.	Video	URL
1	Impact of World War I on Britain	https://www.youtube.com/watch?v=at1RJgfdDUA
2	Pygmalion	https://www.youtube.com/watch?v=6XJlgdKMeqk
3	Easter, 1916	https://www.youtube.com/watch?v=kh-83rZ5YLI
4	Animal Farm	https://www.youtube.com/watch?v=o7TFxG19CRk

BRA3B- MODERN ENGLISH LANGUAGE & USAGE

LEARNING OBJECTIVES:

- aims to equip students with the skills, insights and appropriate theoretical approaches necessary to analyse and describe changes in the structure of the English language from the earliest written records to the present day.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. appreciate our rich and varied literary heritage.

LEARNING OUTCOME:

- By the end of the course, the students will be able to – 1. Understand the influence of the ideologies of the various ages/eras on literature. 2. Deepen their critical reading, writing, and interpretive practices. Develop a critical approach towards grammatical proficiency.

SYLLABUS:

Unit-1: Introduction

The Evolution of Standard English

Prescribed: An Outline History of the English Language [(Chapter- 8) (Pages 196-209)]

Unit-2: Language and Regional Variation

- The Standard Language
- Accent and Dialect
- Dialectology
- Regional Dialects
- Style, Slang and Jargon

Prescribed: The Study of Language (3rd edition) by George Yule

Unit-3: Areas of Difficulty in the Usage of English Language for the II Language Users

Basic Grammar

- Parts of speech and agreement (voice, tense, number)
- Modals and Auxiliaries
- Types of sentences (Interrogatives, Declaratives, Exclamatory and Imperative)
- Direct and Indirect speech
- Question Tags

Unit-4: Language for specific Speech events

- Drafting an invitation
- Drafting the minutes of a meeting
- Addressing a gathering (welcome address)
- Proposing vote of thanks

Unit-5: English in the Internet Era

- The Internet and English Vocabulary
- Role and Scope of Online English Dictionaries
- Language and the Advent of Technology
- Useful online resources such as YouTube, Google Scholar

Prescribed Texts:

The Study of Language (3rd edition) - George Yule

An Outline History of the English Language – F T Wood

Practical English Grammar – A J Thomson and A V Martinet (OUP)

Language and the Internet – David Crystal, Cambridge University Press

English as a Global Language – David Crystal, Cambridge University Press

BRB3A- MYTH AND LITERATURE

LEARNING OBJECTIVES:

- The aim of the paper is to familiarize the students about the Greek, Roman, Celtic and Hindu mythology . Mythology provides a great source of materials for literary works . Hence , it is important to learn about the world mythology.

LEARNING OUTCOME:

- Studying mythology gives the **context into the present world, literature, and various beliefs**. It serves as a foundational level of study will prove beneficial.

SYLLABUS:

Unit-1: Introduction

Beginnings of myth, Natural Phenomena as Myth, Myth and Legends

Prescribed: The Norton Reader-Ed by Linda H.Peterson, John C. Brereton:

Chapter – Mythology Robert Graves (Pages 1150-1154)

Unit-2: Greek and Roman Mythology

1. Hercules (Cleaning of Aegean Tables, Atlas and Hercules)
2. Ulysses & Cyclops, Ulysses & Circe, the story of Penelope.
3. The Story of Romulus and Remus
4. The Story of Dido, Queen of Carthage
5. The Story of Cupid & Psyche
6. The Story of Orpheus and Eurydice
7. The Story of Echo & Narcissus

Unit-3: Celtic Mythology

1. Oisín in the Land of Forever Young

Unit-4: Legends

1. Arthurian Cycle (The Holy Grail)
2. Robin Hood Cycle

Unit-5: Hindu Mythology

1. Stories from Ramayana
 - The Story of Mareecha
 - The Burning of Lanka
2. Stories from Mahabharata
 - Kurukshetra - The Battle & The Deception of Bheema
 - The Dog
 - The Bhagavad Gita
3. Stories from Puranas, Epics and Vedas

- The Story of Nala and Damayanthi
- The Story of Nacheeketa and Yama
- The Story of Ganga
- The Story of Sakuntala

Prescribed texts:

1. The Norton Reader - Ed by Linda H.Peterson, John C. Brereton
2. Myths of the Hindus and Buddhists –Ananda K. Coomaraswamy and Sister Nivedita (Chapters III and VII only)

Reference texts:

1. The Encyclopedia of World Mythology
2. Bulfinch's Mythology
3. Myth and Me

**TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS
SOFTSKILLS- SEMESTER-III- (2020-2021)**

ESSENTIALS OF SPOKEN & PRESENTATION SKILL II SEMESTER –TSSEC

LEARNING OBJECTIVES:

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

LEARNING OUTCOME:

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

SYLLABUS

UNIT- I: Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- I I: Non Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger
7. Resolving conflict

8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures
3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

Recommended texts: Powell. In Company. MacMillan. Cotton, et al. Market Leader. Longman. Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi. Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York. De Bono, Edward. 2000. Six Thinking Hats. 2nd Edition. Penguin Books. De Bono, Edward. 1993. Serious Creativity. Re print. Harper Business.

II B A ENGLISH LITERATURE- IV SEMESTER –(EVEN)

PART II – ENGLISH-CLZ4R

BRA4A- AMERICAN LITERATURE

BRA4C- GREEN STUDIES

BRB4A- INTRODUCTION TO THE STUDY OF LANGUAGE AND LINGUISTICS

ENV4B - ENVIRONMENTAL STUDIES

PART II – ENGLISH-CLZ4R

PART – II ENGLISH

FOURTH SEMESTER

Learning Objectives:

- To introduce the students with short stories, essays on a variety of important topics,
- To encourage them to understand and appreciate prose writings of well-known writers,
- To acquaint them with ‘prose’, its meaning and importance
- To acquaint the students with the literary genre of ‘prose,’ particularly Essays.

- To introduce the meaning, types, features and functions of “Prose -Essays”
- To encourage them to read, understand, and appreciate Essays

Learning Outcomes:

After completing the course, the students will be able to

- reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- read, understand, and appreciate prose, poetry and short stories
- become aware of commonly occurring errors and avoid committing them in language use
- rewrite words and sentences by changing their forms and use them appropriately
- attempt different kinds of writing – essays, emails, blogs, letters etc
- prepare resumes to face interviews

Syllabus:

Unit - I Six One-Act Plays

1. The Bishop's Candlesticks - *Norman McKinnell*
2. The Two Corporals - *Val Gielgud*
3. Wurzel-Flummery - *A.A. Milne*
4. Old Man River - *Dorothy Deming*
5. Hewers of Coal - *Joe Corrie*
6. Five at "The George" - *Stuart Ready*

Unit - II Short Stories

1. Comrades - *Nadine Gardiner*
2. Games at Twilight - *Anita Desai*
3. Gateman's Gift - *R. K. Narayan*
4. Open Window - *Munro (Saki)*
5. Some Words with a Mummy - *Edgar Allan Poe*
6. The Ant and the Grasshopper - *Somerset Maugham*

Unit - III Prose and Scenes from

Shakespeare Scenes from Shakespeare:

1. Merchant of Venice - Lines on Quality of Mercy

2. Julius Ceaser - Antony's Funeral Oration

3. Macbeth - Line from Sleep Walking Sign

Macbeth-Murder Scene in the same text Building

Competency Prose:

1. Little Girls are Wiser than Men - Leo Tolstoy

2. The Last Clock - James Thurber

3. How far is the River - Ruskin Bond

Unit - IV

Writing Skill Exercises Letter Writing (Formal & Informal) Précis Writing

Paraphrasing Comprehension Report Writing.

Reference: Text - Six One - Act Plays by Pavai

Publications Rs.50/- Gifts to Posterity by Anu Chithra

Publishers (the collection which has got six short

stories only) Rs. 32/- Building Competency A Course

in Reading and Writing English by Maruthi

Publications. Rs. 50/- Unit - I

BRA4A- AMERICAN LITERATURE

LEARNING OBJECTIVES:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or

styles of expression during different historical periods in different regions.

- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

LEARNING OUTCOMES:

- By the end of the course the student will be able to define the elements of short story and novel as literary genres, and their importance for literary analysis
- 2. By the end of the course the student will be able to identify features of short story as a literary genre
- 3. By the end of the course the student will be able to identify features of novel as a literary genre
- By the end of the course the student will be able to synthesize the significance of short story and novel as literary genres and evaluate them for improving language and teaching skills

SYLLABUS

Unit-1: Introduction

Puritanism, Transcendentalism, American War of Independence, Abolition of Slavery

Unit-2: Prose

1. Self-Reliance – R.W. Emerson (an extract)
2. Where I Lived, and What I Lived For – H.D. Thoreau
3. Gettysburg Address – Abraham Lincoln

Unit-3: Poetry

1. Nature – H.W. Long fellow
2. A Letter to Her Husband, Absent upon Public Employment – Anne Bradstreet
3. Brahma – R.W. Emerson
4. Out of the Cradle Endlessly Rocking – Walt Whitman

5. O Captain! My Captain! – Walt Whitman
6. There's a certain Slant of light – Emily Dickinson

Unit-4: Short stories

1. The Cask of Amontillado – Edgar Allan Poe
2. Bartleby, the Scrivener – Melville
3. Let Me Feel Your Pulse – O Henry
4. Pigeon Feathers – John Updike

Unit-5: Fiction

The Scarlet Letter – Nathaniel Hawthorne

Prescribed Texts:

The Scarlet Letter: A romance - Nathaniel Hawthorne - Samuel E. Cassino, 1892

Relevant Videos on YouTube

S. No.	Video
1	American Puritanism
2	American War of Independence
3	Gettysburg Address
4	O Captain! My Captain!
5	The Cask of Amontillado
6	The Scarlet Letter

BRA4C- GREEN STUDIES

LEARNING OBJECTIVES:

- It aims to improve the study of literature and the environment from an interdisciplinary point of view, where literature scholars analyse texts that illustrate environmental concerns and examine the various ways literature treats the subjects of nature.

LEARNING OUTCOME:

- It is the study of literature and the environment from an interdisciplinary point of view, where literature scholars analyse texts that illustrate environmental concerns and examine the various ways literature treats the subjects of nature.
- It enables the students to understand and approach the study of the relationship between literature and the physical environment.

- In a broader perspective this paper guides them to examine the world around and critiquing the mannerisms of society in the treatment of nature.

SYLLABUS

UNIT 1: Introduction

UNIT 2: Bioregionalism and Ecofeminism (Greg Gaard)

UNIT 3: Environment and Literature

Symbiosis, Mutation, Parasitism Biodiversity

UNIT 4: Indian Ecocriticism (Tinai- Kurinchi, Neidal, Mullai Marutam and Palai)

UNIT 5: Oikopoetics - Oikos, Integrative, Hierarchic Anarchic Oikos

Reference Texts :

Prescribed: Garrard, Greg, Ecocriticism (Routledge, 2004)

Introducing concepts of Indian ecocriticism –Tinai - significance- ecoregions

Prescribed: Nirmal Selvamony -Tinai in Primal and Stratified Societies

Prescribed: Carson Rachel, The Silent Spring (Chapter One-‘A Fable for Tomorrow’)

BRB4A- INTRODUCTION TO THE STUDY OF LANGUAGE AND LINGUISTICS

LEARNING OBJECTIVES:

To provide learners the fundamentals of English Linguistics and sensitize learners on the nuances of English Language to enable them to use English with a thorough knowledge of its aspects.

LEARNING OUTCOME:

After completing this course students will be able to

- use English with an understanding of the sounds present in the language
- use English words with a thorough understanding of their structure and meaning

Unit-1: Introduction

- Definition of language, spoken and written language
- Diachronic & synchronic approaches of language study
- Linguistics - definition, nature and scope

Unit-2: English Phonetics and Phonology

- Speech Organs
- Sounds in English (Consonants, Vowels and Diphthongs)
- Syllables, Stress and Intonation
- Transcriptions (exercises)

Unit-3: Grammar

- Definition of Grammar
- Different Approaches of Grammar – Descriptive, Prescriptive and Functional

Unit-4: Syntax

- Structural analysis (I.C. analysis)
- Deep and surface structure.

Unit-5: Semantics

- Word, morphemes
- Word meaning association (semantics)

Prescribed Texts:

An Introductory textbook of linguistics, phonetics – Rathe L Vashney The Study of Language – George Yule

English for Research: Usage, Style and Grammar – Adrian Wallwork Grammar - Frank Robert Palmer

LEARNING OBJECTIVES:

To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment; to create new patterns of behavior of individuals, groups, and society as a whole towards the environment.

LEARNING OUTCOME:

Communicate complex environmental information to both technical and non-technical audiences; Understand and evaluate the global scale of environmental problems; and. Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world.

Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:
Food chains, food webs and ecological succession, Case studies of the following ecosystem:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

- Land resources and landuse change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of

alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lecturers)

- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity : Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity : In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lecturers)

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.

Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment

Human population growth, impacts on environment, human health and welfare.

- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.

- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.

Suggested Readings: 1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt. 2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press. 3. Gleeson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge. 4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.

Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006. 6. Grumbine, R. Edward, and Pandit, M. K. 2013. Threats from India's Himalayas dams. Science, 339:36-37 7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed books. 8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century. 9. Odum, E. P., Odum, H. T. & Andrees, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.

III B A ENGLISH LITERATURE SEMESTER V (ODD)

BRA5A-AMERICAN LITERATURE II

BRA5B -POST COLONIAL LITERATURE IN IN ENGLISH-I, AUSTRALIAN LITERATURE

BRA5C -WOMEN'S WRITING BRA5C

BRA5D-INTRODUCTION TO LITERARY THEORIES

BRE5B – PRACTICAL APPROACH TO TECHNICAL WRITING

VAE5Q-VALUE EDUCATION

BRA5A-AMERICAN LITERATURE II

LEARNING OBJECTIVES:

To introduce the students to the evolution of American literature through the study of pioneering texts

LEARNING OUTCOMES:

By the end of the course, students will be able to – trace the origin and history of American Literature – understand and explain the cultural, political, and stylistic protocols that governed early American literature, the impact of Puritanism and significance of Transcendentalism using prescribed texts

SYLLABUS:

Unit-1: Introduction

Harlem Renaissance, World War II and its aftermath, Post-modern impulse, Multiculturalism

Unit-2: Poetry

1. Richard Cory – Edward Arlington Robinson

2. The Road Not Taken – Robert Frost
3. In a Station of the Metro – Ezra Pound
4. The Snow Man – Wallace Stevens
5. Harlem - A Dream Deferred – Langston Hughes
6. Mirror – Sylvia Plath
7. Mr. Edwards and the Spider – Robert Lowell
8. An Agony. As Now. – Amiri Baraka

Unit-3: Drama

The Crucible – Arthur Miller

Unit-4: Short Stories

1. This Is What It Means to Say Phoenix, Arizona – Sherman Alexie
2. Something to Remember Me By – Saul Bellow
3. Separating – John Updike
4. The Snows of Kilimanjaro – Ernest Hemingway

Unit-5: Fiction

The House on Mango Street – Sandra Cisneros

Prescribed Texts:

The Crucible. Arthur Miller. Penguin, 2003.

The House on Mango Street. Sandra Cisneros. 2nd ed. Arte Publico Press, 1983.

Relevant Videos on YouTube:

S. No.	Video
1	Harlem Renaissance
2	The Road Not Taken
3	A Dream Deferred
4	Mirror
5	The Crucible
6	The Snows of Kilimanjaro

BRA5B -POST COLONIAL LITERATURE IN IN ENGLISH-I, AUSTRALIAN LITERATURE

LEARNING OBJECTIVES:

To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety. • To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language

LEARNING OUTCOME:

On completing the course, the students will be able to – define the problems and consequences of colonization – identify key authors, and literary forms in postcolonial literature – understand how ancestry, race, class, gender, history, and identity are presented in the literary texts – examine the use of English language by the colonized to express their experiences and the emergence of ‘Englishes’ – think critically about the contexts of exploration and colonialism in relation to postcolonial societies

SYLLABUS:

Unit-1:Introduction

- **Theory:**Colonialism/ Settler Colonialism, Concepts of Identity, Insider/ Outsider, Home, Displacement, Assimilation, Nationhood
 - **Australian History**, Confrontation and Conflicts between Settlers/Aboriginal Cultures.
- Literature-** Oral Traditions/AboriginalWritings/ Bush Culture/Convictism-Australian Legend/ The National Myths (e.g. The Wild Colonial Boy etc.), Pre-War and Post-War Immigration to Australia/ Immigrant Experience/ Recent Developments in Australian Writing

Unit- 2: Short Stories

1. Mate – Kate Grenville
- One Sunday in February 1942 – Thomas Keneally

Unit-3: Poetry

1. Waltzing Matilda – Banjo Paterson
2. No more Boomerang – Kath Walker
3. The Immigrant Voyage – Les Murray
4. For New England – Judith Wright
5. Myths and Legends
 - The Aboriginal Song Cycle - The Djanggawul Song Cycle (Part ONE-**Song 1** from *Macmillan Anthology of Australian Literature*)
 - The Wild Colonial Boy

Unit 4:Drama

- *Ned Kelly* – Douglas Stewart

Unit 5:Novel

- *Seven Little Australians* – Ethel Turner

Reference Texts:

The Cambridge Companion to Australian Literature – Elizabeth Webby – Cambridge University Press – 2000

The Macmillan Anthology of Australian Literature – Ken Goodwin and Allan Lawson, Macmillan – 1990

Online References:

Australian Government – www.australia.gov.au/about-australia/australian-stories

Creative Spirits – www.creativespirits.info

BRA5C -WOMEN’S WRITING BRA5C

LEARNING OBJECTIVES:

Evolve feminist perspectives and criticism down the ages till contemporary time.

Understanding the commonalities embedded in women’s writing across time and geographical spaces

LEARNING OUTCOMES:

After doing this paper the students will be able to

Understand the convergence and divergence of different types and kinds of feminism

Apply feminist critical perspectives to a textual reading.

SYLLABUS:

Unit-1: Introduction

- Women’s writing and the specific issues it deals with, gender aspects viz-a-viz society, theories.
- Ecriture Feminine
- Female, feminist, femininity
- Waves of Feminism, Postfeminism
- Tenets of Feminism- Liberal, Radical, Socialist, Cyber feminism.
- Patriarchy, Androgyny, Double marginalization, Stereotyping, male gaze, objectification
- Womanism
- Language and gender

Unit-2: Prose

1. A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects - Mary Wollstonecraft
(Restricted to Chapter 13)

2. Ain't I a woman? - Sojourner Truth (Speech)

Unit-3: Poetry

1. Persephone, Falling - Rita Dove
2. Journey to the Interior - Margaret Atwood
3. Request to a Year - Judith Wright
4. Medusa - Sylvia Plath
5. A Sunset of the City - Gwendolyn Brooks
6. The Old Playhouse – Kamala Das

Unit-4: Drama

1. Trifles - Susan Glaspell

Unit-5: Short Stories

1. Draupathi - Mahasweta Devi
2. The Yellow Wallpaper - Charlotte Perkins Gilmar

Prescribed Texts:

Trifles - Susan Glaspell. Baker's Plays, 2010

Recommended Texts:

Feminism: A Very Short Introduction. Margaret Walters. Oxford University Press, 2005.

The Cambridge Companion to Feminist Literary Theory. Ellen Rooney. Cambridge University Press, 2006.

BRA5D-INTRODUCTION TO LITERARY THEORIES

LEARNING OBJECTIVES:

- The paper provides an important study of literary theory as an intellectual and critical activity.
- To introduce the students to the nature, function and relevance of literary theory and criticism.
- To help students judge literary works in an unbiased and dispassionate manner as taught by the masters.
- Strengthen and develop analytical and logical thinking.

LEARNING OUTCOME:

- Acquaint them with the various principal critics and trends of criticism since the ancient times to modern times.
- Acquire a knowledge of practical criticism with the key concepts of contemporary criticism.
- Understand the major critical approaches and how to apply them to literary works.
- Ability to describe historical and modern schools of criticism with special reference to modern trends as Structuralism, Marxism, Feminism, Deconstruction, Eco criticism, Psychoanalysis etc.

SYLLABUS

Unit-1: Introduction

Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to ‘theory’, some recurrent ideas in critical theory (Pages 20 – 35 of the prescribed text)

Unit-2: Structuralism

- The Scope of Structuralists, What Structuralist Critics do

(Pages 38 – 58 of the prescribed text - Excluding ‘Stop and Think’ portions)

- Post-structuralism and Deconstruction

(Pages 59 – 65; 68-70 of the prescribed text)

Unit-3: Post-Modernism and Psychoanalytic Criticism

- Post Modernism: Pages 78-88 Up to What postmodernist critics do(Excluding ‘Stop and Think’ portions)

- Psychoanalytic Criticism : 92-97 and 100 - [What Freudian Psychoanalytic critics do] of the prescribed text (Excluding ‘Stop and Think’ portions)

Unit-4: Feminist and Marxist Criticism

- Feminist Criticism: Pages 118 -124 of the prescribed text
- Marxist Criticism: Pages 150-154 of the prescribed text

Unit-5: Post-Colonial Criticism

- New Historicism and Cultural Materialism (Pages 172-184 of the prescribed text)
- PostColonial Criticism: Pages 185 -192 of the prescribed text - Excluding ‘Stop and Think’ portions
- Ecocriticism: Pages 239-248 of the prescribed text

Prescribed Texts:

Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – **Viva Books Pvt. Ltd., 2017.**

Recommended Texts:

M. H. Abrams - *A Glossary of Literary Terms* -7th Ed. Heinle & Heinle, 1999.

The Penguin Dictionary of Literary terms and Literary Theory, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition, 1999.

BRE5B – PRACTICAL APPROACH TO TECHNICAL WRITING**LEARNING OBJECTIVES:**

- To enhance the technical writing skills of students
- Enable them to write in a concise, and clear manner, thus
- Help them master the objectives of clarity in the writing process.

LEARNING OUTCOME:

- Expose them to the technicalities of the writing process
- To make them familiar with different written communication channels like emails, pamphlets, brochures
- Acquire knowledge of the objectives and importance of technical writing
- Preparing them for business writing required in the industry

SYLLABUS**Unit-1: Introduction**

Introduction to technical writing, objectives and importance of technical writing

Unit-2: The Technical Writing Process

The technical writing process - examining purpose, determining goals, considering audience and gathering data, determining the context, formatting, pre-writing, writing and rewriting

Unit-3: Examples of Technical Writing

Preparing marketing material, composing promotional material, describing products services and incorporating facts for homepages on websites, press releases, brochure, product descriptions

Unit-4: Ethics and Technical Writing

Legalities, practicalities, ethicalities, guidelines for ethical standards, strategies for making ethical decisions, multicultural communication

Reference texts:

Technical writing, Process and Product - Shaaron J Gerson and Stevan M Gerson, 5th edition
Writing for the Web – Faye Hoffman

VAE5Q-VALUE EDUCATION

LEARNING OBJECTIVE :

Values are socially accepted norms to evaluate objects, persons, and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

LEARNING OUTCOME :

Students will gain deeper understanding about the purpose of their life. Students will understand and start applying the essential steps to become good leaders. Students will emerge as responsible citizens with clear conviction to practice values and ethics in life. Students will **become value based professionals**.

Unit I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level- Duties and responsibilities.

Unit II : Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity , and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management
– Problem solving and decision making skills- Interpersonal and Intra personal relationship – Team work
– Positive and creative thinking

Unit III : Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr. APJ Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

Unit IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

Unit V : Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women- How to tackle them

Books for Reference : 1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003. 2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999. 3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991. 4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995. 5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999. 6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986. 7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975. 8. NCERT, Education in Values, New Delhi, 1992. 9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi. 10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only) 11. For Life, For the future : Reserves and Remains – UNESCO Publication. 12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996. 13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai. 14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta. 15. Awakening Indians to India, Chinmayananda Mission, 2003.

CLASS: III B.A. ENGLISH LITERATURE SEMESTER: VI YEAR: 2020 – 2021

- 1. BRA6A- CONTEMPORARY LITERATURE**
- 2. BRA6B-POST COLONIAL LITERATURE IN ENGLISH –II, CANADIAN LITERATURE**

3. **BRA6C- SHAKESPEARE**
4. **BRE6A-WORLD LITERATURE TRANSLATION**
- 5 **BRE6B-JOURNALISM**

BRA6A- CONTEMPORARY LITERATURE

LEARNING OBJECTIVES:

To create a holistic understanding of writing in the last two decades across continents and countries

To look at representations and references of people, places, cultures and practices across recent literature

LEARNING OUTCOMES:

After doing this paper the students will be able to

Appreciate the aesthetics and dynamics of recent writing among various writers.

Create a framework that accommodates new and evolving writers with an eye for detail

SYLLABUS:

Unit-1:Introduction

- Multiculturalism,
- Diasporic Writing
- Displacement and Alienation and Identity crisis
- Theme of Acculturation,Assimilation,Globalisation, Hybridity

Unit-2: Prose

1. *Joseph Anton - A Memoir : An Extract-*

Chap. II – Manuscripts Don’t Burn (Paragraph beginning: “On the day he received the bound proofs of *The Satanic Verses*” Paragraph ending “It was Valentine’s Day”)

Edition: Jonathan Cape, 2012.

2. *The Bomb and I* - Arundathi Roy
3. *The Medicine Bag* - Virginia Driving Hawk Sneve
4. *The Handsomest Drowned Man in the World* - Gabriel Garcia Marquez.
5. *Unaccustomed Earth* - Jhumpa Lahiri

Unit 3: Poetry

1. *Black Berry Picking* - Seamus Heaney
2. *A Far Cry from Africa* - Derek Walcott
3. *Hamlet* - Wole Soyinka

4. I Know Why the Caged Bird Sings - Maya Angelou

Unit 4 Drama

Harvest- Manjula Padmanabhan

Unit 5: Fiction

Life of Pi - Yann Martel

Prescribed Texts:

Joseph Anton: A Memoir - Salman Rushdie - Knopf Canada, 2012.

Harvest - Manjula Padmanabhan - Aurora Metro, 2003.

Life of Pi - Yann Martel - Houghton Mifflin Harcourt, 2003

Recommended Texts:

Diasporas. Stéphane Dufoix. Trans. William Rodarmor. University of California Press: London, 2008.

Seamus Heaney: The Crisis of Identity. Floyd Collins. University of Delaware Press, 2003.

Poetry of Seamus Heaney: A Critical Study. Narendra Kumar. Pinnacle Technology, 2009.

Caribbean Panorama: An Anthology from and about the English-speaking Caribbean with Introduction, Study Questions, Biographies, and Suggestions for Further Reading. ed. Kathleen Kelley Ferracane. La Editorial, UPR, 1999.

Perspectives on Wole Soyinka. Biodun Jeyifo. Univ. Press of Mississippi.

Relevant Videos on YouTube

S. No.	Video
1	What is multiculturalism?
2	Joseph Anton : A Memoir
3	Black berry picking
4	A Far Cry From Africa
5	I Know Why The Caged Bird Sings
6	Through the Tunnel - Doris Lessing
7	Life of Pi

BRA6B -POST – COLONIAL LITERATURE IN ENGLISH II: CANADIAN LITERATURE

LEARNING OBJECTIVES:

- To familiarize the students with the ability to access voices and perspectives that lie outside of the dominant mainstream culture and how those minority voices gain prominence and are regarded and respected.
- To focus on how nations are defined, constructed, how the borders of nations are contested, and how international allegiances are created and dismantled.
- To develop a detailed knowledge and understanding of the histories, politics and theoretical concepts deployed by the term Postcolonial, postcolonialism and postcoloniality.
- To think critically about the contexts of exploration and colonialism in relation to postcolonial societies.
- To understand different approaches to culture, nationalism, multiculturalism, migration, gender and race in the context of post-colonial societies.

LEARNING OUTCOMES:

- Students will be able to define the problems and consequences of colonization.
- Students can identify key authors, and literary forms in postcolonial literature.
- Students will be able to understand how ancestry, race, class, gender, history, and identity are presented in the literary texts.
- Students will be able to examine the use of English language by the colonized to express their experiences and the emergence of 'Englishes'.
- Student can think critically about the contexts of exploration and colonialism in relation to postcolonial societies.

SYLLABUS

Unit-1: Introduction

- Post-Colonial Literature
- Origins of Canadian Literature
- Oral traditions including myths, folklore, and legends
- The First Nations: Native Literature
- Colonization and the Colonizers: British and French and economically colonized by the Americans
- The Garrison mentality as a common theme in Canadian literature
- Recent developments and mainstream writers.

Unit-2: Prose

1. Godzilla vs. Post-Colonial – Thomas King
2. Disunity as Unity: A Canadian Strategy - Robert Kroetsch

Unit-3: Poetry

1. First Neighbours – P K Page
2. Indian Reservation: Caughnawaga – A M Klein
3. The Cattle Thief – Emily Pauline Johnson
4. Like an Old Proud King in a Parable – A J M Smith

Unit-4 : Drama

The Ecstasy of Rita Joe – George Ryga

Unit -5: Short Stories and Fiction

1. Face – Alice Munro
2. “The Hostelry of Mr Smith” (*Sunshine Sketches of a Little Town*) – Stephen Leacock
3. Cannibal Woman – Ron Geyschick

Fiction

4. *The Edible Woman* – Margaret Atwood

Prescribed Texts:

History of Canadian Literature - W H New

Canadian Culture: An Introductory Reader – Ed. Elspeth Cameron

An Anthology of Commonwealth Poetry – Ed . C D Narasimhiah

New Contexts of Canadian Criticism – Ed Ajay Heble, Donna Palmateer Pennee and J R Struthers

An Anthology of Canadian Native Literature – Ed. Daniel David Moses and Terry Goldie - 2nd Edition

Websites:

Canadian Encyclopedia – www.thecanadianencyclopedia.com Canadian Culture - www.culturecanada.gc.ca

BRA6C – SHAKESPEARE

LEARNING OBJECTIVES:

- The aim of this paper is to enrich the students with a wide knowledge of the historical and biographical details of the Bard of Avon.
- Increase their familiarity with Shakespearean language and expression
- Develop an understanding of how themes can be explored in a literary text
- Develop an understanding of the relevance of studying Elizabethan texts
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LEARNING OUTCOME:

- Expose them to the universal appeal of the Bard of Avon
- Enable them to Shakespeare's themes that resonate even today
- Develop to delve into the issues of hamartia, tragic flaw, tragic irony and understand the essence of drama

SYLLABUS

Unit-1: Introduction

- The Age of Shakespeare
- Life of Shakespeare,
- Shakespearean theatre
- Shakespearean audience,
- Shakespearean players,
- Shakespeare Canon,
- Shakespeare's Texts: Quartos and Folios,
- Shakespeare and Classical conventions,
- Shakespearean comedies, tragedies, histories, romances, problem-plays,

Unit-2: Tragedy

Macbeth

Unit-3: Comedy

Twelfth Night

Unit-4: History

Richard II

Unit-5: Critical Essays

1. "From Hamlet to Lear" from *Shakespeare in a Changing World* – Arnold Kettle
2. "On the Tragedies of Shakespeare" – Charles Lamb from *The English Critical Tradition* – Ed. S. Ramaswami & V.S. Sethuraman (Vol. I)

Prescribed Texts:

The English Critical Tradition – Ed. S. Ramaswami & V.S. Sethuraman (Vol. I)

Macbeth (*Penguin Shakespeare*) by William Shakespeare

Twelfth Night - Ed. Roger Warren and Stanley Wells - Oxford University Press 2008

Richard II- Ed by Frances E. Dolan (Editor, Introduction), Stephen Orgel (Series Editor), A. R. Braunmuller (Series Editor)

Shakespeare in a Changing World - Arnold Kettle – Published by Lawrence and Wishart

BRE6A - WORLD LITERATURE IN TRANSLATION

LEARNING OBJECTIVES:

- Gains understanding of unique aspects of diverged literature of the world.
- Discover the universality and timelessness of literary texts.
- Compare literary texts from different historical and geographical backgrounds.
- Understand and appreciate aesthetic, moral, and cultural trends in literature in English language.

LEARNING OUTCOME:

- Discover the richness of the cultures reflected in their writings.
- Appreciate the essence of knowing the works of people from other cultures and backgrounds.
- Comprehend the universality of human emotions, travails, joys and pain no matter what part of the world one belongs to.

SYLLABUS

Unit-1: Introduction

- Goethe's concept of World literature
- Tragedy of Fate
- French Revolution
- Realistic drama of Ibsen and Chekhov
- Multiculturalism
- Realism
- Concept of the Absurd
- Postmodernism

Unit-2: Poetry

1. The Gate of Hell : Canto III (*Inferno*) - Dante Alighieri
2. Ithaca- Constantine Petrou Cavafy
3. The Burning of the Books- Bertolt Brecht
4. Lot's Wife- Anna Akhmatova
5. The End and the Beginning- Wislawa Szymborska

Unit-3: Drama

Oedipus Rex – Sophocles

Unit-4: Short Stories

- 1.The Guest-Albert Camus
2. The Convert - Guy de Maupassant
3. A Christmas Tree and a Wedding - Fyodor Dostoyevsky
- 4.One Autumn Night - Maxim Gorky
- 5.The Blizzard - Alexander Pushkin
- 6.The Fairy Amoureuse– Emile Zola

Unit-5: Fiction

The Count of Monte Cristo – Alexander Dumas

Prescribed Texts:

Oedipus the King. Sophocles. Trans. David Grene. University of Chicago Press, 2012.

BRE6B-JOURNALISM

Learning Objectives:

- To equip students with the necessary competence required in the field.
- To instil various journalistic skills like reporting, editing
- To assist students to have a basic knowledge in Advertising
- To equip students with necessary competence to proof read and edit.

Learning Outcomes:

- The course helps students to know about the history of Journalism and skills required to become a Journalist.
- Students can edit and proof read any article.
- Students can take up the responsibility of a reporter or editor in a small community Newspaper.
- Students can pursue their further studies and take up a career in journalism.

Syllabus

Unit-1: Introduction

- Introduction to Journalism
- A Short History of Journalism in India
- Ethics of Journalism

Unit-2: The Press

- Freedom of Press and Threats to Press Freedom
- The Government and the Press
- Press Laws: Defamation, Libel, Contempt of Court, Slander, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges

Unit-3: Reporting News

- Role of the Reporter and the Editor
- Types of News Reports – Straight, Interpretive, Investigative, Scoop, Sting
- Headlines - Editorial, Feature Writing, Personal Column, Reviews, Interviews and Press Conferences
- Reporting – News Values, Human Interest, Story Angle, Obituaries

Unit-4: Layouts, Advertising and News Agencies

- Make-up of a newspaper - Editing, Proof-Reading
- Photographic Journalism, Cartoons, News Agencies, Press Council of India
- Advertisements – Types and Social Responsibility

Exercises

Editing, Proof-reading, Feature Writing, News Reporting, Planning interviews and Reviews

Reference Books:

The Professional Journalism – M V Kamath

The Press – Chalapathi Rao

Journalism as a Career - Sengupta

Mass Communication: Principles and Concepts, (2nd Edition, Kindle Edition) -Seema Hasan



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