

## Department of English Literature

SL. NO	SUBJECT CODE	SUBJECT TITLE
1	16UEL1MC01	HISTORY OF ENGLISH LITERATURE
2	16UEL1MC02	LITERARY FORMS AND APPRECIATION
3	16USO1AL01	SOCIOLOGY OF LITERATURE
4	16UEL2MC01	INDIAN WRITING IN ENGLISH
5	16UEL2MC02	BRITISH POETRY
6	16UHT2AL01	AMERICAN HISTORY
7	16UEL3MC01	AMERICAN LITERATURE - I
8	16UEL3MC02	BRITISH PROSE AND SHORT STORIES
9	16UEL3MC03	NEW LITERATURES IN ENGLISH
10	16UVC3AL01	ART FOR LITERATURE
11	16UEL4MC01	BRITISH DRAMA
12	16UEL4ES01	COMPARATIVE LITERATURE:THEORY AND PRACTICE
13	16UEL4ES02	ENGLISH LANGUAGE TEACHING
14	16UFR4AL01	FRENCH LITERARY MOVEMENTS
15	16UEL5MC01	LINGUISTICS
16	16UEL5MC02	LITERARY CRITICISM:CLASSICAL TO MODERN
17	16UEL5MC03	SHAKESPEARE
18	16UEL5MC04	WOMEN'S WRITINGS
19	16UEL5ES01	ENGLISH FOR CAREER EXAMINATIONS
20	16UEL5ES02	CREATIVE WRITING
21	16UEL5SK01	ENGLISH FOR AD WRITING AND TECHNICAL WRITING
22	16UEL6MC01	BRITISH FICTION
23	16UEL6MC02	AMERICAN LITERATURE – II
24	16UEL6MC03	ASIAN LITERATURE IN ENGLISH
25	16UEL6MC04	PROTEST LITERATURE
26	16UEL6MC05	CHILDRENS LITERATURE
27	16UEL6MS01	ENGLISH FOR EFFECTIVE COMMUNICATION
28	16UEL6MS02	RHETORIC AND STYLISTICS

## 16UEL1MC01 HISTORY OF ENGLISH LITERATURE

<b>SEMESTER</b>	<b>I</b>	<b>CREDITS</b>	<b>5</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>5</b>

### **OBJECTIVES**

- To give an over view of English Literature
- To study social and literary background to every age.

### **UNIT I - A.THE AGE OF CHAUCER**

Introduction: Social and literary background of every age.

#### **1. Major Writers**

1.1. Geoffrey Chaucer

1 .2. John Wycliffe

#### **2. Minor Writers**

2.1. Thomas Wyatt

### **B.THE AGE OF ELIZABETH**

Introduction: Social and literary background to the age.

#### **3. Major Writers**

3.1. Edmund Spenser

3.2. Christopher Marlowe

3.3. William Shakespeare

3.4. Francis Bacon

#### **4. Minor Writers**

4.1. John Webster

4.2. Thomas Kyd

4.3. Sir Philip Sidney

#### **5. Schools /movement/trends.**

5.1. Renaissance and Reformation

### **UNIT II - A.THE AGE OF MILTON**

Introduction: Social and literary background to the age

#### **1. Major Writers**

1.1. John Milton

1.2. John Donne

#### **2. Minor Writers**

2.1. George Herbert

2.2 Andrew Marvell

### **3. Schools/movement/trends**

3.1. Puritanism

3.2. Metaphysical Poetry

### **B.THE AGE OF DRYDEN AND POPE**

Introduction: Social and literary background to the age.

#### **4. Major Writers**

4.1. John Dryden

4.2. Alexander Pope

4.3. Jonathan Swift

#### **5. Minor Writers**

5.1. John Bunyan

5.2. Daniel Defoe

5.3. William Congreve

### **6. Schools/movement/trends**

6.1. Neo-classical Movement

6.2. Restoration Drama

6.3. Periodical Essays

6.4. Comedy of Manners

### **UNIT III - A.The Age of Wordsworth**

Introduction: Social and literary background to the age.

#### **1. Major Writers**

1.1. Wordsworth

1.2. Samuel Taylor Coleridge

1.3. Percy Bysshe Shelley

1.4. John Keats

1.5. Jane Austen

#### **2. Minor Writers**

2. 1. Charles Lamb

2.2. William Blake

2.3. Thomas Gray

2.4. William Hazlitt

### **3. Schools/movement/trends**

3.1. Sentimental drama

### **B.THE VICTORIAN AGE**

Introduction: Social literary background to the age.

#### **4. Major Writers**

4.1. Alfred Tennyson

4.2. Robert Browning

4.3. Matthew Arnold

### **5. Minor Writers**

5.1. Emily Jane Brontë

5.2. William Makepeace Thackeray

5.3. George Eliot

5.4 Thomas Babington Macaulay

### **6. Schools/movement/trends**

6.1. Oxford movement

6.2. Art for art's sake

6.3 Pre-Raphaelite Movement

## **UNIT IV - A. The Age of Hardy**

Introduction: Social and literary background to the age.

### **1. Major Writers**

1.1. Thomas Hardy

1.2. Oscar Wilde

1.3. George Bernard Shaw

1.4. Herbert George Wells

### **2. Minor Writers**

2.1. Joseph Conrad

2.2. Joseph Rudyard Kipling

2.3. John Galsworthy

### **3. Schools/movement/trends**

3.1 .Irish drama

3.2. Science Fiction

## **UNIT V - The Twentieth Century/Modern Age**

### **1. Major Writers**

1.1. W .B. Yeats

1.2. .D.H. Lawrence

1.3. T.S. Eliot

### **2. Minor Writers**

2.1. W.H. Auden

2.2. Samuel Beckett

### **3. Schools/movement/trends**

3.2. Absurd drama

## **For self study/Extensive Reading/ class presentation**

1. An overview of American Literature
2. An overview of New literatures
3. An overview of Indian literature

## **METHODOLOGY**

Lecture Input

Guest lectures

Group discussions/panel discussions

Seminar presentation

Interactive Method

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

Semester question paper format

Part – A 20 Marks (from Schools/movement/trends)

Part -B 32Marks (Short answers from minor writers )

Part -C 48 Marks (essay questions from major writers)

## **References**

Ronald Carter And John Mcrae, The Routledge History of Literature in English ,2001.

Edward Albert,History of English Literature,1971.

Compton Rickett A. History of English Literature.1981.

Hudson, Outline History of English Literature.G.Bell and Sons Ltd,1947.

Sampson, Concise Cambridge History of English Literature,1975

## 16UEL1MC02 LITERARY FORMS AND APPRECIATION

SEMESTER	I	CREDITS	4
CATEGORY	MC	NO.OF HOURS/ WEEK	4

### Objectives

- To introduce the learner to various genres in literature
- To familiarize the learner with variations and adaptations of different literary forms down the ages.
- To train the learners to critically/creatively respond to literary works.

### UNIT 1 POETRY

Epic; Lyric; Sonnet; Elegy; Ode; Ballad; Satire; Pattern Poetry; Dramatic Monologue; Free Verse

### UNIT 2 FICTION

Epistolary; Picaresque; Historical Novel; Gothic Fiction; Realistic Fiction; Bildungsroman; Stream of Consciousness novel; Science Fiction; Fantasy Fiction; Short Stories; Metafiction

### UNIT 3 DRAMA

Elizabethan Drama; Shakespearean Drama; Comedy of Manners; Comedy of Humours; Theatre of the Absurd; Closet Drama; Epic Theatre; Modern Drama

### UNIT 4 PROSE AND NON-FICTION

Biography; Autobiography; Essay: polemical, personal, expository, narrative and descriptive; writing for media; travelogue

### UNIT 5 LITERARY APPRECIATION-IN-PRACTICE

Analysis of literary text (to be done alongside study of literary forms)

### EVALUATION

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

END SEMESTER QUESTION PATTERN: Section A Multiple Choice 20 marks; Section B Short essays (theory) 4x10 =40 marks; Section C. Theory 20 marks; Practical application 20 marks.

### REFERENCES

Abrams M.H and Harpham. A Glossary of Literary Terms, Boston: Cengage Learning, 2011. Print.

Baldick, Chris. The Oxford Dictionary of Literary Terms, Oxford: Oxford University Press, 2008. Print.

Childs, Peter and Roger Fowler. The Routledge Dictionary of Literary Terms, New York: Routledge, 2006. Print.

Cuddon J. A. The Penguin Dictionary of Literary terms and Literary Theory, London: Blackwell Publishers, 1998. Print.

Hudson W.H. An Outline History of English Literature, London: Atlantic Publishers, 1999. Print.

## **16USO1AL01 SOCIOLOGY OF LITERATURE**

<b>SEMESTER</b>	<b>I</b>	<b>CREDITS</b>	<b>3</b>
<b>CATEGORY</b>	<b>AL</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **Objective**

This course is intended to provide an insight into the reciprocal relationship between ‘form of society’ and ‘form of literature’. An attempt is made in this programme to project literature as a source of data which would not otherwise be accessible to a sociologist, and to expose the students to various approaches to the study of sociology of literature.

### **Unit I: CONCEPTS AND PERSPECTIVES OF SOCIOLOGY**

Institutions, Interaction, Social relationships, Status Role, Social control and Culture. Social System Theory, Interactionist Theory, Conflict Theory.

### **Unit II: APPROACHES TO THE STUDY OF LITERATURE AND SOCIETY**

The Five-Fold Frame work of Ruth & Wolff, the hermeneutic approach – structuralist approach – Formalism – Semiotics.

### **Unit III: MARXIST AND EXISTENTIAL APPROACHES**

Literature as Ideology – Literature realism and critique – Literature as non-dialectical analysis – Contributions of Lukacs and Sartre.

### **Unit IV: CULTURAL ANALYSIS**

Meaning and types of Cultural Analysis – Contributions of the British and American Culturologists.

### **Unit V: AN INDIAN CASE STUDY ON SOCIOLOGY OF LITERATURE**

Mrudula Shah’s work on social idealism and realism in Gujarat.

### **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

## TEXT BOOKS

1. Routh, Jane and Janet Wolff (1977), The Sociology of Literature: Theoretical Approaches, Staffordshire: University of Keele.

## REFERENCE BOOKS

2. ICSSR (1989), Research in Sociology, New Delhi Publishing House.
3. Lukas, George (1971), The Theory of Novel, London, Merlin Press.
4. Coser, Lewis (1963) Sociology through Literature, New Jersey, Prentice Hall.
5. AlbrechtMetal (1970), The Sociology of Art and Literature, London: Duckworth.

## WEBSITES

1. [www.sociologyguide.com](http://www.sociologyguide.com)
2. [www.essex.ac.uk/literature/soclit/scindex/htm](http://www.essex.ac.uk/literature/soclit/scindex/htm)
3. [www.users.ax.ac.uk/spet0201/lectures/lithist/soclitbibl.html](http://www.users.ax.ac.uk/spet0201/lectures/lithist/soclitbibl.html)

## 16UEL2MC01 INDIAN WRITING IN ENGLISH

SEMESTER	II	CREDITS	5
CATEGORY	MC	NO.OF HOURS/ WEEK	5

### Objectives:

- To enable the students understand the history and growth of Indian Writing in English.
- To introduce the learners to the rich literary tradition in Indian Writing in English.
- To help the learners understand and appreciate Indian ethos, aesthetics and values.
- To introduce the students to Indian writing in English in its various genres.

### Unit –I- Introduction

1. Macaulay's minutes.
2. Anglo- Indian Writing.
3. Indo-Anglian Writing.

### Unit- II- Poetry

#### Detailed

Tagore - from Gitanjali

1. I ask for a moment's indulgence to sit by thy side.
2. Where the mind is without fear

Sarojini Naidu

1. In the Bazaars of Hyderabad
2. Palanquin Bearers

A.K.Ramanujan

1. A River
2. Ecology

Kamala Das

1. The Old Playhouse
2. An Introduction

#### Non-Detailed



1. A Casuarina Tree-Toru Dutt
2. The Harp of India- Henry Derozio  
Nissim Ezekiel:
3. The Patriot
4. Night of the Scorpion

### **Unit-III- Prose        Detailed**

1. Jawaharlal Nehru-Glimpses of World History  
Essay No:13 Where do Riches go to?  
Essay NO:22 Man's Struggle for a Living
2. Khushwant Singh- More Malicious Gossip  
Seeing Oneself (With Malice Unspared)  
Race Hatred (Musings)
3. A. P. J. Abdul Kalam- Ignited Minds  
Give us a Role Model  
To My Countrymen

### **Non-Detailed**

- M. K.Gandhi- My Experiments with Truth (Part II-(i) Playing the English Gentleman.(ii) Changes

### **UNIT-IV- Drama        Detailed:**

1. Vijay Tendulkar- Silence the Court is in Session.

### **Non- Detailed:**

1. Rabindranath Tagore- Chitra
2. GirishKarnad- Hayavathana
3. Gurucharan Das- Larin'sShahib

### **UNIT-V- Novels: Detailed:**

1. ChetanBagat-The 3 Mistakes of My Life

### **Non- Detailed:**

1. R.K.Narayan- Malgudi Days
2. Raja Rao-Kanthapura
3. ShashiDeshpande- That Long Silence

### **Methodology:**

Classroom Lectures, Group Discussions, and Input sessions by experts.

### **EVALUATION**

INTERNALS                - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

Semester Question Paper Pattern:

Part- A- Annotations (from detailed Prose and Poetry) 10X2=20

Part-B Short Essays of (150 words) 5 out of 8 (from detailed and non-detailed) 5X8=40

Part- C- Long Essays (400 words) 2 out of 4 (from detailed only) 2X20=40

**Reference:**

1. An Illustrated History of Indian Literature in English ed. Arvind Krishna Mehrotra (New Delhi: Orient Longman, 2003)
2. Three Indian Poets: Nissim Ezekiel, A K Ramanujan, Dom Moraes. Bruce Alvin King (Madras: Oxford University Press, 1991)
3. Indian Literature in English. William Walsh (London: Orient Longman, 1990)
4. Current Perspectives in Indian English Literature. Gauri Shankar Jha (New Delhi: Atlantic, 2006)
5. Khushwant Singh- The Man and the Writer ed. R.K. Dhawan, (New Delhi: Prestige Books, 2001.)
6. Indian English Literature 1980-2000 ed. M.K.Naik and Shyamala A. Narayan ( New Delhi: Pencraft International, 2011)

**16UEL2MC02 BRITISH POETRY**

<b>SEMESTER</b>	<b>II</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>4</b>

**OBJECTIVES :**

- To introduce students to poetry, through the ages through a study of the representative writers and to enable students to identify poetic devices and strategies and interpret their effective use.
- To enable students to identify poetic devices and strategies and interpret their effective use .
- To familiarize the learner with the representative poets of the diverse schools of poetry, the trends and individual traits of their medium.
- To help the students understand the poems as products of a historical, political and cultural contexts.

**Unit I**

**Elizabethan Poetry**

Sonnet 18, 116 - Shakespeare

**17<sup>th</sup> Century**

Forbidding Mourning- John Donne

The Pulley - George Herbert

**18<sup>th</sup> Century**

Mac Flecknoe (Extract)- Dryden

## **Unit II**

### **Romantic Poetry**

Lucy- Wordsworth

Ode on a Grecian Urn – Keats

Ozymandias- Shelley

## **Unit III)**

### **Victorian Poetry**

Ulysses -Tennyson

If Thou Must Love Me ( Sonnet 14) - Elizabeth Barrett Browning

## **Unit IV**

### **Early 20<sup>th</sup> Century**

The Love Song of J. Alfred Prufrock - T.S. Eliot

A Prayer for my Daughter - W.B. Yeats

Anthem for doomed youth -Wilfred Owen

## **Unit V**

### **Late 20<sup>th</sup> century (1980-2000)**

Stars and Planets, Memorial - Norman Mac Craig

Valentine, Prayer - Carol Ann Duffy1950- 1970

Hawk Roosting -Ted Hughes

Church Going -Philip Larkins

Christmas – Sir John Betjeman

The Enemies - Elizabeth Jennings

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

## **Recommended Reading (FOR SEMINAR ONLY – Not for written exam –Internal and Semester)**

Amoretti (Sonnet 87) – Edmund Spenser

To His Coy Mistress- Andrew Marvell

Rape of the Lock- Alexander Pope

Kubla Khan - Coleridge

When We Two Parted – Byron

The Chimney Sweep – Blake

Dover Beach- Mathew Arnold

God's Grandeur – G M Hopkins

The God of Love - George Macbeth

Jessica learned to kiss - Charles Tomlinson

The Unknown Citizen -W.H.Auden  
The Death-Bed- Siegfried Sassoon  
In Trust - Thom Gunn  
Midterm Break - Seamus Heaney  
A peasant -R S Thomas

### Reference

Clarke, George Herbert, ed. 1917. A Treasury of War Poetry.  
Quiller-Couch, Arthur, ed.1919. The Oxford Book of English Verse.  
Wordsworth, William. 1888. Complete Poetical Works.  
www. Bartleby.com

## 16UHT2AL01 AMERICAN HISTORY

SEMESTER	II	CREDITS	3
CATEGORY	AL	NO.OF HOURS/ WEEK	6

### Objective:

1. To provide a historical background of American History to students of English Literature.
2. Knowledge of American History will enable the students to appreciate American Literature as well as English Literature.

**Unit I:** Colonial America: Establishment of colonies- New England colonies- Life and culture in the colonies - American War of Independence - Making of the Constitution - Features of the Constitution.

**Unit II:** Sectional Conflict and the Civil War: Events leading to civil war - Abraham Lincoln - Reconstruction - Civil Rights Movement - Martin Luther King Jr.

**Unit III:** The Progressive Era: The Progressive Era - Reformers at the Municipal and State level - The 'Muckrakers' - The Great Depression - FDR - New Deal

**Unit IV:** USA becomes a World Power: I and II World Wars - Truman Doctrine - Cold war - Eisenhower – John F. Kennedy - Vietnam War

**Unit V:** Contemporary USA: Multiculturalism - Popular culture - The American-African Experience - Hispanics and Asians

### EVALUATION

INTERNALS - 100 marks  
Component 1( CA 1) – 35 marks  
Component 2( CA 2) – 35 marks  
Component 3( MCQ) – 10 marks  
Component 4 – 20 marks  
SEMESTER EXAM - 100 marks

## BOOKS FOR REFERENCE:

1. A Twentieth-century American Reader USIA, Washington DC, 1999.
2. An outline of American History, USIS Publication, United States Information Agency, 1994.
3. Arnold S. Rice and John A Krout, United States History from 1865, Harper Perennial, New York, 1991.
4. Douglas K. Stevenson, American life and Constitution, USIA, Washington D.C. 1998.
5. George Brown Tindall with David E. Shi. 'America, A narrative History, Vol. I& II, WW Norton and Co, 1992.
6. Henry B. Parkes, The United States of America, Scientific Book Agency, Calcutta, 1968.
7. Howard Zinn, A people's History of the United States, Harper Perennial, 1990.
8. N. Subramanian, A History of the USA, Ennes Publications, Udumalpet, 1995.

## 16UEL3MC01 AMERICAN LITERATURE – I

<b>SEMESTER</b>	<b>III</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>4</b>

## OBJECTIVES

1. To understand the roots of American Literature in the American experience.
2. To locate American Literature in the Universal literary context.
3. To read a selection of well-known writings in Prose, Poetry, Drama and Fiction.
4. To enjoy reading American Literature.

### Unit I: Prose

1. The Mayflower Compact, William Bradford (Detailed)
2. The American Crisis – Thomas Paine (Detailed)
3. Philosophy of Composition – Edgar Allan Poe (Detailed)
4. The wonder of the Invisible world – Cotton Mather (Non-detailed)
5. William Faulkner's Nobel Prize Acceptance Speech (Non-Detailed)
6. Declaration of Independence – Thomas Jefferson (Non-detailed)

### Unit II: Poetry

1. As Weary Pilgrim – Anne Bradsteet (Detailed)
2. To S.M.A Young African Painter – Philis Wheatley (Detailed)
3. Brahma - Emerson (Detailed)
4. Fable – Emerson (Detailed)
5. I sit and Look Out- Walt Whitman (Detailed)
6. The Road not Taken - Robert Frost (Detailed)
7. Annabel Lee – Edgar Allan Poe (Detailed)
8. To Helen – Edgar Allan Poe (Detailed)
9. Because I could not stop for Death – Emile Dickinson (Detailed)

10. A Bird came down the walk – Emily Dickinson (Detailed)
11. The Preface – Edward Taylor (Non-Detailed)
12. The Joy of Church Fellowship – Edward Taylor (Non- Detailed)
13. The Raven - Edger Allen Poe (Non-detailed)
14. Chicago- Carl Sandburg (Non- Detailed)

### **Unit III: Play**

1. The Glass Menagerie - Tennessee Williams (Detailed)
2. Emperor Jones – Eugene o’ Neill (Non-Detailed)

### **Unit IV: Short Story**

1. The Cask of Amantillado – Edger Allan Poe (Detailed)
2. The Real Thing – Henry James (Detailed)
3. The Open Boat- Stephen Crane (Non-detailed)
4. Flowering Judas - Katherine Anne Porter (Non - Detailed)

### **Unit V: Fiction (Non- Detailed)**

1. Of Mice and Men – John Steinbeck

### **Methodology:**

Classroom Lectures, Group Discussions, and Term Papers.

### **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

### **Semester Exam Question Paper Pattern**

Short answer questions from detailed only

Short essay questions from both detailed & Non- detailed.

Essay questions from detailed Texts only.

### **References:**

1. The American Tradition in Literature – George Perkins & Barbara Perkins
2. American Literature of the 19th century an Anthology – Fisher Samuelson &Reniger Vaid.
3. American Literature 1890 – 1965 an Anthology – Dr. Egbert S. Oliver
4. Concise Anthology of American Literature Second Edition, Eds: George McMichael Fredrick Crews, J.C. Levenson Leo Mark, David E. Smith.

## 16UEL3MC02 BRITISH PROSE AND SHORT STORIES

SEMESTER	III	CREDITS	4
CATEGORY	MC	NO.OF HOURS/ WEEK	4

### OBJECTIVES:

1. To acquaint students with the evolution of English prose and short stories from the Elizabethan Age to the contemporary era.
2. To facilitate the students to understand the concept of short story writing.
3. To enable students to critically evaluate the nuances of British prose and short stories.
4. To encourage students to develop their unique style of writing using the prescribed texts.

### Unit -I Required Reading

1. Francis Bacon - Of Travels
2. Joseph Addison - The Social Concert

### Unit-II- Required Reading

1. Charles Lamb - The South-Sea House
2. William Hazlitt - On Prejudice

### Unit -III Required Reading

1. George Bernard Shaw - Spoken and Broken English
2. Virginia Woolf- Professions for Women

### Recommended Reading

1. R.L. Stevenson - On the Enjoyment of Unpleasant Places
2. William Ralph Inge - Spoon Feeding
3. A. G. Gardiner - On the World we Live in
4. George Orwell - Sporting Spirit
5. Bertrand Russell- Ideas that have Harmed Mankind

### Unit- IV Required Reading

- 1.Somerset Maugham- The Verger
2. Graham Greene - The Destroyers

### Unit- V Required Reading

1. Arthur Conan Doyle- The Adventure of the Blue Carbuncle
2. G. K. Chesterton - The Invisible Man

### Recommended Reading

1. Thomas Hardy - The Thieves Who Couldn't Help Sneezing
2. Joseph Conrad - The Lagoon
3. Katherine Mansfield - The Doll's House

4. Hilary Mantel- Comma
5. P. G. Wodehouse - The Man Who Disliked Cats.

**Methodology:**

Classroom Lectures, Group Discussions, and Input sessions by experts.

**EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

Semester Question Paper Pattern:

Part- A- Annotations (from detailed Prose and short stories) 10X2=20

Part-B Short Essays of (150 words) 5 out of 8 (from detailed and non-detailed) 5X8=40

Part- C- Long Essays (400 words) 2 out of 4 (from detailed only) 2X20=40

**References:**

1. Contemporary British Literature, Fred B. Miller. London: Harper & Collins, 2000.
2. British Literature 1640-1789- An Anthology, Robert DeMaria Jr. Australia: Blackwell Publications, 1999.
3. Longman Anthology of British Literature, D. Damrosch. London : Orient Longman,2003
4. Oxford Encyclopedia of British Literature, edited by David Scott Kastan. England : Oxford University Press,2006.

**16UEL3MC03 NEW LITERATURES IN ENGLISH**

<b>SEMESTER</b>	<b>III</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>4</b>

**OBJECTIVES**

- To introduce the students to the literature of the former colonial world – Africa, Canada, Australia, New Zealand South Asian and Caribbean
- To critically read the literature and to explore post-colonialism as a historical, cultural phenomenon.
- To discuss and analyze how the textual forms emerged as "resistance" to imperial domination

**Required Reading**

**UNIT – I PROSE**

National Consciousness in Canadian Culture- Northrop Frye (Canada) (Non-Detailed)



Freedom and Development - Julius .K.Nyerere (Africa)

## **UNIT – II**

### **POETRY**

1. Poor, Poor Country - John Shaw Neilson ( Australia) (Non-Detailed)
2. Indian Reservation – A.M. Klein ( Canada)
3. Winter Lakes – Wilfred Campbell ( Canada)
4. House and Land – Allen Curnow (NewZealand)
5. Telephonic Conversation- Wole Soyinka ( Africa)
6. I thank you God –Bernard Dadie ( Africa)
7. In My Name- Grace Nichols (Carribean)
8. Words for Father- Shirley Lim ( Singapore) (Non-Detailed)
9. In the month of July- Jean Arasanayagam (Srilanka)
10. Loneliness- Faiz Ahmad Faiz (Pakistan)

## **UNIT – III**

### **PLAY**

Indian – George Ryga( Canada)

## **UNIT – IV** (Non-Detailed)

Things Fall Apart- Chinua Achebe ( Africa)

## **UNIT – V** (Non-Detailed)

### **Short Stories**

1. Shooting the Moon- Henry Lawson ( Australia)
2. The Loons- Margaret Laurence ( Canada)

## **Recommended Reading (FOR SEMINAR ONLY – Not for written exam –Internal and Semester)**

### **Poetry**

First Neighbours – P.K. Page ( Canada)

Once upon a time –Gabriel Okhara( Nigeria)

A Negro Labourer at Liverpool– David Rubadiri ( Africa)

On seeing the reflection of Nortre Dame – John Figurine

To a Visitor in Singapore – Kripal Singh (Singapore)

Elegy for my Son- Patrick Fernando ( Sri Lanka)

### **Play**

Lion and the Jewel – Wole Soyinka ( Africa)

Money and Friends – David Williamson ( Australia)

### **Fiction**

TirraLirra by the River- Jessica Anderson ( Australia)

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks  
SEMESTER EXAM - 100 marks

### References

1. Achebe, Chinua. Hopes and Impediments. London: Doubleday, 1988.
2. Adam, Ian. "Oracy and Literacy: A Postcolonial Dilemma?" The Journal of Commonwealth Literature 31.1 (1996): 97-109.
3. Adam, Ian, and Helen Tiffin, eds. Past the Last Post: Theorizing Post-Colonialism and Post-Modernism. New York: Harvester Wheatsheaf, 1991.
4. Ahluwalia, D.P.S. Politics and Post-Colonial Theory: African Inflections. London: Routledge, 2000.
5. Ahmad, Aijaz. In Theory: Classes, Nations, Literatures. London: Verso, 1992.
6. Appiah, Kwame Anthony. In My Father's House: Africa in the Philosophy of Culture. London: Methuen, 1992.
7. Lefanu, S & Hayward, S. Eds. Colours of a New Day. Lawrence & Wishart: London, 1990.
8. McLeod, M. & Manhire, B. Eds. Some Other Country: New Zealand's Best Short Stories. Unwin: Wellington, 1988.
9. Mordecai, P. & Wilson, B. Eds. Her True-True Name. Heinemann: London, 1989.
10. Narasmhaiah, C.D. Ed. AN Anthology of Commonwealth Poetry. McMillan: Chennai, 1989.
11. Nyerere, J.K. Man and Development. OUP: London, 1974.
12. Thiong'o, N. Writers in Politics. Heinemann: Nairobi, 1981.

## 16UVC3AL01 ART FOR LITERATURE

**UG**

**Category:AL**

**Semester:III**

**Offered To: English**

**Credits:3**

**Hours/Week:6**

### Objectives:

- This course looks closely at the relationship of film, visual art, and literature.
- To create visual screenplays and screen adaptations from great works of literature.

### UNIT1:

Literature and Its Elements:

Different genres of Literature, Character Archetypes. Understanding how literary genres and ideas have been incorporated into theatre, cinema and art.

### UNIT2:

Art and Its Elements:

Elements of Art, Organizing Principles. Taking select paintings and analyzing them. The Art of Seeing; Adaptations from Works of Fine Art into other mediums.

**UNIT3:**

Theatre and Its Elements:

The Origins of Writing for Western Theatre, Acts and Dramatic Structure, Characterization and Improvisation on Screen. Adaptations & writing effectively for Audience Engagement.

**UNIT4:**

Film and Its Elements

Narrative Structure, Two and Three Point Narrative Structures, Character Arc, Prototypes and Stereotypes. How to develop a character for Screen. Adaptations to film and from Art and Theatre into film.

**UNIT5:**

Bringing it all Together:

Understanding how Literature, Theatre, Film and Art relate to each other and are influenced by the historical, philosophical, religious, political, and musical works of the period in which they are produced. The underlying human emotions that is common to all great works of Art, Literature, Theatre and Film. How they can be used effectively by a writer.

Methodology: Students are required to read and view famous works that have been adapted across platforms, like Girl with a Pearl Earring, and books of Dan Brown & Stieg Larsson.

**Methodology**

Theory and Practical sessions with extensive lab work on various assignments.

**EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

**Key Text:**

1. Adams, Laurie Schneider, [2002] Looking at Art, Prentice Hall, New Jersey.

2. Brown, Dan [[2003],TheDaVinci Code, Doubleday ,New York.
3. Giannetti ,Louis [2011],Understanding Movies. 13th edition, Prentice Hall, New Jersey.
4. Martin, George R. R. [1996]A Game of Thrones, Bantam Books,New York.
5. Soles, Derek [2002], The Prentice Hall Pocket Guide to Understanding Literature,  
Prentice Hall, New Jersey.

### References:

1. SydField, [2005] Screenplay: TheFoundations ofScreenwritingRevisededition
2. Robert Mckee, [2010] Story: Substance, Structure, Style, and the Principlesof  
Screenwriting, Harper Collins, U.S.
3. BlakeSnyder, [2005] Savethe Cat, Michael WieseProductions, U.S.
4. Rob Parnell, [2014]TheWriter &TheHero’s Journey, R&R BooksFilm Music, U.S.
5. All booksofIrvingStone.
6. Samuel Beckett’s ‘Waitingfor Godot’, and its screen and theatric adaptations.

## 16UEL4MC01 BRITISH DRAMA

<b>SEMESTER</b>	<b>IV</b>	<b>CREDITS</b>	<b>6</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVES :**

1. To familiarize students with the evolution of British Drama from Marlowe to the present time
2. To enthuse students to appreciate drama as a literary genre and as a performing art
3. To enable students to gain an existential understanding of drama's connection to social reality in terms of themes and characters

### **CONTENTS :**

#### **UNIT I**

#### **16-17th CENTURY DRAMA ( REQUIRED READING )**

1.Marlowe - Tamburlaine

#### **(RECOMMENDED READING)**

2.Ben Jonson - Volpone

3.Thomas Kyd - Spanish Tragedy

#### **UNIT II**

#### **18 TH CENTURY DRAMA (REQUIRED READING)**

4.Dryden - All For Love

#### **UNIT III ( RECOMMENDED READING )**

5.Sheridan - School For Scandal

6.Goldsmith - She Stoops To Conquer

#### **UNIT IV 20 TH CENTURY DRAMA ( REQUIRED READING )**

7.Samuel Beckett - Waiting For Godot

8.Harold Pinter - Caretaker

## **UNIT V ( RECOMMENDED READING )**

9. Arnold Wesker - Chicken Soup of Barley

10. Tom Stoppard - Jumpers

### **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

### **TEACHING METHODOLOGY :**

- Class room facilitation
- Speech Events
- Re-creating and enacting scenes from the plays and video recording (on smart phones )
- Library visit(s)
- Listening to /watching CDs/DVDs of available plays
- Channel Conversion ( scene into a screen play )
- Changing the beginning/middle /end of a play

### **REFERENCES :**

1. Bareham T. Tom Stoppard: Rosencrantz and Guildenstern are Dead, Jumpers and Travesties. McMillan, London, 1990.
2. Cave, Richard. Ben Jonson and Theatre. Routledge, London and Newyork, 1999.
3. Craig D.H. Ben Jonson. Routledge, London and Newyork, 1990.
4. Jump, John. Marlow: Doctor Faustus. Pal grave McMillan, Newyork, 2007.

5. Harp, Richard and Stanley Stewart. The Cambridge Companion to Ben Jonson. Cambridge University Press, Cambridge, 2000.
6. Hopkins, Lisa. Christopher Marlowe: Renaissance Dramatist. Edinburgh University Press, Edinburgh, 2008.
7. Morwood, James and David Crane. Sheridan Studies. Cambridge University Press, Cambridge, 1995.
8. Page, Adrian. The Death of the Playwright. McMillan, London, 1992.
9. Rutter, Tom. The Cambridge Introduction to Christopher Marlowe. Cambridge University Press, Cambridge, 2012.
10. Worth, Katherine. Sheridan and Goldsmith. McMillan, London, 1992.

## **16UEL4ES01 COMPARATIVE LITERATURE- THEORY AND PRACTICE**

<b>SEMESTER</b>	<b>IV</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>ES</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVES**

- To acquaint learners with theories of comparative literature and translation studies
- To facilitate the understanding of literature across linguistic and cultural boundaries
- To train the students to do a comparative study of texts from different cultures

### **COURSE CONTENT**

#### **Unit I Comparative Literature – Theory**

- Comparative Literature – Definition and Scope
- Origin and History
- Theories and Approaches
- Comparative Literature to Translation Studies

## **Unit II Comparative Literature – Practice**

- Selections/extracts from the following texts
- The Iliad and Ramayana
- Ode to Skylark - Shelley and Freedom, the Sparrow- Bharathiyar
- The Analects – Confucius and Tirukkural- Tiruvalluvar
- Coolie- Mulk Raj Anand and Oliver Twist- Charles Dickens
- The Tempest- Shakespeare and Shakuntala- Kalidasa

## **Unit III Translation Studies –Theory**

- Translation Studies – Definition and Scope
- History of Translation
- Translation Theories

## **Unit IV Translation Studies – Practice**

- Akam and Puram Poetry - from Poems of Love and War (Trans. A. Ramanujan)
- A Deer in the Forest- a short story by Ambai ( Trans. Lakshmi Holmstrom)
- God and Kandasami – a short story by PudumaiPithan (Trans. Lakshmi Holmstrom)
- The Legend of Nandan (extracts) - a play by Indira Parthasarathy (Trans. C. T Indra)
- Folktales- A Flowering Tree and other oral tales from India ( Trans. A. Ramanujan)

## **Unit V Project**

- Comparative study of texts (OR)
- Translation of texts from Tamil to English

## **METHODOLOGY**

- Lectures
- Guest Lectures
- Workshops
- Book Talk
- Group Discussion



## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

## **REFERENCES**

### **BOOKS**

- Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford UK: Blackwell Publishers, 1993.
- Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation: Theory and practice*. London: Routledge, 1999.
- Bassnett-McGuire, Susan. *Translation Studies*, London: Methuen, 1980.
- Bassnett, S. & A. Lefevere (eds.). *Translation, History, and Culture*, London: Pinter Publishers, 1990.
- Bernheimer, Charles, ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: Johns Hopkins UP, 1995.
- George. K. M. *Comparative Indian Literature*. Vol I and II. Kerala SahityaAkademi, 1984.
- Ramanujan, A. K. *Folktales from India- A selection of Oral Tales from Twenty-Two languages*. New Delhi: Penguin Books ltd. 2009.
- Ramanujan A. K. (ed and trans.). *Poems of Love and War*. Oxford: Oxford University Press.2006.
- Munday, Jeremy. *Introducing Translation Studies-Theories and Applications*. London: Routledge, 2012.
- Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. London: Indiana University Press, 1974.

## ONLINE RESOURCES

- ACLA - Journals - American Comparative Literature Association [www.acla.org/journals.html](http://www.acla.org/journals.html)
- Comparative Literature [www.complit.dukejournals.org](http://www.complit.dukejournals.org)
- Project MUSE - Comparative Literature Studies [www.muse.jhu.edu](http://www.muse.jhu.edu)
- Comparative Literature Studies [www.cl-studies.psu.edu](http://www.cl-studies.psu.edu)
- Journals - Comparative Literature - Yale University Library [www.guides.library.yale.edu](http://www.guides.library.yale.edu)
- Journal of Comparative Literature and Aesthetics [www.jclaonline.org](http://www.jclaonline.org)

## 16UEL4ES02 ENGLISH LANGUAGE TEACHING

<b>SEMESTER</b>	<b>IV</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>ES</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

## OBJECTIVES:

1. To familiarize the L2 learner with the historical and current theories of SLA and Offer a brief view of the history of English language.
2. To introduce terminologies and definitions pertaining to ELT and to facilitate L2 learners' understanding of the same and to re-in force in the minds of the learners the importance of 'Global English' and 'Neutral Accent' which would justify the relevance of this course in a technology conquered world.
3. To offer a practical view of 'L2 learner's needs analysis', 'teaching experience,' 'L2 learner's psychology', 'Classroom climate' and 'innovative methods of testing' and 'evaluation' and cultivate in the L2 learners a methodical linguistic

perception, appreciation and criticism of literature through the learning of ELT.

4. To transform the learners into future ‘teachers’ and ‘teacher trainers’ of the English language to a greater degree and to enable them to identify and eliminate the ‘Sociolinguistic disparities’ in the process of SLA and decide on a suitable methodology appropriate to the needs of the L2 learner.

## **UNIT I: AN INTRODUCTION TO ELT TERMS AND CONCEPTS:**

- An Introduction to the History of ELT according to Howatt and Widdowson
- Definitions of titular terminologies:
- Language learning process, Styles and Strategies
- ‘Language Acquisition Device’
- Bloom’s ‘Taxonomy of Learning Domains’
- Motivation
- Speech Community
- ESL
- ELF
- Bilingualism
- ‘Protolanguage’
- ‘Teacherese’ and ‘Teacher talk’
- ‘Competence’ and ‘Performance’
- ‘Washback Effect’
- Methods, Approaches and Techniques

## **UNIT II: THEORIES OF LANGUAGE LEARNING**

- Child Language Acquisition
- Behaviourism
- Cognitivism
- Nativism
- Social Interactionism
- Information processing Models

## **UNIT III: THEORIES OF SLA**

- Constructivism
- Krashen's Hypotheses
- Interactional theories
- Interlanguage
- Error Analyses

#### **UNIT IV: APPROACHES AND METHODS TOWARDS LANGUAGE TEACHING:**

- Grammar Translation Approach
- Direct Method
- Audio-lingual method
- Situational Language teaching
- Communicative Language Teaching
- Task Based Language Learning
- Suggestopedia

#### **UNIT V: TESTING AND EVALUATION:**

- Introduction to Testing and Features of Language Testing
- Different types of tests and its objectives
- Test Design and Testing Environment
- Item Construction & Item Analysis
- 'Rating' process, 'Raters' and the 'Rating' scale
- Technology Assisted testing process.

#### **SUGGESTED AREAS FOR PROJECT WORK:**

- CALL
- MALL
- TALL
- Teaching of English for Specific purposes.
- Creative methods of teaching LSRW SKILLS
- Teaching English at the tertiary level through different literary genres.
- Teaching English at the tertiary level through different techniques.

- Innovative Methods of teaching English for first generation learners.
- Innovative Methods of teaching English for learners from vernacular medium at the primary level.

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

Semester Examination Pattern : 5x20=100 marks

## **METHODOLOGY:**

- Class room lectures
- Chalk and Talk
- Guest lectures
- Power Point presentations
- Discussion sessions with students
- Library visits.
- Students' Participation in Seminars, Conferences and Workshops
- Quizzes
- Snap tests
- Field research and Empirical study
- Project work

## **PROJECT:**

- Selection of the topic and Pilot study (before First CIA I= 10marks)

- Empirical Verification and actual submission of the project (before Second CIA -10 marks)
- Total marks for Project: 20marks.

### **RECOMMENDED READING:**

- Immersion technique
- Asynchronous Learning
- Dogme
- Community Language Learning
- Total Physical Response
- Counselling Language Learning
- Humanistic Approach
- Lexical Approach
- Eclectic Method
- Test Rubrics
- David Nunan- Syllabus Design
- A Brief Introduction to Linguistics
- A Brief Introduction to Sociolinguistics
- Ethnography of communication
- Innovative Methods of Testing
- Learner Focused Syllabus
- Material Production for First generation Learner's of English.

### **BIBLIOGRAPHY:**

1. Brumfit, C.J. The Communicative Approach to Language Teaching. Oxford: OUP, 1979. Print.
2. Brumfit, C.J Roberts J.T, A Short Introduction to Language and Language Teaching: With a Comprehensive Glossary of Terms. London: Bastford Academy and Educational, 1983. Print.
3. FazilMubeena, Communicative Method in ELT: An Indian Perspective.
4. McNamara, Tim. Language Testing. Oxford: UP, 2000. Print.
5. Nunan David, Designing Tasks for the Communicative Classroom. Cambridge: CUP, 2003.Print.

6. Peter, Francis. A Glossary of ELT Terms and Key Concepts: English Language Teaching. Chennai: Shrine Print Solution, 2012. Print.
7. Prabhu, N.S. Second Language Pedagogy. Oxford: OUP.1987.Print.
8. Richards C., Jack and Theodore S. Rodgers, Approaches and Methods in Language Teaching UK: CUP, 2001. Print.
9. SavilleTroike, Muriel. Introducing Second Language Acquisition. South Asian Publication, New Delhi: CUP, 2006. Print.
10. Thorn bury Scott, An A-Z of ELT: A Dictionary of Terms and Concepts. Underhill Adrian (Ed.) Macmillan Books for Teachers, 2006, Print.
11. Thorn bury Scott and MeddingsLuke .Dogme in English Language Teaching. New Delhi: Viva Books Private Ltd, 2012. Print.
12. Tickoo, M.L. Teaching and Learning English: A Sourcebook for Teachers and Teacher Trainers Hyderabad: Orient Black Swan, 2009.Print.
13. Ur, Penny and Wright Andrew, Michael Swan (Eds). Five-Minute Activities: A resource book of Short Activities. Cambridge: CUP, 2007. Print.
14. Wood.T. Frederick, An Outline History of The English Language.(2<sup>nd</sup> edition). Chennai: Macmillan India Limited, 1969. Print.
15. [Webofenglish.co.uk/links.html](http://Webofenglish.co.uk/links.html)

## **16UFR4AL01 FRENCH LITERARY MOVEMENTS**

<b>SEMESTER</b>	<b>IV</b>	<b>CREDITS</b>	<b>3</b>
<b>CATEGORY</b>	<b>AL</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **Objectives:**

To enable the undergraduate English literature students to gain a better understanding of the history of French literature and

movements. The students at the end of this course will have studied selected works from the middle ages spanning to the twentieth century.

### **UNIT I: MIDDLE AGES AND XVIth century:**

Chanson de geste –“The song of Roland”-CXVIII, CXVIX, CXVXX

#### **Renaissance**

Humanisme – François Rabelais “Gargantua”-Chapter 1,XXIII

La Pléiade – Ronsard “When you are very old”

Hours: 18      Introduction- 3      Content handling-11Revision-4

### **UNIT II: XVIIth century:**

#### **Baroque**

Classicism – Molière “The miser”-Act III Scene I

Fables - La Fontaine “The Lion’s court”

Hours: 18      Introduction- 3      Content handling-11Revision-4

### **UNIT III :XVIIIth century :**

Age of Enlightenment – Chénier “The young captive”

Voltaire “Candide”-XXX

Hours: 18      Introduction- 3      Content handling-11Revision-4

### **UNIT IV :XIXth century :**

Romanticism - Victor Hugo “Les misérables”-Book 7 chapter 3

Realism- Gustave Flaubert “Madame Bovary”- Chapter 8

Naturalism

Parnassian

Symbolism-Charles Baudelaire “The albatross”



Hours: 18      Introduction- 3      Content handling-11Revision-4

### **UNIT V : XXth century :**

Surrealism– Jacques Prévert “The dunce”

Existentialism – Jean-Paul Sartre “No exit”- Scene 5

Theatre of the Absurd

### **EVALUATION**

INTERNALS                      - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4                      – 20 marks

SEMESTER EXAM - 100 marks

### **BOOKS FOR STUDY:**

Flores, Angel, **The Anchor anthology of French poetry: From Nerval to Verlaine in English translation**, Anchor books, America, 2000

FRANCE, Peter, **The new oxford companion to literature in French**, Oxford University press, Oxford, 1995

COWARD, David, **A history of French literature: from chanson de geste to cinema**, Blackwell Publishing, USA, 2004

### **BOOKS FOR REFERENCE:**

LA FONTAINE, Jean de, **The complete fable of Jean de la Fontaine**, University of Illinois press, Illinois, 2007

MOLIERE, **The miser**, Dramatists play service.inc, New York, 1998

HUGO, Victor, **Les misérables**, Penguin classics, USA, 1982

FLAUBERT, Gustave, **Madame Bovary**, Bantam classics, USA, 1982

SARTRE, Jean-Paul, **No exit**, Vintage, New York, 1989

IONESCO, Eugène, **The bald soprano**, Grove Press, New York, 2007

### **WEBSITES FOR REFERENCE:**

[www.projectgutenberg.com](http://www.projectgutenberg.com)

<http://www.poetryfoundation.org/poem/242780>

## **16UEL5MC01 LINGUISTICS**

<b>SEMESTER</b>	<b>V</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>4</b>

### **OBJECTIVES :**

To enable students to achieve a scientific sense through Linguistics in order to complement the aesthetic sense from their study of literature.

- To enable them to learn about a language.
- To enable them to know the scientific systems and sub-systems in the language.
- To enable them to learn an acceptable system of sound and pronunciation.

### **Unit I: Linguistic Basics**

1. Definition and scope of linguistics
2. Relevance of Linguistics
3. Branches of Linguistics

### **Unit II: Phonetics and Phonology**

1. Basic terminologies : **Phonemes, Syllables, Phonetics and Phonology, Dialect, Accent, Homonyms and Homophones**
2. Segmental and Supra segmental features of phonology (Phonemes, Stress, Word stress, Sentence stress and Intonation)
3. Place and Manner of Articulation of English Consonants
4. The Organs of Speech and their relevance of study
5. Vowel charts of Monophthongs and Diphthongs

### **Unit III: Syntax**

1. Basic areas of English grammar with special focus on sentence structures
2. A brief overview of structuralism of Saussure and Bloomfield
3. Chomsky's Syntactic Structures (Phrase Structures and Generative Grammar)

### **Unit IV: Lexis and Morphology**

1. Basic terminologies : **Lexical pairs, Lexical unit, Linkers, Langue and Parole**
2. Merits and demerits of diction in the literary texts
3. Analysis of Prose , Poems and Extracts from plays
4. Lexical varieties (Synonyms, Antonyms, Collocation, Connotation and Denotation)
5. Morphology – Free and Bound Morphemes, word formation process

### **Unit V: Semantics**

1. Basic terminologies : **Etymology, Idioms, Amelioration, Pejoration,**
2. Pragmatics, Register and Field
3. Kinds and Types of Meanings
4. Figures of Speech
5. Semantics in the literary contexts

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks  
Component 2( CA 2) – 35 marks  
Component 3( MCQ) – 10 marks  
Component 4 – 20 marks  
SEMESTER EXAM - 100 marks

Semester Exam Pattern

Part A Short notes - 5x4=20 ( out of 8 )  
Part B Short Essay - 4x10=40 (out of 6)  
Part C Essay(Internal choice ) - 2x20=40

Total - 100 Marks

**References:**

1. Carnie, Andrew. 2002. Syntax: A Generative Introduction, by Oxford: Blackwell Publishing.
2. Fromkin. V (ed) 2000, Linguistics: An Introduction to Linguistics. Cambridge: Blackwell.
3. Gimson, S.C.: An Introduction to the Pronunciation of English.
4. Hageman, L 1992. Introduction to Governmental Binding Theory. Oxford: Blackwell (2nd
5. edition)
6. Hornby, A.C. : Introductory Transformational Grammar of English.
7. Leech, G. 1974, Semantics. Penguin Book.
8. Lewis, M. 2002. The Lexical Approach: the state of ELT and the way forward. Australia:
9. Thomson Heinle.
10. Radford, A 1998, Transformational Grammar Cambridge: Cambridge University Press Blackwell.
11. Rajimwale, S.K.: Introduction to English Phonetics. Phonology and Morphology, 1997, Rawat Publications.

## **16UEL5MC02 LITERARY CRITICISM: CLASSICAL TO MODERN**

<b>SEMESTER</b>	<b>V</b>	<b>CREDITS</b>	<b>5</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>5</b>

### **Objectives**

- To acquaint students with the history of literary criticism
- To introduce the various schools of literary criticism from Aristotle to Eliot
- To develop the critical sensibility of the students
- To train them to apply literary theories to the texts prescribed to enrich their understanding of literature.

### **Unit I – Classical Criticism - Definitions of Literary Criticism**

1. Aristotle's Taxonomy of Tragedy, Three Unities and Mimesis
2. Longinus' Theory of the Sublime and Transport
3. Horace's Function of Poetry in Ars Poetica

### **Unit II – English Literary Criticism from the Renaissance and Elizabethan Age**

1. Sir Thomas More and Ascham – Tragedy, Tragi-comedy and dramatic principles
2. Sidney and Ben Jonson – Apology for Poetry and Theory of Comedy

### **Unit III – Neo-Classical Literary Criticism**

1. Dryden's Essay on Dramatic Poesy
2. Alexander Pope's Essay on Criticism
3. Dr. Johnson's Life of Milton and Preface to Shakespeare

### **Unit IV – Romantic and Victorian Criticism**

1. Wordsworth's Preface to the Lyrical Ballads
2. Coleridge's Theory of Imagination and Fancy – from Biographia Literaria

3. Matthew Arnold's Touchstone Theory – Personal and Historical Estimate
4. Walter Pater's Aesthetic Theory of Art for Art's Sake

**Unit V – Modern criticism from 1920 – 50**

1. New Criticism – Anglo-American
2. T.S. Eliot: The Functions of Criticism
3. I.A. Richards: Communication and the Artist
4. John Crowe Ransom: Criticism Inc.
5. Cleanth Brooks: The Language of Paradox

**EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

**References**

1. Eagleton, Terry (2003) After Theory. New York: Basic Books.
2. Gower. R and Pearson. M (1986) Reading Literature. London: Longman.
3. Jones, R.T. (1986) Studying Poetry. London: Edward Arnold.
4. Richter, David (ed.) (1998)The Critical Tradition. New York: St. Martin's

**16UEL5MC03 SHAKESPEARE**

<b>SEMESTER</b>	<b>V</b>	<b>CREDITS</b>	<b>5</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>5</b>

## **Objectives:**

\*To situate Shakespeare in the present context

\*To introduce Generation Y learners to the intricacies of the dramatic and theatrical conventions of Shakespeare

\*To enable the learners to analyse the entire gamut of a play like plot, characters, themes and stage craft etc.

## **UNIT I**

### **Detailed Text**

1. Macbeth

## **UNIT II**

### **Detailed Text**

2. The Merchant of Venice

## **UNIT III**

### **Non - Detailed Text**

3. Romeo and Juliet

## **UNIT IV**

### **Non - Detailed Text**

4. Julius Caesar

## **UNIT V**

### **Non - Detailed Text**

5. The Tempest

## **TEACHING METHODOLOGY :**

# Theoretical inputs through facilitative class room lectures

# Exposing the students to demonstrations by theatre groups

# Listening to /Watching CDs/DVDs based on Shakespeare's plays

# Activity-based classes with theatre workshop/practice session etc.

# Speech events ('Hot Seat' activity etc.)

# Re-creating and enacting scenes in the class or elsewhere on campus with costumes included

# Library visit(s)

# Channel Conversion

# Constructing alternative scenes/conclusions

# Using the electronic/social media for creative activities

**EVALUATION:**

I Internal - 40 marks

II Internal – 40 marks

Second Component – 20 marks

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Total            100 marks

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**References :**

1. Barker, Granville. Preface to Shakespeare. Oxford University Press, London, 1993.
2. Bate, Jonathan. The Genius of Shakespeare. Picador, London, 1997.
3. Bradley A.C. The Tragedies of Shakespeare. Fourth Edition. Macmillan Education, UK, London, 2006.
4. Crystal, Ben. Springboard Shakespeare. Bloomsbury Arden Shakespeare, London, 2013.
5. Mason, Pamela. Shakespeare: Early Comedies. Macmillan, London, 1995.
6. Palmer D.J. Shakespeare: The Tempest. Macmillan, London, 1968.
7. Parker G.F. Johnson's Shakespeare. Clarendon Press, Oxford, 1989.
8. Royle, Nicholas. How to Read Shakespeare. Granta Books, Oxford, 1989.



9. Smith, Emma. Shakespeare's Tragedies. Blackwell Publishing, Oxford, 2004.
10. Sitwell, Edith. A Note Book on William Shakespeare. Bloomsbury Academy, London, 2013.
11. Thomas, Vivian. Julius Caesar. Harvester Wheatsheaf, Hertfordshire, 1992.
12. Wain, John. Shakespeare: Macbeth. Macmillan, London, 1968.
13. Wells, Stanley. Shakespeare for All Time. Macmillan, London, 2002.
14. Wells, Stanley and Gary Taylor. The Complete Oxford Shakespeare. Oxford University Press, Oxford, 1987.
15. White R.S. The Tempest. Macmillan, London, 1999.

## 16UEL5MC04 WOMEN'S WRITINGS

<b>SEMESTER</b>	<b>V</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>4</b>

### Objectives

1. To introduce the student to a selection of Women's Writings through different genres such as prose, poetry, short fiction, drama and memoir.
2. To encourage the student to explore the themes and concerns expressed in these writings.

### Unit I

#### Prose

Introduction- from A Vindication of the Rights of Woman Mary Wollstonecraft.

- |                            |                             |
|----------------------------|-----------------------------|
| Ain't I a Woman            | - Sojourner Truth (Speech). |
| Feminist, Female, Feminine | - Toril Moi                 |
| Kitchens and Goddesses     | - Shashi Deshpande          |

Girl

- Jamaica Kincaid

## **Unit II**

### **Poetry**

1. Woman Work - Maya Angelou
2. Letter from a Far Country - Gillian Clarke
3. Faces at the Gynaecologist's - Nabanita Kanungo
4. Purdah - Imitiaz Dharker

## **Unit III**

### **Fiction**

1. The Yellow Wall Paper - Charlotte Perkins Gilman
2. God Help the Child - Toni Morrison

## **Unit IV**

### **Drama**

1. Bayen - Mahaswetha Devi

## **Unit V**

Memoirs (Excerpts)

1. "What Bengali Widows Cannot Eat"- Chapter 9 of The Hour of the Goddess: Memories of Women, Food and Ritual in Bengal- Chitirita Banerji.
2. "Prologue" of Wild: from Lost to Found on the Pacific Crest Trail. - Cheryl Strayed

### **Methodology:**

Class room lectures, guest lectures and group discussions.

## **EVALUATION**

INTERNALS - 100 marks

Component 1 (CA 1) – 35 marks

Component 2 (CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

External Exam Question Paper Pattern:

Part A- 20 Marks (Short answers)

Part B- 20 Marks (Paragraph answers)

Part C-60 Marks (Essay answers)

### **References:**

1. Susie Tharu and K. Lalitha, eds., *Women Writing in India: 600 B. C to the Present. Volume 1: 600 B.C to the Early Twentieth Century.* New York: Feminist Press, 1991.
2. Susie Tharu and K. Lalitha, eds., *Women Writing in India: 600 B. C to the Present. Volume II: The Twentieth Century.* New York: Feminist Press, 1993.
3. Sandra M. Gilbert and Susan Gubar eds., *Norton Anthology of Literature by Women: The Traditions in English.* Second edition. New York: W.W. Norton, 1996.
4. Madison, D.Soyini. *The Woman that I am: Literature and Culture of Contemporary Women of Color.* New York:St. Martin's. 1994.
5. Anderson, James. *Studies in Women Literature.* New Delhi: Cybertech. 2012.
6. *Speaking For Myself: An Anthology of Asian Women's Writing.* 2009.Ed. Sukrita Paul Kumar and MalashriLal. Penguin.2014.
7. *The Table is laid: The Oxford Anthology of South Asian Food Writing.* Ed. John Theime and Ira raja. New Delhi: Oxford. 2007.
8. Kanungo, Nabanita. *A Map of Ruins: A Collection of Poems.* New Delhi: SahityaAkademi. 2014.

9. Chughtai, Ismat. *The Quilt: Stories*. New Delhi: Penguin 2011.
10. Catherine Belsey and Jane Moore, eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. New York: Basil Blackwell, 1989.

## **16UEL5ES01 ENGLISH FOR CAREER EXAMINATIONS**

<b>SEMESTER</b>	<b>V</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>ES</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVES**

- To instill in students the confidence and skills necessary to face the challenges of a competitive exam
- To equip them with English language skills to achieve success in the competitive examinations
- To give exposure and train them to succeed in group discussions and interviews

### **COURSE CONTENT**

The course content consists of various types of questions that are usually asked in competitive

examinations like MBA Admission Test, UPSC's Railway Recruitment Board Examinations, BSRB's Bank Clerks Examinations, UPSC's Combined Defence Services Exam, LIC's Clerical Cadre Examination, State Bank of India, Probationary Officer's Examination etc. Generally these examinations seek to test the candidates in the following areas: knowledge of English grammar, vocabulary, comprehension skills, group discussion and interview skills

#### **UNIT I Grammar**

a) Spotting errors

(Grammatical/idiomatic error identification)

b) Sentence Correction

## **UNIT II Vocabulary**

a) Synonyms

b) Antonyms

c) Spelling pitfalls (wrongly spelt words)

d) One word substitution

e) Find the odd word

f) Idioms and phrases

g) Analytical Reasoning

## **UNIT III Comprehension**

a) Reading comprehension

b) Listening comprehension

c) Jumbled sentences and passages (logical sequence)

d) Numbered gaps – Cloze Test

e) Précis writing

## **Unit IV Composition**

Paragraph Writing

Essay-Writing

## **Unit V Interview Skills**

Interview

Group Discussion

## **METHODOLOGY**

- Mostly multiple choice, objective type questions similar to question usually asked in the various competitive examinations. During every instructional hour, worksheets with multiple choice, questions will be given to them in the class.

- A prescribed time limit will be imposed to train students in time management, which is one of the crucial factors for success along with mental agility in a competitive examination.
- After every task is completed, instructors will read out the correct answers and discuss them thoroughly in the class.
- The students will be then asked to evaluate their own performance simultaneously. Peer evaluation will also be carried out. High achievers will be commended and low achievers will be constantly motivated to perform better.
- Mock interviews and training in group discussions will also be held in class.

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

## **REFERENCES:**

### **Books**

1. Prasad, Hari Mohan and Uma Rani Sinha. Objective English for Competitive Examinations.

New Delhi: Tata McGraw Hill Education Pvt Ltd, 2011.

2. Thorpe, Edgar and Showick Thorpe. Objective English. New Delhi: Pearson, 2012.

### **Websites**

[www.vocabulary.com](http://www.vocabulary.com)

[www.majortests.com](http://www.majortests.com)

[www.freevocabulary.com](http://www.freevocabulary.com)

www.testyourvocab.com  
www.wordsmith.org  
www.thesaurus.com  
www.merriam-webster.com  
www.english-for-students.com  
www.synonym.com

## **16UEL5ES02 CREATIVE WRITING**

<b>SEMESTER</b>	<b>V</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>ES</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVES**

- To introduce the various genres, authors and styles in creative writing
- To foster confidence in students to experiment with a variety of writing
- To hone the students with the tools and techniques of creative writing

### **COURSE CONTENT**

#### **UNIT I Basic Considerations**

- Kinds of writing
- Creative impulse and Imagination
- Themes and Motifs
- Form and Style
- Plot and Consciousness
- Character and Characterisation
- Setting and Atmosphere
- Description and Narration
- Narrative Techniques
- Dialogue

- Figures of Speech
- Language and Diction

## **UNIT II Poetry**

- Traditional forms
- Free Verse
- Short Poems- Haiku, Cinquain, Limerick

## **UNIT III Fiction**

- Short Story
- Science Fiction
- Experimental Fiction
- Realistic Fiction

## **UNIT IV Drama and Theatre**

- One-Act Play
- Radio Play
- Script Writing

## **UNIT V Non Fiction**

- Travel Writing
- Biography and Autobiography

## **METHODOLOGY**

- Lectures
- Guest Lectures
- Workshops
- Book Talk
- Group Discussion
- Preparing a Portfolio

## **EVALUATION**

INTERNALS – 100 marks



Component 1 (CA 1) – 35 marks

Component 2 (Project/Portfolio ) – 35 marks

Preparing a Portfolio/ Project – a collection of poems, Short Story/Novella and a Play

Component 3 (MCQ) – 10 marks

Component 4 (Viva-Voce)- 20 marks

Semester – 100 marks

## **REFERENCE**

- Abram, M.H and Geoffrey Harpham. A Glossary of Literary Terms. Stanford: Cengage Learning. 2012.
- Bailey, Tom. A Short Story Writer's Companion. Oxford UP, 2001.
- Bausch, Richard and R.V. Cassill, eds. The Norton Anthology of Short Fiction. 7th ed. Norton, 2006.
- Bugeja, Michael. The Art and Craft of Poetry. Writer's Digest, 2001.
- Boulter, Amanda. Writing Fiction: Creative and Critical Approaches. Palgrave, 2007.
- Card, Orson Scott. How to Write Science Fiction and Fantasy. Writer's Digest, 2001.
- Casterton, Julia. Creative Writing: A Practical Guide, 3rd Edition. Palgrave, 2005.
- Hyde, Lewis. The Gift: Creativity and the Artist in the Modern World. Vintage, 2007.
- Isabelle Siegler. Creative Writing. New York: Barnes and Novel, 1968.
- Johnston, Sybil. A Workshop Guide to Creative Writing. Longman, 2002.
- Julian Birkett. Word Power: A guide to Creating Writing. London: A & C Block, 1983.
- Morley, David. The Cambridge Introduction to Creative Writing. Cambridge UP, 2007.

- Smiley, Jane. Thirteen Ways of Looking at the Novel. Knopf, 2005.
- Victor Jones. Creative Writing. Kent Holder and Stoughton, 1974.

## ONLINE RESOURCES

- [www.britishcouncil.in/english/courses-adults/creative-writing](http://www.britishcouncil.in/english/courses-adults/creative-writing)
- <http://www.writerstreasure.com/creative-writing-101/>
- <http://thewritelife.com/>
- <http://www.thecreativepenn.com/>
- <http://www.writersdigest.com/>
- [www.poetryfoundation.org](http://www.poetryfoundation.org)
- [www.allpoetry.com](http://www.allpoetry.com)
- [www.thrushpoetryjournal.com](http://www.thrushpoetryjournal.com)
- [www.museindia.com/](http://www.museindia.com/)
- <http://www.threepennyreview.com/submissions.html>
- [www.yourstoryclub.com/write-short-stories-for-money/](http://www.yourstoryclub.com/write-short-stories-for-money/)
- [www.sparkthemagazine.com](http://www.sparkthemagazine.com)

## 16UEL5SK01 ENGLISH FOR ADWRITING AND TECHNICAL WRITING

<b>SEMESTER</b>	<b>V</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>SK</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### Objectives :

- To train the students to use the English language creatively in the skills of Ad Writing
- To provide hands-on experience to the learners that they may be trained in the preparation of print ads, radio jingles, TV commercials and online advertising In sum, preparing the students to take up suitable jobs in the relevant field

### Contents:

## **Unit I: An Overview**

- a. Advertising defined (A psychological gun?)
- b. Advertising classifications
- c. The Evolution of Advertising
- d. Need for Technical Writing
- e. Employment Focus

## **Unit II: The Mechanics**

- a. The ingredients of a good copy
- b. AIDA Principle
- c. USP (Unique Selling Proposition)
- d. Locution, Illocution, Perlocution and Register
- e. Organization of Material (Cohesion) and Information (Give and New)

## **Unit III: The Need**

- a. Target Audience
- b. Bringing new consumers into the fold
- c. Challenging the brand image
- d. Inter and Intra Personal Communication
- e. Social Dynamics and Global Trends

## **Unit IV: Enhancing Creativity**

- a. Creative use of alliteration, assonance, pun, connotation and onomatopoeia
- b. Making use of quotations with a twist (“Was it the face...?”)
- c. Edward de Bono’s ‘Lateral Thinking’ (‘ Six Thinking Hats’)
- d. Channel Conversion
- e. Presentation and Lay out

## **Unit V: The Future**

- a. Print Media, Broadcast/Telecast Media
- b. New Media, new clients, new consumers in the Post-Television Age
- c. The Ethics of Advertising : A Critique ( Ads are ‘true lies’)
- d. Ethnography of Communication
- e. Editing, Subbing, Documentation and Publication

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3 - 30 marks

END SEMESTER PROJECT & VIVA 50 marks

(Students should secure a minimum of 40 in each component)

## **References :**

- A.Arens,William F. Contemporary Advertising. NewYork: McGraw-Hill, 2002.
- B. Armstrong, Scott J. Persuasive Advertising. London: Palgrave Macmillan, 2010.
- C. Boulden, George P. Thinking Creatively. London:DK Books,2008.
- D. Cappel, Joe. The Future of Advertising. NewYork: McGraw-Hill, 2003.
- E. Carr, Clay. The Competitive Power of Constant Creativity. NewYork: Amacom, 1994.
- F. de Bono, Edward.Six Thinking Hats .London: Penguin Books, 1985.

- G. Hamel, Gary and C.K.Prahalad. Competing for the Future. Boston: Harvard Business School Press,1994.
- H. Jay,Ros.Winning Minds. Oxford: Capstone Publishing Ltd., 2001.
- I. Kleinman, Philip.World Advertising Review. East Sussex, 1986.
- J. Lee,Monle and Carla Johnson. Principles of Advertising.NewDelhi: Viva Books,2007.
- K. Moriarty,Sandra E. Creative Advertising: Theory and Practice. NewJersey: Prentice Hall,1986.
- L. Morita,Akio.Made In Japan. NewYork: Signet Books,1988.
- M. O'Brien,Derek.Business Quiz Book. New Delhi: Penguin Books,2002.
- N. Ogilvy,David.Ogilvy On Advertising. NewYork: Vintage Books,1983.
- O. Peters Tom.Re-imagine ! London: Dorling Kindersley ltd.,2003.
- P. Prakash,Vijoy. Creative Learning.NewDelhi: Viva Books Pvt. Ltd.,2007

### **16UEL6MC01 BRITISH FICTION**

<b>SEMESTER</b>	<b>VI</b>	<b>CREDITS</b>	<b>6</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

#### **Objectives**

- To acquaint students with the origins and development of novel from 18th-century to the contemporary era
- To enable students to critically evaluate changes in ideas, outlooks, manners, mores, values, and practices in the household (marriage and the family) and the state as expressed in the prescribed texts
- To train students to develop their own unique style of writing, using the texts prescribed as models of lucidity and directness

#### **Course Contents**

## **Unit I Required Reading**

1. Jane Austen: Pride and Prejudice

## **Recommended Reading**

2. Walter Scott: Ivanhoe

## **Unit II Required Reading**

1. Charles Dickens: David Copperfield

## **Recommended Reading**

2. Thomas Hardy: The Mayor of Casterbridge

## **Unit III - Required Reading**

1. D. H. Lawrence: Sons and Lovers

## **Recommended Reading**

2. George Orwell: 1984

## **Unit IV - Required Reading**

1. William Golding: The Lord of the Flies

## **Recommended Reading**

2. Iris Murdoch: The Sea, the Sea

## **Unit V - Extended Reading**

1. Daniel Defoe: Robinson Crusoe
2. Jonathan Swift: Gulliver's Travel
3. Richardson: Pamela
4. Emily Bronte: Wuthering Heights
5. George Elliot: Mill on the Floss
6. H.G. Wells: Brave New World
7. E.M. Forster: Passage to India
8. Graham Greene: The Heart of the Matter
9. Doris Lessing: The Grass is Singing
10. Kingsley Amis: Lucky Jim

## **EVALUATION**

INTERNALS - 100 marks  
 Component 1( CA 1) – 35 marks  
 Component 2( CA 2) – 35 marks  
 Component 3( MCQ) – 10 marks  
 Component 4 - 20 marks  
 SEMESTER EXAM - 100 marks

### **16UEL6MC02 AMERICAN LITERATURE – II**

<b>SEMESTER</b>	<b>VI</b>	<b>CREDITS</b>	<b>5</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>5</b>

#### **OBJECTIVES:**

- To introduce students to the key concepts in Contemporary American Literature.
- To create a sensitivity and appreciation for American poetry, drama, prose and fiction.

#### **Unit – I**

##### **Poems**

Maya Angelou	– Phenomenal Woman
Robert Penn Warren	– Moral Limit
Elizabeth Bishop	– The Unbeliever
Robert Lowell	- Skunk Hour
Gwendolyn Brooks	– To the Diaspora
Allen Ginsberg	– Ego Confession
James Wright	– The Journey
Anne Sexton	– The Death of the Fathers
Sylvia Plath	– Purdah
Li-Young Lee	– The Gift

## **Unit – II**

### **Short Stories**

- Eudora Welty - Petrified Man  
John Cheever - The Swimmer.  
Saul Bellow - Looking for Mr. Green  
Alice Walker – Everyday Use  
John Updike – Separating (1974)  
Leslie Marmon Silko – Lullaby (1981)  
Hemingway : The Short and Happy Life of Francis Macomber

## **Unit – III**

### **Drama**

- N. Scott Momaday's The Way to Rainy Mountain  
Lorraine Hansberry's A Raisin in the Sun

## **Unit – IV**

### **Fiction**

- Tony Morrison – The Bluest Eye  
Jeffrey Eugenides – The Marriage Plot (2011)

## **Unit – V**

### **Non Fiction**

- Maya Angelou's I Know Why the Caged Bird Sings  
Barack Obama's Yes, We Can

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks



SEMESTER EXAM - 100 marks

### **Recommended Reading**

Berkin, Carol & Leonard Wood (ed): Land of Promise – A History of the United States, Scott & Foresman, USA, 1983.

Bradbury, Malcolm : Introduction to American Studies, Longmans, London, 1989.

Baym, Nina (ed) : Norton Anthology of American Literature  
W.W Norton & Co., USA, 2006.

### **Web Reference**

[http://en.wikipedia.org/wiki/American\\_literature](http://en.wikipedia.org/wiki/American_literature)

<http://www.wsu.edu/~campbelld/amlit/sites.htm>

## **16UEL6MC03 ASIAN LITERATURE IN ENGLISH**

<b>SEMESTER</b>	<b>VI</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>4</b>

### **Objectives**

1. To introduce the student to a selection of Literatures in English from Asia.
2. To familiarize the learner with the varied genres and themes in the works of the representative writers.

### **Unit I**

#### Poetry

1. The Prophet (Excerpt) Khalil Gibran (Lebanese)
2. Wedding Photographs Jean Arasanayagam (Sri Lanka)
3. Maternal Grandfather Ko Un (Korea)
4. Excluding Byzantium: On Objections to Living Near a Home for the Elderly Lee Tzu Pheng (Singapore) (Non-detailed)

## **Unit II**

Fiction

And the Mountains Echoed KhaledHosseini (Afganistan) (Detailed)

## **Unit III**

Prose

1. Pop Idols KamilaShamsie (Pakistan)
2. Mo Yan: Story Tellers (Nobel Lecture 2012) MoYan (China)
3. The Dinner Guests. Putsata Reang (Cambodia) (Non-detailed)

## **Unit IV**

Short Fiction

1. Flower Season Li-Ang (Taiwan)
2. It has Already Been Late Maya Thakuri (Nepal)
3. Ten Rupees Saadat Hasan Manto (Pakistan) (Non-detailed)

## **Unit V**

Drama

1. Sayonara Oriza Hirata(Japan)

## **Methodology:**

Class room lectures and group discussions

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 – 20 marks

SEMESTER EXAM - 100 marks

## **External Exam Question Paper Pattern:**

Short Answers 5x4=20(detailed only)

Paragraph Answers 4x5=20(Detailed and Non-detailed)

Essay 3x20=60 (Detailed only)

**References:**

1. Speaking For Myself: An Anthology of Asian Women's Writing. 2009.Ed. Sukrita Paul Kumar and Malashri Lal. Penguin.2014
2. The Arnold Anthology of Post- Colonial Literatures in English. Ed. John Theime. 1996.
3. Ten Rupees and Mozelle: Two short Stories by Saadat Hasan Manto. In Transalation. Jan.2010.Intranslation.brooklynrail.org.
4. Sayonora. Contemporary Theatre Review. Vol.11. No.1.Englih issue. March 2012. Jstage.jst.go.jp
5. Religion and Politics in South Asia. Ali Riaz. Routledge. 2010.
6. Ko Un. Poems. PoemHunter.com

**16UEL6MC04 PROTEST LITERATURE**

<b>SEMESTER</b>	<b>VI</b>	<b>CREDITS</b>	<b>5</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>5</b>

**OBJECTIVES**

1. To have exposure to the protest writers of different cultures and national literatures
2. To represent the human experience
3. To question the status quo of an apathetic society
4. To identify the values and recognize the ethical dilemmas

**UNIT: I (POETRY-DETAILED)**

1. NamdeoDhasal – Now, Now

- |                             |                              |
|-----------------------------|------------------------------|
| 2. Daya Pawar               | – You wrote from Los Angeles |
| 3. J.V. Pawar               | – I have become the Tide     |
| 4. Arjun Dangle             | – Revolution                 |
| 5. Yeshwant Manohar         | – I’m ready for Revolt       |
| 6. Waman Nimbalkar          | - Words                      |
| 7. Carl Sandburg            | – I Am the People, the Mob   |
| 8. Langston Hughes          | – Democracy                  |
| 9. Ella Wheeler Wilcox      | – Protest                    |
| 10. W.S. Merwin             | – The Asians Dying           |
| 11. Stanley Kunitz          | – The War against the Trees  |
| 12. Prof. Ram Krishna Singh | – Let my country not sink    |

**UNIT: II (ADDRESS / ESSAY - DETAILED)**

1. Martin Luther King, Jr. – Beyond Vietnam: A Time to Break Silence
2. Arundathi Roy – Public Power in the Age of Empire
3. Nelson Algren – “Love is barflies” – Chicago: City on the Make
4. Derrick Jensen - “Holocausts”, “Killers” – The Culture of the Make Believe (2004)

**UNIT III (MEMOIR / NOVELLA -NON-DETAILED)**

1. Elie Wiesel – Night
2. Mahashweta Devi – “Douloti, the Bountiful” – Imaginary Maps (1995)

**UNIT: IV (DRAMA - DETAILED)**

1. Mahesh Dattani – Seven Steps Around the Fire (1999)

**UNIT: V (NOVEL)**

1. Thomas Keneally – The Schindler’s Ark (DETAILED) (Australia)
2. Susan Abulhawa – The Blue between the Sky and the Water (NON - DETAILED) (Palestinian American - 2015)
3. Kathryn Stockett – The Help (NON- DETAILED) (America- 2009)

**EVALUATION**

INTERNALS - 100 marks  
Component 1( CA 1) – 35 marks  
Component 2( CA 2) – 35 marks  
Component 3( MCQ) – 10 marks  
Component 4 - 20 marks  
SEMESTER EXAM - 100 marks

### **QUESTION PAPER PATTERN**

1. SHORT ANSWERS - 10X 3= 30 (No Choice- DETAILED)
2. PARAGRAPH – 5 X 6 =30 (5/7 – DETAILED & NON-DETAILED)
3. ESSAYS – 2 x 20 = 40 (Internal Choice - DETAILED)

### **REFERENCES**

1. Zelliott, Eleanor. An Anthology of Dalit Literature (Poems)
2. Merwin W.S. The Second Four Books of Poems. Washington: Copper Canyon Press, 1993.
3. Algren, Nelson. Chicago: City on the Make, Chicago: University of Chicago Press, 2001.
4. Jensen, Derrick. The Culture of the Make-believe. Vermont: Chelsea Green Publishing, 2004.
5. Wiesel, Elie. Night. New York: Hill and Wang, 2006.
6. Devi, Mahaswetha. Imaginary Maps. Calcutta: Thema, 2001.
7. Agarwal, Nidhi. Mahesh Dattani: Seven Steps Around the Fire, Meerut: Sahil Print Media, 2013.
8. [www.poemhunter.com](http://www.poemhunter.com)
9. [www.poetry.about.com](http://www.poetry.about.com)
10. [www.encyclopedia.com](http://www.encyclopedia.com)
11. [www.kingencyclopedia.stanford.edu](http://www.kingencyclopedia.stanford.edu).
12. [www.democracynow.org](http://www.democracynow.org)
13. Keneally, Thomas. The Schindler's Ark. London: Sceptre, 2007.
14. Stockett, Kathryn. The Help. London: Penguin Books, 2009.

## **16UEL6MC05 CHILDREN'S LITERATURE**

<b>SEMESTER</b>	<b>VI</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MC</b>	<b>NO.OF HOURS/ WEEK</b>	<b>4</b>

### **OBJECTIVES**

- To recognise the significance of literature for children
- To appreciate the wide range of children's literature across the world
- To identify the diverse values that literature holds for children

### **COURSE CONTENT**

#### **UNIT I**

##### **Introduction to Children's Literature**

- Definition
- History
- Different Genres
- Oral Tradition
- Popular works

#### **UNIT II**

##### **Traditional Literature**

- Aesop's Fables
- Tenali Raman Tales
- Akbar-Birbal Tales
- Panchatantra
- Tales from Arabian Nights

- Fairy Tales by Grimm and Perrault

### **UNIT III**

#### **Modern Fantasy and Science Fiction**

- The Woman who thought she was a Planet (select stories) - Vandana Singh
- Robbie- Issac Asimov
- The Chronicles of Narnia (selections) - C.S Lewis

### **UNIT IV**

#### **Poetry and Verse**

1. All Things Bright and Beautiful - Cecil Frances Alexander
2. The Tiger Who Wore White Gloves,or, What You Are You Are - Gwendolyn Brooks
3. Dentist and the Crocodile- Roald Dahl

### **UNIT V**

#### **Picture Books**

- The Why-Why Girl- Mahasweta Devi illustrated by KanyikaKini
- The Seven Chinese Sisters - Kathy Tucker, illustrated by Grace Lin
- Where's that Cat? - ManjulaPabmanabhan (author and illustrator)

#### **SUGGESTED READING (For Assignment/Seminar) (5 hrs)**

- Alice in Wonderland - Lewis Carroll
- Treasure Island - R. L Stevenson
- The Adventures of Tom Sawyer - Mark Twain
- The Famous Five - Enid Blyton
- Stuart Little - E.B White
- Heidi - Johanna Spyri
- Charlie and the Chocolate Factory - Roald Dahl

- Harry Potter and the Philosopher's Stone - J.K Rowling
- The Jungle Book - Rudyard Kipling
- Diary of a Wimpy Kid - Jeff Kinney

## **METHODOLOGY**

- Lectures
- Guest Lectures
- Workshops
- Book Talk
- Group Discussion

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

## **REFERENCE**

### **BOOKS**

- Anderson, Hans Christian. The Complete Hans Christian Andersen Fairy Tales. Gramercy, 2006.
- Bicknell, Tred. How to Write and Illustrate Children's Books and Get Them Published. Writer's Digest, 2000.
- Cullingford, Cedric. Children's Literature and its Effects: The Formative Years. London, Cassel, 1998.
- Haviland, Virginia, ed. Children and Literature: Views and Reviews. London: Bodley Head, 1973.
- Hume, Kathryn. Fantasy and Mimesis. London: Methuen, 1984.
- Hunt, Peter. Understanding children's Literature: Key Essays from the International



Companion Encyclopaedia of X Children's Literature. London: Routledge, 1999.

- Hunt, Peter. Criticism, Theory and Children's Literature. Oxford: Blackwell publishers, 1991.
- Hunt, Peter. Children's Literature. Oxford: Blackwell publishers, 2001.
- Hunt, Peter. An Introduction to Children's Literature. Oxford: Oxford University Press, 1994.
- Kakar, Sudhir. Indian Childhood: Cultural Ideals and Social Reality. Delhi: Oxford UP, 1979.
- Khorana, Meena. The Indian Subcontinent in Literature for Children and Young Adults- An Annotated Bibliography of English-Language Books. London: Greenwood Press, 1991.
- Lurie, Alison. Boys and Girls Forever: Children's Classics from Cinderella to Harry Potter. London: Chatto, 2003.
- Parker, Vic (ed). 100 Classic Stories. Essex: Miles Kelly Publishing Ltd, 2013.
- Reynolds, Kimberley. Children's Literature in the 1890s and the 1990s. London: Northcote House, 1994.
- Zipes, Jack, et al., eds. The Norton Anthology of Children's Literature: The Traditions in English. New York: Norton, 2005.

## ONLINE RESOURCES

- <http://childrenslit.com/>
- <http://www.classicfairytale.com/>
- [www.pitara.com/category/fiction-for-kids/folktales](http://www.pitara.com/category/fiction-for-kids/folktales)
- [www.pitt.edu/](http://www.pitt.edu/)
- [www.ark.cdlib.org](http://www.ark.cdlib.org)
- <http://childliterature.net/>
- <http://www.nypl.org/childrens100>
- <https://global.oup.com/education/content/children/series/oxford-childrens-classics>
- <https://www.goodreads.com/shelf/show/childrens-classics>

- [www.time.com/100-best-childrens-books](http://www.time.com/100-best-childrens-books)

## **16UEL6MS01 ENGLISH FOR EFFECTIVE COMMUNICATION**

<b>SEMESTER</b>	<b>VI</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MS</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVES:**

- The students would be trained to
- Be aware of some basic concepts related to the study of communication and understand
- how a speaker's language choices may affect communication.
- Communicate and interpret verbal and non- verbal messages with accuracy and effectiveness.
- Pick up tips for becoming effective listeners.
- Practice good interviewing skills, techniques for improving telephone and voice mail effectiveness and effective participation in small group discussion and plan and participate in productive meetings and select and organize a subject for effective formal presentation to a specific audience.
- Anticipate and respond to questions during a presentation

### **CONTENT**

#### **UNIT I Overview of human communication**

**A.** Goals of communication

**B.** Sending information effectively

Mental activity

Vocal activity

Physical activity

**C. Receiving information effectively**

Accuracy in observing and listening.

## **UNIT II**

### **Style in Language**

**A. Choosing words**

Defining style

Some basic principles for picking words --- clear, concrete, concise, colourful and cautious.

Some warnings on picking words ---- slang, jargon, clichés, verbosity, taboo words, ambiguities, vague generalities.

**B. Keeping sentences Short/ simple**

Precise

Direct

Courteous

## **UNIT III**

### **Non- verbal language.**

**A. Visual cues**

Facial expression

Eye- contact

Gestures

**B. Vocal cues**

Volume

Rate and fluency

Pitch

Tone

Voice quality

C. Spatial and temporal cues

Space

Time

Surroundings

D. Intercultural non- verbal differences and tips for improving non-verbal skills.

## **UNIT IV**

### **Listening Effectively**

A. Types of listening

Submissive

Critical

Creative

Active (Communication Aids and blocks)

B. Essentials of good listening

C. Deterrents to the listening process.

## **UNIT V**

### **Speaking Effectively**

A. Sharing information between two persons

Telephoning (effective telephone procedures and voice mail techniques)

Interviewing (succeeding in various kinds of employment, interviews and interviewing people)

B. Sharing information in a small group, Different types of small group discussion, Analysing team roles Setting goals.

C. Sharing information to the public, Preparing the presentation

Organising the content, Polishing the delivery.

**D.** Sharing information to the group, Techniques of conducting meetings, Techniques for participating in a meeting.

## **EVALUATION**

INTERNALS - 100 marks

Component 1 (ORAL) – 35 marks

Component 2( CA 2) – 35 marks

Component 3 – 30 marks

SEMESTER EXAM - 100 marks

## **References:**

1. Robert G. King: Fundamentals of Human Communication
2. Stewart L. Tubbs & Sylvia Moss: Interpersonal Communication
3. William D Brooks & Robert A Vogel: Interpersonal Communication
4. Pamela C. Leth & Steven A. Leth: Public Communication
5. Mary Ellen Guffey: Essentials of Business Communication
6. Asha Kaul: Effective Business Communication
7. Lisikar; Basic Business Communication
8. Robert Keller: Managing Teams
9. Courtland L. Bovee & John V. Thill: Business Communication Today
10. Peter Padget: Communication and Reports: Managing Cross Border Organisation (Lib)
11. Lani Arredondo: Communicating Effectively
12. John Adair: Effective Communication (2011)

## **16UEL6MS02 RHETORIC AND STYLISTICS**

<b>SEMESTER</b>	<b>VI</b>	<b>CREDITS</b>	<b>4</b>
<b>CATEGORY</b>	<b>MS</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

## **OBJECTIVES**

- To acquaint the learners with the theoretical aspects of Rhetoric and Stylistics
- To develop capacity for independent reading and analysis of literary texts.
- To enable them to stylistically analyse, interpret and infer meanings from literary texts
- To develop critical and analytical abilities and improve language and organisation skills

## **CONTENT**

### **Unit –I Rhetoric**

1. Meaning of Rhetoric
2. Definition of Rhetoric
3. Scope of Rhetoric
4. Persuasive Communication –Definition and Characteristics

### **Unit –II**

#### **Brief History of Rhetoric**

1. Classical Rhetoric
2. Plato
3. Aristotle
4. Cicero
5. Quintilian
6. Modern Rhetoric:

Kenneth Burke

Edwin Black

I.A.Richards

**Unit –III**

**Aristotle's Rhetoric Theory**

1. Types of Rhetorical Proof

i. Ethos

ii. Pathos

iii. Logos

2. Five Cannons of Rhetoric

I. Invention

II. Style

III. Arrangement

IV. Delivery

V. Memory

3. Rhetorical Devices

4. A Sentential Adverb

5. Asyndeton

6. Polysyndeton

7. Understatement

8. Litotes

9. Rhetorical Approach

10. Rhetorical Analysis

**Unit – IV**

**Stylistics**

1. Definition of stylistics

2. Qualities of good style

3. Perspicuity

4. Precision

## 5. Figurative Language / Figures of Speech

I. Metaphor

II. Hyperbole

III. Personification

IV. Apostrophe

V. Comparison

VI. Antithesis

VII. Interrogation

VIII. Exclamation

IX. Oxymoron

X. Irony

## 6. Types of Style

i. Simple

ii. Affected

iii. Vehement

iv. Concise and Diffuse style

v. Nervous and Feeble style

vi. Florid Style

## 7. Stylistics as a bridge between Linguistics and Literature.

### **Unit – V**

### **Rhetorical Aspects of Discourse in Present-Day Society**

#### I. Rhetoric in Political Discourse

Political Campaigns

Political Addresses

Public Debates

#### II. Rhetoric in Journalistic Discourse

Rhetoric in Media Discourse



Rhetoric in News Coverage

III. Rhetoric in Organisational Discourse

Corporate Discourse

Job Ads as Corporate Branding

Stylistic analysis and appreciation of short stories, poems and essays of prominent writers.

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

## **References**

1. Blair, Hugh. Lectures on Rhetoric and Belles Letters. London: Thomas Tegg and Son.
2. Crystal, D. and Davy, D. 1969. Investigating English Style. London: Longman.
3. Cumming & Simmons, Language of Literature, 1985
4. Eugene Garver, Aristotle's Rhetoric: An Art of Character, University of Chicago Press, 1994
5. Halliday, M.A.K. 1990. Spoken and Written Language. Oxford: Oxford University Press.
6. Hoey, M. 2003. Textual Interaction. London: Routledge.
7. Jordan, P.Michael. 1984. Rhetoric of Everyday English Texts. London: George Allen & Unwin
8. Leech, Geoffrey and Short, Michael. 1986. Style in Fiction. London: Longman.
9. Lisa Jardine, 1975. Francis Bacon: Discovery and the Art of Discourse, Cambridge University Press.

10. Newall, Paul. An introduction to Rhetoric and Rhetorical Figures.
11. Roberts, W.Rhys (trans). (1924). Rhetorica: The Works of Aristotle, Vol.11. Oxford: ClarendonPress.
12. Thomas, Jenny. 1995. Meaning in Interaction. London: Longman.
13. Widdowson, Henry. 1992. Practical Stylistics. Oxford: Oxford University Press.
14. Widdowson, Henry. 1975. Stylistics and the teaching of literature. Longman: London.

## **ENGLISH ALLIED OFFERED TO OTHER DEPARTMENTS**

### **16UEL1AL01 SPOKEN ENGLISH**

<b>SEMESTER</b>	<b>I</b>	<b>CREDITS</b>	<b>3</b>
<b>CATEGORY</b>	<b>AL</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

#### **Objectives:**

- To enable the students to speak English fluently and correctly
- To empower the students to speak English fearlessly and freely
- To zero on activities focusing on learning English effortlessly
- To instill in the students the need for learning spoken English for upward social mobility

#### **Contents**

##### **Unit I**

##### **Integrated Learning**

1. Reading (Stories) and Speaking
2. (Active) Listening and Speaking (Recorded Model speeches)
3. Writing (a Draft) and Speaking

##### **Unit II**

##### **Context- based Learning**

1. Learning from Real life situations
2. Simulating a situation in the class
3. Students writing their own dialogue
4. Students enacting a situation in pairs

### **Unit III**

#### **Activity based Learning**

1. ‘Tight corner’ activity
2. Demonstration and Explaining
3. I minute Speech
4. Learning from Announcements

### **Unit IV**

#### **Different modes of speaking**

1. Individual presentation
2. Extempore
3. Speaking in pairs
4. Group discussion/Fish Bowl exercise

### **Unit V**

#### **Miscellaneous Learning Graph**

1. Brainstorming/ mind mapping for drafting a speech
2. Vocabulary games
3. Riddles/ puzzles, brain teasers/Ticklers
4. Language games
5. Idioms, Puzzles, Quotes and Sayings

### **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM (ORAL)- 100 marks

## 16UEL1AL02 WRITING FOR MEDIA

<b>SEMESTER</b>	<b>I</b>	<b>CREDITS</b>	<b>3</b>
<b>CATEGORY</b>	<b>AL</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVES:**

- To familiarize the students with different genres of writing associated with media and enable them to write news stories, scripts, features, reviews, punch lines and tag lines.
- To expose them to both theory and practice in different forms of writing and to educate them on grammar and rules of punctuation and proof reading.
- To kindle their creativity by encouraging them to write and provide hands-on training in writing.

### **UNIT I**

#### **Script Writing**

- I. Different kinds of script writing
- II. Theories of script writing: The three-act structure, Syd Field's Paradigm and the sequence approach.
- III. Converting a short story into a script, television writing, radio writing and anchoring.

### **UNIT II**

#### **Writing features and reviews**

- I. Definition
- II. Characteristics
- III. Classification of features
- IV. Lead for features

- V. Feature leads vs hard news lead
- VI. Review writing
- VII. Systematic and non systematic approach.
- VIII. Writing features, book reviews and movie reviews

### **UNIT III**

#### **Writing News stories**

- I. Headlines
- II. Rules guiding headlines
- III. News stories
- IV. Inverted pyramid style
- V. Lead
- VI. Snippets
- VII. Editorials
- VIII. Advertorials
- IX. Writing news stories
- X. Converting news stories into snippet
- XI. Blowing a snippet into a full length news story

### **UNIT IV**

#### **Ad Writing**

- I. Importance of advertising
- II. Demography
- III. Different kinds of ads
- IV. USP- punch line- body copy- Tag line- by line.
- V. Writing punch lines, body copy and tag line- designing pamphlets and brochures- designing news paper and magazine ads.

### **UNIT V**

#### **Text Mechanics**

- I. Grammar Basics
- II. Different kinds of errors
- III. Punctuation.
- IV. Identifying errors and proof reading.
- V. Editing

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

### **Books for Reference**

1. Field, Syd. The Foundations of Screen Writing. Delta, 2005.
2. Higgins, Dennis and Bernbach William. The Art of Advertising, Mc Graw-Hill Professional, 1965.
3. Quirk Randolph, Greenbaum Sidney, Leech. N, Geoffrey. A Comprehensive grammar of the English Language. Addison Wesley, 1989.
4. Mencher, Melvin. Basic Media Writing, William C.Brown, 1995.
5. Murphy Raymond. English Grammar in Use. Cambridge University Press, 2003.
6. Swan, Walter. How English works: A grammar practice book, OUP, USA, 1997.
7. Trottier, David. The script writer's Bible: A complete guide to Writing, Formatting and selling your script. Silman James, 2010.
8. Bly. W, Robert. The copy Writer's Handbook, 3rd edition. Henry Holt and company, 2007.
9. G.Stoval, James. Writing for the Mass Media. 8th edition. Pearson, 2011.
10. Straczinsky, J. Michael. The Complete book of Script Writing.. F&W publications, 2002.

## 16UEL2AL01 JOURNALISM

<b>SEMESTER</b>	<b>II</b>	<b>CREDITS</b>	<b>3</b>
<b>CATEGORY</b>	<b>AL</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVES:**

- To introduce the students to the basic concepts, history and scope of Journalism.
- Introduces students to various styles and forms of journalistic writing.
- Understanding how news is constructed and how to report various news stories.

### **UNIT I**

#### **INTRODUCTION TO JOURNALISM**

A brief introduction to Journalism- history and evolution

Functions of Journalism

Kinds of Journalism

Principles of Journalism

British and American style of journalism.

Mass Media – Radio, Television, Print Media, Electronic Media

Scope and Careers in Journalism

### **UNIT II**

#### **HISTORY OF THE PRESS IN INDIA**

The pioneers of Indian journalism- James Hickey, Raja Ram Mohan Roy, M. K. Gandhi

Press before independence

Role of press in freedom struggle

Press after independence.

Press during emergency  
Indian press today

### **UNIT III**

#### **CONCEPTS RELATED TO NEWSPAPERS**

Anatomy of a newspaper  
Headlines, lead, body copy, bylines, hard news and soft news,  
Snippets  
Editorials, Letters to the Editor, Features, Op-ed page, political  
cartoons, ad-news ratio.  
Newspapers and Magazines

### **UNIT IV**

#### **JOURNALISTIC LANGUAGE AND WRITING**

Reporting  
Copy Writing  
Editing  
Journalistic Style  
Blogging Style  
Writing for other Mass Media

### **UNIT V**

#### **TRENDS IN THE 21st CENTURY**

Growth of Social Media  
New Story Gathering Tools  
Multimedia Journalism  
Long Form Journalism  
Drone Journalism  
Infographics  
Data journalism  
Digital Publishing  
Geo Targeted Content  
New Digital Ethics  
Live Blogging  
Linked Data



## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

## **References**

Hutchins, John.M. (1974). A Free and Responsible Press. University of Chicago Press, USA.

Jeffery, Robin.(2000). India's Newspaper Revolution. Oxford University Press, New Delhi.

Natarajan, J. History of Indian Journalism. 2000. Print.

Parthasarathy, R. Basic Journalism. New Delhi: MacMillan India, 1984. Print.

Westley, Bruce (1980). News Editing (3rd Edition). IBH Publications, New Delhi.

## **16UEL2AL02 ENGLISH FOR MASS MEDIA**

<b>SEMESTER</b>	<b>II</b>	<b>CREDITS</b>	<b>3</b>
<b>CATEGORY</b>	<b>AL</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

## **Objectives**

- To train students to use English language creatively to write for media

- To enable students to write tasks for print media and new media
- To familiarize students with sub-editing skills
- To develop the creative and critical skills of the students *vis a vis* media

## **UNIT I**

### **Journalism --An Introduction**

1. History of Journalism in India
2. Definition of News
3. News Worthiness
4. Sub-editing

## **UNIT II**

### **Journalistic Forms**

1. Letters to the Editor
2. Opinion, Comment columns, etc.
3. Advertorials
4. Ad Analysis
5. Editorial
6. Channel Conversion (News story to Snippet, etc.)
7. Analysis of Cartoons

## **UNIT III**

### **Journalistic Concerns**

1. Broadsheet Press and Tabloid Press
2. Straight News Reporting and Investigative Reporting
3. Journalistic Ethics
4. Freedom of the Press

## **UNIT IV**

### **Kinds of Media**

1. Radio
2. Television
3. Internet (New Media)
4. Social media
5. Convergence of Media

## **UNIT V**

### **Media Today**

1. Alternative Journalism (Development Communication)
2. Deconstructing the Media
3. Citizen Journalism (Public Journalism)
4. Creating Ads

## **TEACHING METHODOLOGY**

Classroom Lectures

Guest Lectures

Interactive Sessions with Media Persons

Conducting activities like ‘Mock Press’,etc.

Arranging a Field Visit to a newspaper organization

Students bringing out Bulletins

Showing documentaries and feature films on Journalistic concerns

## **EVALUATION**

INTERNALS - 100 marks

Component 1( CA 1) – 35 marks

Component 2( CA 2) – 35 marks

Component 3( MCQ) – 10 marks

Component 4 - 20 marks

SEMESTER EXAM - 100 marks

## **REFERENCES**

1. *Writing for the Mass Media*, Pearson New International Edition *PDF* eBook by James Stovall from Pearson Education's online bookshop
2. *Mass Communication in India* by KevalK.Kumar
3. *Basic Media Writing* by Melvin Mencher
4. *The Daily Miracle*
5. *How to Write Effectively for the Internet* by Stacey Seymour
6. *Writing and Producing Television News. From Newsroom to Air* by Alan Schroeder
7. *Broadcast News Writing, Reporting, and Producing*, 4th Edition by Ted White

## **16UEL3AL02 ENGLISH LITERARY CRITICISM**

<b>SEMESTER</b>	<b>III</b>	<b>CREDITS</b>	<b>3</b>
<b>CATEGORY</b>	<b>AL</b>	<b>NO.OF HOURS/ WEEK</b>	<b>6</b>

### **OBJECTIVE:**

- To make the students aware about the important literary movements in English
- To enable the students to understand the evolution of English literary criticism
- To nurture the critical and analytical perspective of the students
- To enhance the application of critical thinking
- To widen the intellectual horizon of the students

## **Unit-I- FIVE APPROACHES OF LITERARY CRITICISM**

- i) Moral Approach
- ii) Psychological Approach
- iii) Sociological Approach
- iv) Formalistic Approach
- v) Archetypal Approach

## **Unit -II- RENAISSANCE TO NEO-CLASSICAL CRITICISM**

- i) Comedy of Humours - Ben Jonson
- ii) An Apology for Poetry- Philip Sidney
- iii) An Essay of Dramatic Poesy- John Dryden
- iv) An Essay on Criticism- Alexander Pope
- v) Preface to Shakespeare- Samuel Johnson

## **Unit- III- ROMANTIC TO VICTORIAN CRITICISM**

- i) Preface to Lyrical Ballads- William Wordsworth
- ii) Theory of Fancy- S.T.Coleridge
- iii) Touchstone method- Mathew Arnold
- iv) Studies in the History of Renaissance- Walter Pater
- v) Negative Capability theory- John Keats

## **Unit- IV – 20TH CENTURY LITERARY CRITICISM**

- i) Four kinds of meaning- I.A.Richards (New Criticism)
- ii) “Introduction: What is Literature?”- Terry Eagleton (Marxist Criticism)
- iii) What is Nation? - Homi.K.Bhabha (Post Colonialism)
- iv) The Feminine Mystique- Betty Friedan (Feminism)
- v) The Country and the City- Raymond Williams (Eco-criticism)

### **Unit-V-**

### **PRACTICAL CRITICISM**

- i) Caged Bird- Maya Angelou
- ii) Tintern Abbey- William Wordsworth
- iii) Don't call me Indo-Anglian- Syed Amanuddin
- iv) Africa- David Diop
- v) Winter Lakes- Wilfred Campbell

### **EVALUATION**

INTERNALS - 100 marks  
Component 1( CA 1) – 35 marks  
Component 2( CA 2) – 35 marks  
Component 3( MCQ) – 10 marks  
Component 4 – 20 marks  
SEMESTER EXAM - 100 marks

### **Bibliography**

Five approaches of literary criticism: An arrangement of contemporary critical essays

Scott, Wilbur Stewart Classical to Contemporary Literary Theory: A Demystified Approach Hardcover – by Joseph Chandra (Author), K.S. Antony Samy (Author)