

**DEPARTMENT OF ENGLISH**  
**U.G. PROGRAMME**

**SYLLABUS**

**Effective from the Academic Year 2003-04**



**LOYOLA COLLEGE**

Autonomous

College Conferred with Potential for Excellence by UGC

Accredited at Five Star Level by NAAC

**Chennai - 600 034**

# EL 1500 - INDIAN LITERATURE IN ENGLISH

**Semester** : I  
**Category** : MC

**Credit** : 4  
**No. of Hours / Week** : 6

## OBJECTIVES:

1. To familiarize learners to a wide range of Indian writing originally written in English and translated from Indian languages.
2. To acquaint learners with Indian Diaspora writings and their characteristic features.
3. To enable learners to infer “Indianness” (socio-cultural ethos, aesthetics...etc) from representative works.

## UNIT:1 (8 Hrs)

### POETRY:

Sarojini Naidu : Indian Weavers, Song of Radha, The Milkmaid  
Sri Aurobindo : The Pilgrim of the Night, The Stone Goddess  
Niseim Ezekiel : Enterprise, Night of the Scorpion, Goodbye  
Party for Miss Pushpa T.S.  
A.K. Ramanujan : Love Poem for a Wife, Obituary  
Kamala Das : My Grandmother’s House, Words, Spelling the Name

## UNIT:2 (8 Hrs)

### DRAMA:

Dina Metha : Brides Are Not For Burning  
Mahesh Dattani : Dance Like A Man

## UNIT:3 (8 Hrs)

### NOVEL:

R.K. Narayan : The Guide  
Anita Desai : Fasting, Feasting  
Shiva Sankari’s : Tyagu

## Unit:4 (6 Hrs)

### PROSE:

Jawaharlal Nehru : The Discovery of India (Selections)  
Radhakrishnan : (Selections)

**UNIT:5** (12 Hrs)

Ancient Literature & Epics : “Vedas”  
“Mahabaratha” (extracts)  
“Ramayana”  
“Thirukkural”

**POETRY:**

- a) Tamil Poetry  
Subramania Bharathi : Kannan My Father  
Hymn to the Sun
- b) Kannada Poetry  
V.K. Gokak : Afternoon  
A Leafless Tree  
G.R. Ananda Moorthy : The Gypsy Girl
- c) Hindi Poetry  
Magesh Padgoankar : The Night Did Not Stop At All  
Narayan Sarve : My Mother
- d) Marathi Poetry : From POISONED BREAD

**UNIT:6** (8 HRS)

**DRAMA:**

Girish Karnad's : Tughlaq

**INDIAN DIASPORA**

**UNIT:7** (10 HRS)

**PROSE :**

Nirad Chaudhuri : An Autobiography of an Unknown Indian  
(Selections)

**UNIT:8** (8 HRS)

**DRAMA:**

Uma Parameswaran (Ed): Saclit drama: Plays by South Asian  
Canadians

**UNIT:9** (12 HRS)

**FICTION:**

V.S. Naipaul : House for Mr. Biswas

## SHORT STORY:

Bharathi Mukerjee

Salman Rushdie : Selections of stories

## TEACHING METHODOLOGY:

Besides teacher-centered activities, learner-centered activities such as pair and group discussions, problem-solving exercises, task-based approach will be adopted.

## EVALUATION PATTERN:

Internal and external tests will form the pattern. Equal weightage will be given to both. Project work, term paper and assignments will be integral part of evaluation.

## **EL 2500 - BRITISH LITERATURE 1550-1950**

<b>Semester</b> :	<b>I</b>	<b>Credit</b> :	<b>4</b>
<b>Category</b> :	<b>MC</b>	<b>No. of Hours / Week</b> :	<b>6</b>

## OBJECTIVES:

1. To introduce students to the various literary forms in poetry, prose and drama that were popular in the respective ages through a study of the representative writers.
2. To acquaint the students with the various important movements of the respective periods, and their salient features.
3. To familiarise the learner with the representative posts of the diverse schools of poetry, the trends and individual traits of their medium.
4. to enable students to identify poetic devices and strategies and interpret their effective use.

## POETRY: (DETAILED)

John Donne	:	The Flea
Milton	:	On his Blindness
John Keats	:	Ode on A Grecian Urn
Shelley	:	Ode to the West Wind
Tennyson	:	Ulysses
Wilfred Owen	:	Strange Meeting
Ted Hughes	:	The Bear
Philip Larkin	:	Next Please
T.S. Eliot	:	Preludes

NON – DETAILED:

Spenser	:	Sonnet 34 (From Amoretti)
Gray	:	Elegy Written in a Country Churchyard
W.B. Yeats	:	Sailing to Byzantium
W.H. Auden	:	The Unknown Citizen

PROSE: (DETAILED)

Francis Bacon	:	Of Studies Of Truth
Addison	:	Any two essays from Coverley Papers
Charles Lamb	:	Dream – Children
Robert Lynd	:	The Peal of Bells

NON – DETAILED:

Thomas Carlyle	:	Dante and Shakespeare
George Orwell	:	Politics and the English Language
E.V. Lucas	:	Bores

DRAMA DETAILED:

Oliver Goldsmith	:	She Stoops to Conquer
Bernard Shaw	:	Arms and the Man

NON – DETAILED:

Marlowe	:	Doctor Faustus
T.S. Eliot	:	The Cocktail Party
Samuel Beckett	:	Waiting for Godot

FICTION:

Daniel Defoe	:	Robinson Crusoe
Jane Austen	:	Pride and Prejudice
George Eliot	:	Silas Marner
H.G. Wells	:	The Time Machine
D.H. Lawrence	:	Sons and Lovers
Virginia Woolf	:	To the Lighthouse

RECOMMENDED READING:

1. Pelican Guide to English Literature: Ed. Boris Ford (Vol. IV, V, VI, VII, VIII)
2. A History of Britain: Carter and Mears

3. Social History of England: G.M. Trevelyan.
4. Understanding Poetry:C. Brooks
5. Understanding Drama:C. Brooks
6. The Content of English Literature and Society: Ed. Alan Sinfiend

**EVALUATION:**

a) Internal Assessment:100

Test One	- 40
Test Two	- 40
Seminar / T. Paper	- 20
	<b>100</b>

b) Semester Examination:100

PartA:10 questions-Annotations Sounds (No choice) from Detailed Poetry,

Drama, Essays. (Five questions from each genre)     10x2=20

PartB:8 paragraph questions-5 to be answered-100-150 works-(Two Questions from each genre – Poetry, Drama, Essays, Novels)

8x5- 40

PartC:4 Essay questions-350 words-2 to be answered-(Questions from each genre poetry-Drama, Essays, Novels)

2x20=40

## **HT 2102 - AMERICAN HISTORY**

<b>Semester</b>	: II	<b>Credits</b>	: 3
<b>Category</b>	: AR	<b>No. of Hours / Week</b>	: 6

Objectives :

- To provide a historical background to American History and literature.
- 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. US BECOMES A WORLD POWER**

I and II World Wars - Truman Doctrine - Cold war - Eisenhower - JFK - Vietnam war.

## **Unit V. CONTEMPORARY US**

Multiculturalism - Popular culture - The African - American Experience - Hispanics and Asians

### **BOOKS FOR STUDY:**

1. An outline of American History, USIS publication, United States Information Agency, 1994.
2. Douglas K. Stevenson, 'American life and Constitution, USIA, Washington D.C. 1998.
3. N. Subramanian, A History of the USA, Ennes Publications, 1995.

### **BOOKS FOR REFERENCE:**

4. Henry B. Parkes, 'The United States of America', Scientific Book Agency, Calcutta, 1968.
5. Arnold S. Rice and John A Krout, United States History from 1865, Harper Perennial, NY, 1991.
6. Howard Zinn, 'A people's History of the United States, Hamer Perennial, 1990.
7. George Brown Tindall with David E. Shi. 'America: A narrative History, Vol. I & II, WW Norton and Co, 1992.
8. 'A Twentieth-century American reader' USIA, Washington DC, 1999.

## **EL 3020 - COMPUTER LITERACY PROGRAMME**

<b>Semester</b>	<b>: III</b>	<b>Credit</b>	<b>: 1</b>
<b>Category</b>	<b>: CL</b>	<b>No. of Hours / Week</b>	<b>: 3</b>

Objectives:

1. To enable the students of Br.XII English to have a working knowledge of the computers, especially windows.
2. To introduce computer packages meant for editing, formatting, presenting and publishing.

Course Content:

a) Windows Environment	Theory	Lab
i. Screen		
ii. Buttons		
iii. Icons	2	2
iv. Dragging		
v. Formatting		
b) MS Word, MS Excel, Power Point	10	12
c) Page maker	4	6
d) E-mail	1	1
e) Internet Browsing	2	1

Evaluation:

Internal : Theory & Practical 50 + 50

## EL 3500 - AMERICAN LITERATURE

<b>Semester</b> : III	<b>Credit</b> :	<b>4</b>
<b>Category</b> : MC	<b>No. of Hours / Week</b> :	<b>6</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 writing in prose, poetry, drama and fiction.
4. To familiarize the student with the important literary movements and outstanding works and writers of this period.
5. To enjoy reading American Literature.

Texts Prescribed :

An overview of the following phases in American Literature for an understanding of its history and the major themes and concerns reflected in this Literature.

- a. The colonial period
- b. Age of Reason and Revolution
- c. Romanticism
- d. Realism
- e. 20th Century



## **Unit I : The Colonial Period**

Prose :

1. The Mayflower Compact, William Bradford (Detailed)
2. The wonder of the Invisible world - cotton Mather (Non-detailed)

Poetry :

1. As Weary Pilgrim - Anne Bradstreet (Detailed)
2. The Preface : The joy of Church fellowship - Edward Taylor (Non-detailed)

## **Unit II : Age of Reason and Revolution :**

1. The American Crisis - Thomas Paine (Detailed)
2. Declaration of Independence - Thomas Jefferson (Non-detailed)

Poetry :

1. To S.M. A Young African Painter - Phillis Wheatley (Detailed)
2. On the Emigration to America - Philip Treneau (Non-detailed)

## **Unit III. Romanticism**

Prose / Short Fiction :

1. Second Inaugural Address - Abraham Lingoln (Detailed)
2. Philosophy of Composition - Edgar Allen Poe (Detailed)
3. The Cask of Amantillado - Edger Allan Poe (Non-Detailed)
4. The Minister's Black Veil - Nathaniel Hawthorne (Non-detailed)

Poetry :

1. a. Brahma  
b. Fable  
Emerson (Detailed)
2. My Lost Youth  
H.W. Longfellow (Non-detailed)
3. The Raven  
Edgar Allen Poe (Non-detailed)

## **Unit IV : Realism**

Poetry :

1. I Sit and Look Out  
Walt Whitman (Detailed)
2. Because I Could Not  
Emily Dickinson (Detailed)
3. There was a Child Went Forth  
Emily Dickinson (Non Detailed)

Prose / Short Fiction / Novel

1. The Real Thing  
Hendry James (Detailed)
2. The open Boat  
Stephen Crane (Non-detailed)
3. The Adventures of Huckleberry Finn  
Mark Twain (Novel) (Non-detailed)

## **Unit V : 20th Century**

### Poetry (Detailed)

- |                                    |                 |
|------------------------------------|-----------------|
| 1. The Road not taken              | Robert Frost    |
| 2. Poetry                          | Marianne Moore  |
| 3. Poetry is the Destructive Force | Wallace Stevens |
| 4. Come into Animal Presence       | Denise Levertov |

### Non-detailed :

- |                       |                  |
|-----------------------|------------------|
| 1. Chicago            | Carl Sandburg    |
| 2. America            | Allen Ginsberg   |
| 3. All My pretty Ones | Anne Sexton      |
| 4. Mississippi Mother | Gwendolyn Brooks |

### Drama (Detailed)

- |                        |                    |
|------------------------|--------------------|
| 1. The Glass Menagerie | Tennessee Williams |
|------------------------|--------------------|

### Non-detailed

- |                        |               |
|------------------------|---------------|
| 1. Death of a Salesman | Arthur Miller |
| 2. The Zoo Story       | Edward Albee  |

### Fiction : (Non-detailed)

- |                            |                       |
|----------------------------|-----------------------|
| 1. Interpreter of Maladies | Jhumpa Lahiri         |
| 2. Flowering Judas         | Katherine Anne Porter |
| 3. Of Mice and Men (Novel) | Steinbeck             |
| 4. Seize the Day           | Saul Bellow           |

### Methodology :

Classroom Lectures, Group Discussions, Panel Discussions, Term Papers, Guest Lectures and input sessions by experts.

### Evaluation :

Internal : Two Written Tests 2 x 40 = 80 marks

Seminar etc. = 20 marks  
= 100 marks

### **BIBLIOGRAPHY :**

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 Marx, David E. Smith

# EL 4500 - NEW LITERATURES

## AUSTRALIAN & CANADIAN LITERATURES

Semester : IV Credit : 4  
Category : MC No. of Hours / Week : 6

### Objectives :

- √ To enable learners to understand and appreciate Australian and Canadian literatures, their landscape, tradition, milieu, spirit, socio-cultural ethos, national identity...etc
- √ To familiarize learners with cultural studies approach to interpret literature to have comprehensive understanding of the forces which shape the land and its people.

### AUSTRALIAN LITERATURE

Prose: (Selections from **Images of Australia: An Introductory Reader in Australian Studies**)

#### Poetry:

Shaw Neilson : Tirra Lirra by the River  
Judith Wright : The Cycads  
Jack Davis : John Pat  
Les Murray : The Quality of Sprawl  
Ania Walwich : Australia

(Selections from the Penguin Book of **Modern Australian Poetry.**)

#### Drama:

Ray Lawler : The Summer of the Seventeenth Doll  
David Williamson : The Removalist

#### Fiction:

David Malouf : Remembering Babylon  
Jessica Anderson : Tirra Lirra by the River

#### Short Stories

Henry Lawson : The Drover's Wife  
The Union Buries its Dead  
Loaded Dog  
Barbara Bayton : The Chosen vessel  
Michael Wilding : The Man of Slow Feeling

## **Films :**

Oscar and Lucinda  
Picnic at Hanging Rock  
The Chant of Jimmy Blacksmith  
A Far Country

## **CANADIAN LITERATURE**

### **Prose :**

Northrop Frye : Culture as Interpenetration  
National Consciousness in Canadian Culture  
(Selections from **Divisions on a Ground : Essays on Canadian Culture.**)

### **Poetry:**

Alexander McLachlan : Song  
Wilfred Campbell : The Winter Lakes  
A.J.M. Smith : Like an Old Proud King in a Parable  
A.M. Klein : Indian Reservation : Caughnawaga  
P.K. Page : First Neighbours.

(Selections from **An Anthology of Commonwealth Poetry.**)

### **Drama:**

George Ryga : Ecstasy of Rita Joe  
Sharon Pallock : Walsh

### **Fiction:**

Margaret Atwood : Surfacing  
Rudy Wiebe : Temptation of Big Bear

### **Short Stories :**

Stephen Leacock :  
Alice Munroe : Providence

## **REFERENCE :**

1. Dictionary of Cultural Theorists, Ed. Ellis Cashmore and Chris Rojek
2. Political and Cultural Identity, P.W. Preston
3. A Cultural Studies Reader, History, Theory, Practice. Ed. Jessica Munns and Gita Rajan.

# EL 4501 - SHAKESPEARE

**Semester : IV**  
**Category : MC**

**Credit : 4**  
**No. of Hours / Week : 6**

## OBJECTIVES:

1. To introduce learners to the dramatic and theatrical conventions of Shakespeare.
2. To enable learners analyse plot, characters, themes and stage craft of the plays.
3. To enhance learners' appreciation and enjoyment of the plays by relating them to the modern context.

## CONTENTS

### DETAILED TEXTS

- I. Julius Caesar
- II. Merchant of Venice

### NON-DETAILED TEXTS

- I. Othello
- II. Twelfth Night
- III. Richard II
- IV. A Mid Summer Night's Dream

## METHODOLOGY

- a. Reading aloud the play by the teacher / students in groups / individually.
- b. After each scene, facts and opinions about theme, plot, characterization and the significance of the play to contemporary life to be discussed.
- c. Video Films of the detailed plays to be screened for the students.
- d. Non-Detailed texts are to be read mostly by the students and those will be tested through seminars and assignments.

## INTERNAL

- |   |                  |
|---|------------------|
| Two Tests   | - 80 marks       |
| Term Paper or Seminar<br>(Non-Detailed Text Only) | - 20 marks       |
|   | <b>100 marks</b> |

## EXTERNAL

1. 10 Short Questions (No Choice)  
(Annotations) (Only detailed plays) 10 x 2 = 20 marks
2. 5 Paragraph Questions out of 8 (both  
detailed & non-detailed) (100 words) 5 x 8 = 40 marks
3. 2 Essay Questions out of five from the  
detailed as well as the non-detailed plays 2 x 20 = 40 marks

**100 marks**

## EL 5400 - GENDER STUDIES

**Semester : V**  
**Category : ES**

**Credit : 2**  
**No. of Hours / Week : 3**

### OBJECTIVES :

1. To introduce students to gender studies to offer a new perspectives on gender relations.
2. To analyse texts to see if there is any difference in the way men, women experience life.
3. To analyse the status of women in society with reference to their political and cultural status.
4. To introduce the students to the legal rights of women.

Course Content :

### Unit I

1. What is Gender Studies? Traditional Views of Women.
2. Introduction to Feminist Theories : Liberal, Marxist, Radical, Socialist
3. Indian Women's Movement
4. Family Laws

### Unit II

Poetry:

Adrienne Rich, Snapshots of a Daughter-In-Law

Drama:

George Bernard Shaw - Candida; Henrik Ibsen Doll's House

Prose :

Judy Syfers "Why I want A wife". Charlotte Perkins, Js Mill  
Subjection of women (Excerpts);  
Mary Wolstonecraft Vindications (Excerpts)

Novels :

Somerset Maugham Liza of Lambeth;

George Eliot Mill on the Floss;

Alice Walker The Color Purple;

Methodology :

Classroom lectures by course teacher and guest lectures seminars,

Assignments, Projects and field work.

Evaluation :

Written tests, assignments, projects.

Internal = 50 marks

External = 50 marks.

## **EL 5401 - INDIAN FOLKLORE**

**Semester : V**

**Credit : 2**

**Category : ES**

**No. of Hours / Week : 3**

**OBJECTIVES**

1. To enable students to understand and appreciate folklore in its various forms.
2. To introduce students relevant theories of world folklore for the better understanding of the culture of the people.
3. To enable students to understand the link between culture and language in folk literature.
4. To expose to students folk forms such as folk songs, riddles etc.

**Content :**

**Unit 1 : Folk forms from the world**

- i. Folk tales
- ii. Folk songs (Translated texts)
- iii. Folk riddles
- iv. Folk proverbs

**Unit 2 : Indian and Tamil Folklore**

- i. Folk tales
- ii. Folk songs
- iii. Folk Performances
- iv. Folk Instruments and Folk Music

### Unit 3 : Folklore Theories

- i. Mythological theories
- ii. Indianist Migrational theory
- iii. Functional theory
- iv. Psychoanalytic theory
- v. Structural theory
- vi. Oral formulaic theory
- vii. Contextual theory

### Unit IV : Students' Choice (Areas) to do project-cum-seminar :

- i. Folklore
- ii. Folk Culture
- iii. Folk religion
- iv. Folklore and electronic technology
- v. Linking symbolic stories of European folklore and the texts studied by student in the first four semesters.

### Methodology :

1. Discussion with the text available in print with audio or video clippings.
2. Guest lectures.
3. Practical exposure to village folk-artists

### Evaluation :

Internal Continuous Assessment            100 marks

Theory-based practical : (any one of the following) :

1. Enactment of folk forms to be prepared from the beginning of the semester & presented for ICA in a hall as 'viva-voice'.            (40)
2. Seminar / Analysis of a folk text and presentation.            (40)
3. Interview of a performer / a specialist and reporting with OHP/ Exhibition.            (20)

Semester Exam :    Writtern 100 marks

### **BIBLIOGRAPHY :**

1. Babloyan. Robert and Mirlena Shumakays.comp. Folk Tales from the Soviet Union. Moscow: Raduga publishers. 1986.
2. Chaudhury, P.C. Roy. Gen. de. Folk Tales of India Series: 21 volumes New Delhi; Sterling Publishers Pvt. Ltd., 1971.



3. Coffin, T. American Folklore. Chennai; Higginbothams Pvt. Ltd., 1969.
4. Crooke, W. Popular Religion and Folklore of Northern India, Vol.1. New Delhi. MMP Pvt. Ltd., 1978.
5. Popular Religion and Folklore of Northern India. Vol. 2. New Delhi. MMP Pvt. Ltd., 1978.
6. D' Abreo, A. Desmond. Voice to the People; Communication for Social Change. Madras; Culture and Communication, 1990.
7. Hower, Edward. The Pomegranate Princess and the Other Indian Folk-tales Jaipur; RBSA Publishers.
8. Kingscote, H., Sastri, P. Tales of the Sun (Cap) or Folklore of Southern India. New Delhi; Asian educational services pub. 1984.
9. Perumal, A.N. Folk Arts of the Tamils. Chennai; International Institute of Tamil Studies, 1983.
10. Somalay. Folklore of Tamil Nadu.

## **EL 5402 - COMMUNICATIVE GRAMMAR OF ENGLISH**

<b>Semester</b>	: V	<b>Credit</b>	: 2
<b>Category</b>	: ES	<b>No. of Hours / Week</b>	: 3

### OBJECTIVES:

1. To enable the students - who have sufficient knowledge of the Grammar but still perform disappointingly - to understand the syntax of English.
2. To make the students understand how grammatical structures are systematically related to meaning.
3. To make the students improve and extend the communication strategies in the language.

### **Unit I : Concepts (Word, Phrase / Clause) 15 hrs**

1. Number
2. Definite meaning
3. Time
4. Manner
5. Degree

### **Unit II : Information, Reality and belief (Sentence) 15 hrs**

1. Statements
2. Affirmation
3. Denial
4. Possibility
5. Certainty

### **Unit III : Mood Emotions and attitude (Utterance) 15 hrs**

1. Imperative
2. Emotion Emphasis
3. Volition
4. Permission
5. Obligation

#### **Methodology :**

Work sheets

Analysis of literary texts for syntax.

Grammar sections from the question papers of Competitive examination.

Evaluation :

Two internal tests            2 x 40 = 80

One project : Choosing a unit and evolving communicative methodology to teach Grammar for the Tamil Nadu State board Syllabus (Std 6,7 and 8) 20 marks

Semester Examination        100 marks

#### **BIBLIOGRAPHY:**

1. A Communicative Grammar of English, Geoffrey Leech & Jan Svartvik.
2. A University Grammar of English, Randolph Quirk & Sidney Greenbaum.
3. A Practical English Grammar, A.J. Thomson & A.V. Martinet.

## **EL 5500 - WORLD CLASSICS IN TRANSLATION**

<b>Semester</b> :	<b>V</b>	<b>Credit</b>	:	<b>4</b>
<b>Category</b> :	<b>MC</b>	<b>No. of Hours / Week</b>	:	<b>6</b>

#### **OBJECTIVES**

1. To familiarize the learners with a few of the World Classics that have been translated into English.
2. To enable the students to appreciate the writings for their literary value, cultural importance, philosophical and socio-political background.
3. To facilitate the learners to approach the texts from a cross-cultural perspective.

## TEXTS PRESCRIBED / CONTENTS

### Poetry (detailed)

Homer	The Iliad Book III
Virgil	The Aenied Book IV(438-563)
Thiruvalluvar	Thirukural Book II(65,72,73)

### Poetry (Non-detailed)

Dante	The Inferno (Canto III)
Tagore	The Gitanjali

### Prose (Detailed)

St. Augustine	The Confessions Book I-
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### Prose (Non-Detailed)

Confucius	Analects 1,2
Horace	Ars Poetica

### Drama (Detailed)

Aeschylus	Prometheus Bound
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### Drama (Non-Detailed)

Kalidasa	Sakuntala
Aristophanes	The Clouds

### Fiction

Leo Tolstoy	Anna Karenina Book I & II
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## METHODOLOGY

1. Introduction to the social, political, literary background
2. Discussion of the texts
3. Critical analysis of the texts
4. Seminars, panel discussions, term papers etc.

## EVALUATION

Internal-50 marks External – 50 marks

Total – 100 marks

Internal – 2 tests, seminars, assignments

## BIBLIOGRAPHY :

1. Hornblower, Simon, and Spawforth, Antony (1996); The Oxford Classical Dictionary, Oxford. Oxford University Press. Third Edition.
2. Mancrief, A.R. Hope; Classical Legends (Myths & Legends, Chancellor Press 1995)
3. Easterling, P.E., ed. The Cambridge Companion to Greek Tragedy. Cambridge, Cambridge University Press, 1997.

4. Martindale, Charles, ed. *The Cambridge Companion to Virgil*. Cambridge, Cambridge University Press, 1997.
5. Quinn, Kenneth. *Virgil's Aeneid; A Critical Description*. London; Routledge and Kegan Paul, 1968.
6. Himmelfarb, Douglas M. *Aristophanes and Athens, An Introduction to the Plays*. New York; Oxford University Press, 1995.
7. MacDowell, Douglas M. *Aristophanes and Athens, An Introduction to the Plays*. New York; Oxford University Press, 1995.
8. Mandelker, Amy. "The Judgement of Anna Karenina." *A Plot of Her Own: The Female Protagonist in Russian Literature*. Ed. Sona Stephan Hoisington. Chicago; Northwestern University Press, 1995.
9. Gerow, Edwin. "Plot Structure and the development of Rasa in the Sakuntala; Parts I and II." *Journal of the American Oriental Society*, Vol. 99, 1979 and Vol. 100, 1980.
10. TW: Tiruvalluvar, *Tirukural; The Weaver* (English translation by Himalayan Academy, Concord, California, Manuscript).

## **EL 5501 - CONTEMPORARY BRITISH LITERATURE(1950 ONWARDS)**

<b>Semester</b>	: V	<b>Credit</b>	: 4
<b>Category</b>	: MC	<b>No. of Hours / Week</b>	: 6

### OBJECTIVES

1. To introduce students to the various literary forms in Poetry, Prose, Drama and Fiction written after 1950 in Great Britain.
2. To familiarize the learner with the representative writers in the various genres in Contemporary British Literature.
3. To acquaint students with the dominant features of Post-Modern Literature.

### I. a. POETRY - DETAILED

- |                  |                          |
|------------------|--------------------------|
| 1. Ted Hughes    | - The Jaguar<br>Thrushes |
| 2. Philip Larkin | - The Whitsun Weddings   |
| 3. Thom Gunn     | - On The Move            |
| 4. R.S. Thomas   | - Affinity               |
| 5. Seamus Heaney | - Mid-Term Break         |
| 6. John Betjeman | - Christmas              |
| 7. Geoffrey Hill | - Genesis                |
| 8. Peter Porter  | - Your Attention, Please |

b. Non-Detailed

- 9. Elizabeth Jennings - Old Woman
- 10. Charles Causley - Song of the Dying Gunner
- 11. Alan Ross - Survivors
- 12. Clifford Dymont - Fox

II. PROSE:

- Bertrand Russell - "Ideas that have harmed mankind" an extract from "Unpopular Essays"
- William Barclay - "I believe in God" (An extract from his Writings for the Plain Man, 1970)

III. DRAMA (Detailed)

- Tom Stoppard - Jumpers (1972)

(Non-Detailed)

- Samuel Beckett - End game (1958)
- Harold Pinter - The Caretaker (1960)

IV. FICTION (Detailed)

- Muriel Spark - The Prime of Miss Jean Brodie (1961)
  - William Golding - Darkness Visible (1979)
- (Non-Detailed)
- Iris Murdoch - The Bell (1985)
  - Julian Barnes - Staring at the Sun (1982)

RECOMMENDED READING

1. Pelican Guide to English Literature: Ed. Boris Ford (Vol. VI of VIII)
2. Cambridge History of English Literature. G. Sampson
3. The Content of English Literature and Society: Ed. Alan Sinfield

EVALUATION

- a. Internal Assessment: 100 marks
  - Test one - 40 marks
  - Test two - 40 marks
  - Seminar and Assignment - 20 marks
  - Total **100 marks**
- b. Semester Examination: 100 marks

# EL 5502 - LINGUISTICS

**Semester** : V  
**Category** : MC

**Credit** : 6  
**No. of Hours / Week** : 4

## OBJECTIVES

1. To enable students to achieve a scientific sense through Linguistics in order to complement the aesthetic sense from their study of literature.
2. To enable them to learn about a language.
3. To enable them to know the scientific systems and sub-systems in the language.
4. To enable them to learn an acceptable system of sound and pronunciation.

UNIT I : Overview of Linguistics  
UNIT II : Phonology  
UNIT III : Syntax  
UNIT IV : Semantics  
UNIT V : Stylistics  
UNIT VI : Language

### I. OVERVIEW

1. Definition and Scope
2. Linguistic systems
3. Difference between Linguistic and Literary Studies
4. Application

### II. PHONOLOGY

1. Speech
2. Pronunciation
3. Sounds
4. Practice

### III. SYNTAX

1. Discourse
2. Traditional Grammar
3. T.G. Grammar
4. Application

#### IV. SEMANTICS

1. Communication and Message
2. Problems and solutions concerning Semantics
3. Change of Meaning
4. Kinds of Meaning

#### V. STYLISTICS

1. Variety in Language
2. Styles
3. Study of Literary Texts
4. Features of Discourse Analysis

#### VI. LANGUAGE

1. Definitions
2. Functions of Language
3. Psycho-Social Dimensions of Language
4. Application

**UNIT I & VI** (both) : 10 Hours

**UNIT II To V** (every unit) : 20 Hours

(Total 90 Hours)

Students will be supplied with relevant chapters from works on Linguistics and with worksheets.

VALUATION: ICA : 50 marks  
Semester Exams : 50 marks

#### BIBLIOGRAPHY

1. J.D. O'Connor: Better English Pronunciation
2. A.C. Gimson: An Introduction to English Pronunciation
3. Todd, Loreto: An introduction to Linguistics, Your; Longman York Press
4. Aitchinson, Jean. General Linguistics, Teach Yourself Books London: St. Paul's House 1972.

## EL 5503 - CRITICISM THEORY

**Semester** : V  
**Category** : MC

**Credit** : 4  
**No. of Hours / Week** : 6

Objectives :

- a) To train the students to be familiar with synchronic study of literary criticism.
- b) To develop the critical sensibility of the students.
- c) To familiarise the students with the major trends of the Twentieth Century.
- d) To train the students to analyse the different literary devices and techniques and understand their artistic effect.

Course content :

1. Definition of criticism, function of criticism, qualification of a critic, poet-critics.
2. Kinds of criticism - Legislative, Theoretical, Descriptive, Comparative, Biographical, Impressionistic Historical.
3. Critical Trends : Renaissance, Neo-Classical, Romantic, Victorian, New Criticism, Post Modernist trends.
4. Approaches : Sociological, Archetypal, Moralistic, Psychological, Formalistic.

Texts Prescribed :

- a) Cleanth Brooks : The Formalist Critics
- b) Sigmund Freud : Creative Writers and Day-Dreaming
- c) George Lukacs : The Historical Novel
- d) Jacques Derrida : Difference
- e) Sandra Gilbert and Susan Gubar : The Mad Woman in the Attic.

Evaluation : Continuous Assessment :

Two written tests	2 x 40 = 80
Seminar	= 20
Total	= 100

end semester examination



Part 1 100 words	- 5 x 8	=	40
Part 2 250 words	- 2 x 20	=	40
Part 3 Poem Analysis	-	=	20
Total		=	100

## BIBLIOGRAPHY

1. Culler, Jonathan : Structuralist Poetics (Routledge, 1975)
2. Norris, Christopher : Deconstruction : Theory and practice (Routledge, 1991)
3. Brooker, Peter, ed. : Modernism / Postmodernism (Longman, 1920)
4. Wright, Elizabeth : Psychoanalytic Criticism : Theory in Practice (Methuen, 1984)
5. Eagleton, Mary, ed.: Feminist Literary Theory : A Reader (Blackwell, 1986)
6. William, Raymond : Marxism and Literature (Oxford University Press, 1977)

## EL 6600 - LITERARY FORMS AND HISTORY OF ENGLISH LITERATURE

<b>Semester</b> : VI	<b>Credit</b> :	<b>4</b>
<b>Category</b> : MS	<b>No. of Hours / Week</b> :	<b>5</b>

### SCOPE:

A study of the historical background literary features and main influence of each period and its representative writers.

### OBJECTIVES:

- to give a comprehensive survey of literature
- to enable the students to comprehend and appreciate literature
- to sensitise the students to a diachronic and synchronic study of literature
- to prepare the students to be confident and competent to encounter literature-related jobs and examinations.

### COURSE CONTENT:

#### UNIT: 1

#### THE AGE OF CHAUCER (1340-1400)

Introduction: Social Literary background to the age

#### 1.1 Literary Forms

- 1.1.1. Lyric
- 1.1.2. Allegory
- 1.1.3. Romance

- 1.1.4. Ballad
- 1.1.5. Epic
- 1.2 Major Writers
  - 1.2.1. Chaucer
- 1.3 Minor Writers
  - 1.3.1 William Langland

## **UNIT: 2**

### THE AGE OF ELIZABETH (1560-1640)

Introduction: Social Literary background to the age

- 2.1 Literary Forms
  - 2.1.1 Drama
  - 2.1.2 Sonnet
  - 2.1.3 Prose
  - 2.1.4 Epic
  - 2.1.5 Allegory
- 2.2 Major Writers
  - 2.2.1 Edmund Spenser
  - 2.2.2 Marlowe
  - 2.2.3 Shakespeare
  - 2.2.4 Ben Jonson
  - 2.2.5 Francis Bacon
- 2.3 Minor Writers
  - 2.3.1 Thomoas Wyatt
  - 2.3.2 Earl of Surrey
  - 2.3.3 Thomas Kyd
  - 2.3.4 John Webster
- 2.4 Schools/movement/trends
  - 2.4.1 Renaissance
  - 2.4.2 Reformation
  - 2.4.3 University Wits
  - 2.4.4 Post Shakespearean drama

## **UNIT: 3**

### THE AGE OF MILTON (1620-1680)

Introduction: Social Literary background to the age

#### 3.1. Literary Forms

- 3.1.1. Epic
- 3.1.2. Lyric
- 3.1.3. Ode
- 3.1.4. Prose
- 3.1.5. Closet drama
- 3.1.6. Cavalier poets

#### 3.2 Major Writers

- 3.2.1 John Milton
- 3.2.2 John Donne

#### 3.3 Major Writers

- 3.3.1. George Herbert
- 3.3.2. Andrew Marvell
- 3.3.3. Abraham Cowley

#### 3.4 Schools/movements/trends

- 3.4.1. Puritanism
- 3.4.2. Metaphysical poetry

## **UNIT:4**

### THE AGE OF DRYDEN AND POPE

Introduction: Social Literary background to the age

#### 4.1 Literary Forms

- 4.1.2. Ode
- 4.1.3. Verse satire
- 4.1.4. Prose satire
- 4.1.5. Allegory
- 4.1.6. Essay
- 4.1.7. Drama
- 4.1.8. Mock epic

## 4.2. Major Writers

- 4.2.1. John Dryden
- 4.2.2. Pope
- 4.2.3. Swift
- 4.2.4. Addison
- 4.2.5. Johnson

## 4.3. Minor writers

- 4.3.1. John Bunyan
- 4.3.2. Daniel Defoe
- 4.3.3. Joseph Steele
- 4.3.4. Congreve
- 4.3.5. Sheridan
- 4.3.6. Goldsmith

## 4.4. Schools/movements/trends

- 4.4.1. Neo-classical Movement
- 4.4.2. Restoration Drama
- 4.4.3. Periodical Essays
- 4.4.4. Comedy of Manners
- 4.4.5. Sentimental Comedies
- 4.4.6. Anti-Sentimental Comedies

## **UNIT:5**

### THE AGE OF WORDSWORTH

Introduction: Social Literary background to the age

#### 5.1. Literary Forms

- 5.1.1. Sonnets
- 5.1.2. lyric
- 5.1.3. Ode
- 5.1.4. Elegy
- 5.1.5. Novel
- 5.1.6. Ballad
- 5.1.7. Essay

#### 5.2. Major Writers

- 5.2.1. Wordsworth
- 5.2.2. Coleridge

- 5.2.3. Shelley
- 5.2.4. Keats
- 5.2.5. Scott
- 5.2.6. Jane Austen
- 5.2.7. Lamb

### 5.3. Minor Writers

- 5.3.1. Blake
- 5.3.2. Thomas Gray
- 5.3.3. De quincy
- 5.3.4. Leigh Hunt
- 5.3.5. Hazlitt

### 5.4 Schools/movements/trends

- 5.4.1. Romantic Revival
- 5.4.2. French Revolution
- 5.4.3. Idealism

## **UNIT 6**

### THE VICTORIAN AGE

Introduction: Social Literary background to the age

#### 6.1. Literary forms

- 6.1.1. Elegy
- 6.1.2. Epic
- 6.1.3. Lyric
- 6.1.4. Dramatic monologue
- 6.1.5. Novel
- 6.1.6. Essays

#### 6.2. Major writers

- 6.2.1. Tennyson
- 6.2.2. Browning
- 6.2.3. Arnold
- 6.2.4. Dickens

#### 6.3. Minor writers

- 6.3.1. Emily Bronte
- 6.3.2. Thackeray

- 6.3.3. George Eliot
- 6.3.4. Macaulay
- 6.3.5. Ruskin
- 6.3.6. Carlyle

6.4. Schools/movements/trends

- 6.4.1. Oxford movement
- 6.4.2. Art for art's sake
- 6.4.3. Pre-Raphaelite

**UNIT 7**

THE AGE OF HARDY(1875-1925)

Introduction: Social Literary background to the age

7.1. Literary Forms

- 7.1.1. Novel
- 7.1.2. Essay
- 7.1.3. Drama

7.2. Major Writers

- 7.2.1. Hardy
- 7.2.2. HG Wells
- 7.2.3. Oscar Wilde
- 7.2.4. Shaw

7.3. Minor Writers

- 7.3.1. Conrad
- 7.3.2. Kipling
- 7.3.3. Galsworthy
- 7.3.4. Synge

7.4. Schools/movements /trends

- 7.4.1. Irish drama
- 7.4.2. Science Fiction

**UNIT 8**

THE PRESENT AGE (1925-2000)

Introduction: Social Literary background to the age

8.1. Literary Forms

## UNIT 9

### TWENTIETH CENTURY AMERICAN NOVEL, POETRY, DRAMA.

Introduction: Social Literary background to the age

#### 9.1. Literary Trends

- 9.1.1. American war novels
- 9.1.2. Black American Fiction
- 9.1.3. Jewish American
- 9.1.4. American Poetry
- 9.1.5. American Drama

#### 9.2 Writers

- 9.2.1. Hemingway
- 9.2.2. Norman Mailer
- 9.2.3. Richard Wright
- 9.2.4. Ralph Ellison
- 9.2.5. Saul Bellow
- 9.2.6. Robert Frost
- 9.2.7. Emily Dickinson
- 9.2.8. Walt Whitman
- 9.2.9. Eugene O'Neill
- 9.2.10. Tennessee Williams

## UNIT:10

### NEW LITERATURES IN ENGLISH

#### METHODOLOGY:

Lecture Input

Class Interaction Through Paper Presentations

Students are required to choose any one genre/writer and specialize

Evaluation

Two Internal Tests	2 x 40 =	80 marks
Paper Presentation		20 marks
External		100 marks

## **BIBLIOGRAPHY**

- Compton Rickett.A. : History of English Literature  
Edward Albert : History of English Literature  
Hudson : Outline History of English Literature  
Daiches : Critical History of English Literature, Vol 1-4  
Sampson : Concise Cambridge History of English Literature  
Boris Ford : From Age of Chaucer-Age of Hardy (5 vol.)

## **EL 6601 - READING FICTION FROM THE WORLD**

<b>Semester</b> : VI	<b>Credit</b> : 3
<b>Category</b> : MS	<b>No. of Hours / Week</b> : 5

### **COURSE OBJECTIVE**

1. To expose students to the avenues of creativity through fiction.
2. To enable them to learn the fundamentals of fiction and short stories—Structure, dialogue, mood, setting, scenes, language etc.
3. To enable them to have it as a feeder course for creative writing.

### **METHODOLOGY:**

1. Students are to be informed in advance of the fiction and of the short stories to be discussed in the contact classes.
2. Students read and prepare the fiction beforehand for critical study.
3. Teacher-guided discussion student-teacher interaction for motivating students for further, rapid and pleasure-reading of fiction.
4. Students participate in classroom turned workshops for learning skills of short story writing and grow to writing fiction

### **CONTENT:**

Fiction : Detailed: 1. Lord of The Flies by William Golding

Non detailed: 2. Midnight Children by Salman Rushdie

Short Stories:Detailed 1. Short Stories (Five) from African Short Stories

Ed. Chinua Achebe & C.L.Innes, 1985.

2. Ghosts, Witchcraft & the Other World  
(Icelandic Folktale 1) Ed.Alan Boncher, 1977

3. Some Other Country (New Zealand's best  
short stories) ed. Marion McLeod and Bill Manhire, 1985



## RECOMMENDED READING:

1. A Silver Dish by Saul Bellow
2. Everyday Use by Alice Walker
3. Najari Levon's Old Country Advice to the Young Americans on How to Live with Snake by William Saroyan
4. Tribe by Francise du plessix gray
5. Holiday by Katherine Anne Porter
6. The coming out of Maggie by O'Henry

## EVALUATION:

Internal:	Seminar:	50 marks
	Assignment	50 marks
	Total	100 marks

### End Semester Exam:

1. 100 words questions (3x5) = 15 marks
2. 300 words questions (4x15)= 60 marks
3. 500 words question (1x25)= 25 marks  
= 100 marks

## EL 6602 - CREATIVE WRITING (SPECIALISATION COURSE)

<b>Semester</b> :	<b>VI</b>	<b>Credit</b> :	<b>3</b>
<b>Category</b> :	<b>MS</b>	<b>No. of Hours / Week</b> :	<b>5</b>

### I. OBJECTIVES:

1. To teach the fundamentals of good writing
2. To help the students aware of the basic conventions of fiction writing
3. To provide the students the tools for self expression in this medium
4. To give the students a means of expressing themselves creatively in a simulated, academic setting which is also relaxed and supportive
5. To enable the students think, produce and appreciate literature on their own.

### II. CONTENT:

#### UNIT 1. *BASIC CONSIDERATIONS:*

- Various kinds of writing
- Creative impulse, creative ability
- Rules, tools and techniques

- Creative writing, imaginative writing
- Genius, talent
- Qualities & attitudes of creative writers
- Writer's domain

## **UNIT 2. FICTION:**

- Sketching the plot
- Story structure – conflict, climax, resolution
- Character sketch
- Writing with specific details
- Action descriptions
- Point of view
- Dialogue
- Setting and atmosphere
- Rhythm & Style
- Content & character
- Contrast – in characters, settings, feelings etc.
- Description, narration

## **UNIT 3. VARIA**

- Theater improvisation exercise/Poetry project/Writing for media:
- Students' Project

## **III METHODOLOGY**

1. Theory input sessions
2. Specific techniques are illustrated
3. Students do short writing exercises in class
4. Short reading assignments are given
5. Individual, pair and group work to bring in variety in creative learning
6. The instructor will give short lectures on specific techniques of writing

## **IV. EVALUATION**

*	Internal	Test	1	35 marks
		Test	2	35 marks
		Assignment:	30 marks	

· Semester end

Part I - Short Questions on Terms & Theory : 40 marks

Part II - Descriptive answers : 60 marks

### **READING LIST : SOURCE BOOKS**

1. Victor Jones, "Creative Writting". Kent Holder and stoughton, 1974.
2. Isabelle Siegler, "Creative Writting", New York: Barnes and Novel, 1968.
3. Julian Birkett, 'Word Power: A guide to Creating Writing', London: A & C Block, 1983.

### **READING LIST: ENHANCING UNDERSTANDING**

1. Aristotle, 'Poetics' & Aristotle, Horace, Longinus: 'Classical Literary Criticism'. Ed. T.S. Dorseh. Harmondsworth: Penguin Books, 1965.
2. Abram, M.H., 'A Glossary of Literary Terms. Madras: Macmillan. 1978.
3. Chinua Achebe. 'Novelist as Teacher'. Reading in commonwealth Literature, ed. William Walsh, Oxford: OUP, 1975.
4. Speeches of Socrates 'Know Thyself'
5. Wordsworth, 'Lines Written on Tintern Abbey.
6. Wordsworth, 'Daffodils'
7. Shakespeare 'A Midsummer Night's Dream.
8. Ted Hughes, 'Thought Fox'
9. Robert Browning 'My Last Duchess'
10. Proverbs, the Old Testament., 'The Bible'
11. Martin Luther King Jr, 'I have a Dream'
12. William Shakespeare, 'Hamlet'
13. William Shakespeare, 'As You Like It'
14. Jane Austin, 'Pride and Prejudice'
15. P.B. Shelley, 'Ode to the Westwind'

## **EL 6603 - ENGLISH FOR EFFECTIVE COMMUNICATION**

<b>Semester</b> : VI	<b>Credit</b> : 3
<b>Category</b> : MS	<b>No. of Hours / Week</b> : 5

### **OBJECTIVES:**

The students would be trained to

- Be aware of some basic concepts related to the study of communication,
- Understand how a speaker's language choices may affect communication,
- Analyse non-verbal communication and learn techniques for improving non-verbal communication skills,

- Pick up tips for becoming effective listener,
- Practice good interviewing skills, Techniques for improving telephone and voice mail effectiveness and effective participation in a small group discussion,
- Plan and participate in productive meetings and select and organize a subject for effective formal presentation to a specific audience, and
- Understand how culture affects communication and learn methods for improving cross cultural communication.

## 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 works – 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

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 food 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

Settings goals.

c) Sharing information to the public

Preparing the presentation

Organizing the content.

Polishing the delivery

- d) Sharing information to the group  
Techniques of conducting meetings  
Techniques for participating in a meeting.

**Unit VI** Improving communication with multicultural audiences.

- a) Adapting messages to multicultural audiences.
- b) Coping with multicultural behaviour patterns.
- c) Improving communication among diverse work force audiences

### Methodology

Lectures on selected topics.

Participation and conduct of workshops, small group discussions, public speaking, meetings and mock interview, etc.

Use of audio visual equipment

### Testing

CIA – Oral (two tests) and

One project with a special tool to assess: 40 + 40 + 20 =100

External examination – written (3 hrs) 100

### BIBLIOGRAPHY:

Robert G. King : Fundamentals of Human Communication

Stewart L. Tubbs & Sylvia Moss : Interpersonal Communication

William D Brooks & Robert A Vogel : Interpersonal Communication

Pamela C. Leth & Steven A. Leth : Public Communication

Mary Ellen Guffey : Essential of Business Communication

Asha Kaul : Effective Business Communication

Lesikar : Basic Business Communicatin

Robert Keller : Managing Teams

Courtland L. Bovee & John V. Thill : Business Communication Today

Peter Padget : Communication and Reports : Managing Cross Border Organization (Lib)

## EL 6604 - ENGLISH FOR CAREER EXAMINATIONS

<b>Semester</b> :	<b>VI</b>	<b>Credit</b>	:	<b>3</b>
<b>Category</b> :	<b>MS</b>	<b>No. of Hours / Week</b>	:	<b>5</b>

### A. OBJECTIVES

1. To instill in students the confidence and skills necessary to face the challenges of a competitive exam in an era in which only the intellectually fittest can thrive.

2. To equip and train final year B.A. English Literature students in the relevant English language skills necessary for success in the various competitive examinations as English is a qualifying subject in most of them.

## b. 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.

Broadly there are three areas of the English language that these examinations seek to test.

- These are
- A) Knowledge of English grammar
  - B) Vocabulary
  - C) Comprehension skills

- UNIT I Grammar**
- a. Spotting errors  
(Grammatical/idiomatic error identification)
  - b) Sentence Correction

- UNIT II Vocabulary**
- a) Synonyms, Related meanings  
(Verbal analogies and classification)
  - b) Antonyms
  - c) Spelling pitfalls (wrongly spelt words)
  - d) One word substitution
  - e) Find the odd word
  - f) Idioms and phrases

## **UNIT III Comprehension**

- a) Reading comprehension
- b) Listening comprehension (for TOEFL aspirants)
- c) Jumbled sentences and passages (logical sequence)
- d) Numbered gaps
- e) Precis writing

### C. Methodology

Mostly multiple choice, objective type questions similar to question usually asked in the various competitive examinations.

Students are encouraged to read extensively in order to build up a sufficient stock of vocabulary. During every instructional hour, worksheets with multiple choice, objective type questions on grammar, vocabulary and reading comprehension 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 it thoroughly. 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.

### D. Evaluation

Two Internal tests	40+40 = 80 marks
Project	= 20 marks
External Exam	100 marks

### REFERENCES

1. English for Competitive Examinations: R.P. Bhatnagar, Rajul Bhargava
2. All About Words: Nurenberg & Rosenblum
3. Readers' Digest 'Word Power' – a booklet
4. Word Power Made Easy: Norman Lewis
5. Roget's Thesaurus
6. Magazines & Year Books.

## EL 6650 - ENGLISH FOR AD WRITING AND TECHNICAL WRITING

<b>Semester</b> : VI	<b>Credit</b> :	<b>10</b>
<b>Category</b> : SK	<b>No. of Hours / Week</b> :	<b>15</b>

### OBJECTIVES:

To train the students of English literature to use the language potentials in the skills of Ad writing and Technical writing.



To prepare students to take up suitable jobs in the relevant field.

**COURSE CONTENT:**

AD Writing (8 hours per week)

1. Introduction

1.1 Structure and functioning of Ad Agencies

1.2 Relevance of Ad

1.3 Target Audience

1.3.1. Demographic

1.3.2. Lifestyle

1.3.3. Psychographics

1.4 Marketing Objectives

1.4.1 Increase Sales

1.4.2 Promote Brand Awareness

1.4.3 Launch New Products

1.4.4 Penetrate New Markets

1.4.5 Change Consumer Attitude

1.4.6 Test Market

1.4.7 Widen Usership base

1.4.8 Update the Brand

1.5 Advertising Objectives

1.5.1 Reach More People

1.5.2 Increase Occasions for use

1.5.3 Make Current Consumers Use More

1.5.4 Bring New Users into the fold

1.5.5 Change the Brand Image

1.5.6 Introduce New Packaging

1.5.7 Introduce a New Concept

1.6 Type/Category of Ad

1.6.1 Industrial

1.6.2 Corporate

1.6.3 Public Service

1.6.4 Financial

1.6.5 Public Issue

- 1.6.6 Classified
- 1.6.7 Consumer Protection
- 1.6.8 Teaser
- 1.6.9 Cartoon Strip
- 1.6.10 Consumer Durable
- 1.6.11 Promotional
- 1.6.12 Souvenir
- 1.6.13 Advertorial
- 1.6.14 Direct Response
- 1.6.15 Buried Office
- 1.6.16 Launch
- 1.7 Characteristics of Advertising
  - 1.7.1 Public Presentation
  - 1.7.2 Pervasiveness
  - 1.7.3 Eliciting Favourable Consumer Response
  - 1.7.4 Impersonality
  - 1.7.5 Amplified Expressiveness
- 2. Different Strategies
  - 2.1 Layout
  - 2.2 Communication
  - 2.3 Language
    - 2.3.1 Hookline, Puns, Connotations
    - 2.3.2 Interrelation of Language, Image and Layout
    - 2.3.3 Discourse between 'Reader' and Advertisement
    - 2.3.4 Literary and Linguistic theory for analysis of text
    - 2.3.5 Inter textuality
    - 2.3.6 Statement of Advertising Objectives
    - 2.3.7 Written Advertising Strategies
    - 2.3.8 Product Positioning Statements
    - 2.3.9 List of Reasons for Buying (Argumentation and Refutation)
    - 2.3.10 Writing creative Blueprints
    - 2.3.11 Attention Seeking Devices
- 3. USP
  - 3.1 Ethics of Advertising
  - 3.2 Social Ads

3.3 Advertising and Culture

3.4 Service Ads (Concept Selling)

3.4.1 Study and Preparation of Publicity Materials for Non Profit Organizations for Social Cause

Technical Writing (7 hours per week)

1. Introduction

1.1 Need for Technical Writing

1.2 Employment Focus

2. Communication

2.1 Inter and Intra Personal Communication

2.2 Social Dynamics and Global Trends

2.3 Ethnography of Communication

3. Language

3.1 Locution, Illocution, Perlocution and Register

3.2 Organization of Material(Cohesion) and Information (Give and New)

3.3 Channel Conversion

4. Application

4.1 Audience, Organization Analysis for user friendly Version

4.2 Presentation and Lay out

4.3 Editing, Subbing, Documentation and Publication

Skills to be Developed

English For Ad Writing

1. layout strategies

2. code breaking exercises

3. foregrounding ideas

4. connotations

5. amplified meanings

6. aspects to spoken languages in print ad

7. social variation of language

8. intertextuality

9. cultural variations and copy adaptations

10. phonological and graphological strategies

11. creativity
12. short story writing
13. dialogue writing
14. statement of advertising objectives
15. product positioning statements
16. list of reasoning for buying (creative blue print)
17. argumentation
18. refutation
19. attention seeking devices
20. effective communication strategies
21. use of written discourse
22. analyzing various ads
23. comparative study of USPs in various Ads
24. euphemism and polite language
25. written communication (general)

#### Technical Writing

1. to work with people
2. to communicate in person and on paper
3. to analyze materials, tasks
4. to organize material and task
5. logical thinking step-by-step procedures
6. interviewing
7. indexing
8. less writing and more of visuals
9. in computers (DTP, Microsoft Office, Micro soft Work,, Adobe Frame Maker)
10. Audience analysis, task analysis, organization analysis
11. Problem solving: knowing the sources to tap to find solution.
12. use of multimedia (video, sound, interactive techniques)
13. more direct contact with subject matter experts and users
14. writing for the web, internet, extranet and intranet
15. more emphasis on globalization software products
16. the growing use of email and chat groups may resurrect letter writing and increase the visibility of writing skills the use of visual cues-icons, tables, graphs, diagrams, callouts, numbered lists, multimedia-will make it necessary for writers and editors to develop new skills and better tools to stay current.

## **METHODOLOGY:**

- **Internship (Four Weeks)**
- Lecture Input by Teachers
- Lecture Input by Professionals
- Analysis and comparison of various Advertisements and other materials like Instruction Manuals and Web Pages
- Mini Surveys
- Documentaries on Ad (Clio Awards)
- Simulation

## **EVALUATION:**

### Internal Assessment

First Test (Theory)	40 marks
Second Test (Practical)	40 marks
Intership Report (Weekly)	20 marks
	100 marks

### Final Project

One for Ad Writing and One for Technical Writing (No End Semester Examination)	100 marks
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- \*\* 10-20 For Technical Writing

#### **FOR FURTHER READING:**

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