

# **M.A. English Syllabus**

**Outcome Based Education based on  
Revised Bloom's Taxonomy**

(Under Choice Based Credit System)

**For the Students Admitted in the  
Academic Year 2021-2022**



**DEPARTMENT OF ENGLISH**  
**BISHOP HEBER COLLEGE (AUTONOMOUS)**  
(Nationally Reaccredited 'A' Grade by NAAC with a CGPA of 3.58 out of 4)  
(Recognised by UGC as "College of Excellence")  
TIRUCHIRAPPALLI – 620 017

## PROGRAMME MATRIX

## M.A. ENGLISH

S. No.	Course	Course Name	Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1.	Core I	Modern Literature – I [Chaucer to the Jacobean]	P19EG101	M	M	L	L	L	M	L	L	H	L	L	H	M
2.	Core II	Modern Literature – II [Puritan, Restoration and Neo - Classical Ages]	P19EG102	M	H	M	L	M	H	H	M	H	M	H	H	H
3.	Core III	History of the English Language and the Structure of Modern English	P19EG103	H	-	H	L	-	-	M	-	M	H	-	-	-
4.	Core IV	American Literature	P19EG104	M	H	M	L	M	H	H	M	H	M	H	H	H
5.	Elective I	Translation - Theory and Practice	P19EG1:1	H	-	M	-	-	H	H	-	H	H	-	-	H
6.		Creative Writing														
7.	Core V	Shakespeare	P19EG205	M	H	M	L	M	H	H	M	H	M	H	H	H
8.	Core VI	19th Century British Literature	P19EG206	H	H	M	L	L	M	H	M	M	M	H	M	M
9.	Core VII	20th Century British Literature	P19EG207	M	H	M	L	M	H	M	M	H	M	M	M	H
10.	Elective II	World Classics in Translation	P19EG2:2	H	M	M	H	H	M	H	H	M	H	M	H	L
11.		Children's Literature														
12.	Elective III	Comparative Literature	P19EG2:3	L	M	H	H	-	H	H	L	M	M	M	M	L
13.	Core VIII	New Literatures – I		M	H	M	L	M	H	H	M	H	M	H	H	H

		[Canadian and Australian Literatures]	<b>P16EG308</b>													
14.	Core IX	New Literatures – II [African and Caribbean Literatures]	<b>P19EG309</b>	M	H	M	L	M	H	H	M	H	M	H	H	H
15.	Core X	Research Methodology	P19EG310	H	M	H	H	H	L	M	L	M	H	H	H	H
16.	Core XI	Indian Writing in English	P19EG311	L	H	M	M	H	H	H	H	H	M	H	H	H
17.	Elective IV	Journalism and Mass Communication	P19EG3:4	M	L	M	H	M	M	M	M	M	M	L	M	M
18.	Core XII	Literary Criticism	P19EG412	L	M	M	L	M	H	H	H	H	L	M	H	H
19.	Core XIII	Ecoliterature	P19EG413	M	H	L	M	M	H	M	L	H	L	L	L	H
20.	Core XIV	Women's Writing	P19EG414	H	M	H	H	H	L	M	M	H	H	H	H	H
21.	Elective V	English Language Teaching	P19EG4:5	H	H	H	M	M	M	M	H	H	H	M	H	H
22.		Advanced English for Effective Communication														
23.	Core Project	Project	P19EG4PJ													

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## **Vision**

**To inculcate aesthetic sense, creativity and human values through excellence in the studies of English Language and Literature.**

## **Mission**

- **Fostering finer literary sensibility.**
- **Advancing mastery in linguistic capabilities for successful employment**
- **Promoting sound analytical thinking to cultivate organizational and leadership capacity in youngsters.**
- **Encouraging original and creative thinking to augment writership.**

## **Programme Outcomes of M.A. degree Programme in English**

On completion of M.A. degree programme in English the graduates will be able to

–

### **Knowledge:**

- P01.** interpret the complexity of language as a communication system and as a literary vehicle.
- P02.** exhibit expertise in interpreting cultural and literary ideologies through the study of English literature.

### **Skills:**

- P03.** posit new and relevant methodologies and models to be competent Teachers of English, Translators and Comparatists (Linguistic Experts).
- P04.** demonstrate expertise in journalese writing and visual communication endorsing strong ethics of Journalism.
- P05.** proficient in the skills of acting and production of plays exhibiting an inclination to address social concerns.
- P06.** pursue research of significance in an interdisciplinary or a creative project demonstrating an intellectual independence that typifies true scholarship.
- P07.** write and publish creative works, and critical reflections on various subjects.
- P08.** interact productively as a potential teamer and an efficient leader in diverse fields of activity.

### **Ethical and Social Values**

- P09.** subscribe to moral and ethical consciousness through the study of language and literature.

## Programme Specific Outcomes of M.A. degree Programme in English

On completion of M.A. degree programme in English the graduates will be able to

-

- PS01.** cognize the evolution and the structure of the Modern English in the global context of the use of English today, and the old and the new linguistic principles and practices related to the Applied Linguistics fields such as Translation, Comparative Study, and English Language Teaching.
- PS02.** Read ideologically and generically literary works of art written and translated in English, old and new.
- PS03.** Evaluate the exclusive literary merits of works of art and synthesize research findings in a properly formatted and well substantiated research report.
- PS04.** Gather a sound perception of moral and ethical sensibility through the appraisal of literature.

## Programme : M.A. English (2019 onwards)

Sem.	Course	Course Title	Course Code	Hours / week	Credits	Marks		
						CIA	ESE	Total
	Core I	Modern Literature – I [Chaucer to the Jacobean]	P19EG101	6	5	25	75	100
	Core II	Modern Literature – II [Puritan, Restoration and Neo - Classical Ages]	P19EG102	6	4	25	75	100
	Core III	History of the English Language and the Structure of Modern English	P19EG103	6	4	25	75	100
	Core IV	American Literature	P21EG104	6	4	25	75	100
	Elective I	Translation - Theory and Practice	P19EG1:1	6	4	25	75	100
II	Core V	Shakespeare	P19EG205	6	5	25	75	100
	Core VI	19th Century British Literature	P19EG206	6	5	25	75	100
	Core VII	20th Century British Literature	P19EG207	6	5	25	75	100
	Elective II	World Classics in Translation	P19EG2:2	6	4	25	75	100
	Elective III	Comparative Literature	P19EG2:3	4	4	25	75	100
	VLO	RI/MI	P17VL2:1/ P17VL2:2	2	2	25	75	100
III	Core VIII	New Literatures – I [Canadian and Australian Literatures]	<b>P19EG308</b>	6	4	25	75	100
	Core IX	New Literatures – II [African and Caribbean Literatures]	<b>P19EG309</b>	6	4	25	75	100
	Core X	Research Methodology	P19EG310	6	5	25	75	100
	Core XI	Indian Writing in English	P19EG311	6	5	25	75	100
	Elective IV	Journalism and Mass Communication	P19EG3:4	6	4	25	75	100
IV	Core XII	Literary Criticism	P19EG412	6	5	25	75	100
	Core XIII	Ecoliterature	P19EG413	6	5	25	75	100
	Core XIV	Women's Writing	P19EG414	6	5	25	75	100
	Elective V	English Language Teaching	P19EG4:5	6	4	25	75	100
	Core Project	Project	P19EG4PJ	6	5	--	--	100
Total Credits :					90			

Core Theory : 14	Core Project : 1	Elective :5	Value Education : 1	Total : 21



**Core I: Modern Literature - I**

Semester: I

Course Code: P19EG101

Credits: 5

Hours / Week: 6

**COURSE OUTCOMES**

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Level	Unit
1	Identify the modes and conventions of the age and will learn the greatness of the canonical works.	K3	I to V
2	Discover a broad familiarity with Chaucer's and University Wits' works to know the social and literary context of medieval and the age of Renaissance.	K4	I
3	Estimate the significance of different genres of Drama in social and cultural movements.	K5	IV and V
4	Compose creative poems and appreciate the creative works of the contemporary poets.	K6	II and III
5	Understand and analyse the dramatic literature of the Elizabethan period, with regard to the classical and romantic strains embedded in the plays.	K4	IV and V
6	Determine and Interpret Francis Bacon and Metaphysical poets within the frame of Renaissance.	K5	II

**SYLLABUS:****UNIT I: POETRY: THE ENGLISH RENAISSANCE****18 Hours**

Geoffrey Chaucer: From *Prologue to the Canterbury Tales* – The preparation for the pilgrimage, The Knight, The Squire, The Monk, The Friar, The Nunne, The Shipman, The Parson, The Clerk, The Wife of Bath, The Pardoner, The Summoner, The Reeve and The Host.

Edmund Spenser: *Epithalamion*

**UNIT II: POETRY: METAPHYSICAL AND CAVALIER POETS****18 Hours**

Donne : 1. "The Canonization",

2. "Extasie"

Marvell : 1. "To His Coy Mistress"

2. "The Garden"

Herbert : "Affliction" I, ("When first thou didst entice to thee my heart")

Richard Lovelace : "To Althea, from Prison"

**UNIT III: PSALMS, SONNETS AND ESSAYS**

**18 Hours**

*The Bible* (KJV): Psalm 23, Psalm 51.  
 Thomas Wyatt: "I Find No Peace"  
 Michael Drayton : "Whilst Thus My Pen Strives To"  
 Philip Sidney: *Astrophel and Stella* – Sonnet No. 1 "Loving in truth, and fain  
 in verse"  
 Francis Bacon : 1) "Of Truth"  
 2) "Of Travel"

**UNIT IV: ELIZABETHAN DRAMA**

**18 Hours**

Christopher Marlowe: *Edward II*  
 Thomas Kyd: *The Spanish Tragedy*

**UNIT V: JACOBEAN DRAMA**

**18 Hours**

John Webster: *The White Devil*  
 Ben Jonson: *The Alchemist*

**UNIT VI: Topics for Self-Study:**

*Critical and General study of Elizabethan Poetry and Prose*  
*Critical and General study Elizabethan Tragedy and Comedy*  
*Critical and General study Jacobean Drama*  
 Critical Study of Metaphysical Poetry  
 Critical Study of Elizabethan Sonnets  
 Critical Analysis of Francis Bacon's essays

**Special Emphasis for**

Spenser : *The Faerie Queene* (Book1 Canto2)  
 Donne : "The Flea", "At the Round Earth's" (Holy Sonnet)  
 Andrew Marvell: "The Mower Against Gardens", "Bermudas"  
 George Herbert : "The Collar", "The Flower"  
 Robert Herrick : "To Dianeme"  
 Richard Crashaw : "Wishes for the Supposed Mistress"  
 Henry Vaughan : "The Retreat"  
 Psalms : 1,91, 121  
**Bacons' essays:** "Of Truth", "Of Studies"  
 Christopher Marlowe: *Dr. Faustus*  
 Thomas Kyd: *Cornelia* (Play)  
 John Webster: *The Duchess of Malfi*  
 Ben Jonson: *Volpone*

S. No.	Topics	Web Links
1	Elizabethan Tragedy	<a href="https://www.britannica.com/art/tragedy-literature/Elizabethan-approaches">https://www.britannica.com/art/tragedy-literature/Elizabethan-approaches</a>
2	Elizabethan Comedy	<a href="https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespeares-comedy">https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespeares-comedy</a>
3	Elizabethan Poetry and Prose	<a href="https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose">https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose</a>
4	Metaphysical Poetry	<a href="https://study.com/academy/lesson/metaphysical-poetry-definition-characteristics-examples.html">https://study.com/academy/lesson/metaphysical-poetry-definition-characteristics-examples.html</a>

**Text Book(s):**

1. Chaucer, Geoffrey. *The General Prologue to the Canterbury Tales*. The Athlone Press, 1999.
2. Spenser, Edmund. *Prothalamion and Epithalamion*. Barbarian Press, 1998.
3. Gardner, Helen. (Ed.) "Canonization". *The Metaphysical Poets*. Penguin Classics, 1985, pp. 61-62.
4. Gardner, Helen. (Ed.) "Extasie". *The Metaphysical Poets*. Penguin Classics, 1985, pp. 74-77.
5. Gardner, Helen. (Ed.) "To His Coy Mistress". *The Metaphysical Poets*. Penguin Classics, 1985, pp. 250-252.
6. Gardner, Helen. (Ed.) "The Garden". *The Metaphysical Poets*. Penguin Classics, 1985, pp. 255-258.
7. Gardner, Helen. (Ed.) "To Althea, from Prison". *The Metaphysical Poets*. Penguin Classics, 1985, p. 236.
8. Gardner, Helen. (Ed.) "Affliction". *The Metaphysical Poets*. Penguin Classics, 1985, pp. 122-123.
9. Gardner, Helen. (Ed.) "The Pulley". *The Metaphysical Poets*. Penguin Classics, 1985, p. 136.
10. *The Holy Bible*, King James Version. The National Bible Press, 1975.
11. Bacon, Francis. "Of Truth". *Complete Essays*. Dover Publications, 2008, pp. 3-5.
12. Bacon, Francis. "Of Travel". *Complete Essays*. Dover Publications, 2008, pp. 54-56.
13. "I Find no Peace". *The Poetical Works of Surrey and Wyatt*, Volume 2. William Pickering, 1831, p. 9.
14. Braden, Gordon, Ed. "Whilst Thus My Pen Strives To". *Sixteenth-Century Poetry: An Annotated Anthology*. John Wiley & Sons, 2008, p.486.
15. Sidney, Philip. *Astrophel and Stella*. Scolar Publications, 1970.
16. Marlowe, Christopher. *Edward II*. Broadview Press, 2010.
17. Kyd, Thomas. *The Spanish Tragedy*. Bloomsbury Publishing, 2009.
18. Webster, John. *The White Devil*. Bloomsbury Publishing, 2018.
19. Jonson, Ben. *The Alchemist*. Manchester University Press, 1979.

**Reference Books:**

1. Bennett, Joan. *Five Metaphysical Poets*. Cambridge, 1964.
2. Beum, Robert Lawrence. *Edmund Spenser: Epithalamion* (The Merrill literary Casebook Series) C.E. Merrill, 1969.
3. Bush, Douglas. *English Literature in the Earlier Seventeenth Century, 1600–1660*. OUP, 1962.
4. Craig, D. H. *Ben Jonson: The Critical Heritage*. Taylor & Francis, 2010.
5. Long, William J. *English Literature*. Maple Press Classics, 2017.
6. McCabe, Richard A. *The Oxford Handbook of Edmund Spenser*. OUP, 2014.

**Web links:**

1. (<https://epgp.inflibnet.ac.in/> ) <https://www.youtube.com/watch?v=k-6-5yfogbU>
2. <https://www.youtube.com/watch?v=TCgVaB3dG5g>
3. <https://www.youtube.com/watch?v=tYZCYpRN6m0>
4. <https://www.youtube.com/watch?v=LYcHyG9j5Ec>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	<b>POETRY: THE ENGLISH RENAISSANCE</b>		
1.1	Chaucer's Prologue	Define and recall the key characters	K 1
1.2	The Knight and the Squire	Analyse and Discover themes.	K 4
1.3	The Monk and the Frair	Define and compare the key characters	K 2
1.4	The Parson and the Nunne	Analyse and Discover themes.	K 4
1.5	The Shipman and the Clerk	Define and compare the key characters	K 2
1.6	The Wife of Bath and The Pardoner	Define and compare the key characters	K 2
1.7	The Summoner and the Host	Define and compare the key characters	K 2
1.8	Edmund Spenser as Poet's Poet	Recall and relate with the renaissance poets	K 1

1.9	Epithalamion	Compare and inspect structure and themes	K 4
<b>II</b>	<b>METAPHYSICAL AND CAVALIER POETS</b>		
2.1	Donne as Metaphysical Poet	Construct and develop the genre of poetry	K 3
2.2	Analyse "Canonization"	Analyse and discover the varieties in the lyric poem	K 4
2.3	Analyse "Extasie"	Analyse and discover the varieties in the lyric poem	K 4
2.4	Andrew Marvell	Rephrase the personality trait	K 2
2.5	Analyse "To His Coy Mistress"	Analyse and discover the varieties in the lyric poem	K 4
2.6	Analyse "The Garden"	Demonstrate the creation of the Garden	K 2
2.7	Themes and Symbols	Estimate the relevance of themes	K 5
2.8	Richard Lovelace	Judge and evaluate the contribution of the poet	K 5
2.9	Analyse "To Althea, from Prison"	Summarize and interpret the Poem	K 2
2.10	George Herbert	Judge and evaluate the contribution of the poet	K 5
2.11	Analyse "Affliction"	Analyse and interpret the Poem	K 4
2.12	Analyse "The Pulley"	Analyse and interpret the Poem	K 4
<b>III</b>	<b>PSALMS, SONNETS AND ESSAYS</b>		
3.1	The Lord as the Psalmist's Shepherd	Interpret and Evaluate the literary acumen	K 5
3.2	To dwell in the house of the Lord	Compare and conclude the essential traits	K4
3.3	Francis Bacon and his aphoristic style	Imagine and originate similar stylistic approaches	K 6
3.4	Attributes of Truth and Lie	Compare and Contrast the attributes	KK 2

3.5	Poet's false praise in their poetry	Interpret and Evaluate the literary acumen	K 5
3.6	Travel is Education	Compare and conclude the essential traits	K 5
3.7	Preparation is the key	Estimate and judge the significant thrust	K 5
3.8	Wyatt and his Sonnets	Judge and evaluate the contribution of the poet	K 5
3.9	Analyse "I Find no Peace"	Analyse and interpret the Poem	K 4
3.10	Michael Drayton	Judge and evaluate the contribution of the poet	K 5
3.11	Interpret "Whilst Thus my Pen Strives To"	Analyse and interpret the Poem	K 4
3.12	Philip Sidney	Judge and evaluate the contribution of the poet	K 5
3.13	Astrophel and Stella	Analyse and interpret the Poem	K 4
<b>IV</b>	<b>ELIZABETHAN DRAMA</b>		
4.1	Christopher Marlowe- University Wits	Judge and evaluate the contribution of the University Wits	K 5
4.2	Edward II Characterization	Thematically contrast the characteristic traits.	K 4
4.3	Plot of Edward II	Thematically classify the characteristic traits and Plot.	K 4
4.4	Thomas Kyd	Evaluate the contribution of Kyd towards Drama	K 5
4.5	Characterization in Spanish Tragedy	Thematically survey the characteristic traits.	K 4
4.6	Plot of Spanish Tragedy	Thematically inspect the characteristic traits and plot.	K 4
<b>V</b>	<b>JACOBEAN DRAMA</b>		
5.1	John Webster	Evaluate the contribution of the Tragedy writer	K 5

5.2	Revenge Tragedy	Thematically analyse the play	K 4
5.3	Plot of The White Devil	Thematically analyse the characteristic traits and Plot.	K 4
5.4	Ben Jonson	Discover the background of the Playwright	K 1
5.5	Characterization in The Alchemist	Thematically examine the characteristic traits and Plot.	K 4
5.6	Plot of The Alchemist	Thematically categorize the characteristic traits and Plot.	K 4

**MAPPING SCHEME for the POs, PSOs and COs for Modern Literature I.**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	-	-	L	M	L	L	-	-	H	H	-
CO2	-	H	-	-	-	-	L	L	M	-	L	H	L
CO3	-	-	L	-	L	-	L	-	-	-	L	H	-
CO4	M	-	L	L	-	M	H	L	-	-	-	H	M
CO5	M	-	-	-	H	L	L	-	L	-	-	-	M
CO6	M	M	-	-	-	L	M	-	H	L	-	H	H

**COURSE ASSESSMENT METHODS**

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr. Suresh Frederick

**Signature:**

**Core II: Modern Literature - II**

(PURITAN, RESTORATION AND NEO CLASSICAL AGE)

Semester: I

Course Code: P19EG102

Credits: 4

Hours / Week: 6

**COURSE OUTCOMES**

S. No	Course Outcomes	Level	Unit
1	CO-1. List the major writers and literary works of the period	K2	Unit I to V
2	CO-2. Relate the work with socio-political background of the age.	K3	Unit I to V
3	Identify the various genres and understand their characteristics	K3	Unit I to V
4	CO-4 Infer the aesthetics of the prescribed texts.	K4 and K5	Unit I to V
5	CO-5. Analyze the plot and characterization in the prescribed texts.	K4	Unit I to V
6	CO-6 Bring out the themes and compare them that of other works of literature of that period.	K4	Unit I to V
7	CO-7 Evaluate the literary craftsmanship.	K5 and K6	Unit I to V
8	CO-8 Convinced about the universality of human experience would be able to compile a creative piece based on today's context	K6	Unit I to V

**SYLLABUS:****Unit 1: Poetry: Epic** **18 Hours**Milton : *Paradise Lost* - Book IX**Unit 2: Poetry** **18 Hours**Pope : *The Rape of the Lock*Gray : *Elegy Written in a Country Churchyard*Collins : *Ode to Evening*Blake : *Tiger; Lamb; Chimney Sweepers***Unit 3: Prose** **18 Hours**Addison and Steele : 1. *Of the Club*2. *Visit to Westminster Abbey*Jonathan Swift : *The Battle of the Books***Unit 4: Drama** **18 Hours**Congreve : *The Way of the World*Sheridan : *Rivals*



**Unit 5: Novel****18 Hours**Bunyan : *Pilgrim's Progress*Fielding : *Tom Jones***UNIT 6 : TOPICS FOR SELF-STUDY:**

1. Oliver Goldsmith : *She Stoops to Conquer, The Deserted Village*
2. Lawrence : *Tristram Shandy*
3. William Collins : *Ode, Written in the Beginning of the Year 1746*
4. William Congreve : *The Way of the World*
5. AphraBehn : *The Negro's Complaint*
6. William Cowper : *Ode on the Spring*
7. Sheridan : *The School for Scandal*
8. Daniel Defoe : *Moll Flanders*
9. Dryden : *Absalom and Achitophel, MacFlecknoe*
10. Milton, John. *Paradise Lost - Book IX*. New Delhi: OUP
11. Pope, Alexander. *Rape of the Lock*. New Delhi: OUP, 1997
12. Roberts, Michael. *Faber Book of Modern Verse*. London: Faber and Faber, 1936.
13. Ricks, Christopher. *Oxford Book of English Verse*. London: OUP,1999.
14. Steele, Sir Richard. *The Spectator Club*. London: Sanborn Press, 2008.
15. Swift, Jonathan. *The Battle of the Books*.
16. Congreve. *The Way of the World*
17. Sheridan, Richard Brinsley. *The Rivals (LLC)*.
18. Bunyan, John. *Pilgrim's Progress*. New Delhi: Rupa, 2002
19. Fielding, Henry. *The History of Tom Jones*. Penguin Classics.

**TEXTS BOOKS:**

Unit	Text Book	Sections
1	Milton : <i>Paradise Lost - Book IX</i>	T1
2.1	Pope : <i>The Rape of the Lock</i>	T2
2.2	Gray: <i>Elegy Written in a Country Churchyard</i>	T3
2.3	Collins : <i>Ode to Evening</i>	T4
2.4	Blake: <i>Tiger</i>	T4
2.5	Blake: <i>Lamb</i>	T4
2.6	Blake: <i>Chimney Sweepers</i>	T4
3.1	Addison and Steele: <i>Of the Club</i>	T5
3.2	Addison and Steele: <i>Visit to West Minster Abbey</i>	T5
3.3	Jonathan Swift : <i>The Battle of the Books</i>	T6
4.1	Congreve: <i>The Way of the World</i>	T7
4.2	Sheridan: <i>Rivals</i>	T8
5.1	Bunyan: <i>Pilgrim's Progress</i>	T9
5.2	Fielding: <i>Tom Jones</i>	T10

**BOOKS FOR REFERENCE:**

R1: Albert, Edward. History of English Literature.

R2: Marjorie Bolton .Anatomy of Poetry

**WEB LINK:**

(Swayam/nptel/ ...)

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
1.1	Milton : <i>Paradise Lost</i> - Book IX	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
<b>Unit -2</b>			
2.1	Pope : <i>The Rape of the Lock</i>	Explain mock epic with reference to this poem	K2
2.2	Gray: Elegy Written in a Country Churchyard	<ul style="list-style-type: none"> <li>Examine elegy and its mood and impact.</li> </ul>	K4
2.3	Collins: Ode to Evening	<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
2.4	Blake: Tiger	<ul style="list-style-type: none"> <li>Identify the theme, tone and texture of the poem</li> </ul>	K3
2.5	Blake: Lamb	<ul style="list-style-type: none"> <li>Construct a better understanding of the themes</li> </ul>	K6
2.6	Blake: Chimney Sweepers	<ul style="list-style-type: none"> <li>Examine the literary devices used in the poem</li> </ul>	K4
<b>Unit -3</b>			
3.1	Addison and Steele: <i>Of the Club</i>	<ul style="list-style-type: none"> <li>Assess the journalistic writings with reference to the texts</li> </ul>	K5

3.2	Addison and Steele: <i>Visit to West Minster Abbey</i>	<ul style="list-style-type: none"> <li>Examine the writing style of the text</li> </ul>	K4
3.3	Jonathan Swift : <i>The Battle of the Books</i>	<ul style="list-style-type: none"> <li>Estimate the evolution of prose writings with reference to Swift, Steele and Addison</li> </ul>	K6
<b>Unit -4</b>			
4.1	Congreve: <i>The Way of the World</i>	<ul style="list-style-type: none"> <li>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	K4
4.2	Sheridan: <i>Rivals</i>	<ul style="list-style-type: none"> <li>Appraisal of the text in terms of contemporary relevance.</li> </ul>	K5
<b>Unit -5</b>			
5.1	Bunyan: <i>Pilgrim's Progress</i>	<ul style="list-style-type: none"> <li>Estimate on the cast of characters:</li> </ul>	K6
5.2	Fielding: <i>Tom Jones</i>	<ul style="list-style-type: none"> <li>Discover the very act of the art storytelling.</li> </ul>	K4

**Mapping (CO, PO, PSO)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	H	H	M	H	H	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	H	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

**COURSE ASSESSMENT METHODS****DIRECT:**

- Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
- Open Book Test.
- Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
- Pre-Semester & End Semester Theory Examination

**INDIRECT:**

- Course end survey (Feedback)

**Name of the Course Coordinator:** Dr.A.Sheeba Princess

**Signature:**

## Core III: History of the English Language and the Structure of Modern English

Semester: I

Course Code: P19EG103

Credits: 4

Hours / Week: 6

### Course Objectives:

- To give the student an adequate knowledge of the history of the English Language through a diachronic study of the evolution of the language from the earliest times to the present day.
- To make the student comprehend the historical and sociological factors involved in the growth of language with particular reference to the political and social changes which have made a lasting impact on the English Language.
- To make the student understand the various process of word-formation in English and Foreign influences.
- To give the student adequate knowledge of English sounds, stress and intonation.

### Course Outcomes:

After completion of this course, student will be able to

1. Understand the articulation of English words; the use of sounds and intonation. **(K2 Understanding)**
2. Recall the impact of political and social changes on the English language. **(K3 Apply)**
3. Distinguish the diachronic history of English language from its earliest time to the modern. **(K4 Analysis)**
4. Explain the structure of modern English which gives them a command over the syntactic formation and the semantic complexity of words. **(K4 Analysis)**
5. Be motivated to take up advanced studies in the field of linguistics and stylistics. **(K5 Evaluate)**
6. Apply Phonetic rules and would be able to practice RP. **(K4 Analysis)**
7. Analyse the positive and negative impact of mass media and print media. **(K5 Evaluate)**
8. Analyze how words or other elements of sentence structure are combined to form grammatical sentences. **(K6 Create)**

### Syllabus:

#### UNIT I

##### Nature and Origin of Language

Impact of Renaissance and Reformation on the Growth of the English Language

Foreign Elements: Latin, French, Scandinavian, Anglo Saxon

The Evolution of Standard English

**UNIT II****Word formation or Growth of Vocabulary**

Change of Meaning

British Literary Influences – Shakespeare, Milton, Pope, Wordsworth

Varieties of English: American English, Indian English, Slang and Colloquialism

**UNIT III - Phonology**

Phoneme

Description of English Sounds – Consonants and Vowels

Features of Connected Speech – Stress, Intonation, Strong and Weak forms, Phonetic Transcription.

**UNIT IV - Morphology (Palmer Pages 107 -134]**

Morpheme – Definition and Categorization – alternants, irregular alternants, zero alternants, substitution alternants, suppletive, empty morph, portmanteau morph – Bloomfield's Combination or Arrangement of Morphemes – Order, Modulation, Phonetic modification, Selection. Transformative Generative Grammar, Words – Inflection, Derivation, Concord and Government.

Phrases, Clauses and Sentences, I C Analysis

**UNIT V****Influence of Technology on the English Language** – Mass media, Print media, Cell phones – S M S, Hyper Text, Blog, Chat, E mail**Course Hand-out:**

	<b>Content</b>	<b>Learning Outcomes</b>	<b>Blooms Taxonomic Highest Level of Transaction Hours</b>
	<b>Unit - I</b>		
<b>1:1</b>	Nature and Origin of Language	The learner understands the back ground, growth and development of the theory in standard English in various country	<b>K2</b>
<b>1:2</b>	Impact of Renaissance on the Growth of the English Language Reformation on the Growth of the English Language		<b>K2</b>
<b>1:3</b>	Foreign Elements: Latin, French Foreign Elements: Scandinavian, Anglo Saxon		<b>K3</b>
<b>1:4</b>	The Evolution of Standard English		<b>K3</b>
	<b>Unit - II</b>		
<b>1:1</b>	Word formation or Growth of		<b>K4</b>

	Vocabulary	The learner comprehends the impact of political and social changes on the English language.	
<b>1:2</b>	Change of Meaning British Literary Influences – Shakespeare, Milton, Pope, Wordsworth		<b>K2</b>
<b>1:3</b>	Varieties of English: American English : Slang and Colloquialism		<b>K4</b>
<b>1:4</b>	Varieties of English: Indian English : Slang and Colloquialism		<b>K4</b>
	<b>Unit - III</b>		
<b>1:1</b>	Phoneme	Apply Phonetic rules and would be able to practice RP.  Understand the articulation of English words; the use of sounds and intonation.	<b>K2</b>
<b>1:2</b>	Description of English Sounds – Consonants and Vowels		<b>K3</b>
<b>1:3</b>	Features of Connected Speech – Stress, Intonation, Strong and Weak forms, Phonetic Transcription		<b>K3</b>
	<b>Unit - IV</b>		
<b>1:1</b>	Morpheme – Definition and Categorization Morpheme – alternants, irregular alternants, zero alternants, substitution alternants, suppletive, empty morph, portmanteau morph	The learner is motivated to take up advanced studies in the field of linguistics and stylistics.  Analyse how words or other elements of sentence structure are combined to form grammatical sentences	<b>K2</b>
<b>1:2</b>	Bloomfield's Combination or Arrangement of Morphemes– Order, Modulation, Phonetic modification, Selection.		<b>K4</b>
<b>1:3</b>	Transformative Generative Grammar, Words – Inflection, Derivation, Concord and Government, Phrases, Clauses and Sentences		<b>K2</b>
<b>1:4</b>	I C Analysis		<b>K4</b>
	<b>Unit - V</b>		
<b>1:1</b>	Influence of Technology on the English Language	The learner studies the diachronic history of English language from earliest times to the	<b>K5</b>
<b>1:2</b>	Mass media, Print media, Cell phones, S M S, Hyper Text, Blog,		<b>K6</b>

	Chat, E mail	modern.  Analyse the positive and negative impact of mass media and print media	
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**Text Books:**

Nil

**Reference Books:**R1 : F.T. Wood: *An Outline History of the English Language*R2 : J.F. Wallwork's *Language and Linguistics*.R3 : Baugh, A.C. *A History of the English Language*. Allied Publishers, 1997.**Year of Revision: 2020****Mapping : L- Low, M - Medium, H - High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	H	H	H	M	M	H	H
CO3	L	M	H	L	M	H	H	H	H	M	H	H	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	H	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H
CO7	L	M	M	L	M	H	H	H	H	M	H	M	M
CO8	M	M	M	L	M	H	H	M	M	M	M	H	H

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignment (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book

- CHAMBER CONSULTATION HOURS:** Will be announced by the individual Instructors.
- NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group
- MAKE-UP POLICY :** Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**

**Name of the Course Coordinator:** Dr. L. Ronald David

**Signature:**



## Core IV: American Literature

Semester: I

Course Code: P21EG104

Credits: 4

Hours / Week: 6

### COURSE OUTCOMES:

On completion of the course, students will be able to:

S. No.	Course Outcome	Level	Units
CO1	Discuss those aspects of American civilization and culture which have shaped its literature starting from their settlements in George Town to the practice of slavery which resulted in Southern Literature, Black – American Writings to their eternal struggle for freedom and self-expression, to the evolution of regional writings due to the immensity of the American geography, Ethnic minority literatures of the hybrid nature of their racial heritage. <b>(Understand)</b>	K2	1-5
CO2	Explain how America has its own distinctive ethical/ moral values, doctrinal/ideological (religious or political) values, social values, and aesthetic values, traditional and secular values and a variety of expressions. <b>(Understand)</b>	K2	1-5
CO3	Demonstrate through discussion and writing their ability to contextualize a given work of American Literature from pre-colonial to the present times. <b>(Apply)</b>	K3	1-5
CO4	Delineate connections among the social, historical, cultural and literary elements to the American style of writings with specific details to ideologies like American Transcendentalism, American Dream, individualism, egalitarianism, faith in freedom and democracy, spiritualism and Christian values, traditional and secular values. <b>(Analysis)</b>	K4	1-5
CO5	Critique on the philosophical intellectuality, the various literary movements, trends and influences that contributed to the evolution of American literature as body of world class literature of knowledge and worthy of research. <b>(Evaluate)</b>	K5	1-5
CO6	Construct the universality of human experiences based on the diversity of values reflected in the American literary works directed by hope and expectation for an egalitarian society. <b>(Create)</b>	K6	1-5

**SYLLABUS:****UNIT 1: POETRY (K2-K6)****18 Hours****Major Periods covered: The Earlier National Period till 1830)****The Romantic Period (1870-1910)****Realism & Naturalism (1870-1910)****The Modernist Period (1910-1945)****The Contemporary period (1945 to present)****Movements: Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism**

1. Edgar Allen Poe (1809- 1849): The Raven
2. Walt Whitman (1819-1892): When Lilacs Last on the Dooryard Bloom'd
3. Emily Dickinson (1830-1886) :
  1. I Taste the Liquor Never Brew'd
  2. Because I Could Not Stop for Death
4. Robert Frost (1874-1963) :
  1. Mending Wall
  2. West Running Book
5. Langston Hughes (1902-1967):
  1. Mother to Son
  2. Cross
6. Sylvia Plath (1932-1963) : Daddy
7. Adrienne Rich (1929-2012) : Diving into the Wreck

**UNIT 2: PROSE (K2-K6):****18 Hours****Major Periods covered: The Romantic Period (1830-1870)****Realism & Naturalism (1870-1910)****The Modernist Period (1910-1945)****The Contemporary period (1945 to present)****Movements: Romantic, American Gothic, Transcendentalism, African American – Harlem Renaissance, Civil Rights Movement**

1. Emerson (1803-1882) Transcendentalist Movement of mid19<sup>th</sup> Century : The American Scholar
2. James Baldwin (1924-1987) Harlem Renaissance & Civil Rights Movement & mid 20<sup>th</sup> Cent : My Dungeon Shook (From, *Fire Next Time*)

**UNIT 3: DRAMA (K2-K6)****18 Hours****Major Periods covered: The Modernist Period (1910-1945)****The Contemporary period (1945 to present)**

**Movements: Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism**

1. Tennessee Williams (1911-1983) 20<sup>th</sup> Cent : The Glass Menagerie
2. Lorraine Hansberry (1930-1965) : A Raisin in the Sun

**UNIT 4: SHORT FICTION (K2-K6)**

**18 Hours**

**Major Periods covered: The Romantic Period (1830-1870)  
Realism & Naturalism (1870-1910)  
The Modernist Period (1910-1945)  
The Contemporary period (1945 to present)**

**Movements: Romantic, Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism**

1. O. Henry (1862-1910) : After Twenty Years
2. Katherine Anne Porter (1890-1980) : Rope
3. Hemingway (1899-1961) : The Short Happy Life of Francis Macomber
4. Flannery O'Connor (1925-1964) : Revelation

**UNIT 5: NOVEL (Self - Directed Learning - for reading Assignment, Discussion and Evaluation) (K2-K6)**

**18 Hours**

**Major Periods covered: The Earlier National Period till 1830)  
The Romantic Period (1870-1910)  
Realism & Naturalism (1870-1910)  
The Modernist Period (1910-1945)  
The Contemporary period (1945 to present)**

**Movements: Romantic, Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism**

1. Melville (1819-1891) : Moby Dick
2. John Steinbeck (1902-1968) : Pearl
3. Bernard Malamud (1914-1986) : The Fixer
4. Harper Lee (1929-2016) : To Kill a Mocking Bird

**Unit 6: History, Evolution and Tenets of American Literature - for Discussion, Seminar, Assignment & Evaluation (K2-K6) Hours Interspersed within the 90 Teaching Hours**

**Movements: Puritan, Colonial, Revolutionary, Age of Reason, Enlightenment, Romantic, American Gothic, Anti-Transcendentalism, Transcendentalism**

(Ref Book: Hoffman, Daniel. Ed. *Harvard Guide to Contemporary American Writing*, delhi: OUP, 1981. Print)

1. History and Evolution of American Literature- K1-K5
2. History & Evolution of American Poetry, Drama, Prose, Fiction – K1-K5
3. Tenets of Modern American Writing – K1-K5
4. Tenets of African American Writing – K 1-K5
5. Different Literary Movements in America – K 1- K5
6. Practical Criticism- Analysis of prescribed Texts – K6

#### TOPICS FOR SELF-STUDY:

1. Toni Morrison : *Beloved*
2. William Faulkner : *The Sound and the Fury*
3. Eugene O' Neil : *The Hairy Ape*
4. Nathaniel Hawthorne : *The Scarlet Letter*
5. Edgar Allan Poe : *The Philosophy of Composition*
6. James Joyce : *The Dubliners*
7. Henry James : *The Turn of the Screw, Portrait of a Lady*
8. Saul Bellow : *Henderson the Rain King, Herzog*
9. Edith Wharton : *The Age of Innocence*
10. Thoreau : *Walden*
11. Mark Twain : *Adventures of Huckleberry Finn*
12. Kate Chopin : *The Awakening*
13. Kurt Vonnegut Jr.: *Slaughterhouse Five*
14. Bob Dylan : *National Anthem*

#### TEXT BOOKS:

Unit	Text Book	Sections
1.1	Whitman: When Lilacs Last on the Dooryard Bloom'd	T1
1.2	Edgar Allen Poe: The Raven	T2
1.3	Emily Dickinson: 1. I Taste the Liquor Never Brew'd	T3
1.4	Emily Dickinson: 2. Because I Could Not Stop for Death	T4
1.5	Robert Frost: 1. Mending Wall	T5
1.6	Robert Frost:2. West Running Brook	T6
1.7	Langston Hughes : 1.Mother to Son	T7
1.8	Langston Hughes : 2. Cross	T8
1.9	Sylvia Plath: Daddy	T9
1.10	Adrienne Rich: Diving into the Wreck	T10
2.1	Emerson : The American Scholar	T11
2.2	James Baldwin: My Dungeon Shook (From, <i>Fire Next Time</i> )	T12
3.1	Tennessee Williams : The Glass Menagerie	T13
3.2	Lorraine Hansberry : A Raisin in the Sun	T14
4.1	O. Henry : After Twenty Years	T15
4.2	Flannery O'Connor : Revelation	T16

4.3	Katherine Anne Porter : Rope	T17
4.4	Hemingway : The Short Happy Life of Francis Macomber	T18
5.1	Melville: Moby Dick	T19
5.2	John Steinbeck: Pearl	T20
5.3	Bernard Malamud: The Fixer	T21
5.4	Harper Lee: To Kill a Mocking Bird	T22

**REFERECE BOOKS:**

1. Hook, Andrew. *American Literature in Context III: 1865-1900*. NY: Methuen, 1985.
2. Harding, Brian. *American Literature in Context II: 1830-1965*. NY: Methuen, 1985.
3. Oliver, Egbert. *American Literature: 1890-1965*. ND: Eurasia Pub Pvt. Ltd., 1965.
4. Sinha, P. K. and Jagdish K. Ghosh. *History of American Literature*. ND: Commonwealth Pub Pvt. Ltd., 2011.
5. George, Stella Mary. *Contemporary American Literature*. ND: Commonwealth Pub. Pvt. Ltd., 2011.
6. George, Stella Mary. *Twentieth Century American Literature*. ND: Commonwealth Pub. Pvt. Ltd., 2011.
7. George, Stella Mary. *Studies in American Literature*. ND: Commonwealth Pub. Pvt. Ltd., 2011.
8. George, Stella Mary. *Modern American Literature*. ND: Commonwealth Pub Pvt. Ltd., 2011.
9. Spiller, Robert E. *The Cycle of American literature: An Essay in Historical Criticism*. London: The Free Press, 1967.

**WEB LINKS:**

1. [www.projectgutenberg.com](http://www.projectgutenberg.com)
2. <https://epgp.inflibnet.ac.in/>
3. <https://onlinecourses.nptel.ac.in/>

**SPECIFIC LEARNING OUTCOMES (SLOs):  
(Bloom's Taxonomy Levels of Transaction)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Highest Level of Transaction
<b>Unit 1: POETRY</b>			
1.1		<ul style="list-style-type: none"> <li>• Discuss the socio-cultural and political background in which the</li> </ul>	K2

	Whitman: When Lilacs Last on the Dooryard Bloom'd	author lived which shaped his thinking in the context of this text.	
		<ul style="list-style-type: none"> <li>Identify the theme, tone and texture and the Transcendental ideology and political ideology as expressed in the poem</li> </ul>	K3
1.2	Edgar Allen Poe: The Raven	<ul style="list-style-type: none"> <li>Interpret the themes, tone and texture found in the poem with the help of the poetic voice and the devices used in the text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Categorize themes as being Dark Romantic - which talks about death of a beautiful woman.</li> </ul>	K4
1.3	Emily Dickinson: 1. I Taste the Liquor Never Brew'd	<ul style="list-style-type: none"> <li>Appraise the poet's stance of her love for nature and the inclination towards nature oriented writings</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Identify the poetic devices which elaborate on the content of the text.</li> </ul>	K3
1.4	Emily Dickinson:	<ul style="list-style-type: none"> <li>Examine and classify metaphors in the text as direct and indirect</li> </ul>	K2
	2. Because I Could Not Stop for Death	<ul style="list-style-type: none"> <li>Analyze metaphors by focusing on the two things being compared to by the poet Mortality &amp; Immortality, Life &amp; Death, Temporal &amp; Permanence, Divine &amp; Human, Earth &amp; Heaven, Bride &amp; Groom</li> </ul>	K4
1.5	Robert Frost: 1. Mending Wall	<ul style="list-style-type: none"> <li>Discuss the style as Blank Verse dramatic monologue and universal meaning behind the poem identifying elements of formal structure in the poem - set in contrariness</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Infer poet's philosophy of life and his world view where he went much deeper and understood the problems which the rural people were facing in the transitional period in the economic and social history of America.</li> </ul>	K4
1.6	Robert Frost: 2. West Running Brook	<ul style="list-style-type: none"> <li>Justify Frost's affirmation of humanism with a stress on the human sense of life.</li> </ul>	K5

1.7	Langston Hughes : 1.Mother to Son	<ul style="list-style-type: none"> <li>Extend the comprehension by exploring the levels of meaning of the poem's multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Compare 'The crystal stairs' are a metaphor comparing to the speaker's life.</li> </ul>	K2
1.8	Langston Hughes : 2. Cross	<ul style="list-style-type: none"> <li>Survey the African American Voices and the impact of the Harlem Renaissance American Literary History.</li> </ul>	K4
1.9	Sylvia Plath: Daddy	<ul style="list-style-type: none"> <li>Comprehend the themes and techniques of confessional poetry and apply them to the study of the prescribed poem.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
1.10	Adrienne Rich: Diving into the Wreck	<ul style="list-style-type: none"> <li>Explore the issues of female identity, visceral impact of patriarchal oppression and the androgynous nature of female creativity.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Map the uncharted terrains of women's existence, artistic sensibilities and creative output through the ages and resurrect the 'woman's voice' amidst the 'wreck' of patriarchy.</li> </ul>	K5
<b>Unit -II: PROSE</b>			
2.1	Emerson : The American Scholar	<ul style="list-style-type: none"> <li>Explain Emerson's views on transcendentalism and American identity, the movement which shaped many writers.</li> </ul>	K2
2.2	James Baldwin: My Dungeon Shook (From, <i>Fire Next Time</i> )	<ul style="list-style-type: none"> <li>Examine the early life of James Baldwin in Harlem while examining the consequences of racial injustice.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Critically analyze the socio-political impact on the writers to perceive</li> </ul>	K5

		the reality of 100-years after the Emancipation Proclamation yet attacking the terrible legacy of racism and calling for legitimate cultural and social action in American civil rights.	
<b>Unit -III: DRAMA</b>			
3.1	Tennessee Williams : The Glass Menagerie	<ul style="list-style-type: none"> <li>Assess the double consciousness inherent in African-American writings and the trauma expressed in their literatures.</li> </ul>	K5
3.2	Lorraine Hansberry : A Raisin in the Sun	<ul style="list-style-type: none"> <li>Estimate on the polarized existence and experiences of the blacks and the whites and the need for self-identity.</li> </ul>	K6
<b>Unit -IV: SHORT FICTION</b>			
4.1	O. Henry : After Twenty Years	<ul style="list-style-type: none"> <li>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	K4
4.2	Flannery O'Connor : Revelation	<ul style="list-style-type: none"> <li>Define the "grotesque" both as a literary device and a way to emphasize a spiritual vision.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Recognize how the grotesque relates to realism, simple humour, and "Southern Gothic".</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Identify parallels and oppositions that O'Connor sets up with her characters and situations in order to develop the symbolic or allegorical level of her stories.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Explore the historical and social contexts at play in O'Connor's South, such issues as the "Old" vs. the "New" South, religious beliefs, racial assumptions,</li> </ul>	K4
4.3	Katherine Anne Porter : Rope	<ul style="list-style-type: none"> <li>Construct on the theme of insecurity, love, resentment, connection, commitment, struggle and paralysis as seen in the text.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Appraisal of the stories in terms of contemporary relevance.</li> </ul>	K5



4.4	Hemingway : The Short Happy Life of Francis Macomber	<ul style="list-style-type: none"> <li>Discuss Hemingway's themes in this story as masculinity and its foil, cowardice, and the "coming of age".</li> </ul>	K2
<b>Unit -V: NOVEL</b>			
5.1	Melville: Moby Dick	<ul style="list-style-type: none"> <li>Appraise on Melville's dauntingly elegant prose how the writer has set out to write a great 'American' novel.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Estimate on Melville's incredible, perplexing cast of characters:</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Discover the very act of the art storytelling.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the fundamental questions the great American literature forces its readers to ask.</li> </ul>	K6
5.2	John Steinbeck: Pearl	<ul style="list-style-type: none"> <li>Construct gain a better understanding of the themes of good versus evil, the corruption of man, and the inherent goodness of the natural world.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Discover their own hopes and dreams for the future</li> </ul>	K4
5.3	Bernard Malamud: The Fixer	<ul style="list-style-type: none"> <li>Discuss aspects of Russian Revolution</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Classify it as ethnic minority literature.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Examine the novel as a powerful dramatization of a political scandal.</li> </ul>	K4
5.4	Harper Lee: To Kill a Mocking Bird	<ul style="list-style-type: none"> <li>Discuss Harper Lee's work as a criticism of life in the South.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyze how the plot and quotes from <i>To Kill a Mockingbird</i> was influenced by American culture at that time.</li> </ul>	K4

Year of Revision: 2019

Mapping : L- Low, M - Medium, H - High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	H	H	M	H	H	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	H	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

#### COURSE ASSESSMENTMETHODS:

##### DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory Components)-Closed Book
2. Open Book Text
3. Cooperative Learning Report: Assignment, Group Presentation, Group Discussion, Project Report, Poster Presentation, Seminar, Quiz(written)
4. Pre- Semester & End-semester Theory Examination

##### INDIRECT:

1. Course End Survey (Feedback)

**Name of the Course Coordinator:** Dr.K.Shanthi

**Signature:**

## Elective I: Translation – Theory and Practice

Semester: I

Course Code: P19EG1:1

Credits: 4

Hours / Week: 6

### COURSE LEARNING OUTCOMES:

On completing the Course the learner will be able to:

S.No.	Course Outcome	Level	Unit/s
CO1	exhibit sound knowledge about the various branches of Linguistics that evolved down the ages. (Understand)	K2	1 - 4
CO2	demonstrate intense understanding of the various theories of linguistic translation. (Understand)	K2	1 -4
CO3	evaluate the social and cultural validity of the poetics of renowned translators at various times.	K2	3 & 4
CO4	demonstrate acquaintance with the genre-specific problems translating poetry, drama and prose.	K5	5
CO5	exhibit expertise in translating literary and non- literary texts. (Apply)	K5	5
CO6	appreciate the social relevance of translation and its study as a field viable for consistent research. (Evaluate)	K5	1-5

### SYLLABUS

#### UNIT I: From Susan Bassnett: *Translation Studies*

##### Chapter I: Central Issues in Translation

1. Language and culture
2. Types of translation
3. Decoding and Recoding

#### UNIT II: From Susan Bassnett :*Translation Studies*

##### Chapter I: Central Issues in Translation (Continued)

4. Problems of Equivalence
5. Loss and Gain
6. Untranslatability
7. Science or 'secondary activity'?

#### UNIT III : From Susan Bassnett : *Translation Studies*

##### Chapter II: History of Translation Theory

8. Problems of 'period study'
9. The Romans

10. Bible translation
11. Early theorists
12. The Renaissance

**UNIT IV: From Susan Bassnett :*Translation Studies***

**Chapter II: History of Translation Theory (Continued)**

13. The seventeenth century
14. The eighteenth century
15. Romanticism
16. Post-Romanticism
17. The Victorians
18. The Twentieth Century

**UNIT V: From Susan Bassnett :*Translation Studies***

**Chapter III: Specific Problems of Literary Translation**

19. Structures
20. Poetry and Translation
21. Translating Prose
22. Translating Drama
23. Students to be trained in the translation of literary and non- literary pieces from English to Tamil, French or Hindi and vice versa

**Unit VI: Topics for Self Study**

**Interdisciplinary Approaches to Translation:**

1. Mass Media and Translation
2. Philosophical Theories of Translation
3. Cultural and Ideological Focus in Translation
4. Use of Translation in Teaching a Foreign Language
5. Scientific Literature and Translation
6. Ethnic Studies(Postcolonial and Diasporic Studies) and Translation
7. Gender Studies and Translation
8. Area Studies and Translation
9. Theology and Translation
10. Machine Translation

**TEXT BOOK(S) FOR STUDY:**

1. Bassnett, Susan. *Translation Studies*. Fourth Edition. New York; Methuen and Co. Ltd., 2014.

**BOOKS FOR REFERENCE:**

- R1. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. New York: Routledge, 2012.
- R 2. Lawrence Venuti :*The Translation Studies Reader*. Third Edition. New York;Routledge, 2012.

- R 3. Newmark, Peter. *A Textbook of Translation*. Prentice-Hall International, 1988.
- R 4. Catford, J.C. *A Linguistic Theory of Translation*. London: OUP, 2011.
- R 5. Nida, Eugene, A, and Charles R. Taber. *The Theory and Practice of Translation*. Leiden, Netherlands: E. J. Brill, 1974.
- R 6. Pope G.U. *A Handbook of Tamil Language* New Delhi: Asian Educ.Services, 1981.
- R 7. Rottler, John Peter. *A Dictionary of the Tamil and English Languages*. Sagwan Press, 2015.
- R 8. Newmark, Peter. *Approaches to Translation* . Prentice Hall, 1988.
- R 9. Savory, Theodore. *Art of Translation*. Reprint. The Writer, 1968.
- R 10. **Roger T. Bell**. *Translation and Translating: Theory and Practice*. Routledge, 2016
- R 11. Dave Shastri, **Pratima**. *Fundamental Aspects of Translation*. Kindle Edition. PHI, 2011.
- R 12. Schulte, Rainer. *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. London: University of Chicago Press, 1992.
- R 13. House, Juliane. *Translation: The Basics*. Routledge, 2017.
- R 14. V. Ramasamy. *On Translating Thirukkural Issue 392 of the Publicationsof International Institute of Tamil Studies*. International Institute of Tamil Studies, 2001.
- R 15. Hutchins, W. John; Somers, Harold L. *An Introduction to Machine Translation*. London: Academic Press. 1992.
- R 16. Bassnett, Susan and Harish Trivedi. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
- R 17. Wang Ning Guest editor(2003)Translation Studies: Interdisciplinary Approaches, Perspectives,11:1,7-10,DOI: [10.1080/0907676X.2003.9961457](https://doi.org/10.1080/0907676X.2003.9961457)
- R 18. V. Ramasamy. *On Translating Thirukkural Issue 392 of the Publications of International Institute of Tamil Studies*. International Institute of Tamil Studies, 2001
- R 19. Somers, Harold L. *An Introduction to Machine Translation*. London: Academic Press. 1992.
- R 20. Bassnett, Susan and Harish Trivedi. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
- R 21. Wang Ning Guest editor(2003)Translation Studies: Interdisciplinary Approaches, Perspectives,11:1,7-10,DOI: [10.1080/0907676X.2003.9961457](https://doi.org/10.1080/0907676X.2003.9961457)
- R 22. Newmark, Peter. *Approaches to Translation* . Prentice Hall, 1988.
- R 23. Savory, Theodore. *Art of Translation*. Reprint. The Writer, 1968.
- R 24. Roger T. Bell. *Translation and Translating: Theory and Practice*. Routledge, 2016.

## WEB LINKS:

[www.reddit.com/r/translationstudies](http://www.reddit.com/r/translationstudies)

<https://up-za.libguides.com/translationstudies>

<http://www.tandf.co.uk/textbooks/041528306X/related/default.asp>

[https://linguistlist.org/sp/SearchWRListing-](https://linguistlist.org/sp/SearchWRListing-action.cfm?SubClassID=7409&WRTypeID=261)

[action.cfm?SubClassID=7409&WRTypeID=261](https://linguistlist.org/sp/SearchWRListing-action.cfm?SubClassID=7409&WRTypeID=261)

## SYLLABUS: BLOOM'S TAXONOMIC LEVELS OF TRANSACTION:

Unit	Course Content	Learning Outcomes	Taxonomy Level
<b>Unit-I</b>			
1	<b>Chapter I: Central Issues in Translation:</b>	<ul style="list-style-type: none"> <li>Relate the organic relationship between language and culture</li> <li>Be aware that linguistic or any semiotic translation is a series of operations which function within a given set of cultural significations.</li> </ul>	K2
	1.1 Language and Culture		K2
	1.2 Types of translation		
	1.3 Decoding and Recoding		
<b>Unit-II</b>			
	<b>Chapter I: Central Issues in Translation (Continued)</b>	<ul style="list-style-type: none"> <li>Understand that the problem of translation between non-related languages is the most crucial one.</li> <li>Grasp the general principles of translation that can be determined and categorised and utilized in the cycle of text-theory-text regardless of the languages involved</li> <li>Cognize the comparative arrangement of linguistic elements between the SL and the TL text with regard to phonemic, morphemic, lexical, syntagmatic and syntactic levels.</li> </ul>	K4
	2.1 Problems of Equivalence		K4
	2.2 Loss and Gain		
	2.3 Untranslatability		
	2.4 Science or 'secondary activity'?		K4

<b>Unit-III</b>	<p><b>Chapter II: History of Translation Theory</b></p> <p>3.1 Problems of Period Study</p> <p>3.2 The Romans</p> <p>3.3 Bible Translation</p> <p>3.4 Education and the Vernacular</p> <p>3.5 Early Theorists</p> <p>3.6 The Renaissance</p>	<ul style="list-style-type: none"> <li>Investigate the theories of translation at different times, critical response to translations, and, the role and function of translations in a given period.</li> </ul>	K4
<b>Unit-IV</b>	<p>Chapter II: History of Translation Theory (Continued)</p> <p>4.1 The Seventeenth Century</p> <p>4.2 The Eighteenth Century</p> <p>4.3 Romanticism</p> <p>4.4 Post-Romanticism</p> <p>4.5 The Victorians</p> <p>4.6 The Twentieth Century</p>	<ul style="list-style-type: none"> <li>Explore the methodological development of translation, and, by far the most common type of study, the analysis of the work of individual translators.</li> </ul>	K4
<b>Unit-V</b>	<p><b>Chapter III: Specific Problems of Literary Translation</b></p> <p>5.1 Structures</p> <p>5.2 Poetry and Translation</p> <p>5.3 Translating Prose</p> <p>5.4 Translating Drama</p> <p>5.5 Practice Translation</p>	<ul style="list-style-type: none"> <li>Examine genre-specific problems of translating poetry, drama and prose.</li> <li>Be capable of translating literary and non- literary texts applying the nuances of equivalence in translation.</li> <li>Attempt to formulate a theory of literary translation</li> </ul>	K4 K4 K5 K6

YEAR OF REVISION: JULY, 2019

MAPPING: L : Low      M : Moderate      H : High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CLO1	H									H			
CLO2	H									H			
CLO3	H									H			
CLO4	H		M							H			
CLO5	H		M				H			H			
CLO6			M			H			H				H

#### COURSE ASSESSMENT METHODS

##### DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

##### INDIRECT:

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr.S.Sobana

**Signature:**



## Elective I : Creative Writing

Semester : I  
Credits : 4

Course Code : P19EG1:1  
Total Hours : 90

### OBJECTIVES:

- O1. To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
- O2. To help learners to understand the principles of creative writing and the distinction between the literary genres
- O3. To explain the differences in writing for various literary and social media
- O4. To hone the creative and critical faculties of learners
- O5. To enable learners to put into practice the various forms of creative writing that they have studied through the course

### COURSE OUTCOMES:

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

CO No.	Course Outcomes	Level	Unit
CO1	Use creativity and describe the creative process	K2	I
CO2	Distinguish between the literary genres	K2	II
CO3	Write for various literary and social media	K3	IV
CO4	Critically appreciate various forms of literature	K4	III
CO5	Innovative use of their creative and critical faculties	K5	V
CO6	Employment in various creative fields	K6	II

### SYLLABUS:

#### Unit 1: Fundamentals of Creative Writing:

- Meaning and Significance of Creative Writing
- Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms
- Research for Creative Writing

#### Unit 2: Elements of Creative Writing:

- Plot, Setting, Character, Dialogue, Point of View
- Literary Devices and Figurative Language • Elements of Style
- Grammar and the Structure of Language
- Proof Reading and Editing

**Unit 3: Traditional Forms of Creative Writing: Fiction**

- Fiction: short story, novella and novel
- Poetry
- Drama
- Essay
- Fable

**Unit 4: Traditional Forms of Creative Writing: Non-Fiction**

- Biography, Memoire and Autobiography
- Travelogues, Diaries, Self-Narrative Writing

**Unit 5: New Trends in Creative Writing (08 Lectures)**

- Web Content Writing and Blog Writing
- Script Writing
- Journalistic Writing
- Copywriting
- Graphic Novel
- Flash Fiction

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

S.No.	Topics	Web Links
1	Types of Creative Writing	<a href="https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html">https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html</a>
2	Writing creative non-fiction	<a href="https://barriejeanborich.com/what-is-creative-nonfiction-an-introduction/">https://barriejeanborich.com/what-is-creative-nonfiction-an-introduction/</a>
3	Different styles of creative writing	<a href="https://self-publishingschool.com/writing-styles/">https://self-publishingschool.com/writing-styles/</a>

**LIST OF REFERENCES:**

- Abrams, M.H. Glossary of Literary Terms. Boston: Wadsworth Publishing Company, 2005.
- Atwood, Margaret. Negotiating with the Dead: A Writer on Writing. Cambridge: CUP, 2002.
- Bell, James Scott. How to Write Dazzling Dialogue. CA: Compendium Press, 2014.
- Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
- Berg, Carly. Writing Flash Fiction: How to Write Very Short Stories and Get Them Published. \*Then Re-Publish Them All Together as a Book. Houston: Magic Lantern Press, 2015.
- Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.

- Clark, Roy Peter. Writing Tools. US: Brown and Company, 2008.
- Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007.
- Egri, Lajos. The Art of Dramatic Writing. NY: Simon and Schuster, 1960.
- Gardner, John. The Art of Fiction. New York: Vintage, 1991.
- Goldberg, Natalie. Writing Down the Bones. Boston and London: Shambhala, 1986.
- Hamer, Enid. The Metres of English Poetry. Booksway, 2014.
- King, Stephen. On Writing: A Memoir of the Craft. London: Hodder and Stoughton, 2000.
- Johnson, Jeannie. Why Write Poetry? US: F. D. Univ. Press, 2007.
- Mezo, Richard E. Fire in the Blood: A Handbook of Figurative Language. USA: Universal Publishers/uPUBLISH.com, 1999.
- Sartre, Jean-Paul. What Is Literature? And Other Essays. Harvard: Harvard Univ. Press, 1988.
- Show, Mark. Successful Writing for Design, Advertising and Marketing. New York: Laurence King, 2012.
- Strunk, William and White, E. B. The Elements of Style. London: Longman, 1999.
- Sugrman, Joseph. The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters. New York: Wiley, 2009.
- Turabian, Kate L. A Manual for Writers. Chicago: Univ. of Chicago Press, 2007.
- Ueland, Brenda. If You Want to Write. India: General Press, 2019.
- Zinsser, William. On Writing Well. New York: Harper Collins, 2006.

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>UNIT I: FUNDAMENTALS OF CREATIVE WRITING:</b>			
	<ul style="list-style-type: none"> <li>• Meaning and Significance of Creative Writing</li> <li>• Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms</li> <li>• Research for Creative Writing</li> </ul>	1.Explain the meaning, essential elements and the process of creative writing and identify the genres of creative writing	<b>K2</b>
<b>UNIT II: ELEMENTS OF CREATIVE WRITING:</b>			
	<ul style="list-style-type: none"> <li>• Plot, Setting, Character, Dialogue, Point of View</li> </ul>	1.Discuss the elements of creative writing	<b>K2</b>

	<ul style="list-style-type: none"> <li>• Literary Devices and Figurative Language</li> <li>• Elements of Style</li> <li>• Grammar and the Structure of Language</li> <li>• Proof Reading and Editing</li> </ul>	<p>2.Trace the elements of style and delineate the literary devices and figurative language used in creative writing</p> <p>3.Estimate the importance and role of proof reading and editing</p>	<p><b>K3</b></p> <p><b>K5</b></p>
<b>UNIT III: TRADITIONAL FORMS OF CREATIVE WRITING: FICTION</b>			
	<ul style="list-style-type: none"> <li>• Fiction: short story, novella and novel</li> <li>• Poetry</li> <li>• Drama</li> <li>• Essay</li> <li>• Fable</li> </ul>	<p>1.Cognize the fictional forms of creative writing</p> <p>2.Explore the various forms of creative writing like poetry, drama, essay, fiction, fable, etc</p>	<p><b>K2</b></p> <p><b>K4</b></p>
<b>UNIT IV: TRADITIONAL FORMS OF CREATIVE WRITING: NON-FICTION</b>			
	<ul style="list-style-type: none"> <li>• Biography, Memoire and Autobiography</li> <li>• Travelogues, Diaries, Self-Narrative Writing</li> </ul>	<p>1. Discuss the non-fictional forms of creative writing.</p> <p>2.Classify the different kinds of writing biography, memoir, autobiography, travelogues, diaries, self-narrative writing and delineate the principles and procedures involved in each of them</p>	<p><b>K2</b></p> <p><b>K2</b></p>
<b>UNIT V: NEW TRENDS IN CREATIVE WRITING</b>			
	<ul style="list-style-type: none"> <li>• Web Content Writing and Blog Writing</li> <li>• Script Writing</li> <li>• Journalistic Writing</li> <li>• Copywriting</li> <li>• Graphic Novel</li> <li>• Flash Fiction</li> </ul>	<p>1.Discuss the new trends in creative writing.</p> <p>2.Classify the different kinds of new trends like web content writing, blog writing, script writing, journalistic writing, copywriting, graphic novel writing, graphic novel writing and writing flash fiction and delineate the principles and procedures involved in each of them</p>	<p><b>K3</b></p> <p><b>K6</b></p>
<b>UNIT VI: TOPICS FOR SELF-STUDY</b>			
	6.1 Different style of creative writing	1.Explore the emergence of new trends in creative writing	<b>K4</b>
	6.2 Differentiate between traditional creative writing	2.Investigate the nature and role of traditional creative	<b>K5</b>

	and emerging trends in creative writing  6.3 Role of technology in creative writing	writing vs emerging technologically enhanced new trends in creative writing  3.Prepare a model newsletter/magazine by incorporating the principles and practices of creative writing	<b>K6</b>
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**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	L	M	H	M	M	M	M	M	M	L	M	M
CO2	M	L	M	H	M	M	M	M	L	M	L	M	M
CO3	M	L	L	H	M	M	M	M	M	M	L	M	L
CO4	M	M	L	M	M	M	M	M	M	L	M	M	M
CO5	M	M	M	H	L	M	H	M	L	M	L	L	M
CO6	M	L	M	H	L	M	H	M	L	M	L	M	L

L- Low, M - Medium, H - High

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book Open Book Test.
2. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
3. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

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 Name of the Course Coordinator: Dr. G. PARVATHY

Signature:

## Core V: Shakespeare

Semester: II

Course Code: P19EG205

Credits: 5

Hours / Week: 6

### COURSE OBJECTIVES:

01. To provide the student with a knowledge of the social and intellectual background to the author and his works and to help him understand Shakespeare as an interpreter of his age and its socio-cultural conditions.
02. To facilitate an interest in the language of Shakespeare's plays, his images, his wordplay and his original and creative use of language
03. To know the unique nature of the Elizabethan theatre, the stage and acting and the Elizabethan audience.
04. To understand some of the features of Shakespeare's language
05. To know that Shakespeare used different style of language for different characters.
06. To familiarize with Shakespeare's stories and characters
07. To explore some of the great themes of Shakespeare's plays, such as kingship, romance and ambition

### COURSE OUTCOMES:

On completion of the course, students will be able to:

- CO1. Explain the aspects of the age of Shakespeare and understand Elizabethan English to allow for better comprehension of Shakespeare's plays, poems and sonnets. **(K2 - Understanding)**
- CO2. Explain the aspects of the Shakespeare's literary development, structure of the play and organization of his dramatic works and characters in it. **(K2 - Understand)**
- CO3. Discover Shakespeare as a product of his society and study the relationship of Shakespearean literature to society. **(K3 - Apply)**
- CO4. Compare experiences with themes and issues brought up in Shakespeare's plays, poems and sonnets and analyze the usage of unity of time, place and action. **(K4 - Analysis)**
- CO5. Critique on the philosophical intellectuality, the various literary movements, trends and influences that contributed to the evolution of Shakespearean literature as body of world class literature of knowledge and worthy of research. **(K5 - Evaluate)**
- CO6. Discuss Shakespeare's plays and interpret the issues, themes and ideas in Shakespeare's plays and appreciate the way they remain relevant in the 21st century. **(K6 - Create)**

**SYLLABUS:****Unit 1: Historical play**

Henry IV, Part 1

**Unit 2: Pastoral Comedy**

As You Like It

**Unit 3: Tragedy**

Macbeth

**Unit 4: Forgiveness & Reconciliation**

The Tempest

**Unit 5: General Topics on Shakespeare's Works**

General Shakespeare- Shakespearean Comedies, Tragedies and Dramatic Romances

Shakespearean Fools, Clowns and Jesters

Shakespearean Theatre, imagery and criticism

Shakespeare as a Sonneteer

**Unit 6: For Further Discussion:** (for further reading and not be included for examination)

Reading List (for Internal Assessment only)

R1: Juliet Dusinberre : Shakespeare and the Nature of Women

R2: Caroline Spurgeon : Shakespeare's Imagery and What it Tells Us

R3: Frank Kermode : Shakespeare's Language

R4: Helen Vendler : The Art of Shakespeare's Sonnets

**READING LIST (FOR INTERNAL ASSESSMENT ONLY)**

R1: Bradley, A. C : Shakespeare's Tragedy,

R2: Bradley, A. C : Shakespeare's Comedy

R3: Johnson, Samuel : Johnson on Shakespeare: Essays and Notes

R4: Wilson Knight : Wheel of Fire

**SYLLABUS: BLOOM'S TAXONOMIC LEVELS OF TRANSACTION:**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit - I</b>			
	1.1 Henry IV Part I	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background in which the author lived which shaped his thinking in</li> </ul>	<b>K2</b>

		<p>the context of this text.</p> <ul style="list-style-type: none"> <li>• Categorize it being as historical play.</li> </ul>	<b>K4</b>
<b>Unit - II</b>			
	2.1 As You Like It	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of some of the key speeches and scenes.</li> <li>• Appreciates the importance and complexity of role- play by the two female characters.</li> <li>• Categorize themes as being pastoral comedy.</li> </ul>	<b>K3</b> <b>K4</b> <b>K4</b>
<b>Unit - III</b>			
	3.1 Macbeth	<ul style="list-style-type: none"> <li>• Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> <li>• Categorize themes as being tragedy - which talks about flaw of the hero and an ambitious woman.</li> </ul>	<b>K2</b> <b>K4</b>
<b>Unit - IV</b>			
	4.1 The Tempest	<ul style="list-style-type: none"> <li>• Interpret the themes, tone and texture found in the play with the help of the dialogues and the devices used in the text.</li> <li>• Identify the theme of the play as forgiveness and reconciliation.</li> </ul>	<b>K2</b> <b>K3</b>
<b>Unit - V</b>			
	<p>5.1 General Shakespeare- Shakespearean Comedies, Tragedies and Dramatic Romances</p> <p>5.2 Shakespearean Fools, Clowns and Jesters</p> <p>5.3 Shakespearean Theatre, imagery and criticism</p> <p>Shakespeare as a Sonneteer</p>	<ul style="list-style-type: none"> <li>• Discuss the socio-cultural and political background in which the author lived.</li> <li>• Analyze the Shakespeareans tragedies and comedies are different from that of other playwrights.</li> <li>• Explain the role of Fools, Clowns and Jesters in both Comedy and Tragedy.</li> <li>• Sketch the outline of the Shakespearean theatres.</li> </ul>	<b>K2</b> <b>K4</b> <b>K2</b> <b>K3</b>



<b>Unit - VI: Not for testing</b>			
	<p><b>For further reading and not for testing</b></p> <p>1: Juliet Dusinberre : Shakespeare and the Nature of Women</p> <p>2: Caroline Spurgeon : Shakespeare's Imagery and What it Tells Us</p> <p>3: Frank Kermode : Shakespeare's Language</p> <p>4: Helen Vendler : The Art of Shakespeare's Sonnets</p>	<ul style="list-style-type: none"> <li>• Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social-religious-cultural contexts.</li> <li>• Assess the texts and make a comparative study of the various themes and techniques employed in each text in relation to the other fictions of the past and present.</li> <li>• Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory</li> </ul>	<p><b>K5 &amp; K6</b></p>

**TEXT BOOKS FOR STUDY:**

- T1: Henry IV Part I- Shakespeare, William, and David M. Bevington. **Henry IV Part I**. Oxford: Oxford University press, 1994. Print.
- T2: As You Like It- **As You Like It**. New York: Dover Publications, 1963. Print.
- T3: Macbeth- **The Tragedy of Macbeth**. New York: Washington of Square Press, 2004,c 1992. Print.
- T4: The Tempest- **The Tempest**. Cambridge: Harvard University Press, 1958. Print
- T5: General Shakespeare

**BOOKS FOR REFERENCE:**

- R1: Albert, Edward. History of English Literature.
- R2: Bradley, A. C : Shakespeare's Tragedy

**WEB LINKS:** (Swayam/nptel/...)

1. <http://www.shakespeare-online.com/plays/howtostudybard.html>
2. <https://www.britannica.com/biography/William-Shakespeare/Literary-criticism>

**YEAR OF REVISION: 2015**

**MAPPING : (L- Low, M - Medium, H - High)**

	Program Outcome									Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	H	H	M	H	H	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	H	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual Instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

**MAKE-UP POLICY:**

- Retest will be given only for first internal test for students with genuine reasons and on medical grounds.
- **No re-test for second internal tests.**

**Name of the Course Coordinator:** Ms. E.S. Nandhini

**Signature:**

## Core VI: 19<sup>th</sup> Century British Literature

Semester: II

Course Code: P19EG206

Credits: 5

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No	Course Outcomes	Level	Unit
1	Restate the literary movements and describe the aesthetic aspects.	K2	I
2	Identify various literary traditions both in their specificity and interrelation.	K2	II
3	Apply the theoretical and practical skills for interdisciplinary work by engaging the complex interface between literature and other kinds of human activity	K3	III
4	Analyze the habit of 19th century British literature to familiarize the learners with the academic skills to conduct original research in the field of literary studies.	K4	IV
5	Appraise the creative skills and critical thinking skills of the 19th century British writers to offer the learners an insight into scope and relevance of the subject in the research context.	K5	V
6	Estimate critically the relations between literature and other modes of cultural productions, including digital and new media.	K6	V

### SYLLABUS

#### UNIT I : Early Romantic Poetry

12 hours

Wordsworth: Tintern Abbey (1798) Coleridge: Ode to Dejection (1802)

#### UNIT II : Late Romantic Poetry

12 hours

Byron: The Prisoner of Chillon (1816) (Lines 1-109,300-32)

Keats: Ode on a Grecian Urn (1819) Shelley: Ode to the West Wind; (1819)

#### UNIT III : Victorian Poetry

12 hours

Tennyson: Ulysses (1833)

Matthew Arnold: The Scholar Gypsy (1853) Browning: Andrea Del Sarto (1855)

**UNIT IV : Essay - Critical & Personal****12 hours**

Coleridge: Biographia Literaria - Book XIII  
[Enright and Chikara] (1817)

Lamb: 1) Dream Children (1823)  
2) Christ's Hospital (1878)

**UNIT V : Fiction (1800-1900)****12 hours**

Jane Austen - Emma (1815)  
Eliot - Silas Marner: The Weaver of Raveloe (1861) Dickens - Great  
Expectations (1861)  
Hardy - Tess of the D'urbervilles (1891)

**Unit VI****Topics for Self-Study( Not be included for examination)**

S.No.	Topics	Web Links
1	Charlotte Bronte: <i>Jane Eyre</i>	<a href="https://www.gutenberg.org/files/1260/1260-h/1260-h.htm">https://www.gutenberg.org/files/1260/1260-h/1260-h.htm</a>
2	Emily Bronte: Wuthering Heights	<a href="https://theconversation.com/why-emily-brontes-wuthering-heights-is-a-cult-classic-100748">https://theconversation.com/why-emily-brontes-wuthering-heights-is-a-cult-classic-100748</a>
3	George Eliot: Middlemarch	<a href="https://www.planetebook.com/middlemarch/">https://www.planetebook.com/middlemarch/</a>
4	H.G. Wells: The Time Machine	<a href="https://standardebooks.org/ebooks/h-g-wells/the-time-machine">https://standardebooks.org/ebooks/h-g-wells/the-time-machine</a>
5	Charles Dickens: Bleak House	<a href="https://www.globalgreybooks.com/bleak-house-ebook.html">https://www.globalgreybooks.com/bleak-house-ebook.html</a>
6	Jane Austen: Sense and Sensibility	<a href="https://freeditorial.com/en/books/sense-and-sensibility">https://freeditorial.com/en/books/sense-and-sensibility</a>
7	Thomas Hardy: The Mayor of Casterbridge	<a href="https://www.ebooksread.com/authors-eng/thomas-hardy/the-mayor-of-casterbridge-341.shtml">https://www.ebooksread.com/authors-eng/thomas-hardy/the-mayor-of-casterbridge-341.shtml</a>

**Text Book(s):**

1. Hardy, Thomas. Tess of the D'Urbervilles. 2020.
2. Abrams, M.H.,Ed. English Romantic Poets: Modern Essays in Criticism.London:OUP,1975
3. H. Bloom and Munich, eds. Robert Browning: A Collection of Critical Essays. PrenticeHall,1979

**Reference Books:**

1. Bowra, Cecil Maurice: The Romantic Imagination. OUP, 1964
2. Reeves, James Reeves: A Short History of English Poetry. Dutton, 1962
3. G.S. Fraser: John Keats: Odes (Casebook Series) Macmillan, 1971

**Web links:**

1. <https://www.hampshire.edu/library/links-to-free-ebook-resources>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>UNIT- I</b>			
	<b>1.2 Wordsworth: Tintern Abbey</b>	Discuss the ideas regarding nature's ability to preserve one's memories as well as past and present perceptions. Author conveys his experiences with nature to readers through his poem using vibrant imagery	K2
		Identify the narrative technique like structure and abstract metaphors.	K3
	<b>1.2 Coleridge: Ode to Dejection</b>	Appraise the theme, and importance of nature and moral value with the help of technique used in the text.	K4
		Construe the desires to feel as one with nature and suggest that dreams offer a portal to happiness.	K2
<b>UNIT - II</b>			
	<b>2.1 Keats: Ode on a Grecian Urn</b>	Identify the different poetic techniques used by the author including apostrophe, personification, parallelism, antithesis, alliteration, metaphor, imagery, and symbolism.	K3
		Examines the close relationship between art, beauty, and truth.	K5
	<b>2.2 Shelley: Ode to the West Wind;</b>	Compare human limitations and the power of natural world	K4
		Adapt revolutionary ideas could reach every corner of the universe.	K6
	<b>2.3 Byron: The Prisoner of Chillon (Lines 1-109,300-392)</b>	Discuss the style of dramatic monologue in form and in octosyllabic couplets, with some variation in rhyme scheme	K2
		Explain Byron's declaration of humanism with a pressure on the human sense of life.	K5

<b>UNIT - III</b>			
	<b>3.1 Tennyson: Ulysses</b>	Infer the search for adventure, experience and meaning which makes life worth living.	K3
		Agree to work hard, to pursue their goals and accomplish them, and to never give up.	K4
	<b>3.2 Browning: Andrea Del Sarto</b>	Analysis success and failure in life and art,	K4
		Interpret the unconscious self-analysis of a sensitive, intelligent artist.	K5
	<b>3.3 Matthew Arnold: The Scholar Gypsy</b>	Illustrate modernity and life of gipsy	K2
		Build the level of storytelling through poem	K3
<b>UNIT - IV</b>			
	<b>4.1 Lamb: 1) Christ's Hospital 2) Dream Children</b>	Explain a world of poverty and unimaginable struggles with the content of the text.	K2
		Create a concern on health, treatment, and well-being of destitute children.	K6
	<b>4.4 Coleridge: Biographia Literaria - Book XIII [Enright and Chikara]</b>	Distinguishes a poem from poetry through the content of "Biographia Literaria"	K4
		Discuss definition of the imagination or esemplastic power.	K6
<b>UNIT - V</b>			
	<b>5.1 Austen: Emma</b>	Identify the theme of English society and the significance of propriety	K3
		Appraisal of the stories in terms of contemporary society.	K5
	<b>5.2 Eliot: Silas Marner</b>	Discuss Eliot's work as a criticism of life of individuals and society.	K2
		Analyze The major theme of Silas Marner is of course the influence of "pure, natural human relationships,	K4
	<b>5.3 Thomas Hardy: Tess of the D'urbervilles</b>	Identify the theme of the Injustice of Existence in Victorian era	K3
		Estimate the traditional English novel and its structure	K5

	<b>5.4 Dickens: Great Expectations</b>	Explain the class system of Victorian England.	K2
		Estimate on Dickens's characterization represents the Victorian age in a very vivid manner.	K6
	<b>Charlotte Bronte: <i>Jane Eyre</i> Emily Bronte: <i>Wuthering Heights</i> George Eliot: <i>Middlemarch</i></b>	Assess the texts and make a critical study of the various themes and techniques employed in each text  Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory.	K5
<b>Unit VI</b>	<b>Charles Dickens: Bleak House H.G. Wells: The Time Machine</b>		& K6
	<b>Jane Austen: Sense and Sensibility</b>		
	<b>Thomas Hardy: The Mayor of Casterbridge.</b>		

## MAPPING ( CO, PO, PSO)

L-Low M-Moderate H- High

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO 1</b>	L	L	M	L	M	M	M	M	M	M	M	M	-
<b>CLO 2</b>	H	M	M	L	L	H	H	L	H	L	M	M	M
<b>CLO 3</b>	H	M	H	L	L	-	H	M	M	M	H	M	M
<b>CLO 4</b>	H	H	M	-	M	H	M	M	M	M	H	H	H
<b>CLO 5</b>	M	H	M	M	L	M	H	L	M	L	H	H	M
<b>CLO 6</b>	M	H	M	-	L	M	H	-	H	M	M	M	M

**COURSE ASSESSMENT  
METHODS DIRECT:**

SL No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 Hrs.			75

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr. W. Abraham Selvakumar

**Signature:**



## Core VII: 20<sup>th</sup> Century British Literature

Semester: II

Course Code: P19EG207

Credits: 5

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Interpret the 20th Century British life and literature against the social background of a transforming world encountering socio-political and economic changes	K2	I
2	Assess the experimental trends in British literature during the 20th century and comprehend the theme and technique in literary works of that period.	K3	II
3	Analyze the major literary movements of the period and the experiments made with literary works	K4	III
4	Restate the major literary experiments in staging and stagecraft and paralleled experiments in other genre.	K2	IV
5	Criticize the post war European culture and individual's expression of disillusionment with contemporary society	K5	V
6	Estimate critically the universal human concerns that are the basis for literary works and examine the significance of the cultural, religious, social and historical context in which texts are produced and comment on the linguistic diversity in those works.	K6	V

### UNIT I Twentieth Century British Poetry

**Movements: Symbolism, Romanticism, Realism and Myth, Modernism, Anti-romanticism**

W.B. Yeats (1865-1939)	The Second Coming
T.S. Eliot (1888-1965)	The Waste Land
W.H Auden (1907-1973)	The Shield of Achilles
Dylan Thomas (1914-1953)	The Force that through the Green Fuse Drives
Ted Hughes (1930-1998)	Thrushes

### UNIT II Twentieth Century British Drama

**Movements: Absurdism, Existentialism, Symbolism**

Samuel Beckett (1906-1989)	Waiting for Godot
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**UNIT III Twentieth Century British Prose**

**Movements: Realism, Modernism, Symbolism, Futurism**

D.H. Lawrence (1885-1930) Why the Novel Matters

E.M. Forster (1879-1970) The Duty of Society to the Artist  
Does Culture Matter?

Alvin Toffler (1928-2016) "The Accelerative Thrust" (from Future Shock)

**UNIT IV Twentieth Century Early Modern Fiction**

**Movements: Existentialism, Imperialism, Social Realism, Impressionism, Early Modernism, Humanitarianism**

Joseph Conrad(1857-1924) Heart of Darkness

Graham Greene (1904-1991) The Power and The Glory

**UNIT V Twentieth Century Modern Fiction**

**Movements: Realism, Naturalism, Feminism, Modernism, Post-modernism**

William Golding (1911-1993) Lord of the Flies

Doris Lessing (1919- 2013) The Golden Notebook

**UNIT VI Topics for Self-Study**

**Movements: Realism, Modernism, Post-modernism, Existentialism, Absurdism**

Virginia Woolf (1882-1941) Mrs. Dalloway

James Joyce (1882-1941) Ulysses

George Orwell (1903-1950) Nineteen Eighty-Four

Graham Greene (1904-1991) The Heart of the Matter

William Golding (1911-1993) Rites of Passage

Kingsley Amis (1922-1995) Lucky Jim

John Osborne (1929-1994) *Look Back in Anger*

Harold Pinter (1930-2008) The Caretaker

**Textbooks:**

1. Beckett, Samuel. *Waiting for Godot: Tragicomedy in 2 Acts*. New York: Grove Press, 1954. Print.
2. Conrad, Joseph. *Heart of Darkness*. London: Penguin Classics, 2007.
3. Eliot, T S. "The Waste Land." *Dial* (chicago, Ill.). (1922). Print.
4. Golding, William. *Lord of the Flies*. London: Faber and Faber, 1954. Print.
5. Greene, Graham. *The Power and the Glory*. 1940. Reprinted, New York: Penguin, 1971.
6. Lessing, Doris. *The Golden Notebook*. London: Harper Perennial, 2007. Print.
7. Toffler, Alvin. *Future Shock*. New York :Random House, 1970.

**Reference Books:**

1. Ford, Boris, Ed. *Pelican Guide to Literature in English – The Present*. Penguin, 1981.
2. Gardner, Helen. *The Art of T.S. Eliot*. London: Cresset, 1968.
3. Kenner, Hugh. *The Invisible Poet: T.S. Eliot*. London: Methuen, 1965.
4. Drew, Elizabeth. *T.S..Eliot – The Design of His Poetry*. Delhi: Doab, 1970.

5. Goodman, W. R. A. *History of English Literature* – Vol. III: 1798-1966. Delhi: Doaba House, ----.
6. Blamires, Harry. *A Short History of English Literature*. NY: Routledge, 1989.
7. Albert, Edward. *History of English Literature*. ND: OUP, 2005.

**Web Links:**

1. <https://epgp.inflibnet.ac.in/>
2. <https://onlinecourses.nptel.ac.in/>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction	
<b>UNIT-I</b>				
I	1.1	T.S. Eliot: The Waste Land	<p>Illustrate the spiritual and emotional sterility of the modern world and its degeneration, vulgarization, and commercialization of values.</p> <p>Interpret the spiritual emptiness and rootlessness of modern existence</p>	K2  K3
	1.2	Ted Hughes: Thrushes	Compare the modern man's frivolous meaningless pursuits of material gains which affect the balance in the natural world and the rueful traditionalism.	K
	1.3	W.B. Yeats: The Second Coming	Discuss the sense of shock and pessimism about the future that threatened the world after the war traced the sickness of modern civilization	K2
	1.4	Dylan Thomas: The Force that through the Green Fuse Drives	Examine natural forces that shape and make us what we, and the environment we live in,	K3
	1.5	W.H Auden: The Shield of Achilles	Investigate the unbridled cruelty and horror of the modern world and its futility of endless wars.	K4

<b>UNIT-II</b>				
II	2.1	Samuel Beckett : Waiting for Godot	Distinguish the traits of traditional drama and of absurd drama.	K4
			Criticize how the postmodern socio-political disturbance in that period affected the mental state of its people	K5
			Evaluate the spiritual emptiness and rootlessness of modern existence	K5
<b>UNIT-III</b>				
III	3.1	E.M. Forster: The Duty of Society to the Artist	Re-state the chief characteristics of the Art for art's sake movement and the role of art in society.	K2
	3.2	E.M. Forster: Does Culture Matter?	Identify the role of culture in shaping the society.	K4
	3.3	Alvin Toffler: "The Accelerative Thrust" (from Future Shock)	Argue and assess the alarming social changes, economic development, the role of technology in modern society and individuals' plight in coming to grips with the accelerating speed of change.	K6
	3.4	D.H. Lawrence: Why the Novel Matters	Justify a novelist role which is better than that of the scientist or the philosopher in making the reader realize life itself.	K6
<b>UNIT-IV</b>				
IV	4.1	Graham Greene: The Power and the Glory	Indicate how Greene pictures the death of Mexico under its godless government through vivid details of decay, physical sordidness, and sterility and analyse the Dangers of Excessive Idealism	K2& K4
	4.2	Joseph Conrad: Heart of Darkness	Outline the indictment of the post war European culture and as an expression of disillusionment with contemporary society	K2
<b>UNIT-V</b>				

V	5.1	William Golding: The Lord of the Flies	Assess the spirit of Modernism, a radical and utopian spirit stimulated by new ideas in science and society, through reading the prescribed texts.	K6
	5.2	Doris Lessing: The Golden Notebook	Discuss the issues of gender politics and the characteristics of postmodern fiction	K2

**MAPPING : L- Low, M – Medium, H – High**

	Program Outcome									Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CLO1</b>	L	L	M	M	M	M	L	H	H	M	M	M	H
<b>CLO2</b>	M	H	L	L	M	H	M	M	H	M	M	H	H
<b>CLO3</b>	L	M	L	L	M	H	M	H	M	L	M	H	H
<b>CLO4</b>	M	H	M	L	M	H	M	M	H	M	H	L	H
<b>CLO5</b>	M	M	M	H	L	H	H	M	H	M	H	M	H
<b>CLO6</b>	M	H	L	L	M	M	M	M	H	L	M	M	H

### **COURSE ASSESSMENT METHODS**

#### **DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

#### **INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Ms. Looda Francia

**Signature:**

## Elective II: World Classics in Translation

Semester: II

Course Code: P19EG2:2

Credits: 4

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Analyse the various techniques used by ancient/modern writers to represent human condition and the harsh and complex realities of the modern age	K4	I - V
2	Appraise literature hermeneutically and exegetically	K5	I-V
3	Evaluate the implications of diverse cultures expressed in the English language	K5	I-V
4	Appreciate important concepts, themes and tradition through the study of influential classical texts from the ancient world and apply them to the present context	K5	I-V
5	Demonstrate their skill in translation and understand the significance of how translation bridges cultures across the world- ancient and modern.	K2	I-V
6	Discover the best of the ethical, ideological and cultural elements from the wide gamut of classical texts from across cultures.	K4	I-V

### SYLLABUS

#### UNIT I (Poetry)

Baudelaire	: Correspondences
Tholkappiyar	: Tholkappiyam: "Meypattuiyal" Lines 1191-1217
Goethe :	: The Fisherman
A.S. Pushkin	: I Love You
Neruda	: The Word
Faiz Ahmed Faiz	: Do not ask, my love
Octavio Paz	: To the Painter Swaminathan
Omar Khayyam	: The Rubaiyat (No: 1,7,12,13,15,20 and 22)
Kahlil Gibran	: The Prophet ("On Love", "On Marriage", "On Children", "On Giving", "On Work", "On Joy and Sorrow", "On Teaching", "On Good and Evil", "On Death").

**UNIT II (Drama)**

Sophocles : Oedipus Rex  
Bertolt Brecht : Mother Courage

**UNIT III (Novel)**

Kafka : The Trial  
Gabriel Garcia Marquez : Chronicles of Death Foretold

**UNIT IV (Prose)**

Maxim Gorky : On Literature- "How I learnt to write"

**UNIT V (Short story)**

Indira Goswami : The Offspring  
Tolstoy : The Three Hermits  
Nikolai Gogol : The overcoat  
Ryunosuke Akutagawa : Rashomon

**UNIT VI - Topics for Self-Study(NOT FOR TESTING)**

1. A.S. Pushkin - The Burned Letters
2. Faiz Ahmed Faiz- August 1952
3. Pablo Neruda- Love Poems
4. Charles Baudelaire - A carcass
5. Johann Wolfgang Goethe - Faust
6. Octavio Paz - Brotherhood
7. Kafka- Metamorphosis
8. Gabriel Garcia Marquez- Love in the times of Cholera
9. Omar Khayam - Rubaiyat (the rest)
10. Bertolt Brecht- The Caucasian Chalk Circle
11. Sharankumar Limbale- The Outcaste
12. Khalil Gibran- The madman
13. Haruki Murakami- Desire
14. Nikolai Gogol- Dead Souls
15. Tholkapiyam- Poruladigaram

**Text Book(s):**

- T1: Baudelaire, Charles. *The Flowers of Evil and Paris Spleen*. Translated by Wallace Fowliel. Dover Publications, 2010. (pp. 10).
- T2: Karunanidhi, Kalaignar. *The Flower Garden of Tolkappiyam*. Macmillan and Bharathiar University, 2009. (pp. 181-213).
- T3: Goethe. *Poetical Works*, Vol I. Boston: Francis A Niccols Company, 1902. 9. Bandelair, Charles. *The Flower of Evil*. August Poulet - Malassis, 1857.
- T4: Neruda, Pablo. *Selected Poems*. Vintage Books, 2012. (pp. 416-419).
- T5: Gibran, Kahlil. *The Prophet*. Delhi: Rajpal, 2014.
- T6: Pushkin, A.S. "I Love You" (Alexander Pushkin:Selected Works Vol I. Russian Classic Series, Progress Publishers)

- T7: Marquez, Gabriel Garcia. *Chronicles of a Death Foretold*. Gurgaon: Penguin Random House, 1996.
- T8: Fitzgerald Edward. *The Rubaiyat of Omar Khayyam*. Arcturus Publishing Ltd. 2010.
- T9: Brecht Bertolt. *Mother Courage and Her Children*. Bloomsburg Publishing, 2015.
- T10: Kafka, Franz. *The Trial*. Value Classic Reprints, 2017.
- T11: Sophocles, Oedipus Rex. Translated by F.Storr. Cambridge: Harvard University Press, 1912.
- T12: Paz, Octavia. *The Collected Poems of Octavio Paz*. New Delhi: New Directions, 1999.
- T13: Gorky, Maxim. *On Literature*. Moscow: Progress Publishers, 1928. (27-67)

### Reference Books:

- R1: Wilke, B & J. Hurt. *Literature of the Western World Vol. I & II*. Prentice Hall, 2001.
- R2: Will Hardt, M & A.M. Parker: *Who's Who- in the Twentieth Century Poetry*. London: Routledge, 2000
- R3: Costa, Rene de. *The Poetry of Pablo Neruda*. London: Harvard UP, 1979
- R4: Bhalla, Alok. *Latin American Writers: A Bibliography with critical & Biographical Introductions*. Pennsylvania: Envoy Press, 1990.
- R5: Sachers, Regina. *Goethe's Poetry and the Philosophy of Nature*. Cambridge: Modern Humanities Research Association, 2013.
- R6: Ramanujan, A.K. *The Interior Landscape: Classical Tamil Love Poems*. New York Review Books, 1967.
- R7: ThaniNayagam, Xavier, *Landscape and Poetry: A Study of Nature in Classical Tamil Poetry*, Asia Publishing House, 1966.
- R8: Samuel, John. *Tolkappiyam in English*. Institute of Asian Studies, 2001.
- R09: Percy, Hornstein and Brown, eds. *Readers Companion to World Literature*. New York: Penguin, 2002. Print.

### Web links:

[www.worldliteraturetoday.org](http://www.worldliteraturetoday.org)

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

### SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
	1.1 Baudelaire: Correspondences	Discuss the socio-cultural and political background in which the author lived which	K2



		shaped his thinking in the context of this text.	
		<ul style="list-style-type: none"> <li>Identify the theme, tone and texture and the socio- political belief as expressed in the poem</li> </ul>	K3
	1.2 Tholkappiyar : Tholkappiyam: "Meypattuiyal" Lines 1191-1217	<ul style="list-style-type: none"> <li>Give a detailed description of the poet and his background, his love for the language and his popularity in sangham literature</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Explain how the poet manifests human emotions and explains its position in language of literature and usage.</li> </ul>	K4
	1.3 Goethe : The Fisherman	<ul style="list-style-type: none"> <li>Introduce the learners to German literature and its background</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Identify the mythological character used and the background which inspired the content of the text.</li> </ul>	K3
	1.4. A.S.Pushkin: I Love You	<ul style="list-style-type: none"> <li>Introduce the learners to Russian literature and its background</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyze the tone, texture and theme as expressed by the poet</li> </ul>	K3
	1.5. Pablo Neruda : The Word	<ul style="list-style-type: none"> <li>Introduce the learners to Chilean literature and its background</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Infer poet's philosophy of life and his view on the birth of words and letters which passed down through generations to form a civilisation.</li> </ul>	K4

	1.6 Faiz Ahmed Faiz : Do not ask, my love	<ul style="list-style-type: none"> <li>· Introduce the learners to urudu literature and expose the learners to the partition and animosity between two nations India and Pakistan</li> <li>· Understand the poets struggle to find balance between his love for his nation and his lady love</li> </ul>	K3  K5
	1.7 Octavio Paz: To the Painter Swaminathan	<ul style="list-style-type: none"> <li>· To introduce the learners to Mexican literature and the authors respect towards Jagdish Swaminathan whom he reveres as an iconoclast.</li> </ul>	K2
		Extend the comprehension by exploring the levels of meaning of the poem's multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.	K3
	1.8 Omar Khayyam: The Rubaiyat (No:1,7,12,13,15,20 and 22)	<ul style="list-style-type: none"> <li>· Survey the poet's description of a simple man who finds solace by escaping into material pleasures, and treats the universal and ageless themes of doubt, fear, and regret.</li> </ul>	K4
	1.9 Kahlil Gibran: The Prophet "On Love", "On Marriage", "On Children", "On Giving", "On Work", "On Joy and Sorrow", "On Teaching", "On Good and Evil", on Death.	<ul style="list-style-type: none"> <li>· Comprehend the religious traditions that influenced Kahlil Gibran.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>· Evaluate the literary worth and technical craftsmanship of Gibran appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
<b>Unit -2</b>			
	2.1 Sophocles : Oedipus Rex	<ul style="list-style-type: none"> <li>· Explore the moral lesson in Oedipus Rex, that it is</li> </ul>	K2

		impossible to escape one's destiny and a sin to try to do so. And understand Greek worldview, where worst sins a person could commit was to think he knew better than the gods.	
	2.2 Bertolt Brecht : Mother Courage	· Examine the life of Bertolt Brecht and detailed in depth analysis of epic theatre.	K3
		· Critically analyse the socio-political impact of theatre and understand the materialistic approach and aftermaths of war.	K5
<b>Unit -3</b>			
	3.1 Kafka : The Trial	· Assess personal isolation, difficult family relationships, and express the fundamental notions about justice and injustice, right and wrong, law-abiding and crime, good and evil. Within the confines of this allegory, the public defender's role which is essentially symbolic.	K5
	3.2 Gabriel Garcia Marquez : Chronicles of Death Foretold	· Estimate on the application of magic realism and the importance of honor to the culture portrayed in the novella	K6
<b>Unit -4</b>			
	4.1 Maxim Gorky : On Literature- "How I learnt to write"	· Detailed analysis of the autobiographical elements in the prose.	K4
<b>Unit -5</b>			
	5.1 Indira Goswami : The Offspring	· Appraise on Goswami's writing and the background which led to the construction	K5

	of the plot	
	· Detailed study on Goswami's female characters	K6
	· Discuss the fundamental questions of caste and gender dominance in the society.	K6
5.2 Leo Tolstoy : The Three Hermits	· Construct and gain a better understanding of moral belief and understanding the nature of prayer through an illiterate hermit to that of the Bishop.	K6
5.3 Nikolai Gogol : The overcoat	· Introducing Russian literature to the learners	K1
	· Explaining supernaturalism and magical realism	K2
	· Examine the short story to advocate morality to the bullies and the power of passion	K4
5.4 Ryunosuke Akutagawa : Rashomon	· Introducing learners to Japanese literature and its socio- cultural practises.	K2
	· Reflect on the blur between good and bad, right and wrong with poverty as its yardstick	K4

## MAPPING ( CO, PO, PSO)

L-Low

M-Moderate

H- High

	Programme Outcome					Programme Specific Outcome							
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	M	M	L	M	H	H	L	M	L	L	M	L
CO2	H	M	M	H	H	M	M	H	M	H	M	L	M
CO3	L	L	H	M	L	H	H	H	L	M	L	H	L

CO4	L	M	L	M	L	M	H	M	H	L	M	M	L
CO5	H	M	M	H	H	M	L	M	L	H	L	H	H
CO6	H	L	M	L	M	L	L	H	H	H	M	L	H
CO7	H	M	L	H	L	M	H	M	L	H	L	H	M
CO8	H	L	M	M	H	H	L	H	M	H	M	L	L

### COURSE ASSESSMENT METHODS

#### DIRECT:

SL No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-	Open Book		
4	Attendance (20 %)	-	On-line Entry		
5	End Semester Exam	3 Hrs.	75		Closed Book

#### INDIRECT:

1. Course end survey (Feedback)

Name of the Course Coordinator: Dr. J. Premkumar

Signature:

## Elective II: Children's Literature

Semester: II

Course Code: P19EG2:2

Credits: 4

Total Hours: 90

### COURSE OUTCOMES:

On completion of the course, students will be able to:

CO No.	Course Outcome	Level	Units
CO1	Discuss those aspects of children's literature as on how it is distinct from literature intended for adults – or is it? The derivation of literature for children from adult literature – from the epic, the folk tale, mythology, poetry, and romance <b>(Understand)</b>	K2	1-5
CO2	Explain how folk tale, fairy tale, myth, fable, legend, and romance originated as oral stories told to explain nature, to guide or inspire conduct, or to give voice to human beings' feelings of fear, pride, joy, grief, and wonder <b>(Understand)</b>	K2	1-5
CO3	Demonstrate through discussion on how the Creation of didactic works for children in 18th and 19th centuries in order to inculcate religious values (especially the fear of God). <b>(Apply)</b>	K3	1-5
CO4	Delineate connections among the social, historical, cultural and literary elements to the American style of writings with specific details to ideologies, Theories of folklore's origin: monogenesis, polygenesis, and a collective unconscious <b>(Analysis)</b>	K4	1-5
CO5	Critique on the philosophical intellectuality, the various literary movements, trends and influences that contributed to the evolution of Children's literature as body of world class literature of knowledge and worthy of research. <b>(Evaluate)</b>	K5	1-5
CO6	Construct the universality of human experiences based on the diversity of values reflected in works of Fantasy writing for children as the celebration of imagination and play directed by hope and expectation for a society. <b>(Create)</b>	K6	1-5

**SYLLABUS:**

**Unit 1: Adventure Stories (K2-K6)**

**18 Hours**

1. Daniel Defoe (1660- 1731): Robinson Crusoe
2. Jonathan Swift (1667-1745): Gulliver’s Travel
3. Mark Twain (1835-1910): The Adventures of Tom Sawyer

**Unit 2: Myths and Folklores (K2-K6):**

**18 Hours**

1. Gail Sakurai (1952) **Peach Boy: A Japanese Legend**
2. **Rosemary Sutcliff (1920-1992)** The Wandering Odysseus: The Story of the Odyssey “The Sacker of Cities”
3. **Mary Pope Osborne (1949- )** **Introduction, “Creation: The Nine Worlds”**  
**“Odin’s Three Quests**

**Unit 3: Fairy Tales (K2-K6)**

**18 Hours**

1. Charles Perrault (1628-1703) : The Sleeping Beauty in the Woods.  
 “Cinderella: or The Little Glass Slipper”  
 Puss in Boots
2. Jacob and Wilhelm Grimm (1785-1863) (1786-1859) : Snow White”  
 “Rapunzel”  
 “Hansel and Gretel”

**Unit 4: Didactic Moral Literature for Children in the 18th and Early 19th Centuries (K2-K6)**

**18 Hours**

1. John Bunyan (1628-1688): The Pilgrims Progress
2. Mary Sherwood (1775-1851): Fatal Effects of Disobedience to  
 Parents, History of the Fairchild Family
3. Maria Edgeworth (1768-1849): “The Purple Jar” in the Parent’s Assistant

**Unit 5: Fantasy Literature (K2-K6)**

**18 Hours**

1. Lewis Carroll (1832-1898): Alice in the Wonderland
2. James Barrie (1860-1909): Peter Pan
3. Roald Dhal (1916-1990): Charlie and the Chocolate Factory
4. C.S.Lewis (1898-1963): The Lion, the Witch and the Wardrobe

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

1. Banks, Lynne Reid. *Indian in the Cupboard*.
2. Steig, William. *Sylvoester and the Magic Pebble*.
3. Cannon, Janell. *Stellaluna*.
4. Mark Twain : *Adventures of Huckleberry Finn*
5. Andersen, Hans Christian *The Emperor's New Clothes*.
6. McDermott, Gerald. *Arrow to the Sun*.
7. Aardema, Verna. *Why Mosquitoes Buzz In People's Ears*.

**TEXT BOOKS:**

Unit	Text Book	Sections
1.1	Daniel Defoe: Robinson Crusoe	T1
1.2	Jonathan Swift :Gulliver's Travel	T2
1.3	Mark Twain :The Adventures of Tom Sawyer	T3
1.4	Gail Sakurai (1952- ) Peach Boy: A Japanese Legend	T4
1.5	Rosemary Sutcliff :The Wandering Odysseus: The Story of the Odyssey	T5
1.6	Mary Pope Osborne (1949- ) Introduction,	T6
1.7	Charles Perrault : The Sleeping Beauty in the Woods.	T7
1.8	Charles Perrault :Cinderella: or The Little Glass Slipper	T8
1.9	Charles Perrault: Puss in Boots	T9
1.10	Jacob and Wilhelm Grimm: Snow White	T10
2.1	Jacob and Wilhelm Grimm : Rapunzel	T11
2.2	Jacob and Wilhelm Grimm : Hansel and Gretel	T12
3.1	Rosemary Sutcliff :: The Sacker of Cities"	T13
3.2	Mary Pope Osborne :Odin's Three Quests	T14
4.1	Mary Pope Osborne: Creation: The Nine Worlds"	T15
4.2	John Bunyan: The Pilgrims Progress	T16
4.3	Mary Sherwood: Fatal Effects of Disobedience to Parents, History of the Fairchild Family	T17
4.4	Maria Edgeworth : "The Purple Jar" in the Parent's Assistant	T18
5.1	Lewis Carroll: Alice in the Wonderland	T19
5.2	James Barrie: Peter Pan	T20
5.3	Roald Dhal: Charlie and the Chocolate Factory	T21
5.4	C.S.Lewis: The Lion, the Witch and the Wardrobe	T22

**REFERECE BOOKS:**

1. ngri and Edgar Parin D' Aulaire. *D' Aulaires' Book of Greek Myth*
2. *Literature for Young Children*  
Glazer, J. & Giorgis, C. Upper Saddle River, NJ Miller Prentice Hall (2008)



**WEB LINKS:**

1. [www.projectgutenberg.com](http://www.projectgutenberg.com)
2. <https://epgp.inflibnet.ac.in/>
3. <https://onlinecourses.nptel.ac.in/>

**SPECIFIC LEARNING OUTCOMES (SLOs):**

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Highest Level of Transaction
<b>Unit 1:POETRY</b>			
1.1	Daniel Defoe: Robinson Crusoe	<ul style="list-style-type: none"> <li>• Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>• Identify the theme, tone and texture and the ideology and political ideology as expressed in the novel</li> </ul>	K3
1.2	Jonathan Swift: Gulliver's Travel	<ul style="list-style-type: none"> <li>• Interpret the themes, tone and texture found in the novel and the devices used in the text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>• Categorize themes on abandonment and survival</li> </ul>	K4
1.3	Mark Twain :The Adventures of Tom Sawyer	<ul style="list-style-type: none"> <li>• Appraise the fiction on a child's thoughts and wittiness.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>• Identify the themes and elaborate on it</li> </ul>	K3
1.4	Gail Sakurai (1952- ) Peach Boy: A Japanese Legend	<ul style="list-style-type: none"> <li>• Examine and classify metaphors in the text as direct and indirect</li> </ul>	K2
		<ul style="list-style-type: none"> <li>• Analyze metaphors by focusing on the mythical story</li> </ul>	K4
1.5	Rosemary Sutcliff :The Wandering Odysseus: The Story of the Odyssey “	<ul style="list-style-type: none"> <li>• Discuss the style of the writer</li> </ul>	K2
		<ul style="list-style-type: none"> <li>• Infer the author's philosophy of life and his world view where he went much deeper and understood the problems.</li> </ul>	K4
1.6	Mary Pope Osborne (1949- ) Introduction,	<ul style="list-style-type: none"> <li>• Understanding the aspect of children's literature</li> </ul>	K5

1.7	Charles Perrault: The Sleeping Beauty in the Woods.	<ul style="list-style-type: none"> <li>Extend the comprehension by exploring the levels of meaning of the multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Compare the aspect of sleeping as a metaphor</li> </ul>	K2
1.8	Charles Perrault: Cinderella or The Little Glass Slipper	<ul style="list-style-type: none"> <li>Survey the innate nature of a women's life in a domesticated society.</li> </ul>	K4
1.9	Charles Perrault: Puss in Boots	<ul style="list-style-type: none"> <li>Comprehend the themes and techniques and apply them to the study the story.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
1.10	Jacob and Wilhelm Grimm: Snow White	<ul style="list-style-type: none"> <li>Explore the issues of female identity, visceral impact of patriarchal oppression and the androgynous nature of female creativity.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Map the uncharted terrains of women's existence, artistic sensibilities and creative output through the ages and resurrect the 'woman's voice' amidst the 'wreck' of patriarchy.</li> </ul>	K5
<b>Unit -II: PROSE</b>			
2.1	Jacob and Wilhelm Grimm : Rapunzel	<ul style="list-style-type: none"> <li>Explain the aspect of women's secluded experience in a lost world.</li> </ul>	K2
2.2	Jacob and Wilhelm Grimm : Hansel and Gretel	<ul style="list-style-type: none"> <li>examining the consequences of abandonment</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Critically analyze the loss of innocence and loss of childhood.</li> </ul>	K5
<b>Unit -III: DRAMA</b>			
3.1	Rosemary Sutcliff :: The Sacker of Cities''	<ul style="list-style-type: none"> <li>Assess the double consciousness inherent in this fiction.</li> </ul>	K5

3.2	Mary Pope Osborne :Odin's Three Quests	<ul style="list-style-type: none"> <li>Estimate on the polarized existence and experiences brought out in this story.</li> </ul>	K6
<b>Unit -IV: SHORT FICTION</b>			
4.1	Mary Pope Osborne: Creation: The Nine Worlds"	<ul style="list-style-type: none"> <li>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	K4
4.2	John Bunyan: The Pilgrims Progress	<ul style="list-style-type: none"> <li>Define the "innate" both as a literary device and a way to emphasize a spiritual vision.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Identify parallels and oppositions of the characters and situations in order to develop the symbolic or allegorical level of his stories.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Explore the historical and social contexts on such issues as the "Old" vs. the "New", religious beliefs, assumptions,</li> </ul>	K4
4.3	Mary Sherwood: Fatal Effects of Disobedience to Parents, History of the Fairchild Family	<ul style="list-style-type: none"> <li>Construct on the theme of insecurity, love, resentment, connection, commitment, struggle as seen in the text.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Appraisal of the stories in terms of contemporary relevance.</li> </ul>	K5
4.4	Maria Edgeworth : "The Purple Jar" in the Parent's Assistant	<ul style="list-style-type: none"> <li>Discuss themes in this story as the "coming of age".</li> </ul>	K2
<b>Unit -V: NOVEL</b>			
5.1	Lewis Carroll : Alice in the Wonderland	<ul style="list-style-type: none"> <li>Appraise on the dauntingly elegant prose how the writer has set out to write a great 'British' novel.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Estimate on the incredible, perplexing cast of characters:</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Discover the very act of the art storytelling.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the fundamental questions that the great English</li> </ul>	K6

		literature forces its readers to ask.	
5.2	James Barrie :Peter Pan	<ul style="list-style-type: none"> <li>Construct gain a better understanding of the themes of good versus evil, the corruption of man, and the inherent goodness of the natural world.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Discover their own hopes and dreams for the future</li> </ul>	K4
5.3	Roald Dhal : Charlie and the Chocolate Factory	<ul style="list-style-type: none"> <li>Discuss aspects of revolution</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Classify it as ethnic minority literature.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Examine the novel as a powerful dramatization of a political scandal.</li> </ul>	K4
5.4	C.S.Lewis: The Lion, the Witch and the Wardrobe	<ul style="list-style-type: none"> <li>Discuss this work as a criticism of life.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyze how the plot and quotes was influenced by culture at that time.</li> </ul>	K4

**Year of Revision: 2019**

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	L	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	H	M	M	M	H	M	H	H	H
CO4	L	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	H	H	H	H	M	M	H	H	H
CO6	L	H	M	L	M	M	H	M	H	M	M	M	H

**L- Low, M - Medium, H - High**

**COURSE ASSESSMENTMETHODS:**

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory Components)-Closed Book
2. Open Book Text
3. Cooperative Learning Report: Assignment, Group Presentation, Group Discussion, Project Report, Poster Presentation, Seminar, Quiz(written)
4. Pre- Semester & End-semester Theory Examination

**INDIRECT:**

1. Course End Survey (Feedback)

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Name of the Course Coordinator: Ms. J. NANCY PEARLIN

Signature:

## Elective III: Comparative Literature

Semester: II

Course Code: P19EG2:3

Credits: 4

Hours / Week: 4

**COURSE OUTCOMES:**

At the end of the course the student will be able to

S. No	Course Outcome	Level	Unit/s
CO1	Identify and remember the definitions, different schools of thought and terms used in the field of Comparative Literature.	K1	1-5
CO2	Differentiate and critically understand the techniques, terms and approaches employed by the different schools of comparative Literature.	K2	1-5
CO3	Analyze the rudiments of comparison and understand the general conventions of literary genres and developments in literary history.	K4	1-5
CO4	Apply and demonstrate the ability to express either orally or in writing, the inter-textual echoes, influences of national and international literatures.	K3	1-5
CO5	Evaluate and assess the literary texts by comparing them to understand the underlying thematic similarities, conventions of literary genres and developments in literary history and develop cultural and linguistic literacy across national and disciplinary boundaries.	K5	1-5
CO6	Create works projects, dissertation based on comparison of literary texts from different cultural, political and social backgrounds and attempt an analytical study tracing the influences, themes, cultural commonality and differences and demonstrate a sense of appreciation of inter-textual echoes across all disciplines fostering an inter-disciplinary approach and perspective.	K6	1-5

**SYLLABUS:****UNIT 01:****A. Definition and Scope of Comparative Literature****18 Hours**

- Ø Definitions of Comparative Literature
- Ø The French and the American Schools
- Ø Comparative Literature and General Literature
- Ø Literature and the other Arts

**B. Methodology of the Study of Comparative Literature**UNIT 02 : The Study of Genres **18 Hours**UNIT 03 : Analogy, Parallelism and Influence Studies **18 Hours**UNIT 04 : Reception, Epoch, Period, Generation and Movement **18 Hours**

UNIT 05 :Thematology 18 Hours

**UNIT 06:** **18 Hours**

Literary Historiography

Translation in Comparative Context

Poetics and Literary Theory

Interdisciplinarity and Intermediality

Comparative Identities in the Post-Colonial World

Gender and Thematics: the Case of Guinevere

**Books for self study:**

S.No	Text Books
T1	Ben Hutchinson - Comparative Literature - A Very Short Introduction
T2	Charles Bernheimer - <i>Comparative literature in the age of multiculturalism.</i>
T3	Ali Behdad and Dominic Thomas - <i>A Companion to Comparative Literature.</i>
T4	De Zepetnek, Steven Tötösy - <i>Comparative literature: theory, method, application.</i>
T5	Emily Apter - <i>Comparative Literature in an Age of Globalization.</i>
T6	Bassnett, Susan – <i>Comparative Literature: A Critical Introduction.</i>

**WEB LINKS:**

- <http://compalit.blogspot.com/2014/02/thematology.html#:~:text=It%20is%20the%20contrastive%20study,as%20the%20themes%20are%20concerned.>
- <https://courses.lumenlearning.com/atd-fscj-literatureforhumanities/chapter/literary-movements/#:~:text=There%20are%20four%20major%20literary,Realism%20%2C%20Naturalism%20%2C%20and%20Modernism%20.>

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Comparative Literature: Definition and Scope of Comparative Literature</b>		
1.1	Definitions of Comparative Literature	Define and recall the key terms	K1
1.2	French and American Schools	Remember personalities and postulates	K1
	1.3 Comparative Literature and General Literature	Compare and understand the different forms	K3
	1.4 Literature and Other Arts	Analyse and Discover relationships between different fields of art by comparison	K3
<b>II</b>	<b>Methodology of the study of Comparative Literature</b>		
2.1	The Study of Genres	Understand the development and Differences in Genres	K2
<b>III</b>	<b>Methodology of the study of Comparative Literature</b>		
3.1	Analogy, Parallelism and Influence studies	Compare and understand the different terms	K3
3.2	. The Myth of Osiris	Applying the techniques to study literary texts	K5
<b>IV</b>	<b>Methodology of the study of Comparative Literature</b>		
4.1	Reception, Epoch, Period, Generation and Movement	Define and understand the key terms	K1
	4.2. Lord Tennyson: "The Kraken"	Analyse the concepts and classify the texts	K5
<b>V</b>	<b>Methodology of the study of Comparative Literature</b>		
5.1	Thematology	Thematically analyse the texts for intertextual echoes.	K4



**MAPPING SCHEME for the POs, PSOs and COs for Comparative Literature.**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	L	L	-	-	-	-	-	-	M	-	-	-
CO2	-	L	H	H	-	-	-	-	-	L	-	-	-
CO3	-	M	M	M	-	L	-	-	-	M	-	-	-
CO4	L	M	L	L	-	-	-	-	L	M	-	M	-
CO5	-	M	H	-	-	M	L	-	-	M	M	H	L
CO6	-	-	-	H	-	H	H	L	M	L	M	M	L

**COURSE ASSESSMENT METHODS**

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

5. Course end survey (Feedback)

**Name of the Course Coordinator:** Mr. Anand Stanley Jones

**Signature:**

**Core VIII: New Literatures - I**  
(CANADIAN AND AUSTRALIAN LITERATURES)

Semester: III

Course Code: P19EG308

Credits: 4

Hours / Week: 6

**Course Outcomes:**

On completion of the course, students will be able to:

S.No.	Course Outcomes	Level	Unit
1	Estimate the contribution of writers of Canadian and Australian Literatures.	K6	I
2	Discuss the aboriginal people's relation to their land, regionalism, mythology and identity.	K2	II
3	Participate willingly and be able to freely communicate about Canada's ethnic and cultural diversity since the 1980s, which has been openly reflected by many prominent writers.	K3	III
4	Sense the aftermath of colonisation of Canada and support the policy of multiculturalism within a bilingual framework.	K4	IV
5	Show concern and appreciation towards the rich and diverse history of culture, identity, language, art and literature of Canada and Australia.	K5	V
6	Carry out projects that will demonstrate their deeper understanding of the indigenous literature of Australia and Canada such as immigrant experiences, multiculturalism, hybridity and ethnicity, post colonialism, regional diversity, and relationships with the natural environment.	K6	V

**SYLLABUS:****Unit 1: Poetry: Canadian & Australian (18 Hours)**

1. E.J. Pratt : "The Dying Eagle"
2. A.M. Klein : "Indian Reservation: Caughnawaga"
3. Kath Walker : "We are Going" (Oodegeroo Noonuccal)
4. Colin Johnson : "They Give Jacky Rights" (Mudroovoo Narogin)
5. Earle Birney : "Bushed"

**Unit 2: Poetry: Canadian & Australian (18 Hours)**

1. Margaret Atwood : "Journey to the Interior"
2. Randolph Stowe : "My Wish for My Land; Enemy"
3. A.D. Hope : "Australia"
4. Bruce Dawe : "Homecoming"

**Unit 3: Drama: Canadian (18 Hours)**

1. George Ryga : The Ecstasy of Rita Joe

**Unit 4: Criticism: Canadian (18 Hours)**

1. Susanna Moodie : from Roughing it in the Bush
2. Margaret Atwood : Survival

**Unit 5: Fiction: Canadian & Australian (18 Hours)**

1. Patrick White : Voss
2. Alice Munro : The Photographer
3. David Williams : The Burning Wood
4. Margaret Laurence : 1) The Perfume Sea 2) The Rain Child
5. Mavis Gallant : "The Legacy"

**Topics for Self-Study**

S.No.	Topics	Web Links
1	Carl F. Klinck : Literary History of Canada: Canadian	<a href="https://www.jstor.org/stable/10.3138/j.ctt1vxmb4w">https://www.jstor.org/stable/10.3138/j.ctt1vxmb4w</a>
2	Alfred G. Bailey : Literature in English (2 volumes)	<a href="https://utorontopress.com/ca/literary-history-of-canada-8">https://utorontopress.com/ca/literary-history-of-canada-8</a>
3	Margaret Atwood : Surfacing	<a href="https://www.google.co.in/books/edition/Surfacing/P5FO1jg9kHwC?hl=en&amp;gbpv=1&amp;dq=Margaret+Atwood:+Surfacing&amp;printsec=frontcover">https://www.google.co.in/books/edition/Surfacing/P5FO1jg9kHwC?hl=en&amp;gbpv=1&amp;dq=Margaret+Atwood:+Surfacing&amp;printsec=frontcover</a>
4	W.H.New : Literary History of Canada (4 volumes)	<a href="https://books.google.co.in/books/about/Literary_history_of_Canada.html?id=WFsIAQAAIAAJ&amp;redir_esc=y">https://books.google.co.in/books/about/Literary_history_of_Canada.html?id=WFsIAQAAIAAJ&amp;redir_esc=y</a>
5	WilliamToye : Oxford Companion to Canadian Literature	<a href="https://books.google.co.in/books/about/The_Oxford_Companion_to_Canadian_Literat.html?id=VDuTngEACA AJ&amp;redir_esc=y">https://books.google.co.in/books/about/The_Oxford_Companion_to_Canadian_Literat.html?id=VDuTngEACA AJ&amp;redir_esc=y</a>
6	Northrop Frye : The Bush Garden	<a href="http://northropfrye-thebushgarden.blogspot.com/">http://northropfrye-thebushgarden.blogspot.com/</a>

**Text Books for Study:**

1. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. Bangalore: Macmillan India ltd.,1990.
2. Atwood, Margaret - *Survival. A Thematic Guide to Canadian Literature*. Toronto: House of Anansi Press Limited, 1972. (Chapters 2 and 3)
3. Bennett, Russel& Donna Brown.Ed. *An Anthology of Canadian Literature in English*. Oxford,2010.
4. John, Thieme. *Post-Colonial Literatures in English*. London: Arnold, 1996.

**Reference Books:**

1. Atwood, Margaret - *Survival. A Thematic Guide to Canadian Literature*. Toronto: House of Anansi Press Limited, 1972. (Chapters 2 and 3)
2. Bennett, Russel & Donna Brown. Ed. *An Anthology of Canadian Literature in English*. Oxford, 2010.
3. John, Thieme. *Post-Colonial Literatures in English*. London: Arnold, 1996.
4. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. Bangalore: Macmillan India Ltd., 1990.
5. New, WH, *History of Canadian Literature*. New York: Palgrave, 1989.
6. Sinha P.K. *History of Canadian Literature*. New Delhi: Common Wealth, 2011.
7. Trikha, Manorama. *Canadian Literature*. Delhi: Pencraft International. 1994.

**Web links: (Swayam/nptel/...)**

1. [www.piazza.com](http://www.piazza.com)
2. [www.bartleby.com](http://www.bartleby.com)
3. <https://www.gutenberg.org/ebooks>
4. [www.projectgutenberg.com](http://www.projectgutenberg.com)

**SPECIFIC LEARNING OUTCOMES (SLO):**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
	1.1 E.J. Pratt : "The Dying Eagle"	<ul style="list-style-type: none"> <li>• Trace how western influences modify the cultures, values, traditions, faiths of native or indigenous religious and moral values.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>• Identify the theme and texture as expressed in the poem</li> </ul>	K3
	1.2 A.M. Klein : "Indian Reservation: Caughnawaga"	<ul style="list-style-type: none"> <li>• Analyze the elements of power play in the poem</li> </ul>	K4
		<ul style="list-style-type: none"> <li>• Describe the lost world of glory, colour and fame of Red Indians</li> </ul>	K2
	1.3 Kath Walker : "We are Going" (Oodegeroo Noonuccal)	<ul style="list-style-type: none"> <li>• Explain the destructiveness of British colonialism and the erasure of the Aboriginal Australian people.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>• Identify the poetic devices which elaborate on the content of the text.</li> </ul>	K3
	1.4 Colin Johnson : "They Give Jacky"	<ul style="list-style-type: none"> <li>• Demonstrate for Land Rights of Aborigines</li> </ul>	K3

	Rights" (MudroovooNarogin)	<ul style="list-style-type: none"> <li>Outline the historical and social reality of Australia.</li> </ul>	K4
	1.5 Earle Birney : "Bushed"	<ul style="list-style-type: none"> <li>Identify personification, alliteration, and imagery.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Assess the two extremes in Canadian poetry: satire and tragedy.</li> </ul>	K6
<b>Unit -2</b>			
	2.1. Margaret Atwood : "Journey to the Interior"	<ul style="list-style-type: none"> <li>Distinguish the differences between the journey to the interior and other typical journeys.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Compare the mindscape and landscape</li> </ul>	K6
	2.2 Randolph Stowe : "My Wish for My Land; Enemy	<ul style="list-style-type: none"> <li>Summarize the colonial attitude of the woman.</li> </ul>	K4
	2.3 A.D. Hope : "Australia"	<ul style="list-style-type: none"> <li>Indicate the poet's love for his country.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Describe the spiritual poverty of Australia.</li> </ul>	K2
	2.4 Bruce Dawe : "Homecoming"	<ul style="list-style-type: none"> <li>Describe the homecoming of Australian veterans' bodies from Vietnam</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Compare and contrast the representation of the same subject across a range of different texts.</li> </ul>	K6
<b>Unit -3</b>			
	3.1. George Ryga : The Ecstasy of Rita Joe	<ul style="list-style-type: none"> <li>Evaluate the idea of the melting pot.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Examine its literary and dramatic strategies</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Examine the plight of the doubly marginalised Canadian native woman.</li> </ul>	K4
<b>Unit -4</b>			
	4.1 Susanna Moodie : from Roughing it in the Bush	<ul style="list-style-type: none"> <li>Trace Forest Life in Canada.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Describe other classes, ethnicities, and races</li> </ul>	K2
	4.2 Margaret Atwood : Survival	<ul style="list-style-type: none"> <li>Infer quest for identity and quest for survival.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Construct central preoccupations of Canadian poetry and fiction</li> </ul>	K5

Unit -5			
5.1 Patrick White : Voss		• Assess the fate of the expedition.	K6
		• Investigate the psychological and spiritual nature of the characters.	K4
5.2 Alice Munro : The Photographer		• Describe the relationship between the photographer and Caroline.	K2
5.3 David Williams : The Burning Wood		• Trace the marginalizing of the native that haunts Canadian history.	K1
5.4. Margaret Laurence : a) The Perfume Sea		Illustrate masking traditions in diverse cultures.	K3
b) The Rain Child		Estimate the physical , the mental, spiritual, historical and cultural peculiarities of the region.	K6
5.5 Mavis Gallant : "The Legacy		Differentiate the rifts between generations,	K4
<b>Topics for Self-Study</b>			
6.1. Carl F. Klinck : Literary History of Canada: Canadian		• Compare American influences in Canada in the past and the present.	K2
6.2 Alfred G. Bailey : Literature in English (2 volumes)		• Organize a source of information on authors, genres, and literary trends and influences.	K5
6.3 Margaret Atwood : Surfacing		• Construct on the theme of submersion / drowning and emerging.	K6
		• Relate a series of issues about women's role in the contemporary society	K4
6.4. W.H. New : Literary History of Canada (4 volumes)		• Review the several attitudes about literature and authorship, a belief in the progress of art in Canada.	K1
6.5 William Toye : Oxford Companion to Canadian Literature		• Estimate Canadian history and literature.	K6
6.6. Northrop Frye : The Bush Garden		Provide a composite view of the Canadian imagination, an understanding of the human imagination's reaction to and development in response to the Canadian environment.	K5

## MAPPING ( CO, PO, PSO)

L-Low

M-Moderate

H- High

	Program Outcome									Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	L	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	M	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	M	H	M	H	H	H
CO4	M	L	H	M	M	M	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	M	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

## COURSE ASSESSMENT METHODS

## DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

## INDIRECT:

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr.S.Azariah Kirubakaran

**Signature:**

**Core IX: New Literatures - II**  
**(African and Caribbean Literatures)**

Semester: III

Course Code: P19EG309

Credits: 4

Hours / Week: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Level	Unit
1	Discuss those aspects of African and Caribbean civilization and culture which has shaped the writings. To their eternal struggle for freedom and self-expression.	K2	I
2	Explain how African and Caribbean has its own distinctive ethical/moral values, doctrinal/ideological (religious or political) values, social values, and aesthetic values, traditional and secular values and a variety of expressions.	K2	II
3	Demonstrate through discussion and writing their ability to contextualize a given work of African and Caribbean Literature from pre-colonial to the present times.	K3	III
4	Delineate connections among the social, historical, cultural and literary elements to the African and Caribbean style of writings with specific details to ideologies faith in freedom and democracy, spiritualism and Christian values, traditional and secular values	K4	IV
5	The various literary movements, trends and influences that contributed to the growth and development of African and Caribbean literature filled with knowledge and worthy of research.	K5	V
6	Construct the universality of human experiences based on the diversity of values reflected in the African and Caribbean literary works directed by hope and expectation for an egalitarian society.	K6	VI

**SYLLABUS (90 Hours):****Unit 1: Apartheid (18 Hours)**

R.N. Currey : In Memoriam: Roy Campbell ( 1924)

Roy Campbell : Poets in Africa (1948)



Bernard Dadie : I Thank You God ( 1950)  
 Michael Dei-Anang : Africa Speaks (1959)  
 Derek Walcott : Ruins of a Great House (1962)  
 Wole Soyinka : Telephone Conversation ( 1963)

### Unit 2: Nature (18 Hours)

Rabearivelo : Three Birds (1953)  
 Carey Salter : Stanzas from DROUGHT ( 1957)  
 E. R. Brathwaite : Alpha ( 1959)  
 Frank Parkes : African Heaven ( 1965)  
 H. H. Dugmore : From Reminiscences of 1820. (1870)  
 Lorna Goodison : I Am Becoming My Mother (1986)  
 Mervyn Morris : Judas (1997)

### Unit 3: Racism (18 Hours)

Amos Tutuola : My Life in the Bush of Ghosts ( 1954)  
 Jean Rhys : The Day They Burned the Books ( 1968)  
 Chinua Achebe : The Nature of the Individual and his Fulfilment ( 2005)

### Unit 4: Colonialism/Postcolonialism (18 Hours)

Ngugi Wa Thiong'o : Weep Not, Child ( 1964)  
 J.M. Coetzee : Waiting for the Barbarians (1980)  
 Gordimer : My Son's Story (1990)

### Unit 5: Transition (18 Hours)

Wilson Harris : Palace of the Peacock ( 1960)  
 Achebe : Arrow of God ( 1964)  
 Soyinka : The Road ( 1965)

### Unit 6:

Whole of a Morning Sky : Grace Nicholas (1986)  
 Omeros :Derek Walcott (1990)  
 Collected Poems : Novel by Chinua Achebe ( 2004)  
 Behold the Dreamers : Imbolo Mbue (2016)

Unit	Topics	Link/Reference
1	Poets in Africa by Roy Campbell,	Campbell, Roy. <i>Poets in Africa</i> , Twayne Publishers, 1977.
	In Memoriam: Roy Campbell by R.N. Currey	<a href="https://books.google.com/books/about/Collected_Poems.html?id=vkivkL-OohwC">https://books.google.com/books/about/Collected_Poems.html?id=vkivkL-OohwC</a>
	Africa Speaks By Michael Dei-Anang	<a href="https://afrolegends.com/2015/03/27/my-africa-by-michael-dei-anang/">https://afrolegends.com/2015/03/27/my-africa-by-michael-dei-anang/</a>

	Telephone Conversation By Wole Soyinka	<a href="https://www.poemhunter.com/poem/telephone-conversation-4/">https://www.poemhunter.com/poem/telephone-conversation-4/</a>
	Ruins of a Great House By Derek Walcott	<a href="https://www.poemhunter.com/poem/ruins-of-a-great-house/">https://www.poemhunter.com/poem/ruins-of-a-great-house/</a>
	I Thank You God by Bernard Dadie	<a href="https://www.google.com/search?rlz=1C9BKJA_enIN716IN717&amp;hl=en-GB&amp;ei=aqQTXbSUKY_-rQHdsJG4Cw&amp;q=I+thank+you+God+by+Bernard+Dadie+text&amp;oq=I+thank+you+God+by+Bernard+Dadie+text&amp;gs_l=mobile-gws-wiz-serp.3...1710.3730..4165...0.0..0.301.945.0j4j0j1.....0....1.....0j0i67j0i22i30j33i160.cp_-C4PofHk">https://www.google.com/search?rlz=1C9BKJA_enIN716IN717&amp;hl=en-GB&amp;ei=aqQTXbSUKY_-rQHdsJG4Cw&amp;q=I+thank+you+God+by+Bernard+Dadie+text&amp;oq=I+thank+you+God+by+Bernard+Dadie+text&amp;gs_l=mobile-gws-wiz-serp.3...1710.3730..4165...0.0..0.301.945.0j4j0j1.....0....1.....0j0i67j0i22i30j33i160.cp_-C4PofHk</a>
2	I Am Becoming My Mother By Lorna Goodison	<a href="https://poetryparc.wordpress.com/2017/02/09/partial-summary-of-i-am-becoming-my-mother/">https://poetryparc.wordpress.com/2017/02/09/partial-summary-of-i-am-becoming-my-mother/</a>
	Three birds by Raberivelo	<a href="https://poems.com/poem/the-three-birds/">https://poems.com/poem/the-three-birds/</a>
	From Reminiscences of 1820 By H. H. Dugmore	<a href="http://biblio.co.nz/book/reminiscences-albany-settler-dugmore-rev-hh/d/378970549">http://biblio.co.nz/book/reminiscences-albany-settler-dugmore-rev-hh/d/378970549</a>
	Stanzas from DROUGHT By Carey Salter	Gowda, H. H. <i>The Colonial and the Neo-colonial Encounters in Commonwealth Literature</i> , Prasārānga, University of Mysore, 1983.
	African Heaven by Frank Parkes	<a href="https://niiayikwei.wordpress.com/poems-from-ghana/frank-kobina-parkes-african-heaven/">https://niiayikwei.wordpress.com/poems-from-ghana/frank-kobina-parkes-african-heaven/</a>
	Alpha By E. R. Brathwaite	O'Donnell, Margaret J. ed <i>An Anthology of Commonwealth Verse</i> , Blackie and son. 1962.
	Judas By Mervyn Morris	Tibbie, Annie. ed <i>African and English Literature: A Survey and Anthology</i> , Peter Owen, 1962.
3	The Nature of the Individual and his Fulfilment By Chinua Achebe	<a href="http://roneng.blogspot.com/2016/07/the-nature-of-individual-and-his.html?m=1">http://roneng.blogspot.com/2016/07/the-nature-of-individual-and-his.html?m=1</a>

	The Day They Burned the Books By Jean Rhys	Edward, Justin D. <i>Post Colonial Literature: A Readers Guide to Essential</i> , Red Globe Press, 2008.
	My Life in the Bush of Ghosts by Amos Tutola	Tutuola, Amos. <i>My Life in the Bush of Ghosts</i> . Faber and Faber, 1954.
4	Waiting for the Barbarians By J.M. Coetzee	Coetzee, John Maxwell. <i>Waiting for the Barbarians</i> . Secker & Warburg, 1980.
	My Son's Story By Godimer	Gordimer, Nadine. <i>My Son's Story</i> . Farrar, Straus and Giroux , 1990.
	Weep Not, Child By Ngugi Wa Thiong'o	Thiong'o, Ngũgĩ wa. <i>Weep Not, Child</i> . Heinemann, 1964.
5	Palace of the Peacock By Wilson Harris	Harris, Wilson. <i>Palace of the Peacock</i> . Faber & Faber, 1960.
	The Road by Soyinka	Soyinka, Wole. <i>The Road</i> . Oxford University Press, 1962
	Arrow of God by Achebe	Arrow of God by Achebe, Chinua. <i>Arrow of God</i> . Heinemann London, 1962.

### Topics for self-study:

Unit	Titles	References/Web Links
1.	<b>Whole of a Morning Sky by Grace Nicholas</b>	<a href="https://www.hachette.com.au/grace-nichols/whole-of-a-morning-sky">https://www.hachette.com.au/grace-nichols/whole-of-a-morning-sky</a>
2.	<b>Omeros by Derek Walcott</b>	<a href="https://www.poetryfoundation.org/poems/48317/omeros">https://www.poetryfoundation.org/poems/48317/omeros</a>
3.	Collected Poems by Chinua Achebe	Collected Poems, Book (2004)
4.	Behold the Dreamers by Imbolo Mbue	Behold the Dreamers (Oprah's Book Club)". Random House. 2017. Retrieved 9 November 2017.

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning Outcomes	Bloom's Taxonomy Highest Level of Transaction
<b>Unit 1</b>			
1.1	Roy Campbell : Poets in Africa	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background during the freedom struggle in which the author lived which shaped his thinking in the context of this text.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Identify the theme, tone and texture and racism as expressed in the poem</li> </ul>	K6
1.2	R.N. Currey : In Memoriam: Roy Campbell	<ul style="list-style-type: none"> <li>Interpret the themes, tone and texture found in the poem with the help of the poetic voice and the devices used in the text</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Categorize themes such as apathy, colour prejudice and racism.</li> </ul>	K6
1.3	Michael Dei-Anang : Africa Speaks	<ul style="list-style-type: none"> <li>Appraise the poet's stance of her love for nature and the inclination towards freedom</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Identify the poetic devices which elaborate on the content of the text.</li> </ul>	K2
1.4	Wole Soyinka : Telephone Conversation	<ul style="list-style-type: none"> <li>Examine and analyse the telephone conversation between the writer and the house owner.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Interpret the themes, tone and texture found in the poem.</li> </ul>	K1

1.5	1.5 Derek Walcott : Ruins of a Great House	<ul style="list-style-type: none"> <li>Narrate the theme especially the dominance of the British regime.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Elaborate the views of the post colonial elements in the poem.</li> </ul>	K4
1.6	1.6 Bernard Dadie : I thank you God	<ul style="list-style-type: none"> <li>Elaborate on the relationship between God and human beings.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Speaks about the importance of religious concepts.</li> </ul>	K4
<b>Unit 2</b>			
2.1	Lorna Goodison : I Am Becoming My Mother	<ul style="list-style-type: none"> <li>Interpret the themes, tone and texture found in the poem with the help of the poetic voice and the devices used in the text</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Infer poet's philosophy of life.</li> </ul>	K4
2.2	Rabearivelo : Three Birds	<ul style="list-style-type: none"> <li>Extend the comprehension by exploring the levels of meaning of the poem's multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Explore the theme, tone and texture and racism as expressed in the poem</li> </ul>	K2
2.3	H. H. Dugmore : From Reminiscences of 1820	<ul style="list-style-type: none"> <li>Narrate the voice of the writer about Reminiscences of 1820</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Explore the theme, tone and texture and racism as expressed by the writer in the essay.</li> </ul>	K5
2.4	Carey Salter : Stanzas from DROUGHT	<ul style="list-style-type: none"> <li>Narrate the drought situation expressed by the writer.</li> </ul>	K6

		<ul style="list-style-type: none"> <li>Explore the theme, tone and texture as expressed in the work of art.</li> </ul>	K2
2.5	Frank Parkes : African Heaven	<ul style="list-style-type: none"> <li>Express the beauty of the continent in this poem.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Narrate themes such as apathy, colour, prejudice and racism.</li> </ul>	K1
2.6	E. R. Brathwaite : Alpha	<ul style="list-style-type: none"> <li>Explain the religious importance and the relationship with God.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Justify the title along with themes, tone, etc., in this poem.</li> </ul>	K4
2.7	Mervyn Morris : Judas	<ul style="list-style-type: none"> <li>Explain the religious tinge in this poem.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Evaluate the theme, tone and texture as expressed in the poem.</li> </ul>	K5
<b>Unit 3</b>			
3.1	Chinua Achebe : The Nature of the Individual and his Fulfilment	<ul style="list-style-type: none"> <li>Explain the influence of the western and the eastern culture on the individual and society.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Demonstrate the ideas through examples given by the writer in this essay.</li> </ul>	K4
3.2	Jean Rhys : The Day They Burned the Books	<ul style="list-style-type: none"> <li>Describe the philosophy of life.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>An extensive thematic analysis through characters.</li> </ul>	K2
3.3	Amos Tutuola : My Life in the Bush of Ghosts	<ul style="list-style-type: none"> <li>Estimate on Amos Tutuola's incredible, perplexing cast of characters.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Narrate the very act of the storytelling.</li> </ul>	K4

<b>Unit 4</b>			
4.1	J.M. Coetzee : Waiting for the Barbarians	• Describe the relationship between the British and the Barbarians.	K3
		• Explain the plot, character and characterisation in the novel.	K2
4.2	Gordimer : My Son's Story	• Elaborate themes such as apathy, colour prejudice and racism.	K4
		• Analyse the plot, character and characterisation in the novel.	K5
4.3	Ngugi Wa Thiong'o : Weep Not, Child	• Elaborate about the psychological aspects in this work of art.	K2
		• Analyse the thematic elements.	K2
<b>Unit 5</b>			
5.1	Wilson Harris : Palace of the Peacock	• Comprehend the themes and the techniques in this novel.	K6
		• Explain the complexity of characters and characterisation.	K6
5.2	Soyinka : The Road	• Estimate on Soyinka's perplexing cast of characters	K2
		• Express the very act of the art storytelling.	K4
5.3	Achebe : Arrow of God	• Describe the culture and tradition of the Igbo tribes.	K1
		• Explain the plot, character and characterisation in this novel.	K2
<b>Unit 6 (Topics for self-study)</b>			
Recent advancement in the course - only for discussion - Unit 6 will not be included for examination			

6.1	Grace Nichols : Whole of a Morning Sky	<ul style="list-style-type: none"> <li>Poetry analysis is the process of investigating a poem's form, content, structural semiotics and history in an informed way, with the aim of heightening one's own and others' understanding and appreciation of the work.</li> <li>Assess the texts and make a comparative study of the various themes and techniques employed in each text in relation to the other stories of the past and present.</li> <li>Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory.</li> </ul>	K5 & K6
6.2	Derek Walcott : Omeros		
6.3	Achebe : Collected Poems		
6.4	Behold the Dreamers : Imbolo Mbue		

**Mapping(CO, PO, CSO) :** L- Low, M - Moderate, H - High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	H	H	M	H	H	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	H	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H



**COURSE ASSESSMENT METHODS:****DIRECT:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1.	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr			Closed Book
3.	Seminar & Assignments (20 %)	-			Open Book
4.	Attendance (20 %)	-			On-line Entry
5.	End Semester Exam	3 hr	75		Closed Book

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr.T.Esther Selvarani

**Signature:**

## Core X: Research Methodology

Semester: III

Course Code: P19EG310

Credits: 5

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	design, develop and create a new research idea from the research interest area using specific research design	K6	I
2	identify, explain and compare the key elements of a research	K2, K3 and K4	II
3	discover a literature review, identify research gaps, formulate research question; hypothesize research question to derive answers; and perform a research	K3, K4 and K6	III
4	compare and contrast qualitative and quantitative research using different modes of reasoning and analyze literary texts and extend academic writing skills and rhetorical modes of writing	K2 and K4	IV
5	access and evaluate resources based on the research area; distinguish primary and secondary sources; employ electronic and print sources	K4 and K5	V
6	document the sources; create a working bibliography; quote, summarize, paraphrase necessary points from the secondary sources; cite them according MLA 8 <sup>th</sup> edition	K2 and K6	V

### Structure of the Syllabus:

#### Unit I: Definition and Types of Research Definition:

18 Hours

- Types of Research
- Literary Research
- Nature of Enquiry in Physical Science

#### Unit II: Material Collection and Drafting of the Chapters

18 Hours

Collecting Material for Research:

- The Use of the Modern Library

Evaluating the Sources:

- Primary, Secondary and Tertiary Sources

Compiling a Working Bibliography

Drafts:

- Taking Notes; Plagiarism and Academic Dishonesty; Research Question and the Statement of Hypotheses- Working Outline – The First Draft – Revising the Drafts and Proofreading

### **Unit III: Style of Thesis Writing**

**18 Hours**

Introducing different kinds of writing:

- a. Explanatory
- b. Argumentative
- c. Narrative
- d. Descriptive
- e. Reflective types of writing
- f. (Basic principles only with appropriate illustrations).

Rhetorical Modes:

- a. Modes of Exposition: Definition, Classification, Comparison and Contrast, Analogy, Description, Objective, Subjective
- b. Modes of Narration: Points Of View, Person, Voice and Tense
- c. Modes of Reasoning: Inductive and Deductive Reasoning
- d. Modes of Argument: Definition, Cause and Effect, Circumstances, Comparison, Evidence, Logical Fallacies, Purpose-Audience-Persons.

### **Sentence Structures Appropriate for Research Writing:**

Fragmentary Sentences, Comma Splices, Fused Sentences, Balanced Sentences, Loose Sentences, Periodic Sentence-Position and use of Word Classes, Mood Case, Subordination; Co-ordination, Complement, Antecedent-Position of Modifiers, Ambiguity.

### **Diction and Style:**

Standard English, Slang, Archaism, Idioms, Improprieties, Wordiness, Repetition, Vagueness, Specific and Concrete Words, Connotation, Denotation, Figurative Language, Jargon, Assertion, Assumption, Pejorative Language, Value Judgment, Euphemism, Metaphor, Tone, Irony.

### **Punctuations**

Punctuations to use in the text: The comma, the semicolon, the colon, the dash, the parenthesis, square brackets, question marks, and punctuation, capitalization, the apostrophe, the hyphen. Use of punctuations in the Works Cited

**Unit IV: Documentation****18 Hours**

Why Document Sources?; The Use of Quotations; In-Text Citations (Parenthetical Documentation); Works Cited; Formatting the Works Cited; Appendix and Index

**Unit V: Compiling the Thesis and Viva Voce Examination****18 Hours****The General Format of a Thesis:**

The Preliminaries; Margins; Text Formatting; Headings and Titles; Page Numbers; Tables and Illustrations; Reference Material; Paper and Printing; Binding; Page and Chapter Format

**Viva Voce Examination:**

- The Purpose and Format of the Viva Voce Examination
- How to prepare for Viva Voce Examination

**Unit VI : Topics for Self Study**

S.No.	Topics	Web Links
1	Recent Trends in Style and Form of Thesis Writing	<a href="http://rsri.org.in/fdp-seminar/recent-trends-in-research-methodology/">http://rsri.org.in/fdp-seminar/recent-trends-in-research-methodology/</a>
2	Interesting Research Areas in English Literatures	<a href="https://owlcation.com/academia/Research-Topics-on-English-Literature">https://owlcation.com/academia/Research-Topics-on-English-Literature</a>
3	Identifying Research Gaps	<a href="https://www.enago.com/academy/identifying-research-gaps-to-pursue-innovative-research/">https://www.enago.com/academy/identifying-research-gaps-to-pursue-innovative-research/</a>
4	Shaping the Research	<a href="https://f1000research.com/articles/3-291">https://f1000research.com/articles/3-291</a>
5	Research Methodology for ELT	<a href="https://www.onestopenglish.com/methodology-the-world-of-elt/applied-linguistics-research-methods-for-language-teaching/556008.article">https://www.onestopenglish.com/methodology-the-world-of-elt/applied-linguistics-research-methods-for-language-teaching/556008.article</a>

**Books for Reference:**

1. *The MLA Hand Book for Writers of Research Papers*. Eighth Edition. Modern Language Association, 2009.
2. *MLA Handbook*. , 2021. Print. (9<sup>th</sup> Edition)
3. Jonathan Anderson, et al. *Thesis and Assignment Writing*. John Wiley & Sons Inc; Third Edition, 1998.
4. Sylvan Barnet, Pat Bellanca, Marcia Stubbs. *A Short Guide to College Writing* (5th Edition) 5th Edition. Pearson, 2014.
5. *Form and Style* (Campbell Ballou 8th Edition). Houghton Mifflin Company, USA. 1990

## Web Links:

<https://style.mla.org/>

[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

<https://research-methodology.net/research-methodology/>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Level Of Transaction
<b>I</b>	<b>Definition And Types Of Research</b>		
<b>1.1</b>	<b>Definition</b>	<ul style="list-style-type: none"> <li>To <b>identify</b> research area of Interest</li> <li>To <b>relate</b> the idea of hypothesizing a research idea</li> <li>To <b>distinguish</b> literary research from other research fields</li> </ul>	K3
<b>1.2</b>	Types of Research		K2
<b>1.3</b>	Literary Research		
<b>1.4</b>	Nature of Enquiry in Physical Science		
<b>II</b>	<b>Material Collection And Drafting Of The Chapters</b>		
<b>2.1</b>	<b>Collecting Material for Research:</b>	<ul style="list-style-type: none"> <li>To <b>plan</b> a basic research</li> <li>To <b>develop</b> a form and style of thesis writing</li> <li>To <b>evaluate</b> the sources collected and use them in research</li> <li>To <b>create</b> a working bibliography and learn to cite the sources to avoid plagiarism</li> <li>To <b>make use of</b> the available resources</li> </ul>	K3
<b>2.1.a</b>			K6
<b>2.1.b</b>	The Use of the Modern Library		
<b>2.1.c</b>	<b>Evaluating the Sources :</b> Primary, Secondary and Tertiary Sources		K5
<b>2.2</b>	Compiling a Working Bibliography		K6
<b>2.2.a</b>	<b>Drafts:</b>		
<b>2.2.b</b>	Taking Notes- Plagiarism and Academic Dishonesty		
<b>2.2.c</b>	Research Question and the Statement of Hypotheses Working Outline: The First Draft - Revising the Drafts and Proofreading		K3

III	Style Of Thesis Writing		
3.1	<b>Introducing different kinds of writing:</b>		
3.1.a	Explanatory		
3.1.b	Argumentative		
3.1.c	Narrative		
3.1.d	Descriptive		K2
3.1.e	Reflective types of writing (Basic principles only with appropriate illustrations).		
3.2	<b>Rhetorical Modes:</b>		
3.2.a	<b>Modes of Exposition:</b>		
	Definition, Classification,		
3.2.b	Comparison and Contrast, Analogy,		
	Description, Objective, Subjective	<ul style="list-style-type: none"> <li>• To <b>infer</b> the different types of writing involved in thesis writing</li> </ul>	K3
3.2.c	<b>Modes of Narration:</b>		
3.2.d	Points Of View, Person, Voice and Tense		
	<b>Modes of Reasoning:</b>		
	Inductive and Deductive Reasoning	<ul style="list-style-type: none"> <li>• To <b>experiment with</b> various modes of Rhetorics in drafting the thesis</li> </ul>	K6
3.3	<b>Modes of Argument:</b>		
	Definition, Cause and Effect, Circumstances, Comparison, Evidence, Logical Fallacies, Purpose-Audience-Persons.		
	<b>Sentence Structures</b>		
	Appropriate for Research Writing Fragmentary Sentences, Comma	<ul style="list-style-type: none"> <li>• To <b>create</b> sentence structures that verbalise the ideas that are the outcomes of thorough research</li> </ul>	
	Splices, Fused Sentences, Balanced Sentences, Loose Sentences, Periodic Sentence-Position and use of Word Classes, - Mood Case,	<ul style="list-style-type: none"> <li>• To <b>rephrase</b> ideas and incorporate them into the academic and thesis writing</li> </ul>	K2
		<ul style="list-style-type: none"> <li>• To <b>construct</b> sentences that are less ambiguous and improve the writing skills</li> </ul>	K6

<p>3.5</p> <p>3.5.a</p>	<p>Subordination -Co-ordination, Complement, Antecedent-Position of Modifiers, Ambiguity.</p> <p><b>Diction and Style:</b> Standard English, Slang, Archaisms, Idioms, Improprieties, Wordiness, Repetition, Vagueness, Specific and Concrete Words, Connotation, Denotation, Figurative Language, Jargon, Assertion, Assumption, Pejorative Language, Value Judgment, Euphemism, Metaphor, Tone, Irony.</p> <p><b>Punctuations:</b> Punctuations to use in the text: The comma, the semicolon, the colon, the dash, the parenthesis, square brackets, question marks, and punctuation, capitalization, the apostrophe, the hyphen. Use of punctuations in the Works Cited</p>		
<p>IV</p>	<p><b>Documentation Of Sources</b></p>		
<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.4.a</p> <p>4.5</p>	<p>Why Document Sources?</p> <p>The Use of Quotations</p> <p>In-Text Citations (Parenthetical Documentation)</p> <p>Works Cited</p> <p>Formatting the Works Cited 4.5 Appendix and Index</p>	<ul style="list-style-type: none"> <li>• To <b>choose</b> the relevant source from the existing sources</li> <li>• To <b>make use of</b> the Quotations identified</li> <li>• To <b>summarize</b>, paraphrase and use</li> </ul>	<p>K6</p> <p>K3</p> <p>K2</p>

		<p>Block quotes in the paragraphs of the thesis</p> <ul style="list-style-type: none"> <li>To <b>determine</b> the value of the source</li> <li>To <b>Compile</b> the source and create a Works Cited</li> <li>To <b>prioritize</b> the source and arrange them accordingly</li> </ul>	<p>K5</p> <p>K6</p> <p>K5</p>
<b>V</b>	<b>Compiling The Thesis And Viva Voce Examination</b>		
<b>5.1</b>	<b>The General Format of a Thesis:</b>		
<b>5.1.a</b>			
<b>5.1.b</b>	The Preliminaries		K3
<b>5.1.c</b>	Margins		
<b>5.1.d</b>	Text Formatting		
<b>5.1.e</b>	Headings and Titles		
<b>5.1.f</b>	Page Numbers		
<b>5.1.g</b>	Tables and		K6
<b>5.1.h</b>	Illustrations		
<b>5.1.i</b>	Reference Material		
<b>5.1.j</b>	Paper and Printing		
	Binding		K5 and K6
<b>5.2</b>	Page and Chapter		
<b>5.2.a</b>	Format		
<b>5.2.b</b>	<b>Viva Voce Examination</b>		
	The Purpose and Format of the Viva Voce Examination		K6
	How to prepare for Viva Voce Examination		



**Mapping:****Mapping Scheme for the PO, PSOs and COs****L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	H	L	M	H	M	H	M	M	L	H
CO2	M	M	H	H	-	L	-	-	M	H	L	H	M
CO3	-	H	M	H	-	L	M	L	H	H	L	H	H
CO4	H	M	H	H	M	-	M	L	M	L	H	H	-
CO5	L	M	M	H	H	M	M	-	M	-	H	M	L
CO6	-	L	H	H	-	L	L	M	H	M	-	-	H

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

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**Name of the Course Coordinator:** Dr.K. Premkumar**Signature:**

## Core XI: Indian Writing in English

Semester: III

Course Code: P19EG311

Credits: 5

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Get cognizance of the social, economic, and political perspectives of Indian Writing in English	K2	I
2	Perceive the relation between culture, history and texts and learn to use texts as a means to comprehend various cultural traditions and interpret them in historical contexts.	K2	II
3	Apply postcolonial and post-modernist views on the representative texts of Indian Writings in English. Appreciate a given work from post-colonial and post-modernist perspectives.	K3	III
4	Discuss issues concerning Indian Writing in English such as the representation of culture, identity, history, construction of nation, national and gender politics.	K4	IV
5	Evaluate a given work in Indian Writing in English from social, religious, political, historical and aesthetic perspectives. Appreciate the historical importance of partition novels. Listen to the dominant and marginalized voices in the Indian society.	K5	V
6	Construct a new "Indianness" or "Indian Sensibility" and envisage a healthy society devoid of social evils.	K6	VI

### SYLLABUS:

#### UNIT I (18 Hours)

#### EARLY TO MODERN POETS (1800-2000)

Henry Derozio :	The Harp of India
Toru Dutt :	Laxman
Keki N. Daruwalla :	Boat Ride along the Ganga
Sri Aurobindo :	1) A Dream of Surreal Science 2) Rose of God
NissimEzekiel :	1) Enterprise 2) Poet, Lover, Bird- watcher;
Dom Moraes :	Glitter of Pebbles

Kamala Das :	1) The Dance of the Eunuchs 2) A Hot Noon in Malabar.
A.K. Ramanujan :	1) A River 2) Obituary
Meena Alexander :	Blue Lotus

**UNIT II (18 Hours)**  
**SOCIO-POLITICAL & PHILOSOPHICAL ESSAYS**

Ananda Coomaraswamy :	That Beauty is a State
Nirad C. Choudhuri :	Children of Circe (from <i>Continent of Circe</i> )

**UNIT III (18 Hours)**  
**POLITICAL, ALLEGORICAL & REALISTIC PLAYS**

Girish Karnad :	<i>Tughlaq</i>
Asif Currimbhoy :	<i>Inquilab</i>

**UNIT IV (18 Hours)**  
**COLONIAL FICTION (1900-1950)**

Raja Rao :	<i>Kanthapura</i>
Mulk Raj Anand :	<i>Untouchable</i>
R.K. Narayan :	<i>The Guide</i>

**UNIT V (18 Hours)**  
**POST COLONIAL FICTION (1950 onwards)**

Khushwant Singh :	<i>Train to Pakistan.</i>
Amitav Ghosh:	<i>Sea of Poppies</i>
Jhumpa Lahiri :	<i>The Namesake</i>

**Unit VI : (For further discussion and not to be included for examination)**  
**CONTEMPORARY WORKS IN INDIAN WRITING IN ENGLISH**

ShashiTharoor: *The Great Indian Novel*  
Salman Rushdie: *Midnight's Children*  
Vikram Seth: *The Golden Gate, A Suitable Boy*  
Arundhati Roy: *The God of Small Things, The Algebra of Infinite Justice*  
Meena Kandasamy: *When I Hit You: Or, a Portrait of the Writer as a Young Wife.*

**Text Books:**

- T1: Singh, R.P. & Prasad, S.K.eds. *Anthology of Indian English Poetry*. New Delhi:Orient Longman, 1989.
- T2: Currimbhoy, Asif. *Inquilab*. Calcutta:Writers Workshop, 1993.
- T3: Karnad, Girish. *Tughlaq*. New Delhi: Unique Publisher; 2018.
- T4: Choudhuri, Nirad C. *The Continent of Circe: Essays on the People of India*. Chennai: Jaico Publishing House, 1999.

- T5: Coomaraswamy, Ananda. *That Beauty is a State*. London: The Burlington Magazine Publications Ltd., 2015.
- T6: Narayan, R.K. *The Guide*. New Delhi: Indian Thought Publications, 2004.
- T7: Anand, Mulk Raj. *Untouchable*. New Delhi: Unique Publisher. 2014.
- T8: Rao, Raja. *Kanthapura*. New Delhi: Unique publisher, 2018.
- T9: Ghosh, Amitav. *Sea of Poppies*. New Delhi: Penguin India, 2015.
- T10: Singh, Khushwant. *Train to Pakistan*. New Delhi: Penguin India, 2016.
- T11: Lahiri, Jhumpha. *The Namesake*. New York: Houghton Mifflin Company, 2004.
- T12: Rushdie, Salman. *Midnight's Children*. New Delhi: Penguin, 2013.
- T13: Seth, Vikram. *A Suitable Boy*. New Delhi: ALEPH, 2017.
- T14: Kandasamy, Meena. *When I Hit You: Or, a Portrait of the Writer as a Young Wife*. New Delhi: Juggernaut, 2018.

### SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
1.1	Henry Derozio : The Harp of India	<ul style="list-style-type: none"> <li>Critique the patriotic, idealistic and romantic elements imbued in the poem.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Interpret the use of images, symbols and metaphors used in the poem to bring out the poet's plea to resurrect the past glory and revive the cultural legacy of India.</li> </ul>	K5
1.2	Toru Dutt : Laxman	<ul style="list-style-type: none"> <li>Discuss the poem as a representative work of the Indian phase of romantic transcendentalism in terms of themes and techniques employed in it.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Interpret the psychological delineation of characters in the poem in order to understand the predicament of man caught between conflicting demands and moral choices.</li> </ul>	K5
1.3	Keki N. Daruwalla : Boat Ride along the Ganga	<ul style="list-style-type: none"> <li>Examine the poet's debunking of the myth of the "unsullied Ganga" and that of the "holy city of Varanasi" by way of highlighting the contradictory realities about the city and the river.</li> </ul>	K4

		<ul style="list-style-type: none"> <li>Evaluate the socio-cultural concerns articulated by the poet and his plea to preserve the sanctity of the river Ganga and the city of Varanasi – a landmark of Indian culture and spirituality.</li> </ul>	K5
1.4	Sri Aurobindo : 1) A Dream of Surreal Science	<ul style="list-style-type: none"> <li>Examine the poet's perception of the world through the eyes of science and the consequent dehumanized and despiritualized figures represented in the poem.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the poem as a satire on modern man's callous disregard for life and values and his propensity for destruction of the world, in a moment of playfulness</li> </ul>	K6
1.5	Sri Aurobindo :Rose of God	<ul style="list-style-type: none"> <li>Draw an analogy between Dante's use of rose as a symbol and Aurobindo's use of rose as the supreme symbol of the essence and efflorescence of God.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Estimate the mystical and metaphysical nature of the poem and Aurobindo's conception of man as a transcendental being capable of evolving into a superman and transforming his life into a life divine by imbibing the five divine essences of bliss, love, power, light and love.</li> </ul>	K6
1.6	Nissim Ezekiel : Enterprise	<ul style="list-style-type: none"> <li>Examine it as an allegorical poem describing the journey of life and the poet's realization at different stages of his journey.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Examine the pain, the anguish, the dilemma of being alive in the twentieth century with all the burden of the past and its traditional beliefs and orthodoxies, the ironies and the affirmations of modern life, the quest for roots and their discovery.</li> </ul>	K5

1.7	Nissim Ezekiel : Poet, Lover, Bird- watcher;	<ul style="list-style-type: none"> <li>Draw a parallelism between the poet, the lover and the birdwatcher and the necessity to wait patiently in their respective pursuits and consider their waiting as a sort of strategy.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Explore Nissim Ezekiel's views on creative process of writing a poem-unique style, simplicity, exactness of choosing words to symbolize contemporary Indian temperament.</li> </ul>	K4
1.8	Dom Moraes : Glitter of Pebbles	<ul style="list-style-type: none"> <li>Apply the characteristics of romanticism to make sense of the poet's creative imagination, his ineffable joy at God's creation as well as the feeling of despair and disillusionment of failure, loss of innocence and a sense of being alien.</li> </ul>	K3
1.9	Kamala Das :The Dance of the Eunuchs.	<ul style="list-style-type: none"> <li>Examine the poem as an objective correlative to represent the theme of suppressed desires within through the dance of the eunuchs</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Apply the Abject theory to study the taboo elements represented in the poem</li> </ul>	K6
1.10	Kamala Das : A Hot Noon in Malabar	<ul style="list-style-type: none"> <li>Identify the elements of pathos in the poem and contrast the poet's memory with desire and nostalgia with estrangement</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Discuss feminine sensibility and the influence of feminist movement that supports women's liberation from the clutches of patriarchal society.</li> </ul>	K2
1.11	A.K. Ramanujan A River	<ul style="list-style-type: none"> <li>Explain Indian sensibility and ethos as expressed by the poet.</li> </ul>	K2
1.12	A.K. Ramanujan : Obituary	<ul style="list-style-type: none"> <li>Discuss the Indian customs and traditions. Identify the satirical elements in the poems.</li> </ul>	K2
1.13	Alexander:Blue Lotus	<ul style="list-style-type: none"> <li>Perceive the element of hybridity in the poem through the poet's exploration of the realm of the 'in-between' - 'the in-betweenness of a migrant existence suspended</li> </ul>	K5

		between inclusion and exclusion in an alien settling seeking to interpret their status as minority migrants.'	
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<b>Unit II</b>			
2.1	Nirad C. Choudhuri: Children of Circe ( fromThe Continent of Circe: Essays on the People of India)	Describe the human situation in India after Independence. How does the author find out that there is a continuing and dynamic process among the dissimilar communities which are in endless conflicts.	<b>K2</b>
		Discuss author's views on Aborigines, Hindus, Muslims and Christians.	<b>K2</b>
2.2	AnandaCoomaraswamy : That Beauty is a State	Describe the authors views on beauty.	<b>K2</b>
		Compare and contrast the artist's and the philosopher's views on beauty.	<b>K4</b>
<b>Unit III</b>			
3.1	Asif Currimbhoy : <i>Inquilab</i>	Discuss the social, political, moral, and religious issues along with pathos, sentiment, irony, and social criticism	<b>K6</b>
		Explore universal human predicament through his social, moral, religious and political concerns.	<b>K4</b>
3.2	GirishKarnad : <i>Tughlaq</i>	Discuss and analyze it as a historical and political play	<b>K4</b>
		Identify symbolism, irony and humour and the dramatic devises used in the play	<b>K4</b>
<b>Unit IV</b>			
4.1	Mulk Raj Anand: <i>Untouchable</i>	Critically analyze the themes of Marginalization and the voice of the Subalterns	<b>K5</b>
		Investigate the themes of social justice and liberation and probe the predicament of the underdogs	<b>K6</b>
4.2	Raja Rao: <i>Kanthapura</i>	Examine the historical and literary context of <i>Kanthapura</i> .	<b>K4</b>

4.3	R.K. Narayan: <i>The Guide</i>	Construct the Oriental idea of history in comparison with the western notion of history	K6
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Unit V			
5.1	Khushwant Singh, <i>Train to Pakistan</i>	Compare hostility and violence with humanism	K4
		Estimate on the inhuman conditions prevailed during partition of India-Pakistan	K6
5.2	Amitav Ghosh: <i>Sea of Poppies</i>	Discuss the historical aspects that propelled the Opium War.	K2
		Analyze the novel from postcolonial perspective.	K4
5.3	Jumpha Lahiri: <i>The Namesake</i>	Construct a character of analysis of Gogol	K3
		Compare and contrast the Indian and American experiences in the novel. Identify some values and beliefs of other cultures that might clash with your own.	K4

### Books for Reference:

1. Naik M.K. *A History of Indian English Literature*. New Delhi: Sahitya Academy, 1982.
2. Iyengar, Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 1985.
3. Paniker, K. Ayyappa. *Indian English Literature since Independence*. New Delhi: The Indian Association of English Studies, 1991.
4. Naik, M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers, 1984.

### Web Links:

1. <http://kavishala.in/best-hindi-poetry-8-beautiful-and-famous-poetry-by-a-k-ramanujan/>
2. <https://www.gradesaver.com/toru-dutt-poetry/study-guide/poem-text>

Year of Revision:2020



**Mapping : L- Low, M - Medium, H - High**

	Program Outcome									Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	L	M	M	M	M	M	H	M	M	M	M
CO2	L	H	M	M	M	M	H	H	H	M	M	H	H
CO3	M	H	M	M	H	H	H	H	M	M	H	H	H
CO4	L	H	M	M	H	H	H	M	H	M	H	H	M
CO5	L	M	M	M	H	H	H	M	H	M	H	H	H
CO6	L	M	H	M	H	H	M	H	H	M	M	M	H

**COURSE ASSESSMENT METHODS****DIRECT:**

EC No	Evaluation components	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1	2 hr	25	will be announced	Closed Book
2	Internal Test-II	2 hr			Closed Book
3	Seminar & Assignments	-			Open Book
4	Attendance	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr.C.Dhanabal

**Signature:**

## Elective IV: Journalism and Mass Communication

Semester: III

Course Code: P19EG3:4

Credits: 4

Hours / Week: 6

### COURSE OUTCOMES:

On completion of the course, students will be able to:

S.No.	Course Outcomes	Level	Unit
CO1	Explain the meaning, essential elements and the process of communication and identify the barriers of communication.	K2	I
CO2	Compare and contrast the different kinds of news stories with respect to content, language and purpose.	K2	II
CO3	Develop skills of reporting, interviewing and editing	K3	IV
CO4	Classify the different kinds of news like hard and soft news, expected and unexpected news, etc	K4	III
CO5	Assess the impact of advertisements and the role of mass media on public opinion	K5	V
CO6	Create/write different kinds of news reports.	K6	II

### SYLLABUS

#### UNIT I - Introduction to Communication Theory (18 Hours)

Definition of Communication – Elements of Communication - Process of Communication – the 7 Cs of Communication – Barriers to communication – Mass Communication and Culture – Function of Mass Media – Mass Media and Public Opinion – Mass Media as Opinion Leader – Media Effects

#### UNIT II – Journalism – The Basics (18 Hours)

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council News on views – News analysis, Editorial, columns, articles, middle reviews, letters – features The Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads and Headlines

#### UNIT III - Print Journalism (18 Hours)

News – Definition – Elements – Source – News Agencies Kinds of News – Hard and soft news – Expected, Unexpected News – Box News – follow-up news – Scoop-fillers – Human Interest stories – Recognizing and Evaluating news

#### UNIT IV - Reporting and its Kinds (18 Hours)

The profile of a Reporter  
Reporting: crime, court, election, legislature, sports, development, investigative, interpretive, Interviewing.

**UNIT V – Broadcast Journalism (18 Hours)**

Innovations in TV Technology – Television Journalism – Television in India – Radio Broadcasting in India – Films Semiotics – Film and Book Reviews –Advertisements

**Topics for Self-Study: Journalism in the Digital Age**

S.No.	Topics	Web Links
1	Emerging and social media journalism	<a href="http://www.globalmediajournal.com/open-access/the-emerging-of-global-journalism-and-social-media.php?aid=64437">http://www.globalmediajournal.com/open-access/the-emerging-of-global-journalism-and-social-media.php?aid=64437</a>
2	Characteristics and types of electronic social media – Facebook, Instagram, Twitter, Whatsapp, Youtube, etc	<a href="https://www.intechopen.com/books/social-media-and-journalism-trends-connections-implications/introductory-chapter-some-notes-on-journalism-in-the-age-of-social-media">https://www.intechopen.com/books/social-media-and-journalism-trends-connections-implications/introductory-chapter-some-notes-on-journalism-in-the-age-of-social-media</a>
3	Synergy between social and mainstream media	<a href="https://sproutsocial.com/insights/social-media-and-journalism/">https://sproutsocial.com/insights/social-media-and-journalism/</a> <a href="https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2017-11/Mainstream%20media%20and%20the%20distribution%20of%20news%20in%20the%20age%20of%20social%20discovery.pdf">https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2017-11/Mainstream%20media%20and%20the%20distribution%20of%20news%20in%20the%20age%20of%20social%20discovery.pdf</a>
4	Citizen journalism	<a href="https://en.wikipedia.org/wiki/Citizen_journalism#:~:text=Citizen%20journalism%20(also%20known%20as,and%20disseminating%20news%20and%20information.%22">https://en.wikipedia.org/wiki/Citizen_journalism#:~:text=Citizen%20journalism%20(also%20known%20as,and%20disseminating%20news%20and%20information.%22</a> <a href="https://www.britannica.com/topic/citizen-journalism">https://www.britannica.com/topic/citizen-journalism</a> <a href="https://www.thoughtco.com/what-is-citizen-journalism-2073663">https://www.thoughtco.com/what-is-citizen-journalism-2073663</a>

**BOOKS FOR STUDY:**

1. Ahuja, B.N. Theory and Practice of Journalism. (New Delhi: Surjeet, 1988).
2. Kumar, Keval J. Mass Communication in India. (New Delhi: Jaico, 2010).
3. Parthasarathy, Rangaswami. Basic Journalism. (New Delhi: Macmillan, 2010).
4. Kamath, M.V. Professional Journalism. (New Delhi: Vikas, 1997).

**BOOKS FOR REFERENCE:**

1. Murthy, R.K. Free-Lancing. (New Delhi: Reliance, 1989).
2. Rao, Narasimha. Style in Journalism. (Chennai : Orient Longman, 1998).

**WEB LINKS:**

1. [http://youtu.be/xrtWcc7\\_0x8](http://youtu.be/xrtWcc7_0x8)
2. [https://swayam.gov.in/nd2\\_ugc19\\_hs42/preview](https://swayam.gov.in/nd2_ugc19_hs42/preview)

**SPECIFIC LEARNING OUTCOMES (SLO):**

<b>UNIT</b>	<b>COURSE CONTENT</b>	<b>LEARNING OUTCOMES</b>	<b>BLOOMS TAXONOMIC HIGHEST LEVEL OF TRANSACTION</b>
<b>UNIT-I</b>			
	1.1 Definition of Communication – Elements of Communication - Process of Communication –the 7 Cs of Communication – Barriers to communication	1.Explain the meaning, essential elements and the process of communication and identify the barriers of communication	<b>K2</b>
	1.2 Mass Communication and Culture Function of Mass Media	1. Analyze the ways in which mass communication determines and influences the culture of a society/nation 2. Assess the functions of mass media and determine its importance, value and utility	<b>K4</b> <b>K5</b>
	1.3 Mass Media and Public Opinion – Mass Media as Opinion Leader – Media Effects	1.Examine the impact of mass media in playing a seminal role in the construction of public belief and social change	<b>K4</b>
<b>UNIT II</b>			
	2.1 Definition of Journalism – Role of Journalism	1.Discuss the definition and meaning of journalism 2.Trace the etymology, origin and historical development of journalism from the Roman era until the present 3.Estimate the importance and role of journalism in the present context	<b>K2</b> <b>K3</b> <b>K5</b>
	2.2 Ethics – Press Laws – Press Council	1.Demonstrate understanding of the ethics of the journalistic profession and cognize the various press laws operating to protect the rights and interests of the print media.	<b>K2</b>
	2.3 News on views – News analysis, Editorial, columns, articles, middle reviews, letters – features	1.Analyse the news reports with respect to its content, language and purpose 2.Categorize the news writings such as editorials, features, reviews, etc based on the style, tone and function	<b>K4</b> <b>K4</b>

	2.4 The Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads and Headlines	1.Comprehend the salient features of the journalistic style – journalese 2.Construct headlines and leads for news reports based on the principles underlying the language of journalism	<b>K2</b>  <b>K6</b>
<b>UNIT III</b>			
	3.1 News – Definition – Elements – Source – News Agencies	1.Cognize the meaning of news and list the elements of news 2.Explore the various sources of news and the news agencies operating both at home and abroad	<b>K2</b>  <b>K4</b>
	3.2 Kinds of News – Hard and Soft news – Expected, Unexpected News – Box News – Follow-up news – Scoop – Fillers – Human Interest Stories – Recognizing and Evaluation news	1.Compare and contrast of the different kinds of news stories published, broadcast and telecast in the media 2.Assess the impact and the influence of news stories on the lives of the common people	<b>K2</b>  <b>K6</b>
<b>UNIT IV</b>			
	4.1 The profile of a Reporter Reporting: crime, court, election, legislature, sports, development, investigative, interpretive, Interviewing	1.Discuss the attributes of a reporter and the skill to be possessed by a reporter. 2.Classify the different kinds of reporting and delineate the principles and procedures involved in each of them	<b>K2</b>  <b>K2</b>
<b>UNIT V</b>			
	5.1 Innovations in TV Technology – Television Journalism – Television in India –	1.Trace the history of television journalism 2.Assess the impact of television journalism in India in the past as well as the present	<b>K3</b>  <b>K6</b>
	5.2 Radio Broadcasting in India	1.Examine the role of broadcast journalism in India	<b>K4</b>
	5.3 Films Semiotics – Film and Book Reviews	1.Prepare and present book reviews and film reviews based on the mechanics and procedures of review writing	<b>K6</b>
	5.4 Advertisements	1.Assess the role of advertisements and its impact on the society	<b>K5</b>
<b>UNIT VI</b>			
	6.4 Emerging and social media journalism 6.5 Characteristics and types of electronic social media –	1.Explore the emergence of new trends in journalism like social media journalism and citizen journalism.	<b>K4</b>  <b>K5</b>

	Facebook, Instagram, Twitter, Whatsapp, Youtube, etc 6.6 Synergy between social and mainstream media 6.7 Citizen journalism	2. Investigate the nature and role of traditional journalism such as print and electronic media vs emerging social media journalism  3. Prepare a model newsletter/magazine by incorporating the principles and practices of journalism	<b>K6</b>
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**Mapping : (CO,PO,PSO)****L- Low, M – Medium, H – High**

	Program Outcome									Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	H	L	M	H	M	M	M	M	M	M	L	M	M
<b>CO2</b>	M	L	M	H	M	M	M	M	L	M	L	M	M
<b>CO3</b>	M	L	L	H	M	M	M	M	M	M	L	M	L
<b>CO4</b>	M	M	L	M	M	M	M	M	M	L	M	M	M
<b>CO5</b>	M	M	M	H	L	M	H	M	L	M	L	L	M
<b>CO6</b>	M	L	M	H	L	M	H	M	L	M	L	M	L

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book  
Open Book Test.
2. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
3. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr.G.Parvathy**Signature:**

## Core XII: Literary Criticism

Semester: IV

Course Code: P19EG412

Credits: 5

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Delineate literary criticism and explain its history, types and gain proficiency in theoretical terminology.	K2	I
2	Explain the four basic approaches of literary criticism and their role in evaluating the work of art	K2	II
3	Demonstrate through discussion about various schools of criticism (or) critical theories from New Criticism to the theory of the present times	K3	III
4	Distinguish between theory and application.	K5	IV
5	Be knowledgeable in applying principles of criticism to literary texts.	K5	V
6	Demonstrate competence to evolve methodological framework	K6	V

#### UNIT I - New Criticism

18 Hours

T.S. Eliot : Tradition and the Individual Talent  
 Cleanth Brooks : The Language of Paradox

#### UNIT II - Psychoanalytic Criticism & Structuralism

18 Hours

Sigmund Freud : Creative Writers and Day Dreaming  
 Northrop Frye : Archetypes of Literature

#### UNIT III - Hermeneutics & Reader Response Theory

18 Hours

Susan Sontag : Against Interpretation  
 Wolfgang Iser : The Reading Process: A Phenomenological Approach

#### UNIT IV - Postcolonialism & Feminism

18 Hours

Edward Said : Introduction to Orientalism  
 Sandra M. Gilbert : Infection in the Sentence: The Woman Writer and And  
 Susan Gubar the Anxiety of Authorship

#### UNIT V - Practical Criticism

18 Hours

1. Practical Criticism : Analysis of a poem with respect to Structure, Texture and Tone.

**For Further Reading & Practical Application:**

S.No.	Topics	Books to Refer
1	M.H. Abrams: "Orientation of Critical Theories"	Lodge, David, editor. <i>20th Century Literary Criticism: A Reader</i> . Longman, 1986.
2	Raymond Williams: "Base and Superstructure in Marxist Cultural Theory"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
3	Edmond Wilson: "The Historical Interpretation of Literature"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
4	Michel Foucault: "What Is an Author?"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
5	Hayden White : "The Historical Text as Literary Artifact"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
6	Carl Gustav Jung: "Psychology and Literature"	Lodge, David, editor. <i>20th Century Literary Criticism: A Reader</i> . Longman, 1986.
7	Roland Barthes: "Criticism as Language"	Lodge, David, editor. <i>20th Century Literary Criticism: A Reader</i> . Longman, 1986.
8	Jonathan Culler: "Literature and Cultural Studies"	Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i> . Oxford UP, 2000.
9	Bill Ashcroft: "Postcoloniality and Theory"	Ashcroft, Bill, et al. <i>The Empire Writes Back: Theory and Practice in post-colonial literatures</i> . Routledge, 2002.

**Text Book(s):**

1. Lodge, David, and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. Longman, 2008.
2. Lodge, David, editor. *20th Century Literary Criticism: A Reader*. Longman, 1986.
3. Enright, D.J. and Ernst De Chickera. *English Critical Texts*. Oxford UP, 1997.
4. Eliot, T.S. *The Sacred Wood and Major Early Essays*. Dover Publications, 1998.
5. Leitch, Vincent, B. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2001.
6. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford UP, 2000.
7. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in post-colonial literatures*. Routledge, 2002.
8. Brooks, Cleanth. *The Well Wrought Urn: Studies in the Structure of Poetry*. Mariner Books, 1956.



**Reference Books:**

1. Habib, M. A. R. *Modern Literary Criticism and Theory: A History*. Blackwell Publishing, 2005.
2. Selden, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. Longman, 1996.
3. Goring, Paul, et al. *Studying Literary Theory – The Essential Companion*. Bloomsbury Publishing, 2001.
4. Sethuraman, V.S. *Contemporary Criticism: An Anthology*. Macmillan, 1989.
5. Peck, John and Martin Coyle. *Literary Terms and Criticism*. Palgrave Macmillan, 2002.
6. Lavers, Annette, translator. *Mythologies*. By Roland Barthes, Hill and Wang, 1972.
7. Showalter, Elaine, editor. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. Virago, 1985.

**Web links:**

1. <https://swayam.gov.in/explorer?searchText=literary+criticism>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
	1.1 T.S. Eliot : Tradition and the Individual Talent	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background which shaped the author's thinking in the context of this text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Identify the cultural ideology, social ideology and how it influences and affects the author's expertise that are expressed in the text</li> </ul>	K3
	1.2 Cleanth Brooks : The Language of Paradox	<ul style="list-style-type: none"> <li>Discuss the key points of New Criticism or Practical Criticism from the context of this text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Examine the ambiguity of language and the layers of meaning produced by it.</li> </ul>	K4
<b>Unit -2</b>			
	2.1 Sigmund Freud : Creative Writers and Day Dreaming	<ul style="list-style-type: none"> <li>Examine the contributions of Sigmund Freud in the field of psychoanalysis and his famous concept of tripartite division of human psyche.</li> </ul>	K2

		<ul style="list-style-type: none"> <li>Critically analyse the impact of psychoanalysis in the process of creative writing and day dreaming.</li> </ul>	K5
	2.2 Northorpe Frye : Archetypes of Literature	<ul style="list-style-type: none"> <li>Examine the concept of myth and archetype.</li> <li>Critically analyse Frye's enlistment of archetypes of literature.</li> </ul>	K2
			K5
<b>Unit -3</b>			
	3.1 Susan Sontag : Against Interpretation	<ul style="list-style-type: none"> <li>Examine the concept of hermeneutics.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Investigate the points that can distort the meaning of a literary text</li> </ul>	K5
	3.2 Wolfgang Iser : The Reading Process: A Phenomenological Approach	<ul style="list-style-type: none"> <li>Discuss the important concepts in Reader Response Theory</li> <li>Estimate the growth of human consciousness and self-awareness in the reading process.</li> </ul>	K2
			K6
<b>Unit -4</b>			
	4.1 Edward Said : Introduction to Orientalism	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> <li>Discuss the fundamental questions the post colonialism forces its learners to ask</li> </ul>	K2
			K6
	4.2 Sandra M. Gilbert And Susan Gubar: Inflection in the Sentence: The Woman Writer and the Anxiety of Authorship	<ul style="list-style-type: none"> <li>Analyse the tenets of feminism and discuss its importance in bringing the gender equality.</li> <li>Analyse how the views of feminism are vividly portrayed in the text and how it reflects the culture of that time.</li> </ul>	K2
			K4
<b>Unit -5</b>			
	5.1 Practical Criticism : Analysis of a poem with respect to Structure, Texture and Tone.	<ul style="list-style-type: none"> <li>Discuss the concepts of prosody with respect to rhyme, rhythm and other poetic devices.</li> <li>Apply the concepts that are learnt in a poem that is being selected.</li> </ul>	K2
			K6

## MAPPING ( CO, PO, PSO)

L-Low

M-Moderate

H- High

	Program Outcome									Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	L	H	H	M	H	L	M	H	M
CO2	L	M	M	L	M	H	H	H	M	L	M	H	H
CO3	M	M	M	L	M	H	H	H	H	L	M	H	H
CO4	M	H	M	L	M	H	H	M	H	L	H	H	H
CO5	L	M	M	L	M	H	H	M	M	L	H	H	H
CO6	L	M	L	L	M	M	H	H	H	L	M	H	H

## COURSE ASSESSMENT METHODS

## DIRECT:

5. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
6. Assignment, Group Presentation, Group Discussion, Seminar, Quiz (written).
7. Pre-Semester & End Semester Theory Examination

## INDIRECT:

2. Course end survey (Feedback)

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Name of the Course Coordinator: Dr. Anand Arul Das

Signature:

## Core XIII: Ecoliterature

Semester: IV

Course Code: P19EG413

Credits: 5

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Relate with nature and its values.	K2	I -V
2	Apply ecological principles on literary texts and pursue research in this emerging field.	K3	I-V
3	Analyze the ecological and geographical parameters of a particular place and the parameters which define life of that place.	K4	III-V
4	Evaluate the ecological biodiversity of the place and map out the ecological crisis that injures the land.	K5	I -V
5	Adapt an intrinsic value for all living and non-living beings in the world around us.	K6	I -V
6	Formulate an ecological vision by being a responsible planet steward and thereby not to violate the laws of nature.	K6	I -V

#### UNIT I - Introduction to Green Studies

18 Hours

Introduction to "Ecocriticism" (from Peter Barry's *Beginning Theory*)

#### UNIT II - Beginnings of Green Voices

18 Hours

Cheryll Glotfelty : Literary Study in an Age of Environmental Crisis.

William Rueckert : Literature and Ecology: An Experiment in Ecocriticism

Rachel Carson: "The Obligation to Endure" from *Silent Spring*

#### UNIT III - Major Strands in Ecocriticism

18 Hours

K.C. Abraham : A Theological Response to the Ecological Crisis

(From *Ecotheology : Voices from South and North* by David G. Hallman)

Gretchen T. Legler : Ecofeminist Literary Criticism

Nirmal Selvamony : Neo-tinai poetics

#### UNIT IV - Poetry for Ecocritical Reading

18 Hours

D.H Lawrence : Snake

Hopkins : Spring

F.G. Scott : The Unnamed Lake

Douglas A. Stewart : The Silkworms

W.W.E. Ross : The Snake Trying

**UNIT V – Fiction and Non-Fiction for Ecocritical Reading****18 Hours**

Steinbeck : The Grapes of Wrath

Indra Sinha : Animals People

Thoreau : Walden

Chief Seattle's Speech

Jack London : The Call of the Wild

Mildred D. Taylor : Song of the Trees

**UNIT VI: Other Thrust Areas and Recent Trends in Ecocriticism**

S. No	Topics	Web Links /Learning Outcomes
1	Ecomedia/ Ecocinema (Films and Documentaries) - To be selected by the Course Teacher 1.1 Queen of Trees (Documentary), Trashed, Hachiko: A Dog's Tale (Film), Fast Food nation, Disgrace, The Lorax (Film), The Story of Mudugar-Rayson Alex, The Plastic Cow (Documentary), Kentucky Fried Cruelty, Slow Poisoning of India, Thorny Land: Invasion of Cheemakaruvel-Rayson Alex	(To be decided by the course teacher) <a href="https://www.youtube.com/watch?v=xy86ak2fQJM">https://www.youtube.com/watch?v=xy86ak2fQJM</a> <a href="https://www.youtube.com/watch?v=Si fRIYqHfcY">https://www.youtube.com/watch?v=Si fRIYqHfcY</a> <a href="https://www.youtube.com/watch?v=W01pm7_wUWo&amp;t=79s">https://www.youtube.com/watch?v=W01pm7_wUWo&amp;t=79s</a> Analyze the documentaries/films/ texts from an ecocritical perspective. Field Work/ Eco-tours/Project (To be decided by the Course Teacher) Prepare a research project/report/paper by applying ecocritical theory/concepts on any one of the documentaries/films/ texts.
2	2.1 Deep Ecology 2.2 Ecosophy 2.3 Environmental Justice 2.4 Symbiosis 2.5 Bioregionalism 2.6 Nativism- Paranjape, Makarand 2.7 Postcolonial Ecocriticism 2.8 Environmental Theatre 2.9 Eco-man: New Perspectives on Masculinity and Nature 2.10 Empirical Ecocriticism 2.11 An Environmental Humanities Response to the COVID-19 Pandemic	<a href="https://empiricalecocriticism.com/">https://empiricalecocriticism.com/</a>  <a href="https://bifrostonline.org/environmental-humanities-response-to-covid-19/">https://bifrostonline.org/environmental-humanities-response-to-covid-19/</a>

3	3.1 Henry Lawson : Bush Cats, That There My Dog 3.2 C.A. Cranson : An Ecocritical Reading of Aravind Adiga's The White Tiger 3.3 Oodegerro Noonuccal : We are Going, No More Boomerang 3.4 Shakespeare : Pericles: Twins of Tyre, 3.5 When the Kurinji Blooms by Rajam Krishnan, 3.6 Sundara Ramaswamy: The Tamarind Tree 3.7 Gift in Green by Sarah Joseph 3.8 Patrick White: Voss 3.9 Margaret Atwood: Surfacing	Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social- religious-cultural contexts.  Analyze the texts from an ecocritical perspective.
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### Text Books for Study:

- T1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. Manchester University Press, 2002. (pp. 248-269).
- T2. Carson, Rachel. *Silent Spring*. Mariner Book, 2002. (pp. 5-14).
- T3. Cheryll Glotfelty and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
- T4. Hallman, David G. *Ecotheology: Voices from South and North*. WCC Publications, 1994. (pp. 65-78).
- T5. Frederick, Suresh (Ed.) *Ecocriticism*. New Century Book House, 2019.
- T6. Warren, Karen J. (Ed.) *Ecofeminism: Women, Culture, Nature*. Indiana University Press. 1997. (pp. 227-238).
- T7. Frederick, Suresh (Ed.) *Horizons: Critical Perspectives on Language and Literature*. Amirthamani Publications, 2011. (pp. 1-15).
- T8. Lawrence, D.H. *Birds, Beasts and Flowers*. Black Sparrow Book, 2008. (pp. 95-100).
- T9. Hopkins, Gerald Manley. *Selected Poems*. Dover Thrift Editions, 2011. (pp. 21-22).
- T10. Scott, Frederick George. *The Unnamed Lake and Other Poems*. W. Briggs Publications, 1897. (pp. 7-14).
- T11. Stewart, Douglas (Ed.) *Modern Australian Verse*. Vol II. University of California Press, 1965. (pp. 104-105).
- T12. Ross, W. W. E. *Irrealities, Sonnets and Laconics*. Exile Editions, 2003. (p. 103).
- T13. Taylor, Mildred D. *Song of the Trees*. Puffin Books, 2003.
- T14. Thoreau, Henry David. *Walden*. Create Space Independent Publishing Platform. 2016.
- T15. Steinbeck, John. *The Grapes of Wrath*. London: Penquin Classics, 1992. Print.
- T16. Sinha, Indra. *Animals People*. London: Simon & Schuster, 2007. Print.
- T17. London, Jack. *The Call of the Wild*. Rupa and Co, 2017.

**Reference Books:**

- R1. Bate, Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. Routledge, 2013.
- R2. Bell, Alan. *Poisoned: How a Crime-busting Prosecutor Turned his Medical Mystery into a Crusade for Environmental Victims*. Skyhorse Publishing, 2017.
- R3. Coupe, Lawrence. Ed. *The Green Studies Reader*. Routledge, 2000.
- R4. Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Peregrine Smith, 1985.
- R5. *Explorations in Ecocriticism*. Cambridge Scholars Publishing, 2014.
- R6. Frederick, Suresh. *Contemporary Contemplations on Ecoliterature*. Authors Press, 2012.
- R7. Garrard, Greg. *Ecocriticism New Critical Idiom Series*. Routledge, 2004.
- R8. Kang, Han. *The Vegetarian*. Portobello Books, 2015.
- R9. Oppermann, Serpil (Ed.) *New International Voices in Ecocriticism*. Lexington Books, 2015.
- R10. Selvamony, Nirmal, Nirmaldasan and Rayson K. Alex. *Essays in Ecocriticism*. Sarup and Sons and OSLE-India, 2008.
- R11: Alex, Rayson K., ed. *Culture and Media: Explorations in Ecocriticism*. London: Cambridge Scholars Publishing, 2014. Print
- R12: Paranjape, Makarand, ed. *Nativism: Essays in Criticism*. Pune: Sahitya Akademi, 1997. Print
- R13: Andruss, Van. et al. *Home! A Bioregional Reader*. edited. Philadelphia. New Society Publishers, 1990. Print
- R14: Allister, Mark.,ed. *Eco-man: New Perspectives on Masculinity and Nature (Under the Sign of Nature: Explorations in Ecocriticism)*, University of Virginia.2004.Print
- R15: Love, A. Glen, *Practical Ecocriticism: Literature, Biology and the Environment*, University of Virginia.2003.Print.

**Electronic Sources (SWAYAM/NPTEL/Other Sources)**

<https://nptel.ac.in/courses/109/106/109106084/>  
 (NPTEL) [https://www.youtube.com/watch?v=rKXdAhEMHtA&feature=emb\\_logo](https://www.youtube.com/watch?v=rKXdAhEMHtA&feature=emb_logo)  
<https://www.youtube.com/watch?v=YgW3a5-QlgI> (University of Hyderabad)  
[www.barretthonors.asu.edu](http://www.barretthonors.asu.edu)  
[www.greenschool.org](http://www.greenschool.org)  
[https://www.youtube.com/watch?v=W01pm7\\_wUWo&t=79s](https://www.youtube.com/watch?v=W01pm7_wUWo&t=79s)  
[www.centerforgreenschools.org](http://www.centerforgreenschools.org)  
[www.greenschool.org](http://www.greenschool.org)  
[www.angelfire.com/nd/nirmaldasan/tinai.html](http://www.angelfire.com/nd/nirmaldasan/tinai.html)  
<https://www.asle.org/>  
<https://bifrostonline.org/>  
<https://empiricalecocriticism.com/>  
<https://bifrostonline.org/environmental-humanities-response-to-covid-19/>  
[https://collectiveliberation.org/wp-content/uploads/2013/01/Chief\\_Seattle\\_Speech.pdf](https://collectiveliberation.org/wp-content/uploads/2013/01/Chief_Seattle_Speech.pdf)

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Subtopics	Learning Outcomes	Bloom's Taxonomic Levels
<b>Introduction to Green Studies</b>			
I	1.1 Inception and Concept of Ecocriticism	Define the concept of Ecocriticism and analyze the differences of different versions of Ecocriticism/Ecoliterature. Trace the evolution and literary bearings of Ecoliterature and Ecocriticism as a discipline in UK and USA	K2/K4
<b>Beginnings of Green Voices</b>			
II	2.1 Literary Study in the Age of Environmental Crisis	Discuss the relevance of literary studies in the Age of Environmental Crisis Evaluate the future of Ecocriticism.	K2/K4,5,6
II	2.2 Rueckert on Ecocritical Experiment	Define Ecocriticism and assess the relevance of ecology to the present and future of the world.	K2/K4, 6
II	2.3 Moral Obligation to Endure	Outline the use of harmful chemicals.  Analyze the impact of the harmful chemicals on nature and humans.  Assess the obligation of humans in protecting the diversity of nature.	K2/K4, 6
<b>Major Strands in Ecocriticism</b>			
III	3.1 Origin and Meaning of Ecotheology  A Fresh Look at the roots of Christian Faith	Define the origin and meaning of Ecotheology Identify the link between social justice and destruction of nature  Assess the three models of the church in response to ecological concerns.  Prioritize the ethical values	K2/K4, 5



III	3.2 Legler on Ecofeminism	Define Ecofeminism and see the parallels between feminism and ecocriticism.  Discuss the exploitation and degradation of the natural world and the subordination and oppression of women.	K2/K4
III	3.3 Neo-tinai Poetics	Trace the development of the concept of tinai. Interpret texts from an indigenous perspective Critically analyze the texts from a neo-tinai perspective. Distinguish neo-tinai as a pan-indian concept in comparison with western theoretical frameworks	K2-K6
<b>Poetry for Ecocritical Reading</b>			
IV	4.1 D. H. Lawrence: Snake	Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.  Judge the role of education on man and the value of nature.	K2-K6
IV	4..2 Hopkins: Spring	Recognize the use of imagery in the poem Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem. Analyze the poem from an ecocritical / ecotheological perspective.	K2-K6
IV	4.3 F. G. Scott: The Unnamed Lake	Recognize the use of imagery in the poem  Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.  Analyze the poem from an ecocritical perspective.	K2-K6

IV	4.4 Douglas Stewart: "The Silkworms"	Recognize the use of imagery in the poem.  Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.  Analyze the poem from an ecocritical perspective	K2-K6
IV	4.5 On W.W.E Ross: "The Snake Trying"	Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.  Analyze the poem from an ecocritical perspective  Judge the role of education on man and the value of nature.	K2-K6
<b>Fiction and Non-Fiction for Ecocritical Reading</b>			
V	5.1 Grapes of Wrath by John Steinbeck  5.2 Indira Sinha: Animal's People  5.3 Jack London: The Call of the Wild	Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social-religious-cultural contexts. Discuss Indira Sinha's Animal's people as an eco-disaster novel. Analyze the texts from an ecocritical perspective	K2-K6
V	5.4 Thoreau: Walden	Explain transcendentalism and American identity, the movement which shaped many writers.  Discuss Thoreau as a nature writer.  Examine the experiment of Thoreau in Walden.	K2-K6

	5.5 Chief Seattle's Speech	Demonstrate the understanding of the text on four levels: factual, interpretive, critical and personal.	
V	4.6 Mildred Taylor: "Song of the Trees"	Identify the themes in the story.  Explore the historical, political and social contexts of African-Americans in America.  Analyze the story through ecocritical lens Environmental Justice perspective	K2-K6

**MAPPING ( CO, PO, PSO)****L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	-	-	L	M	-	-	L	H	-	-	-	H
CO2	M	-	-	-	-	H	-	-	H	L	L	L	H
CO3	M	H	-	-	-	H	M	L	H	-	-	L	H
CO4	-	-	L	-	L	H	M	M	H	-	L	-	H
CO5	-	-	-	-	M	H	M	-	H	-	-	-	H
CO6	-	-	-	M	M	H	-	-	H	-	-	-	H

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2: Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Mr. J. Edwin Moses

**Signature:**

## Core XIV: Women's Writing

Semester: IV

Course Code: P19EG414

Credits: 5

Hours / Week: 6

### Course Outcomes:

At the end of the course the student will be able to

CO1: **K4 (Analyzing)**

**examine** concepts like gender; Women's Liberation Movement; Feminisms; Women and the Canon and Gynocriticism with reference to the appropriate texts

CO2: **K1 and K2 (Remembering and Understanding)**

to **interpret** and **recall** on what it means to be a woman from various sexual, racial, class, and national perspectives through the prescribed literary texts

CO3: **K3 and K4 (Applying and Analyzing)**

**classify** the developments, themes, and narrative strategies of women's writing and **identify** topics and formulate questions, identify appropriate methods and sources for research, and engage ethically with sources

CO4: **K4 (Analyzing)**

to **relate** literary texts through the perspectives of gender, **appraise** the central points of a selection of feminist theory, and can **use** it to **explain** literary texts

CO5: **K6 (Creating)**

**modify** their thoughts and motivates and also **creates** scholarly debates about feminine issues and **assess** the ways in which societal institutions and power structures impact the material realities of women's lives

CO6: **K2 (Understanding)**

**demonstrate** their understanding of literature into an evolving awareness of relevant cultural and historical contexts and perspectives

### SYLLABUS

#### UNIT I: The Feminist Polemics- Prose

**K4 & K6**

- Simon de Beauvoir : 'Dreams, Fears and Idols' from *The Second Sex*(1949)
- Showalter : *Towards a Feminist Poetics* (1979)
- Betty Friedan : *The Feminine Mystique*(Chapter 13 "The Forfeited Self")

#### UNIT II: Women and Poetry - Poetry

**K5 & K6**

- Margaret Atwood : *Habitation* (1970)
- Maya Angelo : *Still I Rise* (1978)
- Sylvia Plath : *Edge* (1963)
- Kamala Das : *The Looking Glass* (1996)

- Adrienne Rich : Aunt Jennifer's Tigers (1951)
- Anne Sexton : For the Year of the Insane a Prayer (1960)

### UNIT III: Influential writings by women – Extracts from Critical Essays K2, K4 &K6

- Shashi Deshpande : Writing from the Margins (2003)
- Dale Spender : Man Made Language Chapter 1 (1980)
- Chimamanda Adiche : We Should All Be Feminists (2012)
- Linda Hogan : The Feathers (1995)

### UNIT IV: Short Stories with Big Impact - Short Stories K3 & K5

- Tatyana Tolstaya (Author), Jamey Gambrell (Translator), Antonina Bouis (Translator) : White Walls: Collected Stories
- Kathryn Forbes : Mama and the Graduation Present (1943)
- Nayrouz : "The Sea Cloak" (2020)
- Qarmout Mahashweta Devi : Draupati (Translated by Spivak) (1978)
- Amrita Pritam : Wild Flower (2016)
- Ambai : The Plastic God-Box (2004)
- Mahasweta Devi : Rudali (from the collection titled *Fiction to Performance*)

### UNIT V: Novellas and Novels of Great Influence – Novels K3 &K6

- Margaret Laurence : *A Fetish for Love*
- Charlotte Bronte : *Jane Eyre*
- Tony Morrison : *Bluest Eye*
- Gita Hariharan : *Thousand Faces of Night*

### UNIT VI: Self-Study and Recent Trends K2 & K5

#### For further studies and recent trends related to the course

- Sexual Orientation and Gender Identity
- Gender studies and Interdisciplinary
- Intersectional Feminism
- Eco-feminism
- Women and Social Media or Online Activism
- Theorising Female Bodies
- Politics of Abortion
- The #MeToo Narratives

#### Text Books

1. Beauvoir, Simone de. *The Second Sex*. Vintage Books, 2010.
2. Newton, K.M. (Ed). *Twentieth-Century Literary Theory*. Macmillan Education, 1997.
3. Atwood, Margaret. "Habitation", *Selected Poems*. Houghton Mifflin Comany, 1987.

4. Angelon, Maya. "Still I Rise", *And Still I Rise*. Hachette Digital. 1986.
5. Plath, Sylvia. "Edge", *Ariel*. Faber & Faber, 2010.
6. Scott, Bonnie Kime, et al. *Women in Culture: An Intersectional Anthology for Gender and Women's*. John Wiley & Sons, 2016.
8. Das, Kamala. *The Descendants*. Writers Workshop, 1991.
9. Sexton, Anne. *The complete poems*. Open Road Media, 2016.
10. Deshpande, Shashi. *Writing from the Margin and other Essays*. Penguin Books India, 2003.
11. Spender, Dale, and Nola Bardin. "Man made language." (1985).
12. Woolf, Virginia. *Killing the angel in the house: Seven Essays*. Penguin Books, 1995.
13. Hogan, Linda. *Dwellings: A spiritual history of the living world*. Simon and Schuster, 1996.
14. Oates, Joyce Carol, and Tobias Wolff. *Where Are You Going, Where Have You Been?*
15. Difusión, Centro de Investigación y Publicaciones de Idiomas, 2013.
16. Pooley, Robert Cecil, and William Scott Gray, eds. *America reads*. Vol. 3. Scott, Foresman,
17. 1952.
18. Kannan, Lakshmi. *Genesis: Select Stories*. Orient Blackswan, 2014.
19. Gayatri Chakravorty Spivak *Critical Inquiry*, Vol. 8, No. 2, *Writing and Sexual Difference*.
20. Winter, 1981.
21. Kumar, Dilip. (Ed). Translated by Vasantha Surye. *A Place to Live*. Penguin Books, 2004.
22. Gunasekaren, k, and R Ganesan. *Stories From Many Countries*. New Century Book House,
23. 2005.
24. Brontë, Charlotte. *Jane Eyre*. OUP Oxford, 2000.
25. Morrison, Toni. *The Bluest Eye: A Novel*. Vintage International, 2007.
26. Hariharan, Githa. *The Thousand Faces of Night*. Penguin Random House, 2000.
27. Friedan, Betty. *The Feminine Mystique*. WW Norton & Company, 2010.

### Books for Reference:

1. Eagleton, Mary. Ed. *Feminist Literary Theory: A Reader*. USA: Basil Blackwell, 1986.
2. Greene, Gayle and Coppelia Khan. Ed. *Making a Difference: Feminist Literary Criticism*. NY : Routledge, 1985.
3. Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Sydney: CUP, 1984.
4. Finke, Laurie A. *Feminist Theory, Women's Writing*. London: Cornell University Press, 1992.
5. *Feminist Literary Theory: A Reader*, Ed by Mary Eagleton, Pub: Basil Blackwell, UK, USA, 1986.

## Web Links:

<https://www.poetryfoundation.org/>

<https://www.gutenberg.org/>

[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html)

<https://www.britannica.com/art/literary-criticism>

<https://www.jstor.org/stable/10.3366/j.ctvxrcrgh>

UNIT	COURSE CONTENTS	LEARNING OUTCOMES	
I	<ul style="list-style-type: none"> <li>• Simon de Beauvoir : 'Dreams, Fears and Idols' from <i>The Second Sex</i> (1949)</li> <li>• Showalter : <i>Towards a Feminist Poetics</i></li> </ul>	K4  K6	<ul style="list-style-type: none"> <li>• To <b>examine</b> concepts like gender; Women's Liberation Movement; Feminisms; Women and the Canon.</li> <li>• To <b>develop</b> an understanding of some of the social, political, cultural or historical conditions out of which women's writing arises</li> </ul>
II	<ul style="list-style-type: none"> <li>• Margaret Atwood: <i>Habitation</i></li> <li>• Maya Angelo : <i>Still I Rise</i></li> <li>• Sylvia Plath : <i>Edge</i></li> <li>• Kamala Das : <i>The Looking Glass</i></li> <li>• Adrienne Rich: <i>Aunt Jennifer's Tigers</i></li> <li>• Anne Sexton : <i>For the Year of the Insane a Prayer</i></li> </ul>	K5  K6  K5	<ul style="list-style-type: none"> <li>• To <b>create</b> an understanding of the range of feminist perspectives on and critical approaches to gender issues and women's writing</li> <li>• To <b>appraise</b> the range of the particular experiences and issues as reflected in women's writing,</li> <li>• To evaluate the impact and intersections of gender, sexuality, race and class in women's lives</li> </ul>
III	<ul style="list-style-type: none"> <li>• Shashi Deshpande :</li> </ul>	K2	<ul style="list-style-type: none"> <li>• To <b>interpret</b> some of the developments, themes, and narrative</li> </ul>

	<p>Writing from the Margins</p> <ul style="list-style-type: none"> <li>• Dale Spender: Man Made Language Chapter1</li> <li>• Virginia Woolf : Professions for Women</li> <li>• Linda Hogan : The Feathers</li> </ul>	K4 and K6	<p>strategies of women's writing</p> <ul style="list-style-type: none"> <li>• To <b>formulate</b> and <b>categorize</b> relevant cultural and historical contexts and gender perspectives</li> </ul>
IV	<ul style="list-style-type: none"> <li>• Joyce Carol Oates : Where are you Going, Where Have You Been?</li> <li>• Kathryn Forbes : Mama and the Graduation Present</li> <li>• Lakshmi Kannan : Kasturi</li> <li>• Mahashweta Devi : Draupati</li> <li>• Amrita Pritam : Wild Flower</li> <li>• Ambai : The Plastic God-Box</li> <li>• GeetaGoswami : The Lost Shore</li> </ul>	K3 K5	<ul style="list-style-type: none"> <li>• To <b>develop</b> and <b>identify</b> scholarly debates about feminine issues</li> <li>• To <b>prioritize</b> societal institutions and power structures impacts on women's lives</li> </ul>
V	<ul style="list-style-type: none"> <li>• Margaret Lawrence : <i>A Fetish for Love</i></li> <li>• Charlotte Bronte : <i>Jane Eyre</i></li> <li>• Tony Morrison : <i>Bluest Eye</i></li> <li>• Gita Hariharan : <i>Thousand Faces of Night</i></li> </ul>	K3 K6	<ul style="list-style-type: none"> <li>• To <b>assess</b> the counter narratives written by women writers, and relate it in cultural and racial contexts</li> <li>• To <b>discuss</b> the feministic ideals through the writings of the first and third world women</li> </ul>



	<ul style="list-style-type: none"> <li>Betty Friedan : <i>The Feminine Mystique</i></li> </ul>		
VI	<ul style="list-style-type: none"> <li>Sexual Orientation and Gender Identity</li> <li>Gender studies and Interdisciplinarity</li> <li>Eco-feminism</li> <li>Women and Social Media or Online Activism</li> <li>Theorising Female Bodies</li> <li>Politics of Abortion</li> <li>The #MeToo Narratives</li> </ul>	K2  K5	<ul style="list-style-type: none"> <li>To <b>extend</b> and <b>criticize</b> the recent trends in the ever changing world as women's status juxtaposed to current feministic ideals</li> <li>To <b>determine</b> feminism and gender related issues in a modern perspective</li> </ul>

Year of Revision: 2017

Mapping:

Mapping Scheme for the PO, PSOs and COs

L-Low                      M-Moderate                      H- High

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	H	H	H	L	M	H	M	H	M	M	L	H
CO2	M	M	H	H	-	L	-	-	M	H	L	H	M
CO3	-	H	M	H	-	L	M	L	H	H	L	H	H
CO4	H	M	H	H	M	-	M	L	M	L	H	H	-
CO5	L	M	M	H	H	M	M	-	M	-	H	M	L
CO6	-	L	H	H	-	L	L	M	H	M	-	-	H

## COURSE ASSESSMENT METHODS

## Evaluation Scheme

EC No	Evaluation Component	Duration	Weightage (%)	Date & Time	Remarks
1	CIA I (30%)	2 hrs	25	Will be announced	Closed Book
2	CIA II (30%)	2 hrs			Closed Book
3	Seminar & Attendance (20%)	-			Open Book
4	Attendance (20%)	-			Online Entry
5	End Semester Exam	3 hrs	75		Closed Book

**CHAMBER CONSULTATION HOURS:** Will be announced by the individual Instructors.

**NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsAppgroup

**MAKE-UP POLICY :** Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**

**Name of the Course Coordinator:** Dr. CathrineKayalvizhi D

**Signature:**

## Elective V: English Language Teaching

Semester: IV

Course Code: P19EG4:5

Credits: 4

Hours / Week: 6

**Course Objectives:** (8 objectives)

1. To stimulate the students to handle English classes at both school and undergraduate level.
2. To familiarize the students to assess the correct method to teach English.
3. To enable the students to select the right texts to be used in English classes.
4. To prepare the students to develop materials for Remedial English classes.
5. To encourage the students to design Bridge Course in English.
6. To motivate the students to apply psychological theories to English classes.

**Course Outcomes:** (8 Outcomes)

**Upon completion of the course, the learner will be:**

1. Locate English classes at both school and undergraduate level. (K2 understand)
2. Distinguish the correct method to teach English. (K2 Understand)
3. Apply the right texts to be used in English classes. (K3 Application)
4. Analyze materials for Remedial English classes. (K4 analysis)
5. Organize Bridge Course in English. (K5 Synthesis)
6. Competent to evolve psychological theories to English classes. (K6 create)

### **SYLLABUS:**

#### **UNIT I : General Principles**

General Principles of Language Teaching  
Psychological Principles of Teaching a Second Language  
English as International Language  
English as a Skill Subject

#### **UNIT II : Schools of Learning and Acquisition**

The Behaviourist view of language learning  
Cognitivist views of learning  
The Cognitive Theory of learning extended to learning of languages  
Language Acquisition and Language Learning  
Difference between first and second language learning

#### **UNIT III : Methods of Teaching**

Grammar Translation  
Direct Method

Structural Method  
Situational Method  
Communicative Approach  
Team Teaching

#### **UNIT IV : Materials of Teaching**

Curriculum Designing  
Content Selection  
Notional Organization  
Logical and Psychological Organization

#### **UNIT V : Courses and Evaluation**

The use of literary texts  
Tests and Evaluation  
Error analysis and Contrastive Linguistics  
Remedial English  
Bridge Course

#### **UNIT 6: For Further Discussion:**

(for further reading and not be included for examination)

Practical English Language Teaching  
Microteaching  
Encounters with Teaching: A Microteaching Manual

#### **BOOKS FOR STUDY GIVEN UNDER EACH UNIT & SYLLABUS: BLOOM'S TAXONOMIC LEVELS OF TRANSACTION:**

<b>Unit</b>	<b>Course Content</b>	<b>Learning Outcomes</b>	<b>Blooms Taxonomic Highest Level of Transaction</b>
<b>Unit 1 : General Principles</b>			
	1.1 General principles of Language Teaching	Describe the principles of language teaching	K2
	1.2 Psychological principles of teaching a second language	Analyze how far psychology plays a vital role in teaching a second language	K4
	1.3 English as International Language	Demonstrate English as an international language	K3
	1.4 English as a skill subject	Examine English as a skill subject	K4

<b>UNIT II : Schools of Learning and Acquisition</b>			
	2.1 Schools of Learning and Acquisition	Identify the schools of learning and acquisition	K4
	2.2 The Behaviorist view of language learning	Analyze the important views of language learning	K4
	2.3 Cognitivist views of learning	Classify the cognitivist views of learning	K2
	2.4 The Cognitive Theory of learning extended to learning of languages	Analyze the theory of learning of languages	K4
	2.5 Difference between first and second language learning	Organize the difference between first and second language learning	K5
<b>UNIT III : Methods of Teaching</b>			
	3.1 Grammar Translation	Comprehend grammar translation method	K2
	3.2 Direct Method	Estimate direct method in a language teaching	K2
	3.3 Structural Method	Analyze the role of the structural method in a language teaching	K4
	3.4 Situational Method	Examine the aim of situational method in a language teaching	K4
	3.5 Communicative Approach	Justify communicative approach as an effective method in a language teaching	K4
	3.5 Team Teaching	Interpret team teaching as an aid in a language teaching	K2
<b>UNIT IV : Materials of Teaching</b>			
	4.1 Curriculum Designing	Illustrate the importance of designing a curriculum	K4
	4.2 Content Selection	Comprehend the selection of content in curriculum designing	K2
	4.3 Notional Organization	Explore the notional organization in language teaching	K3
	4.4 Logical and Psychological Organization	Formulate the psychological and logical aspects in curriculum designing	K5
<b>UNIT V : Courses and Evaluation</b>			
	5.1 The use of literary texts	Evaluate the role of literary texts in English language teaching	K6

	5.2 Tests and Evaluation	Associate of tests and evaluation in English language teaching	K2
	5.3 Error analysis and Contrastive Linguistics	Asses the error analysis and contrastive linguistics in ELT	K6
	5.4 Remedial English	Identify remedial English contribute to develop language skills	K4
	5.5 Bridge Course	Apply the concepts in practical teaching	K3
<b>Unit 6: For Further Discussion: (for further reading and not be included for examination)</b>			
	6.1 Practical English Language Teaching	Interpret the application of methods in English language teaching	K2
	6.2 Microteaching	Comprehend the role of microteaching in ELT	K2
	6.3 Encounters with Teaching: A Microteaching Manual	Create a micro teaching manual	K5

**TEXT BOOKS FOR STUDY:**

1. Richards, Jack C. & Theodore S. Rodgers. Approaches and Methods in Teaching English Language Teaching. Cambridge University Press, 2001.
2. Lado, Robert. Language Teaching: A Scientific Approach. New Delhi: Tata McGraw Hill, 1964
3. Ellis, Rod. Second Language Acquisition. Oxford: Oxford University Press, 1997
4. Gass, Susan.M& Larry Selinker. Second Language Acquisition: An Introductory Course. Taylor & Francis e-Library, 2008.
5. Nunan, David. Practical English Language Teaching New York: McGraw Hill, 2003.
6. Allen, DW, Ryan KA. Microteaching. Massachusetts: Addison-Wesley Publishing Company, 1969.
7. Brown G. Microteaching – A Programme of Teaching Skills. Philadelphia: Harper & Row Publishers Inc, 1975.
8. Brusling C. Microteaching: A Concept in Development. Stockholm: Almqvist&Wiksell, 1974.
9. Gregory TB. Encounters with Teaching: A Microteaching Manual. Englewood Cliffs, New Jersey: Prentice Hall, 1972.
10. Sterne.H.H. Fundamental Concepts of Language Teaching. Oxford: OUP, 2003.

**Reference Books**

- 1: Light Brown, Pasty M. & Nina Spada. How Languages are Learned. UK: OUP, 2006.
- 2: Diane Larsen – Freeman. Techniques and Principles in Language Teaching. UK: OUP, 2000.
- 3: Lado, R. Linguistics across Cultures: Applied Linguistics for Language Teachers. University of Michigan Press, 1957
- 4: Brown, H. Douglas. Principles of Language Learning and Teaching. Prentice Hall Regents, 1994.
- 5: Bergmann, Anouschka, Kathleen Currie Hall, Sharon Miriam Ross. Language Files: Materials for an Introduction to Language and Linguistics. Ohio: Ohio State Press, 2007.
- 6: Corder, Pit. Introducing Applied Linguistics. Penguin Books Ltd, 1981
- 7: Krishnaswamy, N. & T. Sriraman. English Teaching in India. Chennai: T.R. Publications, 1994

**Web link:**

1. [www.tesol.org](http://www.tesol.org)
2. [www.inspiringleaderstoday.com](http://www.inspiringleaderstoday.com)

**Year of Revision: 2019****Mapping :**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	H	L	-	M	M	M	M	H	M	M	M
CO2	H	H	H	H	M	M	M	H	M	H	M	H	M
CO3	H	H	H	M	M	M	H	H	H	H	H	H	H
CO4	H	H	H	H	M	M	M	H	H	H	H	M	H
CO5	H	M	H	M	M	M	M	H	H	H	M	H	M
CO6	H	H	H	M	M	H	H	H	H	H	H	H	H

**Evaluation Scheme:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75		Closed Book

**Chamber consultation Hours:** Will be announced by the individual Instructors.

**Notices** : All notices regarding the course will be displayed on the Department Notice Boards.

**Make-up Policy** : Retest will be given only for first internal test for genuine reason.

**No re-test for second internal tests.**

**Name of the Course Coordinator:** Dr. S.P.Ruth Rajathi

**Signature:**



## Elective V : Advanced English for Effective Communication

Semester : IV  
Credits : 4

Course Code : P19EG4:5  
Total Hours : 6

### COURSE OUTCOMES:

On successful completion of the course, the student will be able to –

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	acquire the language proficiency in LSRW and will be able to compare and contrast the situations that require various language skills.	K2	I, II
CO2	express ideas and thoughts effectively.	K2	I, II
CO3	show creativity and simplify complex situations.	K3	I, IV
CO4	evaluate the existing learning materials and modify them for everyday use.	K4	I, III, IV, V
CO5	develop the skill of reviewing books, movies and write reports and proposals.	K5	I, II, III, IV
CO6	critically use the language skills for effective communication.	K6	III, IV, V

### SYLLABUS:

**Unit 1: Theory**

**18 hrs.**

#### A) Introduction to Communication:

##### i. What is Communication:

ii. **The Process in communication** (The Sender (Encoding- Idea), The Message (Encoded Message), The Channel or Medium (Transmission of the message), The Receiver or Recipient (Decoding the message by the receiver), THE FEEDBACK (On decoding for decision making))

##### iii. Different Types of Communication:

- ✓ Based on Direction: Downward, Upward, Horizontal/lateral, Diagonal
- ✓ Based on Agents: Intra-personal, Inter-personal, Group & Mass Communication
- ✓ Based on Organizational Structure: Formal, Informal, Grapevine
- ✓ Based on Communication Media: Denotative / Connotative

- i. **PROBLEMS IN EFFECTIVE COMMUNICATION: Physical, Linguistic, Emotional, Noise:**
- ii. **Factors of Effective Communication:**
- iii. **Scholz's & Kosen's Factors of Effective Communication:**  
 (Creating credibility – Increase, Use Shorter way of communication, Relate to people, things & ideas, Logical flow of thoughts, How Improvement can happen in: Speaker: I to You (involve)  
 Listener: No distraction, open minded, active listening, follow direction, ask questions, visualize what is being said, Attitude: Remove crooked thinking & resistance to change)
- i. **C's of Effective Communication: (Completeness, Conciseness, Consideration, Clarity, Concreteness, Courtesy, Correctness)**
- ii. **Steps to Effective Communication:**
- iii. **Non-Verbal Communication:**

**B) REMEDIAL GRAMMAR**

**Theory:**

1. Language accuracy building exercises – Parts of speech -Verb patterns, Tenses Subject-Verb Agreement - Spot the error - Redundancy - Collocations
2. Active vocabulary: Synonyms and antonyms - Prefix & suffix - Phrasal verbs - Idioms and Phrases - Active & Passive Voices
3. English Sounds: vowel, consonant - Words: Meaning & Opposites -
4. Useful vocabulary for everyday conversation -

**Practical:** Grammar Exercises & Spot the Error/s

**Unit 2: LISTENING**

**18 hrs.**

**Theory:**

1. Different accents in English 2. Hearing versus Listening - Active listening & fake listening - Strategies to improve listening

**Practical:** Listening activities based on listen & do, listening comprehension: Listening to BBC, Listening to Native speakers, Listening to Instruction, Listening to Directions , Listening to experts' talk & Note taking while listening, Listening to/ watching movie scenes, Listen to every day conversations, Listening to short stories,

**Unit 3: SPEAKING**

**18 hrs.**

**Theory:**

1. Language Functions: Self-Introduction, Introducing others, Apologizing & Asking directions, 4 Step Method in Presentation: Preparation & Introduction, Presentation, Evaluation/Feedback, Summarization / Conclusion, Compare and contrast, Expressing likes and dislikes, Criticizing constructively &

evaluating things, Agreeing and disagreeing, Asking for permission, Describing & Clarifying things.

2. Advanced Presentation Skills: Effective presentation strategies - Preparation & Making a winning presentation with PPT, Types of Interviews, Group Discussion: Nuances, Techniques - Language Functions.

**Practical:** Participate in mock interview, Tackling stress in interview, Debate, Nuances of mini presentations - Body language, Talking about routine works and habits, about different professions, Describing people and places, Dialogues, One minute presentations, Dialogue on imaginary day today situations, Talking about environment and seasons, Presentation skill practice - Plan your presentation - Select proper channel/medium - Performing in presentation - Follow up

#### Unit 4: READING

18 hrs.

##### Theory:

1. Techniques of reading - Skimming & Scanning, Reading for pleasure, Reading for information
2. Reading Editorials, Critical Reading, Analytical reading, Reading for Self-Improvement, Academic Reading skills

**Practical:** Note making and note-taking – Working-out tables, Reading short stories & Analyzing a short story: plot, narrative technique, point of view, theme etc., Reading newspapers - Reading the same news items in different papers, comprehending editorials -, Reading comprehension - Understanding cartoons

#### Unit 5: WRITING

18 hrs.

**Theory:** Techniques of writing - Correction of errors, Making of sentences, Paragraph writing, Writing short passages, Resume preparation, Business letters, Business reports, Reporting an incident/event, Describing a process - Interpreting charts, Movie review, Sports Review - Book Reviews - Proposal Writing - Creative Writing skills

**Practical:** Letter writing - Leave application – Writing emails – Various other writing activities, Writing Letter of complaint, Letter of invitation, Writing a movie review, Writing sports commentary, Writing a proposal for a project, Writing a short story

#### UNIT 6: FOR FURTHER DISCUSSION & SELF STUDY

(Not to be included for Internal or External examination)

**Practical:** Descriptive, Expository, Argumentative, Persuasive & Narrative writings, Career planning, Goal Setting: Types, strategies and challenges, Preparing short term and Long term goals – SWOT Analysis

Active & passive listening: Introduction to Indian, British and American accents, listening to Short Stories, News, Passages, Instructions, Processes and subject experts.

Brainstorming, Narration, Narrating an Incident, Conversation, Speaking on prompts, Presentation, Group Discussion, Self Introduction and Introducing Others, Extempore/Impromptu , Group Discussion

Reading techniques: Skimming & scanning, Analytical Reading, Inferential Reading, Note making, Reading Tables and Charts, Reading comprehension exercises, Note making, Understanding tables and charts

#### TEXT BOOKS:

- T1. Hargie, Owen. *The Handbook of Communication Skills*. Pub: Routledge, 2006. Wren, P.C., and H. Martin. *High School English Grammar & Composition*. Pub: S Chand, 2017.

#### REFERENCE BOOKS:

- Advanced Communication Skills*. Bookboon,  
GANGAL, J. K. *A Practical Course in Effective English Speaking Skills*. Phi Learning Pvt., 2012.  
Liao, Guoqiang. "Strategic Research on Effective English Communication." *Journal of Language Teaching and Research*, vol. 1, no. 4, 2010.  
Okeke, Fidelia. "Enhancing Students' Competence in the English Language Skills for Effective Communication." *SSRN Electronic Journal*, 2020.  
Raman, Meenakshi. *Advanced Communicative English*. Tata McGraw-Hill Education, 2010.  
Tan, Cheng L. *Advanced English Idioms for Effective Communication*. 2009.  
Tye, Alshon, and Jason Durham. *The Ultimate Guide to English Vocabulary And Effective Communication: An Interactive Road-Map To Learning Words, Fixing Spellings, And Building Fluent Pronunciation Skills Forever*. Independently Published, 2020.

#### WEB LINKS:

- <https://advancedenglish.co/>  
<https://www.coursera.org/specializations/improve-english>  
[https://www.researchgate.net/publication/301351158\\_Advanced\\_Skills\\_for\\_Communication\\_in\\_English\\_Book\\_I](https://www.researchgate.net/publication/301351158_Advanced_Skills_for_Communication_in_English_Book_I)  
<https://learnenglish.britishcouncil.org/skills>  
<https://www.makeuseof.com/tag/improve-communication-skills-7-websites/>

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
A)	<b>1.1 Introduction to Communication:</b>	<ul style="list-style-type: none"> <li>Discuss meaning and the need for effective communication.</li> </ul>	K2
	<b>What is Communication:</b>	<ul style="list-style-type: none"> <li>Identify through examples to show how good leadership and good communication go hand in hand.</li> </ul>	K3
	<b>1.2 The Process in communication</b> (The Sender (Encoding- Idea), The Message (Encoded Message), The Channel or Medium (Transmission of the message), The Receiver or Recipient (Decoding the message by the receiver), THE FEEDBACK (On decoding for decision making))	<ul style="list-style-type: none"> <li>Interpret the different steps involved in the process of communication using the flow chart.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Categorize the processes involved in communication.</li> </ul>	K4
	<b>1.3 Different Types of Communication:</b>	<ul style="list-style-type: none"> <li>Appraise on the types of communication based on Direction, Agents, Organizational structure and Media.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Identify the difference in the interpersonal and intrapersonal communication and the outcomes.</li> </ul>	K3
	<ul style="list-style-type: none"> <li>✓ Based on Direction: Downward, Upward, Horizontal/lateral, Diagonal</li> <li>✓ Based on Agents: Intra-personal, Inter-personal, Group &amp; Mass Communication</li> <li>✓ Based on Organizational Structure: Formal, Informal, Grapevine</li> <li>✓ Based on Communication Media: Denotative / Connotative</li> </ul>		

	<b>1.4 Problems In Effective Communication:</b> Physical, Linguistic, Emotional, Noise	<ul style="list-style-type: none"> <li>Analyze and classify various factors affecting the process of effective communication.</li> </ul>	K4
	<b>1.5 Factors of Effective Communication</b>	<ul style="list-style-type: none"> <li>Analyze the factors that help in effective communication.</li> </ul>	K4
	<b>1.6 Scholz's &amp; Kosen's Factors of Effective Communication:</b> (Creating credibility - Increase, Use Shorter way of communication, Relate to people, things & ideas, Logical flow of thoughts, How Improvement can happen in: Speaker: I to You (involve) Listener: No distraction, open minded, active listening, follow direction, ask questions, visualize what is being said, Attitude: Remove crooked thinking & resistance to change)	<ul style="list-style-type: none"> <li>Justify how credibility becomes an essential feature in an effective communication through Scholz's &amp; Kose's theories.</li> </ul>	K5
	<b>1.7 Steps to Effective Communication</b>	<ul style="list-style-type: none"> <li>Extend your understanding by exploring more on the levels of communication.</li> </ul>	K2
	<b>1.8 Non-Verbal Communication</b>	<ul style="list-style-type: none"> <li>Survey the characteristics of non-verbal communication and its significance</li> </ul>	K4
<b>B.)</b>	<b>REMEDIAL GRAMMAR</b> <b>Theory:</b> 1. Language accuracy building exercises - Parts of speech -Verb patterns, Tenses Subject-Verb Agreement - Spot the error - Redundancy - Collocations 2. Active vocabulary: Synonyms and antonyms - Prefix & suffix - Phrasal verbs - Idioms and Phrases - Active & Passive Voices 3. English Sounds: vowel,	<ul style="list-style-type: none"> <li>Evaluate the need for language/ grammar skills over any other skills and substantiate your arguments with examples.</li> <li>Briefly explain the steps involved in subject-verb agreement/ concord</li> </ul>	K4

	consonant - Words: Meaning & Opposites - 4. Useful vocabulary for everyday conversation -  <b>Practical:</b> Grammar Exercises & Spot the Error/s		
<b>Unit -2</b>			
	<b>2.1 LISTENING:</b> <b>Theory:</b> 1. Different accents in English 2. Hearing versus Listening - Active listening & fake listening - Strategies to improve listening	<ul style="list-style-type: none"> <li>• Explain active vs. passive listening.</li> </ul>	K2
	<b>2.2 Practical:</b> Listening activities based on listen & do, listening comprehension: Listening to BBC, Listening to Native speakers, Listening to Instruction, Listening to Directions , Listening to experts' talk & Note taking while listening, Listening to/ watching movie scenes, Listen to every day conversations, Listening to short stories	<ul style="list-style-type: none"> <li>• Critically analyze the nuances in the different ways of practicing listening skills.</li> </ul>	K5
<b>Unit-3</b>			
	<b>3.1 SPEAKING:</b> 3.1 Language Functions: Self-Introduction, Introducing others, Apologizing & Asking directions, 4 Step Method in Presentation: Preparation & Introduction, Presentation, Evaluation/Feedback, Summarization / Conclusion, Compare and contrast, Expressing likes and dislikes, Criticizing constructively & evaluating things, Agreeing and disagreeing, Asking for permission, Describing & Clarifying things.	<ul style="list-style-type: none"> <li>• Assess the importance of a good self-introduction as a way to good career prospects.</li> </ul>	K5

	3.2 Advanced Presentation Skills: Effective presentation strategies - Preparation & Making a winning presentation with PPT, Types of Interviews, Group Discussion: Nuances, Techniques - Language Functions	<ul style="list-style-type: none"> <li>Estimate the importance of preparation in making a good presentation .</li> </ul>	K6
	3.3 <b>Practical:</b> Participate in mock interview, Tackling stress in interview, Debate, Nuances of mini presentations - Body language, Talking about routine works and habits, about different professions, Describing people and places, Dialogues, One minute presentations, Dialogue on imaginary day today situations, Talking about environment and seasons, Presentation skill practice - Plan your presentation - Select proper channel/medium - Performing in presentation - Follow up	<ul style="list-style-type: none"> <li>Analyze the dos and donts in a group discussion.</li> </ul>	K4
<b>Unit -4</b>			
	4.1 <b>READING:</b> 4.1 <b>Theory:</b> Techniques of reading - Skimming & Scanning, Reading for pleasure, Reading for information	<ul style="list-style-type: none"> <li>Analyze the advantages involved in different types of reading.</li> </ul>	K4
	4.2 Reading Editorials, Critical Reading, Analytical reading, Reading for Self-Improvement, Academic Reading skills	<ul style="list-style-type: none"> <li>Identify the factors that help to improve academic reading skills.</li> </ul>	K3
	4.3 <b>Practical:</b> Note making and note-taking - Working-out tables, Reading	<ul style="list-style-type: none"> <li>Construct an imaginary editorial column for a book you may edit.</li> </ul>	K4



	short stories & Analyzing a short story: plot, narrative technique, point of view, theme etc., Reading newspapers - Reading the same news items in different papers, comprehending editorials, Reading comprehension - Understanding cartoons.	<ul style="list-style-type: none"> <li>Appraise on the principles involved in analysing a short story.</li> </ul>	K5
<b>Unit -5</b>			
	<b>5.1 WRITING:</b> <b>Theory:</b> Techniques of writing - Correction of errors, Making of sentences, Paragraph writing, Writing short passages, Resume preparation, Business letters, Business reports, Reporting an incident/event, Describing a process - Interpreting charts, Movie review, Sports Review - Book Reviews - Proposal Writing - Creative Writing skills	<ul style="list-style-type: none"> <li>Appraise on the steps involved in a movie review.</li> <li>Estimate on the significance and the steps involved in preparing a winning Resume.</li> <li>Ascertain the fact that the art storytelling as a promising endeavour in the human history.</li> <li>Discuss the processes involved in creative writing.</li> </ul>	K5 K6 K4 K6
	<b>5.2 Practical:</b> Letter writing - Leave application - Writing emails - Various other writing activities, Writing Letter of complaint, Letter of invitation, Writing a movie review, Writing sports commentary, Writing a proposal for a project, Writing a short story	<ul style="list-style-type: none"> <li>Construct ideas for writing a model proposal for a project.</li> <li>Demonstrate the steps involved in the creation of an email id and write 1 email to a friend.</li> <li>Examine the step involved in a effective story telling.</li> </ul>	K6 K2 K4
<b>Unit -6: Practical: FOR FURTHER READING &amp; NOT FOR TESTING</b>			
	6.1 Descriptive, Expository, Argumentative, Persuasive & Narrative writings, Career planning, Goal Setting: Types, strategies and challenges, Preparing short term and Long term goals - SWOT Analysis	Construct ideas for making SWOT analyses as a review of your skills and the knowledge	K5 & K6

	6.2 Active & passive listening: Introduction to Indian, British and American accents, listening to Short Stories, News, Passages, Instructions, Processes and subject experts.	gained.  Analyze the role of an observer in a group discussion.	
	6.3 Brainstorming, Narration, Narrating an Incident, Conversation, Speaking on prompts, Presentation, Group Discussion, Self Introduction and Introducing Others, Extempore/Impromptu , Group Discussion	Create a short story keeping in mind all the techniques to be employed in writing one.	
	6.4 Reading techniques: Skimming & scanning, Analytical Reading, Inferential Reading, Note making, Reading Tables and Charts, Reading comprehension exercises, Note making, Understanding tables and charts		

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	H	L	M	-	H	H	M	H	M	H	M
CO2	H	M	H	L	M	-	H	H	M	H	M	H	M
CO3	H	M	H	L	M	-	H	H	M	M	H	H	M
CO4	H	H	M	M	M	-	H	H	M	M	H	H	M
CO5	H	H	H	M	M	-	H	H	M	H	H	H	M
CO6	H	H	H	L	M	-	H	H	H	H	M	H	M

**L- Low, M - Medium, H - High**

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr			75

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual Instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

**MAKE-UP POLICY:**

Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**


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Name of the Course-coordinator: Dr. K. SHANTHI

Signature:

## Core Project: Project

**Semester: IV**

**Course Code: P19EG4PJ**

**Credits: 5**

**Hours / Week: 6**

### **Course Objectives :**

1. To initiate the students into the practice of critical thinking in line with literary and cultural ideologies
2. To train the students in presenting the research work in logically connected semantic structures and in proper research methodology.

### **Choice of Topics :**

- ✓ Topics to be chosen by the individual student as per his/her field of interest in English language and literature.

### **Documentation :**

- ✓ Project Report to be typeset as per MLA Handbook Eighth Edition specifications.
- ✓ 30 to 35 pages in Times New Roman type font, size 12.

### **Book for Reference (For research methodology) :**

- ✓ The MLA Hand Book for Writers of Research Papers. Seventh Edition  
Modern Language Association, 2009.

