



**JAYA COLLEGE OF ARTS AND SCIENCE, THIRUNINRAVUR-602024.**

**DEPARTMENT OF ENGLISH**

**Year : 2020-2021**

**Programme Offered:**

**B A ENGLISH**

**Programme Objective:**

<b>PO 1:</b>	To introduce the students to enrich the Literature from old British English period to Modern era.
<b>PO 2:</b>	To introduce prominent English writings and their styles from the sixteenth to the twentieth century.
<b>PO 3:</b>	To explain the relationship between a text and literary traditions, movements, culture, genres and other forms.
<b>PO 4:</b>	To cultivate an appreciation for the impact of Shakespeare's language on English.
<b>PO 5:</b>	To expose students to classical literary methodologies and perspectives and gain an understanding of early human experiences from different parts of the world.
<b>PO 6:</b>	The purpose of this programme is to expose students to the vitality and vigor of Elizabethan drama as exemplified by Shakespeare.
<b>PO 7:</b>	To Reinforce and test student's knowledge of English Grammar.
<b>PO 8:</b>	To Introduce students to the evolution of other countries literature through the study of pioneering texts.
<b>PO 9:</b>	To assist student in sensitizing to the correct and incorrect use of the English language.
<b>PO 10:</b>	Understanding and interrogating the extent to which local histories, politics and cultural patterns interrogate Eurocentric conceptions of culture and language in their contexts and the impact of colonial forces on them.

## Programme Outcome:

Programme Outcomes	
PO 1:	Remember the critical thinkers or philosophers and their seminal works. Understand the significance of major critical theories.
PO 2:	Analyse the themes and structure of literary works and examine dominant ideologies in a literary work, and also to evaluate a literary work using a theoretical framework.
PO 3:	Acquire historical and cultural knowledge of the past. Develop critical thinking by being exposed to original ideas and philosophies
PO 4:	Investigate early literature and writers and their writing styles.
PO 5:	Show their understanding of language and its features and demonstrate their understanding of English Grammar and use English language correctly.
PO 6:	Differentiate between proper and improper language use.
PO 7:	Examine how the colonised use the English language to communicate their experiences and the creation of "Englishes"
PO 8:	Gain an understanding of how ancestry, race, class, gender, history, and identity are depicted in the literary texts.
PO 9:	Assemble gained knowledge to evaluate plays and perform.
PO 10:	Identify the basic terms and concepts which are needed for advanced courses in literature.

**COURSE STRUCTURE:**

**SEMESTER I**

Course Component	Name of the Paper	Credits	Instructional Hours	Max. Marks		Total
				Internal	External	
PART I	Language Paper -I	3	6	25	75	100
PART II	<b>BP2-ENG01-Communicative English I</b>	<b>3</b>	<b>3</b>	<b>50</b>	<b>50</b>	<b>100</b>
PART III	BEN-DSC01:British Literature-I	4	6	25	75	100
	BEN-DSC02:Shakespeare	4	5	25	75	100
	BEN-DSA01:Background to English Literature-I	5	6	25	75	100
PART IV	Basic Tamil / Adv. Tamil / * NME	2	-	25	75	100
	<b>BP4-EASS01-English for Arts and Social Sciences I</b>	<b>4</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>25</b>				

\*NME; Choose any one from other Department

**SEMESTER II**

Course Component	Name of the Paper	Credits	Instructional Hours	Max. Marks		Total
				Internal	External	
PART I	Language Paper – II	3	6	25	75	100
PART II	<b>BP2-ENG02-Communicative English II</b>	<b>3</b>	<b>3</b>	<b>50</b>	<b>50</b>	<b>100</b>
PART III	BEN-DSC03:British Literature- II	4	6	25	75	100
	BEN-DSC04:Indian Writing in English	4	5	25	75	100
	BEN-DSA02:Background to English Literature – II	5	6	25	75	100
PART IV	Basic Tamil / Adv Tamil / NME*	2	-	25	75	100
	<b>BP4-EASS02-English for Arts and Social Sciences II</b>	<b>4</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>25</b>				

\*NME; Choose any one from other Department

### SEMESTER III

Course Component	Name of the Paper	Credit	Instructional Hours	Max.Marks		Total
				Internal	External	
Part I	Language - Paper III	3	6	25	75	100
<b>Part II</b>	<b>BP2-ENG03-Literary Appreciation</b>	<b>3</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>100</b>
Part III	BEN-DSC05:British Literature - III	4	6	25	75	100
	BEN-DSC06:Aspects of English Language-I	4	6	25	75	100
	BEN-DSA03:Background to English Literature – III	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies		Examination will be held in IV Sem.			
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>25</b>				

### SEMESTER IV

Course Component	Name of the Paper	Credit	Instructional Hours	Max.Marks		Total
				Internal	External	
Part I	Language Paper IV	3	6	25	75	100
<b>Part II</b>	<b>BP2-ENG04- Academic Writing</b>	<b>3</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>100</b>
Part III	BEN-DSC07:American Literature - I	4	6	25	75	100
	BEN-DSC08:Aspects of English Language – II	4	6	25	75	100
	BEN-DSA04:Background to European and American Literature	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies	2	-	25	75	100
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>27</b>				

### SEMESTER V

Course Component	Name of the Paper	Credit	Instructional Hours	Max.Marks		Total
				Internal	External	
Part – III	BEN-DSC09:American Literature- II	4	6	25	75	100
	BEN-DSC10:World Classics in Translation	4	6	25	75	100
	BEN-DSC11:Aspects of English Language – III	4	6	25	75	100
	BEN-DSC12:Introduction to Literary Theory and Criticism	4	6	25	75	100
	BEN-DSE1A:Introduction to Journalism (or) BEN-DSE1B:English Language Teaching (or) BEN-DSE1C:Writing Skills for the New Media	5	6	25	75	100
Part –I V	Value Education	2	-	25	75	100
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>23</b>				

### SEMESTER VI

Course Component	Name of the Paper	Credit	Instructional Hours	Max.Marks		Total	
				Internal	External		
Part IV	BEN-DSC13: Postcolonial Literatures in English	4	6	25	75	100	
	BEN-DSC14:Contemporary Literature	4	6	25	75	100	
	BEN- DSC15:Indian Literatures in English	4	6	25	75	100	
	BEN-DSE2A:Creative Writing (or) BEN-DSE2B:Women’s Writing (or) BEN-DSE2C:Literatures from the Margin	5	6	25	75	100	
	BEN-DSE3A:Green Studies (or) BEN-DSE3B:Introduction to Translation Studies (or) BEN-DSE3C:Film and Literature	5	6	25	75	100	
	Part V	Extension Activities	1				
	<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>23</b>				

## I SEMESTER

**COURSE NAME: COMMUNICATIVE ENGLISH-I**

**COURSE CODE: LZ11A**

### **Course Objective:**

- To write with clarity at all levels, conciseness, and relevance to the assigned topic at a standard appropriate to the course level.
- To enhance the level of literary and aesthetic experience of students and to help them respond creatively.
- To sensitize students to the major issues in the society and the world.
- To be able to write, expand an idea and contract a passage.
- To help them think and write imaginatively and critically.

### **Course Outcome:**

#### **Learning outcomes:**

- Apply the right way of pronunciation through the knowledge of phonetics.
- Develop the ability to restate a text in Simpler Terms.
- Develop the practice of note taking.
- Express one's viewers through the skill of speech.
- Develop the ability to listen to a conversation in English.

### **Syllabus:**

Title of the Course	Part II -COMMUNICATIVE ENGLISH-I		
Category of the Course	Year & Semester  <b>First Year &amp; First Semester</b>	Credits  <b>4</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Course Components</b>	<b>Unit I</b> 1. Listening and Speaking a. Introducing self and others b. Listening for specific information c. Pronunciation (without phonetic symbols) i. Essentials of pronunciation ii. American and British pronunciation iii. Identify topic sentences. 2. Reading and Writing a. Reading short articles – newspaper reports / fact based articles i. Skimming and scanning ii. Diction and tone iii. Identifying topic sentences b. Reading aloud: Reading an article/report c. Journal (Diary) Writing 3. Study Skills - 1 a. Using dictionaries, encyclopedias, thesaurus 4. Grammar in Context: Naming and Describing • Nouns & Pronouns • Adjectives		
	<b>Unit II</b> 1. Listening and Speaking a. Listening with a Purpose b. Effective Listening c. Tonal Variation d. Listening for Information e. Asking for Information f. Giving Information. 2. Reading and Writing 1. a. Strategies of Reading: Skimming and Scanning b. Types of Reading : Extensive and Intensive Reading c. Reading a prose passage d. Reading a poem e. Reading a short story 2. Paragraphs: Structure and Types a. What is a		

	<p>Paragraph? b. Paragraph structure c. Topic Sentence d. Unity e. Coherence f. Connections between Ideas: Using Transitional words and expressions g. Types of Paragraphs</p> <p>3. Study Skills II: Using the Internet as a Resource a. Online search b. Know the keyword c. Refine your search d. Guidelines for using the Resources e. e-learning resources of Government of India f. Terms to know</p> <p>4. Grammar in Context Involving Action-I a. Verbs b. Concord</p>
	<p>Unit III</p> <p>1. Listening and Speaking a. Giving and following instructions b. Asking for and giving directions c. Continuing discussions with connecting ideas</p> <p>2. Reading and writing a. Reading feature articles (from newspapers and magazines) b. Reading to identify point of view and perspective (opinion pieces, editorials etc.) c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.</p> <p>3. Grammar in Context: Involving Action – II</p> <p>• Verbals - Gerund, Participle, Infinitive • Modals</p>
	<p>Unit IV</p> <p>1. Listening and Speaking a. Giving and responding to opinions</p> <p>2. Reading and writing a. Note taking b. Narrative writing – writing narrative essays of two to three paragraphs</p> <p>3. Grammar in Context: Tense • Present • Past • Future</p>
	<p>Unit V</p> <p>1. Listening and Speaking a. Participating in a Group Discussion</p> <p>2. Reading and writing a. Reading diagrammatic information – interpretations maps, graphs and pie charts b. Writing short essays using the language of comparison and contrast</p> <p>3. Grammar in Context: Voice (showing the relationship between Tense and Voice)</p>

## COURSE NAME: BRITISH LITERATURE- PAPER I

### COURSE CODE: AG21A

#### Course Objective:

- To make the students to explain how socio-historical factors have influenced individual texts and how individuals text and how individual texts are representative of their age.
- To develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.
- To have a nuanced understanding of the dramatic literature of the Elizabethan period, with regard the classical and romantic strains embedded in the plays.
- To make the students to know the major theme of satire poems that belongs to 17<sup>th</sup> and 18<sup>th</sup> century.
- To have learnt the historical background and the literary developments from rural to urban in 18<sup>th</sup> century.

#### Course Outcome:

- Understand significant developments in the History of English & American literature.
- Apply theoretical approaches to critical reading of literary text.
- Appraise the fundamental Concepts, principles theories, and terminology used in the main branches of Science.
- Access health care needs of different groups in society. Apply disciplinary principles and practices to new or complex environments.

#### Syllabus:

Title of the Course	CORE COURSE -BRITISH LITERATURE-I		
Category of the Course	Year & Semester  First Year & First Semester	Credits  4	Subject Code  AG21A
UNIT 1: Poetry (Detailed)			
1.1 “My galley charged”		Sir Thomas Wyatt	
1.2 “Alas, so all things now”		Henry Howard	
1.3 “Tell me, thou skilful shepherd’s swain”		Michael Drayton	
1.4 “Not marble, nor the gilded monuments”:		William Shakespeare (Sonnet 55)	
1.5 “A Valediction: Forbidding Mourning”		John Donne	
1.6 “How soon hath time”		John Milton	
1.7 “The Pulley”		George Herbert	
1.8 “The Retreat”		Henry Vaughan	
UNIT 2: Poetry (Non-Detailed)			
2.1 “Prothalamion”		Edmund Spenser	
		(“CALM was the day...end my song” (Stanzas 1&2))	
2.2 “Astrophel and Stella”		Philip Sidney	
		(Sonnet XXXI: With how sad steps, O Moone, ...)	
2.3 “Paradise Lost” (Book I - lines 1 - 83)		John Milton	
2.4 “The Garden”		Andrew Marvell	



UNIT 3: Prose (Detailed) 3.1 “Of Revenge” 3.2 “Of Studies”	Francis Bacon Francis Bacon
UNIT 4: Prose (Non-Detailed) 4.1 Book of Job: Prologue (chapters 1–2) 4.2 And The Bible	[King James Version] Epilogue
UNIT 5: Drama (Detailed) 5.1 Doctor Faustus	Christopher Marlowe

**COURSE NAME: SHAKESPEARE****COURSE CODE: AG21B****Course Objective:**

- To describe the elements and features of a text using the methods and terminology of literary studies.
- To explain the relationship between a text and literary traditions, movements, styles, genres and forms.
- To find out a text within historical, social, cultural, theoretical and philosophical contexts in students.
- To gain the knowledge and understand contemporary issues and perspectives from literature.
- To identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre.
- To analyse prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions.

**Course Outcome:**

- Understand & interpret Shakespearean drama.
- Read and Interpret criticism and apply it within an academic argument.
- Undertake textual analysis of Shakespeare's Plays and to enact in professional carriers as a Drama teacher.
- Work with others in the exploration of Ideas and to collectively negotiate solutions to problems.
- Write logical and coherent arguments based on the evidence and engage in critical debate.

**Syllabus:**

Title of the Course	<b>CORE COURSE -Shakespeare</b>		
Category of the Course	Year & Semester <b>First Year &amp; First Semester</b>	Credits <b>4</b>	Subject Code <b>AG21B</b>
<b>Hours:</b>	<b>90</b>		
<b>Course Components</b>	UNIT 1: History Henry IV, Part II [For Annotations: Act I-Scenes 1, 3 & 5; Act II-Scenes 2; Act III-Scenes; Act IV - Scene; Act V - Scene Shakespeare's Histories – Historical Sources-Common Features- Language- Reflection of the English social class		

UNIT 2: Comedy

Twelfth Night

[For Annotations: Act I - Scenes 1 & 2; Act II - Scenes 1& 4; Act III -Scene 2; Act IV - Scene 4; Act V - Scene 5] Shakespearean Comedies - Sources- Common features- Comedy through language-Themes-Complex plots-Mistaken Identities-Fools and Clowns- Use of songs-Dramatic devices

UNIT 3: Tragedy

Macbeth

[For Annotations: Act I - Scenes 1, 3 & 5; Act 2 - Scenes 1& 2; Act III - Scenes 2 & 4; Act IV - Scene 1;Act V - Scenes 1& 8] Shakespearean Tragedies- Sources- Elements of Shakespearean Tragedies – Themes– Language-Dramatic aspects- Tragedy and Modern Dramatists

UNIT 4: Tragicomedy

The Tempest [For Annotations: Act I - Scene 2; Act 2 - Scene 2; Act III - Scene 1; Act IV - Scene 1; Act V - Scene 1]Shakespearean Tragicomedy- genre of play-dramatic elements- characters- Functions-Influence on the Romantics and on 19<sup>th</sup> & 20<sup>th</sup> century dramatists

UNIT 5: Shakespeare's Theatre

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

**COURSE NAME: BACKGROUND TO ENGLISH LITERATURE-I**  
**COURSE CODE: AG31A**

**Course Objective:**

- To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and legendary background.
- To enable students understand the contexts and background from medieval British literature up until the Elizabethan and Jacobean age.
- To describe the distinct period of British literature.
- To write brief notes on seminal literary forms and devices.
- To write brief essays on the historical background of the same period.

**Course Outcome:**

- Students have knowledge of research. methods in literary studies and advanced knowledge of literature in the English language and literary theory.
- Thorough working knowledge of current literary critical approaches, theories and methodologies in the field of literary Studies in English
- Analyze texts in light of their historical and intellectual background.
- Students have advanced critical reading skills and advanced skills in scholarly writing in English.
- Can extend his / her knowledge and skills to new -areas in order to carry out advanced assignments and Projects, also beyond specific application to literary studies in English.

**Syllabus:**

<b>Title of the Course</b>	<b>Allied - Background to English Literature-Paper-I</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year &amp; First Semester</b>	Credits <b>5</b>	Subject Code <b>AG31A</b>
<b>Hours:</b>	90		
<b>Course Components</b>	<b>Unit I</b> <b>Literary Forms</b> <ul style="list-style-type: none"> <li>➤ Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet [ Petrarchan, Spenserian, Shakespearean], Allegory</li> <li>➤ Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque</li> <li>➤ Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical] <ul style="list-style-type: none"> <li>o Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography]</li> </ul> </li> </ul>		

## Unit II

### Impact of the History of language on Literature from 11th to 17th Century

Origin of Language- pages 1-7

- The Descent of the English Language – pages 8-16.
- The Old English (Anglo-Saxon) Period – pages 17-41
- The Middle English Period – pages 42-67

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

## Unit III

### Impact of Socio- Political History in Literature from 11 to 17 Century MEDIEVAL EUROPE

Western Christendom, Papacy, Charlemagne, Carolingian heritage, Mediterranean Europe, Vikings, Anglo-Saxon ENG-land – pages 120- 138

[Text – The PENGUIN History of Europe by J.M. Roberts, 1996.] CRUSADES [1095- 1291]

- Ottoman Wars [1265-1453]
- Fall of Constantinople [1453]
- European Renaissance, Reformation and Counter- Reformation– pages 222 – 230

[Text: A History of ENG-land. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012. ]

- Modernity and modern history[ End of Medieval Period] – pages 233-238
- Enlightenment – pages 267-271

[Text – The PENG-uin History of Europe by J.M.Roberts, 1996.]

### MEDIEVAL ENGLAND

- The Norman Conquest [1066] – pages 80-84
- A Struggle for Power – Magna Carta [1215] – pages 126-128
- Henry VI and the Wars of Roses [1421- 71] – pages

### 199-212 TUDOR DYNASTY

- Henry VIII and the Break with Rome. – pages 231- 253
- Queen Mary– pages 261-264
- Elizabeth I and the Succession – pages 265-274
- The Conquest of the Armada– pages 275- 286
- The English Renaissance – pages 287-291
- Elizabethan England – pages 292-

### 310 CIVILWAR AND CROMWELL [1642 – 58]

“Charles I and Parliament” – pages 311-317

- “Civil War” – pages 326-340
- [Text Book: A History of ENG-land. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012

## Unit IV

- Literary History
- Anglo-Saxon Literature – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity - pages 3- 6. “Development of Middle English Prose and Verse”- The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language, west Saxon dialect – pages 31- 35.
- Middle English Literature - Courtly French romance, the fable as a famous medieval literary form – pages 68 – 70. “Chaucer” – pages 89 – 91; “Gower” – pages 121 - 123
- The Early Tudor Scene – new geographical discoveries and their impact on literature, beginning of the idea of national state - pages – 147 – 148.
- Spenser and his Time – pages 165 – 166 first paragraph.
- Drama from the Miracle Plays to Marlowe - English poetic drama, dramatic elaborations of the liturgy, transition from liturgical drama to miracle play – pages 208 – 210; “University Wits” – Elizabethan popular drama –page 226; “Christopher Marlowe” – „Tamburlaine, the Great” - page 235.
- Shakespeare – professional man of the theatre - page 246
- Drama from Jonson to the Closing of Theatres – Shakespeare and Ben Jonson – pages 309 – 311 first paragraph; analysis of English Poetic drama– 344 last paragraph.
- Poetry after Spenser: the Jonsonian and the Metaphysical Traditions – page 360; Donne’s influence – page 368.
- John Milton – seventeenth century political background, effects of Civil war, Milton’s formative years – pages 390 – 392
- Prose in the 16th and 17th Centuries - pamphleteering, colloquial prose formalised – pages 458-459; Bible translations – pages 461- 472; Holinshed’s „Chronicles” – page 474; Walter Raleigh’s „History of the World” – page 475; Francis Bacon – pages 485 – 488; Thomas Hobbes – pages 495-496

[Text - A Critical History of English Literature- Volume I – From the Beginning to Milton by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]  
Periods of English Literature – pages 279-285 [Text - A Glossary of Literary Terms by M.H. Abrams.]

## Unit V

Impact of European and British Legend on Literature

[Text – Bulfinch’s Mythology]

- Valhalla – the Valkyrior
- Thor’s Visit to Jotunheim
- The death of Baldur – the Elves – Runic Letters – Skalds – Iceland
- The Druids – Iona
- Beowulf
- Robin Hood and his Merry Men
- King Arthur and the Knights of the Round Table -Sir Gawain, Launcelot of the Lake ,Perceval, Tristram and Iseult

## SEMESTER-II

**COURSE NAME: COMMUNICATIVE ENGLISH -II**

**COURSE CODE: LZ12A**

### Course Objective:

- To make the students aware of the correct usage of English grammar in writing and speaking.
- To improve the students ability to build and enrich their communication skills.
- To increase the reading speed and comprehension of academic articles.
- To enlarge the vocabulary of the students by keeping a vocabulary journal.
- To equip the students with basic knowledge to pursue careers in publishing, journalism and advertising.

### Course Outcome:

- Ability to understand a conversation in English.
- Developing the correct method of pronunciation by learning phonetics.
- Develop speaking skills through various speaking activities.
- Develop the ability to recreate a text in simple forms.
- Increase the practice of note taking.

### Syllabus:

Title of the Course	<b>FOUNDATION COURSE- COMMUNICATIVE ENGLISH-II</b>		
Category of the Course	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code <b>LZ12A</b>
<b>Hours:</b>	90		
<b>Course Components</b>	Unit I 1. Listening and Speaking a. Listening and responding to complaint (formal situation) b. Listening to problems and offering solutions (informal) 2. Reading and writing a. Reading aloud (brief motivational anecdotes) b. Writing a paragraph on a proverbial expression/motivational idea. 3. Word Power/Vocabulary a. Synonyms & Antonyms 4. Grammar in Context • Adverbs Prepositions		
	Unit II 1. Listening and Speaking a. Listening to famous speeches and poems b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech 2. Reading and Writing a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic) b. Reading poetry b.i. Reading aloud: (Intonation and Voice Modulation) b.ii. Identifying and using figures of speech - simile, metaphor, personification etc. 3. Word Power a. Idioms & Phrases 4. Grammar in Context Conjunctions and Interjections		

Unit III

1. Listening and Speaking a. Listening to Ted talks b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds c. Interactions during and after the presentations
2. Reading and writing a. Writing emails of complaint b. Reading aloud famous speeches
3. Word Power a. One Word Substitution 4. Grammar in Context: Sentence Patterns

Unit IV

1. Listening and Speaking a. Participating in a meeting: face to face and online b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.
2. Reading and Writing a. Reading visual texts – advertisements b. Preparing first drafts of short assignments
3. Word Power a. Denotation and Connotation
4. Grammar in Context: Sentence Types

Unit V

1. Listening and Speaking a. Informal interview for feature writing b. Listening and responding to questions at a formal interview
2. Reading and Writing a. Writing letters of application b. Readers' Theatre (Script Reading) c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)
3. Word Power a. Collocation
4. Grammar in Context: Working With Clauses



**COURSE NAME: BRITISH LITERATURE -II****COURSE CODE: AG22A****Course Objective:**

- To understand the relevant social, historical, and aesthetic contexts of these literary works.
- To Improve writing skills in both content and mechanics
- To understand the relevant social, historical, and aesthetic contexts of these literary works.
- To develop the ability to recognize and identify significant achievements in British literature.
- To Improve speaking skills in self chosen activities.
- To develop writing skills.

**Course Outcome:**

- Understand about various critical and theoretical approaches to literature.
- Understand about critical strategies for reading, interpreting, and writing about texts.
- Develop knowledge of professions and careers in which the English degree would be necessary or helpful.
- Understand the relevant social, historical, and aesthetic literary works.
- Improve writing skills in both content and mechanics.

**Syllabus:**

Title of the Course	<b>CORE COURSE -British Literature- Paper II</b>		
Category of the Course	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code <b>AG22A</b>
<b>Hours:</b>	90		
<b>Course Components</b>	UNIT 1: Poetry (Detailed) “Macflecknoe” John Dryden “Tyger” William Blake “For A” That And A” That” Robert Burns “Three years she grew” Wordsworth “Kubla Khan” Samuel Taylor “From Childe Harold’s Pilgrimage” Coleridge Lord Byron “Ozymandias” P B Shelley “Ode to a Nightingale” John Keats		

UNIT 2: Poetry (Non detailed)	
“The Rape of the Lock: Canto III” (lines 125 -178)	Alexander Pope
“The Rime of the Ancient Mariner”	S.T. Coleridge
“Essay on Man From Epistle II”	Alexander Pope
“The Deserted Village”	Oliver Goldsmith
UNIT 3: Prose	
“Dream-Children: A Reverie”	Charles Lamb
“Sir Roger at the Theatre”	Joseph Addison
UNIT 4: Drama	
4.1 The Rivals	R. B. Sheridan
UNIT 5: Fiction	
5.1 Pride and Prejudice	Jane Austen

**COURSE NAME: INDIAN WRITING IN ENGLISH****COURSE CODE: AG22B****Course Objective:**

1. To enable the students to understand the evolution of Indian Writing in English.
2. To identify the impact of the west on Indian Writing through representative texts.
3. To create awareness towards the problems of interpreting Indian culture via English language.
4. To familiarise with the work of significant Indian writers of poetry, prose, fiction, and drama.
5. To develop the skill of self expression through creative writing.

**Course Outcome:**

- Understand the concept Indian Literature aspect.
- The students would have gained knowledge about the masterpieces in Indian English Literature.
- Gain an insight into the society, politics and art.
- The background reading of East and West state, culture and language would have widened their idea and thoughts.
- Reading of autobiographies would have helped them to refine their life.

**Syllabus:**

Title of the Course	<b>CORE COURSE -Indian Writing in English</b>		
Category of the Course	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code <b>AG22B</b>
<b>Hours:</b>	90		
<b>Course Components</b>	UNIT – I Poetry “Our Casuarina Tree” “ Coromandel Fishers” “ Night of the Scorpion” “Introduction” “The Bus” “The Frog and the Nightingale” “Her Garden” “Narcissus”  Toru Dutt Sarojini Naidu Nissim Ezekiel Kamala Dass Arun Kolatkar Vikram Seth Meena Alexander Easterine Kire		

UNIT – II Prose	
“India and Greece” & “The Old Indian Theatre”	Jawaharlal Nehru
Selection from The Discovery of India	
“The Secret of Work”	Swami Vivekananda
“Religion in a Changing World” Dr.Radhakrisnan from Religion, Science and Culture	
Passages from The Autobiography of an Unknow Indian Nirad C.Chaudhuri(Picador Book of Modern Indian Literature – Amit Chaudhuri)	
UNIT – III Drama	
3.1 Dance Like a Man	Mahesh Dattani
UNIT IV Short Fiction	
“Under the Banyan Tree”	R.K Narayan
“The Night Train at Deoli”	Ruskin Bond
“ Unaccustomed Earth”	Jhumpa Lahiri
“Laburnum for my Head”	Temsula Ao
UNIT V Fiction	
5.1 Kanthapura	Raja Rao

## COURSE NAME: BACKGROUND TO ENGLISH LITERATURE-II

### COURSE CODE: AG32A

#### Course Objective:

- To get knowledge of History of Language.
- To know about poetry forms
- To know about Drama forms.
- To get idea about various of prose.
- To help them to understand about vocabulary development.
- To know about ancient period mythology.

#### Course Outcome:

- Develop to teach oral literature at various secondary school levels.
- Improve more knowledge about oral literature.
- Develop knowledge of History of Language.
- Understand about poetry forms
- Understand about Drama forms.

#### Syllabus:

Title of the Course	Allied -ENG- DSA 02-Background to English Literature- Paper-II		
Category of the Course	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>5</b>	Subject Code <b>AG32A</b>
<b>Hours:</b>	<b>90</b>		
<b>Course Components</b>	Unit 1: I. Literary Forms 1.1 Poetry: Ode [Pindaric, Horatian, English ], Elegy, Pastoral 1.2 Epic and Mock Epic, Dramatic Monologue 1.3 Drama: Comedy, Romantic Comedy, Comedy of Manners, Farce 1.4 Drama: Sentimental Comedy, Melodrama, Comedy of Humours, Tragi- Comedy 1.5 Prose: Novel — Gothic, Picaresque, Sentimental, Epistolary, Domestic, Historical II. Literary Devices 1.6 Poetry - Alliteration, Assonance, Metaphysical Conceit, [ Epic] similes, Metaphor, Hyperbole. 1.7 Drama – Irony [ Verbal, Dramatic, Situational, Cosmic], Pun, Metonymy, Malapropism, Anachronism 1.8 Fiction- Cliché, Paradox, Connotation, Epigram, Euphemism, Allusion [Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]		

	<p>Unit 2:</p> <p>Impact of the History of Language on Literature</p> <p>2.1 The Renaissance and After – pages 68-81</p> <p>2.2 The Growth of Vocabulary – pages 82-113</p> <p>2.3 Change of Meaning – pages 114-147  [Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016. ]</p>
	<p>Unit 3:</p> <p>Impact of Socio-Political History on Literature</p> <p>3.1 Restoration England - Charles II – pages 351- 365. James II and William III&amp; the Glorious Revolution [1685-88] – pages 366-376. Queen Anne [1702-7] – pages 377 – 389</p> <p>3.2 The Foundation of the British Empire – pages 411-418. The Industrial Revolution – pages 429-437. Britain and French Revolution – pages 438-445</p> <p>3.3 Reactionary and Enlightened – pages 454-462. The Reform of Parliament– pages 463- 470. The Whigs and Reform [17th – Mid 19th Century]– pages 471- 481. The Chartists and Robert Peel – pages 482-489</p> <p>3.4 Victorian England [1854-6] – pages 492-496. Imperialism: The Last Years of Victorian England – pages 515-523</p> <p>3.5 Britain and the First World War – pages 532-540. Irish Independence, General Strike and the Economic Crisis” – pp. 541-549  [Text Book: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012]</p>
	<p>Unit 4: Literary History I – 18th and early 19th c</p> <p>4.1 The Restoration – pages 537 – 541; Restoration comedy - pages 541-549; Dryden – page 558; John Bunyan’s „Pilgrim’s Progress“ – pages 587 – 588. The Augustan Age: Defoe, Swift, Pope – pages 590 – 594; Joseph Addison and the Spectator – page 595; Daniel Defoe – pages 598 -599; Jonathan Swift - pages 602 – 603; Alexander Pope’s „Rape of the Lock“ – page 628;</p> <p>4.2 The Novel from Richardson to Jane Austen – pages 700 – 701; Richardson’s Pamela – page 703; Henry Fielding’s Tom Jones – page 720; Laurence Sterne’s Tristram Shandy– page 733; Gothic novel – page 741; Jane Austen’s Pride and Prejudice – pages 750 – 754</p> <p>4.3 Eighteenth Century Prose – pages 768 – 769; George Berkeley – page 772; David Hume – page 772; Dr. Johnson’s „Preface to Shakespeare“ – pages 782- 783; „Life of Dr. Johnson“ by Boswell – page 795; Goldsmith – page 796; Edmund Burke’s „Reflections on the revolution in France“ – page 799; Thomas Paine – „The Rights of man“ – page 803; Gibbon’s „Decline and Fall of the Roman Empire“ – page 807.</p> <p>4.4 Scottish Literature&amp;The Romantic Poets – page 809; Robert Burns – page 817; Walter Scott and his attitude to Scotland – page 836. Period of transition – pages 856-857; The Romantic Movement – page 860; William Blake’s „Songs of Innocence and Experience“ – page 863; Wordsworth’s „Lyrical Ballads“ – page 875; Coleridge’s „Ancient Mariner“ – page 893. Shelley’s „Prometheus Unbound“ – page 909; Keats’ „Endymion“ – page 917; Byron’s „Childe Harold“ – page 923</p>

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

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

Unit 5:

Literary History II -Victorian Age

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

5.2 Victorian Poets: An introduction to the age – page 993; Tennyson's „In Memoriam“ – page 1001; Robert Browning's dramatic monologue – page 1003; Browning's optimism – page 1007; Elizabeth Barrett Browning – page 1007; Mathew Arnold's „Scholar Gypsy“ – page 1013; Pre-Raphaelite Brotherhood – page 1017

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

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

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

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

## SEMESTER – III

**COURSE NAME:** AN APPROACH TO LITERARY APPRECIATION\

**COURSE CODE:** LZ1C3

**Course Objective:**

**Course Outcome:**

### Syllabus:

Title of the Course	AN APPROACH TO LITERARY APPRECIATION		
Category of the Course	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	90		
<b>Course Components</b>	<p>UNIT-I</p> <p>1.1 Studying Literature</p> <p>1.2 Value of Humanities in the Present Times</p> <p>1.3 Brief Survey of Literatures in English</p> <p>1.4 Genres and Forms 1.4.1 Poetic Forms 1.4.2 Prose Forms 1.4.3 Dramatic Forms 1.4.4 Narrative Forms</p> <p>1.5 Glossary of important terms in Genres and Forms 1.6 Unit –end Assessment and Assignment</p> <hr/> <p>UNIT II</p> <p>2.1 Understanding Poetic Devices Syllable, Metre, Rhyme, Stanza, Verse, Imagery, Symbols, Figures of Speech.</p> <p>2.2 Text-1 William Wordsworth The World is Too Much With Us Sonnet</p> <p>2.3 Text-2 W.H.Auden Funeral Blues Elegy</p> <p>2.4 Critical Analysis of Text I Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure</p> <p>2.5 Critical Analysis of Text 2 Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure</p> <p>2.6 Glossary of Poetic Terms 2.7 Unit end Assessment/ Assignment</p> <hr/> <p>Unit III</p> <p>3.1 Understanding Non-Fiction Writing Writing Styles, Devices Themes and Structure of Essays</p> <p>3.2 My Lost Dollar Stephen Leacock</p> <p>3.3 Kindly Adjust to our English ShashiTharoor</p> <p>3.4 Critical Appreciation of Text 1 Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure</p> <p>3.5 Critical Appreciation of Text 2 Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure</p>		



3.6 Glossary of Prose Terms 3.7 Unit end Assessment & Assignment

Unit IV

4.1 Understanding Dramatic Devices Elements of Drama, Dramatic Conventions

4.2 G.B. Shaw's Arms & The Man Excerpts from ACT I

4.3 Critical Appreciation of Text 1 Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure

4.4 Neil Simon's The Defenseless Creature One-Act Play

4.5 Critical Appreciation of Text 2 Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure

4.6 Glossary of Dramatic Terms 4.7 Unit-end Assessment & Assignment

Unit V

5.1 Understanding Fiction Devices Narrative Types, Narrative Elements and Techniques

5.2 Anton Chekhov's "The Bet" Short story

5.3 Excerpts from Paulo Coelho's The Alchemist Novella

5.4 Short Story Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure

5.5 Novella Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure

5.6 Glossary of Fiction terms

5.7 Unit end Assessment & Assignment