



SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

Accredited A++ Grade by NAAC | 12B Status by UGC | Approved by AICTE

www.sathyabama.ac.in

School of Science & Humanities

Department of English

1.2.1 New courses introduced across all programs offered during the year 2022-23

CONTENTS

S. No.	Course Code	Course Name	Page No.
1.	SHSA1301	Fiction – II	2
2.	SHSA1302	Poetry – II	3
3.	SHSA1303	Drama – I	5
4.	SHSA1304	Indian Literature in English	7
5.	SHSA1305	Women’s Writing	8
6.	SHSA1401	Drama – II	10
7.	SHSA1402	Introduction to Linguistics	11
8.	SHSA1403	Shakespeare	13
9.	SHSA1404	Contemporary Literature	14
10.	SHSA1405	Creative Writing	16
11.	SHSA5301	British Literature - III	18
12.	SHSA5302	Women's Writing	20
13.	SHSA5303	World Literature in Translation	22
14.	SHSA5401	Twentieth Century English Literature	24
15.	SHSA7001	English For Media	26
16.	SHSA7002	Research Writing	28
17.	SHSA7003	ICT in Language Teaching	30
18.	SHSA7004	Introductory Course on Critical Thinking	32
19.	SHSA7005	Creative Writing	34
20.	SHSA7006	Employability Skills	36

SHSA1301	Fiction – II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand literary texts and their authors in cultural and historical context.
- To enhance reading literary fiction to develop empathy, theory of mind, and critical thinking.
- To identify and cogently discuss the literary style of a text.
- To interpret the literary images and symbols to infer their relationship to the main themes

UNIT1: Modernist fiction (9 Hrs)

Khaled Hosseini : *The Kite Runner*

J.K .Rowling : *Harry Potter and the Chamber of Secrets*

UNIT 2: Historical fiction (9 Hrs)

Salman Rushdie : *Midnight's Children*

William Faulkner : *The Sound and the Fury*

UNIT 3: Romantic fiction (9 Hrs)

Jane Austen : *Pride and Prejudice*

George Orwell : *Animal Farm*

UNIT 4: Gothic Fiction (9 Hrs)

Dickens : *Great Expectation*

Mary Shelley : *Frankenstein*

UNIT 5: Petro-fiction (9 Hrs)

Chris Abani : *Graceland*

Mad Max : *Fury Road*

Course Outcomes:

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

- Identify literary techniques using appropriate terminology and common rhetorical figures.
- Explain the tragedies and romances in terms of the language, characters, and themes.
- Demonstrate knowledge of techniques and styles based on types of fiction history and culture.
- Illustrate with examples, the elements of fiction, figures of speech, theoretical concepts
- Summarize, and evaluate critically the works suggested for the course.

Prescribed Text:

Bolton, Micheal Sean (2014). Mosaic of Juxtaposition. Brill Publishers.

References:

- Earnest Hemingway -The Sun Also Rises (1984) Harper Lee - To Kill A Mockingbird (1960)
- Zora Neale Hurston -Their Eyes Were Watching God (2020) Sanage Publishing House 2020);
Suzanne Collins - The Hunger Games series (2008)

SHSA1302	Poetry – II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand the practical elements of writing poetry and identify practical experiences
- To critically analyze and evaluate the poetic texts and the various elements of poetry.
- To create an awareness of the analysis in forming appreciation and understanding of poetry
- To correlate the life and the significance of the poet to poem to be analyzed.

UNIT – 1

(9Hrs)

Detailed: 1. Robert Browning : *My Last Duchess*
2. Thomas Hardy : *The Darkling Thrush*

Non- Detailed: 1. Gerard Manley Hopkins : *The Windhover*
2. Matthew Arnold : *The Scholar Gipsy*

UNIT - 2

(9Hrs)

Detailed: 1. W.B. Yeats : *‘Easter 1916’*
2. W.B. Yeats : *A Prayer for My Daughter*

Non- Detailed: 1. Robert Browning : *Andrea Del Sarto*
2. T.S. Eliot : *The Love Song of J. Alfred Prufrock*

UNIT – 3

(9Hrs)

Detailed: 1. Alfred Lord Tennyson : *The Charge of the Light Brigade*
2. Dylan Thomas : *And Death Shall Have no Dominion*

Non- Detailed: 1. W.H. Auden : *The Unknown Citizen*
2. Christina Rossetti : *The Blessed Damozel*

UNIT - 4

(9Hrs)

Detailed: 1. Wilfred Owen : *1914*
2. Matthew Arnold : *Dover Beach*

Non- Detailed: 1. Philip Larkin : *Church Going*
2. D.H. Lawrence : *Snake*

UNIT- 5

(9Hrs)

Detailed: 1. Gerard Manley Hopkins : *Binsey Poplars*
2. George Eliot : *Count That Day Lost*

Non- Detailed: 1. Ted Hughes : *The Thought-Fox.*
2. Christina Rossetti : *A Birthday*

Course Outcomes:

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

- Analyze literature using appropriate terminology and common rhetorical figures.
- Inculcate a sense of appreciation of English Poetry
- Define the existing knowledge concerning social, political, and cultural characteristics of poems
- Demonstrate various perspective readings in poetry like gender, race, caste, etc
- Correlate their own sensibilities with the literary expressions in the text.
- Exhibit a vast panorama of literary devices used to create poetic world.

Prescribed Text:

Hopkins, David. *The Routledge Anthology of Poets on Poets - Poetic Responses to English Poetry from Chaucer to Yeats*. Routledge, 2016

References:

- Prasad, B. *A Background to the Study of English Literature*. Rev. ed. Chennai: Macmillan, 2008.
- Cronin, Richard, Antony H. Harrison & Alison Chapman *A Companion To Victorian Poetry*. John Wiley and Sons Ltd., 2002
- Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009
- Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004
- Roberts, Neil ed. *A Companion to Twentieth Century Poetry*, Oxford: Blackwell, 2003 publishing company, 1983. Print

SHSA1303	Drama - I	L	T	P	CREDITS
		3	0	0	3

Course objectives:

- To enable the students to understand the origin and development of English drama
- To critically appreciate the trends that influenced the theatre and drama.
- To provide an insight into popular culture and its dramatic expressions.
- To enhance the knowledge on various aspects of Drama.

UNIT -1:

(9 Hrs)

0450 - 1066: Old English (Anglo-Saxon) Period & 1066 - 1500: Middle English Period

Detailed: Christopher Marlowe : *Dr.Faustus*

Non-Detailed: The beginnings – liturgical plays – Miracles – Moralities – Interludes – first - English Comedy-- Tragedy – Senecan Plays – University wits – Lyly – Nash.

UNIT -2: 1500 - 1600: The Renaissance (Early Modern) Period;

1558 - 1603: Elizabethan Age & 1603 - 1625: Jacobean Age

(9 Hrs)

Detailed: Ben Johnson : *The Alchemist*

Non-Detailed: Thomas Heywood : *A woman killed with kindness*

UNIT 3: Caroline Age; Commonwealth Period; Restoration, the Augustan Age

(9 Hrs)

Detailed : Oliver Goldsmith : *She stoops to conquer*

Non-Detailed: Sheridan : *The School for Scandal*

UNIT 4: The Romantic Period

(9 Hrs)

Detailed: Oscar Wilde : *An ideal husband*

Non-Detailed: Sam Shepard : *Fool for Love*

UNIT 5: Victorian age

(9 Hrs)

Detailed: G B Shaw : *Pygmalion*

Non-Detailed: John Synge : *The playboy of the western world*

Course outcomes:

- Define the origin and growth of drama in England
- Demonstrate their understanding of evolution of English drama
- Identify main trends in the area of drama
- Analyze the relationship between ideology and culture and their various dramatic expressions
- Explain dramatic techniques with respect to its plot, character, dialogue, theme, structure
- Discuss about the historical, socio-political and literary features of drama

Prescribed Text:

Bevis Richard W, English Drama: Restoration and Eighteenth Century 1660-1789 (Longman Literature In English Series) 1988

References:

1. Chothia, Jean, *English Drama of the Early Modern Period 1890-1940* (Longman Literature In English Series), 2017.
2. *Marlowe, Christopher (1962). Bevington, David; Rasmussen, Eric, eds. Doctor Faustus, A- and B-texts (1604, 1616). Manchester.*
3. Johnson, Ben, *The Alchemist*- Paperback 2016.
4. Shepard, Sam, *Buried Child*. New York: Random House. (2006).
5. Shaw, G B, *Pygmalion* Paperback -2017.

SHSA1304	Indian Literature In English	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce learners to be acquainted with Indian fiction
- To interpret poetic writing in English
- To make learners aware of prominent Indian writers
- To sensitize the readers with value system of Indian literature.

UNIT – I Overview of the origin and development of Indian writing in English

9 Hrs

The impact of British rule on Indian literature– the Gandhian movement and its impact on Indian Literature

– post-independence writers – Contemporary Indian women writers

UNIT – II Poetry

9 Hrs

Keki N Daruwala : *The Unrest of Desire*

Sarojini Naidu : *Bird Sanctuary*

Kamala Das : *The Old Playhouse*

UNIT – III Drama

9 Hrs

Girish Karnad : *Nagamandala*

Vijay Tendulkar : *Ghasiram Kotwal*

UNIT – IV Fiction

9 Hrs

R.K. Narayan : *The English Teacher*

Anita Desai : *Fire on the Mountain*

Kushwant Singh : *Train to Pakistan*

UNIT-V Short Stories

9 Hrs

Mulk Raj Anand : *Two Lady Rams*

Aravind Adiga : *The Sultan's Battery*

Raja Rao : *India - A Fable*

Course Outcomes:

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

- Enumerate how Indian writing emerged as a distinct field of study.
- Compute the development of history of English literature from its beginning to the present day.
- Ascertain the works of great writers of Indian writers in English.
- Analyze significant cultural and societal issues presented in Indian English literature
- Determine socio cultural aspects of Indian Literature.
- Compose a poem or story based on one's knowledge from literary works.

Prescribed Texts:

Indian Writing in English: A Critical Study Atlantic Publishers (1 Jan 2018) Indian Writing In English Atlantic Publication (2003) A.K.Mehrotra. *A Concise History of Indian Literature in English*. Delhi, PermanentBlack, 2008

References:

1. A Concise History of Indian Literature in English The Orient Blackswan (1 January 2017)
2. Indian Writing In English: Critical Insights, Neha Publishers (2014)

SHSA1305	Women's Writing	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To read and analyze literary texts with increased skill and insight.
- To identify the central points of a selection of feminist theory to use it as a context for reading literary texts.
- To integrate their understanding of literature into an evolving awareness of relevant cultural and historical contexts and perspectives.
- To trace the historical development of women's writing and the need for evolution of feminist thinking

UNIT – I Poetry

(9 Hrs)

1. Marianne Moor : *Poetry*
2. Adrienne Rich : *Aunt Jennifer's Tigers*
3. Kamala Das : *My Grand Mother's House*
4. Emily Dickinson : *She rose to His Requirement*
5. Kishwar Naheed : *I am not That Woman*

UNIT – II Essay

(9 Hrs)

Virginia Woolf : *Shakespeare and his Sister* (Excerpt from *A Room of One's Own*)

Alice Walker : *In Search of our Mothers Gardens* (From *In Search of Our Mother's Gardens*)

UNIT – III Drama

(9 Hrs)

Lorraine Hansberry : *A Raisin in the Sun*

UNIT – IV Fiction

(9 Hrs)

Alice Walker : *The Color Purple*

UNIT – V Short Story

(9 Hrs)

Mrinal Pande : *Girls*

Katherine Mansfield : *The Garden Party*

Course Outcomes:

After completing the course students will be able to:

- Recognize themes, and narrative strategies of English-language feminist fiction
- Analyze and engage in theoretical and scholarly debates about feminist fiction.
- Perceive connections among literary texts across genres, historical periods, and/or cultural contexts
- Perform independent research to supplement the course material
- Analyze different kinds of literary analyses, such as thematic, technical, or theoretical
- Integrate information into course assignments

Prescribed Text:

1. Woolf, Virginia. *A Room of One's Own*. United Kingdom, Renard Press Limited, 2020.
2. Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. United States, Harcourt Brace Jovanovich, 2004.

References:

1. Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale UP, 1978. Literature and Gender. New York: 1996.
2. Showalter, Elaine. *The Vintage Book of American Women Writers*. United States, Vintage Books, 2011.
3. Greer, Germaine, et al. *The Cambridge guide to women's writing in English*. Italy, Cambridge University Press, 1999.
4. Gaur, Rashmi. *Women's Writing*. India, Sarup Book Publishers Pvt. Limited, 2003

SHSA1401	Drama - II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To make students realize life and drama are closely linked.
- To introduce the students to experience dramatic literature
- To enable the students to understand the nuances of modern drama.
- To understand the newness of Absurd drama.

UNIT – 1 (20th Existentialists Dramas) 9 Hrs

Detailed : Jean-Paul Sartre : *The Respectful Prostitute*

Non-Detailed : Albert Camus : *Caligula*

UNIT – 2 (Early 20th Century Drama) 9 Hrs

Detailed: Galsworthy : *Justice*

Non-Detailed: J.M. Barrie : *The Admirable Crichton*

UNIT – 3 (20th Century Drama) 9 Hrs

Detailed : T.S. Eliot : *The Waste Land*

Non – Detailed: Arthur Miller : *Death Of A Salesman*

UNIT – 4 (20th Century - Absurd Drama) 9 Hrs

Detailed Harold Pinter : *The Caretaker*

Non- Detailed : John Osborne : *Look Back in Anger*

UNIT - 5 (21st Century Feminist Drama) 9 Hrs

Detailed: Martin McDonagh : *Three Billboards Outside Ebbing, Missouri*

Non – Detailed: Caryl Churchill : *Top Girls*

Course outcomes:

After completing the course students will be able to:

- Identify the concepts of modern drama
- Associate the link between life and drama
- Determine the new concept of Absurd drama
- Differentiate Feminist Drama and Absurd Drama
- Explain the specialty and nuances of Modern Drama
- Cultivate the aesthetic merits, characterization and elements of Drama.

Prescribed Text:

Fischer-Lichte, Erika, *History of European Drama and Theatre* London: Routledge, 2002

References:

1. Bentley, Eric, *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama* London: Penguin, 1992
2. *Critical Analyses in English Renaissance Drama*, University of Wisconsin Press
3. *The Drama* (Jan 2012) General Books Publishers
4. *English Drama* by Bevis Taylor & Francis Publishers (21 June 2016)

SHSA1402	Introduction to Linguistics	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce Linguistics as a scientific study of language.
- To familiarize students with branches, concepts involved in the area of linguistics.
- To enhance students with the basic goals and assumptions of Grammar.
- To make students understand the major linguistic structures of English

UNIT I - Basic Concepts of Linguistics (9 Hrs)

Linguistics - Definition- Characteristics of Language – Means of Communication – Arbitrary - System of Systems – Vocal Language - Language VS animal communication - A form of social behaviour – Linguistics as Science.

UNIT II – A Historical Survey (9 Hrs)

Scope of Linguistics - Levels of Linguistic Analysis - Branches – Distinctions in Linguistics – Background – Greek and Roman Traditions – After the Renaissance – 20th Century Linguistics – Bloomfield - Later Developments

UNIT III – The Study of Language Variation (9 Hrs)

Diachronic and Synchronic Approaches - Variations - Varieties of Dialects – Classifications of Registers – Stylistics Study – Uses –

UNIT IV – Morphology (9 Hrs)

Grammar - Morphology and Word Formation – Segmentation - Affixes, Conversions, Compound Formation-

Sentence Patterns – Structuralist view of Grammar – IC Analysis – TG Grammar – Supra - Sentential Grammar.

UNIT V – Semantics (9 Hrs)

Semantics - Lexical and Grammatical Meaning – Theories of Semantics – Pragmatics – Discourse Analysis

– Lexicology – Dictionary – Types – Linguistic Features of Dictionary.

Course Outcomes:

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

- Define the main ideas of language and linguistics.
- Differentiate descriptive and prescriptive view on linguistic phenomena.
- Identify the basic concepts within diachronic variations in language with examples.
- Evaluate the basic concepts of word formation.
- Discuss on semantic roles and basic concepts within semantics
- Explain pragmatics with a focus on lexical semantics.

Prescribed Text:

Syal P.& Jindal D.V.(2009) An Introduction to Linguistics PHI Learning Pvt Ltd. New Delhi

References:

- Balasubramanian, T. (2012). *A Textbook of English Phonetics for Indian Students*. Macmillan Publishers.
- Verma S.K. & Krishnaswamy N. (1997). *Modern Linguistics: An Introduction*. Oxford University Press.
- Bruce Haye et al. (2013). *Linguistics: An Introduction to Linguistic Theory*. John Wiley & Sons. India
- Elizabeth Winkler. (2015) *Understanding Language: A Basic Course in Linguistics*.
- Wrenn, C. L. (2007). *The English Language*. Vikas Publication House Pvt Ltd.
- Jespersen. Otto. (2010). *Growth and Structure of English Language*- Nabu Press.
- Albert C. Baugh. (2012) *A History of English Language*. Pearson.
- Mazon Wood. (2014). *An Outline History of The English Language*.

SHSA1403	Shakespeare	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To probe into the works of Shakespeare
- To immerse in the world of the great master
- To the diction and prediction of human nature four hundred year ago.
- To Demonstrate greater reading fluency of Elizabethan English

UNIT 1: Life and works of Shakespeare

9 hrs

Life of Shakespeare- works of Shakespeare - Elizabethan Theatre- Stage conditions- Special features

UNIT 2: Historical Plays

9 hrs

Detailed: *Julius Caesar*

Non detailed: *Richard II*

UNIT 3: Tragedies of Shakespeare

9 hrs

Detailed: *Macbeth*

Non detailed: *Othello*

UNIT 4: Comedies of Shakespeare

9 Hrs

Detailed: *A midsummer Night's Dream*

Non detailed: *Timing of the Shrew*

UNIT 5: Romance plays

9 Hrs

Detailed: *The Tempest*

Non detailed: *The Winter's Tale*

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Identify the distinct literary genres in Shakespeare's work
- Describe the literary characteristics of British literature
- Demonstrate greater reading fluency of Elizabethan English
- Analyze Shakespeare's plays for their structure and meaning,
- Discuss analytically about Shakespeare's works, using MLA guidelines

Prescribed Text:

1. Julius Caesar by William Shakespeare Cloudtail India and Fulfilled. | 10 August 2017
2. Macbeth by William Shakespeare Cloudtail India and Fulfilled . | May 2015
3. Shakespeare's The Merchant of Venice (Text with Paraphrase) by Xavier Pinto
4. The Tempest: by William Shakespeare and EduGorilla Community | 4 March 2021

References:

1. Shakespeare, a bibliographical guide Stanley Wells. Oxford: Oxford University Press, 1990.
2. Shakespeare's theatre : a dictionary of his stage context, Hugh M. Richmond. Continuum, 2002.
3. William Shakespeare: his world, his work, his influence John F. Andrews, ed. New York: Scribner, 1985. The Oxford Companion to Shakespeare, Michael Dobson and Stanley Wells, eds. Oxford: Oxford University Press, 2001
4. A Companion to Shakespeare's works Richard Dutton and Jean E. Howard, eds. Malden, MA:Blackwell Publishing, 2000.
5. The Cambridge Companion to Shakespeare Margreta de Grazia and Stanley Wells, eds. Cambridge: Cambridge University Press, 2001.

SHSA1404	Contemporary Literature	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand the origin and development of literature
- To develop the ability to appreciate contemporary
- To identify the works of contemporary literature in social and political point of view.
- To develop the skill in contemporary literary publishing milieu.

UNIT 1: POETRY

(9 hrs)

Maya Angelou : *Still I Rise, Touched by an Angel*

Margaret Atwood : *You fit into me, Night Poem*

UNIT 2: PROSE

(9hrs)

Khaled Hosseini : *The Kite Runner*

Judy Brady : *Why I Want a Wife*

UNIT 3: FICTION

(9hrs)

Yarn Martel : *Life of Pi*

Margret Atwood : *Handmaid's tale*

UNIT 4: DRAMA

(9 hrs)

Girish Karnad : *The Fire and the Rain*

Cedric Mount : *The Never-Never Nest*

UNIT 5: SHORT STORIES

(9hrs)

Alice Munro : *Friend of My Youth* - (1990)

Helen Philips : *The Knowers* (2013)

Course outcomes:

Upon successful completion of the course, the student will be able to

- Describe a working knowledge of the cultural and historical contexts.
- Explain distinct literary characteristics of contemporary literature
- Explore literary works from various genres for their structure and meaning,
- Elaborate contemporary literature.
- Distinguish ideas related to the literary works.
- Analyze literary texts in multiple genres.

Prescribed Text:

Harvest - Manjula Padmanabhan - Aurora Metro, 2003.

References:

1. Seamus Heaney: The Crisis of Identity. Floyd Collins. University of Delaware Press, 2003.
2. Poetry of Seamus Heaney: A Critical Study. Narendra Kumar. Pinnacle Technology, 2009.
3. Caribbean Panorama: An Anthology from and about the English-speaking Caribbean with
4. Introduction, Study Questions, Biographies, and Suggestions for Further Reading. ed.
5. Kathleen Kelley Ferracane. La Editorial, UPR, 1999.
6. Perspectives on Wole Soyinka. Biodun Jeyifo. Univ. Press of Mississippi.2010

SHSA1405	Creative Writing	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To emphasize the importance of creativity in writing
- To explore students in specified types of creative writing activities
- To make the students analyze various writing styles and strategies
- To retrieve students' originality in writing

UNIT 1: Elements of creativity (9Hrs)

Features of imagination- developing Writing Skills - Writing strategies: Description, narration, instructions, recommendations, comparison and contrast, cause and effect, definition, classification- writing autobiography

UNIT 2: Understanding Visualization (9Hrs)

Visualize your thoughts – Mindmaps- Quick Writing- Types of creative writing –Poetry, Plays, Movie and television scripts, Fiction, novels, novellas and short stories, Songs, Speeches, Memoirs - situational writing

UNIT 3: Tools and Techniques (9Hrs)

Kinds of Writing- Character and Plot development- setting- theme.-point of view.-Dialogue - Metaphors and similes- Using video clippings - Interpretation of pictures and charts-Writing Drama - Dialogues , Story.

UNIT 4: Imaginary Writing (9Hrs)

Writing poetry using metaphor, simile - Rhyme scheme- Imaginary Poems-Taboo words - Short story- Writing about improbable conditions- Compare and contrast - Novel Vs short story- Stories -Essays - creativity

UNIT 5: Writing for media (9Hrs)

Writing Advertisements-for business -Political news – Sport – Health issues – Business enquiry- Educational- Letter to the editor-Local Problems and Solutions given by the Government-current issues- recommendation keywords

Course Outcomes:

Upon successful completion of the course, the student will be able to

- Explore the distinctive features of creativity
- Recognize patterns and variations in poetry..
- Develop personal creativity in writing.
- Evaluate the effectiveness of a well-written narrative.
- Reflect the writing methodology with creativity
- Compose short stories and discover their own voice.

Prescribed Text:

Organizing creativity by Daniel Wessel (2012)

References:

1. Writing Better English for ESL Learners, Second Edition Paperback –2009
2. Jordan, R. R. Academic Writing Course: Study Skills in English, 3rd edition (1999)
3. On Writing: 10th Anniversary Edition: A Memoir of the Craft Paperback –2010 by Stephen King
4. The Classic Guide to Writing Nonfiction Paperback -2006 by WilliamZinsser
5. The Bloomsbury Introduction to Creative Writing By: Tara Mokhtari- 2015
6. H. Porter Abbott, The Cambridge Introduction to Narrative (Cambridge: CUP, 2008)

SHSA5301	BRITISH LITERATURE - III	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To make the learners aware of the social, a cultural and psychological implication of the modern age
- To familiarize the students with the evolution of the different genre in Britain.
- To acquaint the students with different literary era, movements and authors relating to British history
- To provide knowledge on the Romantic age and Victorian Age of British Literature.

Unit I: Poetry

9 Hrs

Detail:	1. Wordsworth	: <i>Tintern Abbey</i>
	2. P. B. Shelley	: <i>La Belle Dame Sans Merci</i>
Non-Detail:	1. Alfred Tennyson	: <i>In Memorium</i> (Cantos 1 to 3)
	2. Robert Southey	: <i>The Slave Trade - Sonnet IV</i>
	3. Elizabeth Barrett Browning	: <i>How do I love thee? Let me Count the Ways</i>
	4. Matthew Arnold	: <i>Dover Beach</i>

Unit II: Prose

9 Hrs

Detail:	1. Charles Lamb	: <i>Dissertation on a Roasted Pig</i>
Non-Detail:	1. Thomas Carlyle	: <i>Horoscope (Past and Present)</i>
	2. William Hazlitt	: <i>On Depth and Superficiality</i>

Unit III: Drama

9 Hrs

Detail:	1. Shelley	: <i>Prometheus Unbound</i>
Non Detail:	1. Oscar Wilde	: <i>The importance of being Earnest</i>

Unit IV: Fiction

9 Hrs

1. Jane Austen	: <i>Pride and Prejudice</i>
2. Charlotte Bronte	: <i>Jane Eyre</i>

Unit V: Short Fiction

9 Hrs

1. Charles Dickens	: <i>The Signal Man</i>
2. Anthony Trollope	: <i>Miss Ophelia Gledd</i>
3. Wilkie Collins	: <i>The Hidden Cash</i>
4. Elizabeth Gaskell	: <i>The Poor Clare</i>

Course Outcomes:

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

- Define the historical context surrounding literary works including the political, social, religious, and artistic milieu
- Explain multiple genres of literary analysis and creative writing as well as critical and interpretive methods.
- Develop the ability to critique works of different genres written in Romantic age and Victorian Age
- Analyze the evolution of the national sensibility through perceiving the principal works, authors, genres etc.,
- Evaluate dramatic techniques and elements in relation to themes and character development.
- Discuss the range of terms and concepts pertaining to the British literary studies.

Prescribed Text:

- G. K. Chesterton. *The Victorian Age in Literature*. University of Notre Dame, Notre Dame. 1963.

References:

1. SuperSummary, Study Guide: Tintern Abbey by William Wordsworth (SuperSummary) Kindle Edition

2020.

2. D. Perkins, *A History of Modern Poetry: From the 1890's to the High Modernist Mode* (Cambridge, Mass, 1976)
3. Allen, Walter. *The English Novel: A Short Critical History*. New York: Dutton, 1954.
4. Bates, H. E. *The Modern Short Story, A Critical Survey*. London: T. Nelson and Sons, 1941.
5. Brantlinge, Patrick. *Literature and Victorian Post-colonial Studies*. Edinburg University Press, 2009.
6. Smith, David Nichole. *Some Observations on 18th Century Poetry*. University of Toronto 1960.

SHSA5302	WOMEN'S WRITING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce student's critical and analytical reading and writing skills through women's literary works.
- To identify various critical theories, such as feminism, Eco feminism and new criticism.
- To generalize deconstruction, gyno-criticism, reader response and psychoanalysis theories
- To apply these theories to enhance the assigned texts.

Unit I: Criticism

9 Hrs

1. Juliet Mitchell : Feminity, Narrative and Psychoanalysis
2. Elaine Showalter : Feminist Criticism in wilderness
3. Virginia Woolf : A Room of one's own - Part One
4. Simone de Beauvoir : The Second Sex (Introduction by Judith Thurman)

Unit II: Poetry

9 Hrs

- Detail:**
1. Emily Dickinson : (i) I cannot live with you
(ii) I'm wife, I've finished that
 2. Sylvia Plath : "Lady Lazarus"

Non-detail:

1. Eunice De Souza : (i) Advice to Women (ii) Beques
2. Imtiaz Dharker : Pardah
3. Sarojini Naidu : The Queen's Rival

Unit III: Fiction

9 Hrs

1. Monica Ali : Brick Lane
2. Ruth Ozeki : My year of Meats
3. Chitra Banerjee Divakaruni : The Mistress of Spices
4. Louise Erdrich : Tracks

Unit IV: Drama

9 Hrs

- Detail:**
1. Mahaswetha Devi : Draupadi

- Non-detail:**
1. Alice Childress : Wedding Band: A Love-Hate Story in Black and White
 2. Ama Ata Aidoo : The Dilemma of a ghost

Unit V: Short Story

9 Hrs

1. Charlotte Perkins Gilman : The Yellow Wallpaper
2. Katherine Mansfield : Bliss
3. Mahashweta Devi : Draupadi, (trans. Gayatri Chakravorty Spivak):
4. Nadine Gordimer : The Ultimate Safari

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Develop knowledge of and insight into the works studied on the course exercise skills
- Explain multiple genres of literary analysis in women's writing
- Demonstrate understanding of critical and theoretical debates surrounding women's writing
- Analyze research and essay writing skills.
- Evaluate understanding of the social, political, cultural or historical conditions of women's writing
- Prepare and publish an article on an approved topic related to women's writing.

Prescribed Text:

- A Room of One's Own, Virginia Woolf (1929)

References:

1. „A Testimony of our Inexhaustible Treasures“, in PanditaRamabaiWorks, tr. MeeraKosambi(2000)
2. Jiban in Susie Tharu and K. Lalita, eds., Women`s Writing in India, (1989)
3. „Introduction“, in Recasting Women: Essays in Colonial History (1989) .
4. Chandra TalapadeMohanty, in Contemporary Postcolonial Theory: A Reader. (1996).
5. Feminism and Women's Writing by Nimavat, B.S. Nimavat, Dushyant

SHSA5303	WORLD LITERATURE IN TRANSLATION	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To understand the distinctive features of the major ancient literary genres as illustrated in various texts.
- To provide knowledge of the literary works produced in different languages and in English translation.
- To understand an overall view of the magnum opus of world literature.
- To introduce the learners the rich literary tradition in English translation

Unit I: Concepts in Translation Studies

9 Hrs

Nature and scope of translation- Concept of translation in the West and in the Indian tradition- Issues in translation- autonomy, linguistic, textual and cultural equivalence, trans-creation, inter-cultural transference translation as meta-text- Translation theories- The Cultural Turn - Translation and Multilingualism.

Unit II: Poetry

9 Hrs

Detail: 1. Dante : The Divine Comedy - Paradiso Canto XXI

Non-detail: 1. Khalil Gibran : Your Children are not your Children
2. A.S. Pushkin : The Wagon of Life

Unit III: Drama

9 Hrs

Detail: 1. NgũgĩwaThiong'o : NgaahikaNdeenda (I Will Marry When I Want)

Non-detail: 1. Sophocles : Oedipus Rex.

Unit IV: Fiction

9 Hrs

1. Herman Hesse : Siddhartha
2. Dostoevsky : Crime and punishment
3. U.R. Ananthamurthy : Samskara

Unit V: Autobiography

9 Hrs

1. Bama : Karukku
2. Jean-Jacques Rousseau : Confessions

Course Outcomes:

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

- Define the translation theories related to various genres of literature.
- Explain the familiarity with the discourses of translation and translation theories.
- Identify experience of translating different genres of writing.
- Analyze approaches to methods of research in translation studies.
- Interpret texts and theories within the scope of translation studies.
- Discuss the various translation theories, distinctive features of the major ancient literary genres

Prescribed Text:

- D. A. Russell and Michael Winterbottom. Classical Literary Criticism, University of Oxford, 2015.

References:

1. Bassnett, Susan. 2002. Translation Studies. London: Routledge.
2. Bassnett, Susan and Andre Lefevere. 1998. Constructing Cultures: Essays on Literary Translation. Clevedon: Multilingual Matters.
3. Sophocles' Oedipus Rex Kindle Edition by Nikos (Author) 2019
4. Alighieri, Dante, (Author), Kirkpatrick , Robin , (Translator)The Divine Comedy: Inferno, Purgatorio, Paradiso Paperback – Illustrated, 2012.
5. Venuti, Lawrence ed. 2000. The Translation Studies Reader, London: Routledge

SHSA5401	TWENTIETH CENTURY ENGLISH LITERATURE	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To acquaint students with major trends in English during the 20th century
- To enable students to read and appreciate poems 20th century literature.
- To cultivate a sense of understanding by the exposure to 20th century literature.
- To enable to discuss in relation to the form and content along with the socio-cultural contexts

Unit I: Poetry

9 Hrs

Detail:

1. T.S. Eliot : *The Waste Land*
2. W.B Yeats : *Sailing to Byzantium*
3. G.M. Hopkins : *Pied Beauty*

Non-detail:

1. W.H. Auden : *Song*
2. Philip Larkin : *Church Going*
3. Wilfred Owen : *Strange Meeting*

Unit II: Prose

9 Hrs

Detail:

1. E.M. Forster : *What I believe*

Non-detail:

1. H.G. Wells : *A Modern Utopia*
2. Arnold Tony bee : *India's Contribution to world*
3. G.K. Chesterton : *'What I found in my pocket'*

Unit III: Drama

Detail:

1. G.B. Shaw : *Pygmalion*

9 Hrs

Non-detail:

1. John Osborne : *Look Back in Anger*
2. T.S. Eliot : *Murder in the cathedral*

Unit IV: Fiction

9 Hrs

1. Arthur Conan Doyle : *Hound of the Baskervilles*
2. George Orwell : *Animal Farm*
3. Kingsley Amis : *Lucky Jim*

Unit V: Short Stories

9 Hrs

1. Arthur C Clarke : *The Sentinel*
2. Patrick O'Brian : *A Passage of the Frontier*
3. John Wyndham : *Random Quest*

Course Outcomes:

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

- Define distinct literary characteristics of contemporary literature
- Explain how 21st century culture, trends, and historical events affect the literature produced today.
- Identify distinct literary characteristics of modern literature.
- Analyze poetic works for their structure and meaning, using correct terminology.
- Interpret modern literature
- Discuss ideas related to modern works during class and group activities.

Prescribed Text:

Jain, Usha Twentieth Century English Literature. Vayu publications.2007.

References

1. Das ,Bijay Kumar. Twentieth Century Literary Criticism Paperback .Atlantic publications. 2014.
2. Ramachandran, C.N. ,*Five Centuries of Poetry*. Macmillan publications. 2008.

3. Doyle , Sir Arthur Conan ,The Hound of The Baskervilles Paperback –2019
4. NayarM.G.ed. *A Galaxy of English Essayists from Bacon to Beerbohm*. Macmillan publications. 2014.
5. Lodge David. Twentieth Century Literary Criticism, Macmillan publications. 2006.

SHSA7001	ENGLISH FOR MEDIA	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To prepare learners for various careers in language like technical writing
- To enhance writing for mass media, advertising etc
- To bring creating awareness about language change
- To encourage learners to observe, compare and analyze the language activities of media

UNIT 1: Writing for media

9 Hrs

Elements of News- head line, -Comparison of news items appearing in print and electronic media
- Writing for Newspaper and TV - Letters to editors - use of effective, precise and catchy language- Technical writing as a career.

UNIT 2: Role of Mass media

9 Hrs

Mass Media Ethics - Editorial department – Content of newspapers - Sub-editor: need for editing, proof- reading, editing - TV writing style: words - Writing in 'aural' style - News presentation: structure of a news bulletin - Qualities of news anchor

UNIT 3: Digital Media

9 Hrs

Searching the Internet - -World Wide Web – Media tools- - Videos and visual narration --- Softwares -E- book – E-magazine – E-journal – E-newspaper --Writing for Digital Media; Web Writing – Blogging - Caption Writing.

UNIT 4: English through Social Networks

9 Hrs

The media- Clarity in Writing – Readability- Different kinds of writing -Writing for Interactive Media Posting Online forums –Web images – Web Quests - Blogs -Wikis – Texting in Twitter-Facebook - Skype- Linked in - Whats app –Google+ Forums -- Error correction- online.

UNIT 5: English through Technology

9 Hrs

Writing for the screen -Professional Development - Posting -Advertisements- Writing Projects- Email writing - completing an online application-online discussion.

Course Outcomes:

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

- Display familiarity with the typical linguistic & extra-linguistic characteristics of English mediatexts.
- Awareness of the central concerns in writing & editing English texts for the media.
- Demonstrate experience in peer review & revision of English texts for multiple mediapresentation.
- Achieve clarity, correctness and conciseness in spoken and written media texts
- Communicate information, arguments and analysis in one or a variety of form(s) effectively.
- To become a freelance writer.

Prescribed Text:

- The Internet and the Language Classroom – A Practical Guide for Teachers – II Edition – Gavin Dudley. Cambridge University Press, 2007.

References:

1. James Glen (2006) *Writing for the Mass Media*, Pearson Education.
2. Rosales, R. G. (2006). *The Elements of Online Journalism*. iUniverse.
3. Dianna Booher (2008) *E-Writing* Macmillan Publications.

4. Denis 10 (2007) *Mass Communication Theory* McquailVistaar Publications.
5. Eric Gormly(2005)*Writing and Producing News* Surjeet Publications.
6. J.V Pavlik (2008) *Media in the Digital Age*
7. Lieb, T. (2009) *All the News: Writing and Reporting for Convergent Media*.

SHSA7002	RESEARCH WRITING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce basic writing skills to students
- To enhance clarity and conciseness in the presentation
- Introduce various styles of formal writing
- To enable learners to prepare for careers other than teaching English

UNIT I: Introduction to writing

9 Hrs

Different Types of Writing - Narrative, Descriptive, Expository and Argumentative - Critical, Appreciative and Evaluative Writing - Editing - Grammar, Spelling, Punctuation.

UNIT II: Organization of writing

9 Hrs

Guided Writing - Expansion, Use of Connectives, Sequencing, Writing a Paragraph
Freewriting, Mind Mapping Paraphrasing, Summarizing, Writing an Abstract -Writing Letters, Resume and Email.

UNIT III: Professional Writing

9 Hrs

Inter Office Memos - Professional Reports - Business, Survey, Minutes of a Meeting –Writing a Review - Ad Writing, Slogan Writing and Writing Headlines - Technical Writing; Product and Process Writing - Writing a User Manual

UNIT IV: Writing a research paper - I

9 Hrs

Choosing Between Indicative and Informative Abstracts - Features and Structure of Introductions - Describing Problems/Limitations - Explaining Methods and Processes - Summarizing Results, Interpretations Using Hedging.

UNIT V: Writing a research paper - II

9 Hrs

Findings and Analysis - Avoiding Plagiarism - Summarising and Paraphrasing - Limitations and Future Scopes - References and Quotations.

Course Outcomes:

Upon successful completion of this course, the students will be able to:

- Use standard grammar, punctuation and spelling in documents.
- Maintain objectivity in writing documents.
- Produce various types and formats of reports to meet particular purposes.
- Provide professional quality documents.
- Explain complex information in a way that anyone can understand easily.
- Create plagiarism free content.

Prescribed Text:

- Richard. T. A, A Guide to Technical Writing, Nabu Press, 2011.

References:

1. Darlene Smith-Worthington & Sue Jefferson, *Technical Writing for Success*, Cengage Learning Inc., 2008.

2. Rubens, Philips (Gen. Editor) *Science & Technical Writing*, Routledge, London 2001.
3. Stephen Bailey, *Academic Writing: A Handbook for International Students*. Routledge, 2018.
4. Joshua Aidoo, Dr Joshua Aidoo , Joshua Aidoo, *Effective Technical Writing and Publication Techniques: A Guide for Technical Writers, Engineers and Technical Communicators*, Troubador Publishing, 2009
5. Samuel Chandler Earle, *The Theory and Practice of Technical Writing* Bibliobazaar, Llc,, 2004

SHSA7003	ICT IN LANGUAGE TEACHING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To enhance awareness among students about Computer Aided learning
- To understand the role of technology in developing language skills
- To make the students analyze various learning styles and strategies through technology and online
- To promote learner autonomy in digital communication

UNIT: 1 ICT and CALL An Overview (9 Hrs)

Development of IT - Definition of CALL- - History of CALL- Phases and Approaches to CALL - Complexities of theory -Types of CALL- CALL methodology - Uses of CALL in English Language Teaching - Limitations

UNIT: 2 ICT- Programs and Applications (9 Hrs)

CALL- programs and applications - CALL Theory, Frameworks - CALL and computational linguistics- CALL and LSRW skills - Grammar, vocabulary and data-driven learning - Learner training and autonomy

UNIT: 3 Electracy- Computer Communication (9 Hrs)

Software design and pedagogy - online teaching- Multimedia and Internet - Technology Enhanced Language Learning -Web- enhanced Language Learning -Network-based Language Learning - Mobile Assisted Language Learning

UNIT: 4 Teachers Vs ICT (9 Hrs)

Technologies used in CALL- Internet based CALL - Trends-issues- Problems and criticisms of CALL instruction- Conventional teaching Vs CALL teaching: Comparison Research - Teacher education – Role changes for teachers and students - Evaluation and feedback

UNIT: 5 Update on previous trends and Future Directions (9 Hrs)

From CALL to MALL -path to Ubiquitous learning - Networked learning - Open Educational Resources - The emergence of Artificial Intelligence - From CALL to ICALL - AI and Language Education - Need for Teacher training and Professional Development- Future directions

Course Outcomes:

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

- Identify a range of CALL applications.
- Respond to learning in different situations.
- Distinguish how technologies can be used to support LSRW skills
- Display knowledge and confidence in using technology in teaching/learning.
- Analyze social and cultural aspects of CALL.
- Categorize CALL technologies and implementations.

Prescribed Text:

- Beatty, Ken *Teaching and Researching Computer-Assisted Language Learning* (London: Pearson. (2010).

References:

1. Blake, Robert *Brave New Digital Classroom* (2nd Edition). Georgetown University Press. (2012).
2. Chapelle, Carol A. and Jamieson, Joan *Tips for Teaching with CALL* White Plains,. (2008).
3. Ducate, Lara & Arnold, Nike (eds.) *Present and Future Perspectives of CALL: From Theory and Research to New Directions in Foreign Language Teaching* (2nd ed.). San Marcos, TX: CALICO. (2011).
4. Fotos, Sandra & Browne, Charles (eds.) *New Perspectives on CALL for Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum. (2004).
5. Levy, Mike & Stockwell, Glenn (2006). *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*

SHSA7004	INTRODUCTORY COURSE ON CRITICAL THINKING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To identify and understand basic formal and informal fallacies of language and thought.
- To demonstrate skills in elementary inductive and deductive reasoning.
- To understand use of rubrics for self-reflection and decision making
- To evaluate and organize the thinking process by becoming a critical thinker

UNIT I: Critical Thinking- Introduction

Critical Thinking Definitions - Benjamin Bloom, Diane Halpern's, Richard Paul and Linda Elder - What It Is and What It Is Not: By Vincent Barry & Steven D. Schaferman - Reflective Thinking - Robert Ennis - Critico-creative Thinking, Values of Critical Thinker. **(9 Hrs)**

UNIT II: The Language of Reasoning

Elements of Thought - Intellectual Traits - Identifying Reasons and Conclusions - The „Therefore“ Test -Expressing Arguments – Questions to Consider. Identifying Arguments- Structure of Reasoning. **(9 Hrs)**

UNIT III: Critical Reading

Reasoning – Hypotheticals, Complexities - Understanding Reasoning- Assumptions, Context and Thinking Map - Clarifying and interpreting expressions and ideas, Sources of clarification. Applying Eight Elements of Thought for reasoning while reading **(9 Hrs)**

UNIT IV: Critical Questioning

Analyses - Scientific Writing, Literary Writings – Difference; Credibility and Truth - Judging the Credibility- Skilful Judging - Evaluating Inferences- Checklists & Reflective Questions. Common Flaws in Thinking. **(9 Hrs)**

UNIT V- Techniques for Sparking Ideas, Solving Problems

The Most Effective Ideation Techniques – Brainstorm, Braindump, Brainwrite, Brainwalk, Worst Possible Idea, Mindmap, Bodystorm, Analogies, Provocation, SCAMPER, Gamestorming, Prototype. **(9 Hrs)**

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Define concepts of critical thinking and creative thinking.
- Demonstrate an understanding of approaches to solving problems by using templates.
- Recognize natural language fallacies.
- Evaluate stages in critical thinking.
- Interpret different principles, theories and processes in creative thinking.
- Differentiate genuine thinking from contemporary media and other forms of expressions.

Prescribed Text:

- Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills*: MG

University Edition: New York, Pearson Education. 2010

References:

1. Fisher, A. *The Logic of Real Arguments*: Cambridge. CUP. 2010
2. Bryan W. Mattimore, *Idea Stormers: How to Lead and Inspire Creative Breakthroughs*, 2012
3. Tim Brown, CEO of IDEO, *Change by Design*, 2009
4. *Thinking, and Improve Your Decision Making Skills*. New York. amazon.com. 2010.
5. M. Neil Browne, Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*. Amazon 2006
6. Paul , and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. 2013
7. Sen ,Madhucchanda. *An Introduction to Critical Thinking*: Mumbai. Pearson India, 2011. Print.

SHSA7005	CREATIVE WRITING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To promote the importance of creativity in writing
- To identify and understand basic formal and informal types of creative writing
- To train students in specified genres of creative writing
- To provide understanding, professional knowledge from literature

UNIT 1: Understanding Creativity

(9 Hrs)

Various Kinds of Writing –Journaling– Tools and Techniques–Sketching the plot, conflict, climax, resolution – dialogue writing –Expository Writing — Setting an atmosphere – taboos in writing

(9 Hrs)

UNIT 2: Narrative Fiction

Personal Narrative – Confessional Writing – Descriptive place essay – Travel Writing– Being a Foreigner Abroad –Translation– Show don’t tell– Types of conflict

(9 Hrs)

UNIT 3: Reading and Writing Poetry

Elements of the genre - Essential elements (Theme and Tone) - Elements for specific forms - Conventional forms (rhyme and meter, metaphor) - Free verse(the line and line break, enjambments)
– Typography - Genre-crossing texts(prose poem, performance poetry, tone) - Techniques and literary devices

(9 Hrs)

UNIT 4: Short Story Writing

Beginning a short story - Building your characters– Point of view– setting and mood– character profile – Narration of a Story– Writing effectively– Photo Narrative

UNIT 5: Writing for Media

(9 Hrs)

Print Media - Electronic Media - Article Writing - The Features of Electronic Media - Digital Media - Writing For Web – Advertising – Stylistics and the Media

Course Outcomes:

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

- Demonstrate, through the writing of journal entries or reviews.
- Develop the creative ability of the learners to take up careers as professional or freelance writers.
- Improve the writing style for technology world
- Detail the overall stylistic quality and technical accuracy of writing.
- Demonstrate the proper level of English usage to be used in writing.
- Identify the content and language of each writing to an individual author’s specific focus.

Prescribed Text:

- Casterton, Julia. *Creative Writing: A Practical Guide*, 3rd Edition. Palgrave, 2005.

References:

1. Bailey, Tom. *A Short Story Writer's Companion*. Oxford UP, 2001.
2. Bugeja, Michael. *The Art and Craft of Poetry*. Writer's Digest, 2001.
3. Boulter, Amanda. *Writing Fiction: Creative and Critical Approaches*. Palgrave, 2007.
4. Hyde, Lewis. *The Gift: Creativity and the Artist in the Modern World*. Vintage, 2007..
5. Creative writing: A Beginner's Manual by AnjanaNeiraDev and Others, Published by Pearson 2009.
6. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge UP, 2007.

SHSA7006	EMPLOYABILITY SKILLS	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To develop the business and professional communication effectively.
- To hone both speaking and listening skills.
- To apply different types of presentation skills.
- To enhance interpersonal communication skills and develop self-confidence.

(9 Hrs)

UNIT: 1: Communication Skills

(9 Hrs)

Verbal Communication - Non-Verbal Communication - Body Language - Visual Communication - Humor – Listening Skills - Presentation Skills - Public Speaking – Interview Skills - Telephone Etiquettes.

(9 Hrs)

UNIT: 2 Leadership Skills

Team Building - Strategic Planning – Mentoring – Dispute solution - Giving Feedback - Managing Difficult Conversations - Decision Making - Performance Management - Crisis Management.

(9 Hrs)

UNIT: 3 Influencing Interpersonal Skills

Selling - Negotiation - Motivating – Persuasion - Networking Skills - Interpersonal Relationships - Dealing with Difficult People -Conflict Resolution - Personal Branding - Office Politics.

(9 Hrs)

UNIT: 4 Personal Skills

Innovation Skills - Emotional Intelligence -Self Awareness - Stress Management –Tolerance of Change and Uncertainty- Taking Criticism -Self Confidence- Assertiveness- Adaptability & Resilience- Work/Life Balance

UNIT: 5 Professional Skills

Time Management - Concept, Essentials, Tips - Etiquette and Manners - Resume Building - Different Types of Business Letters – Cover letter, Thank you letter, Withdrawal Letter - Business Email Writing.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Develop their communicative competence.
- Extend employability skills to enhance their prospect of placements.
- Apply and succeed in international examinations such as IELTS and TOEFL.
- Take part in presentations and participate in Group Discussions.
- Successfully answer questions in interviews.
- Leads to operational excellence and an improvement in the use of English in the workplace.

Prescribed Text:

- *Managing Soft Skills for Personality Development* by B.N.Ghosh, McGraw Hill India, 2012.

References:

1. Anderson, P.V. (2007) Technical Communication, Thomson Wadsworth, Sixth edition, New Delhi,
2. John Seely, The Oxford Guide to Writing and Speaking, Oxford University Press, New Delhi, 2004.
3. Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. (2004) Business Communication Today: Seventh Edition. Delhi: Pearson Education,
4. Lesikar, Raymond V and Marie E. Flatley (2002) Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill Publishing Company Ltd.,
5. Pease, Allan and Barbara Pease. (2005) The Definitive Book of Body Language. New Delhi: Manjul Publishing



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with "A" Grade by NAAC

Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai - 600 119.

Phone: 044 - 2450 3150 / 51 / 52 / 54 / 55 Fax: 044 - 2450 2344

www.sathyabama.ac.in



School of Science and Humanities

Department of English

Minutes of Board of Studies Meeting

Minutes of the Virtual BOS Meeting (UG –B.E/B.Tech/UG/PG) meeting held on 15th April 2022 at 2:00 P.M., in Zoom (ID- 817 1085 9794 and Passcode- 009182) Sathyabama Institute of Science and Technology, Chennai.

Members Present

S.No.	Name of the Staff	Members	Signature
1.	Dr. T. Shrimathy Venkatalakshmi Professor & Head, Department of English, Anna university, Chennai	BOS member	
2.	Dr. S. Armstrong, Professor & Head Department of English University of Madras Chepauk Campus, Chennai	BOS member	
4.	Dr. J. Amutha Monica	Member	
5.	Dr. Sowmiya	Member	
6.	Dr. Lizy	Member	
7.	Mr. Senthil	Member	
9.	Mr. Arun	Member	
10	Dr. Jayakumar P	Member	
11	Dr. Sufina K	Member	

Item No. BOS/01: It was proposed to revise and approve the scheme and syllabus for first year B. E.,

B. Tech courses- Technical English - from the academic year 2023-2024.

The Board read through the report/recommendations of the expert committee and approved the syllabus. The Board considered and approved the scheme and syllabus for Technical English. The External members suggested inclusion of ICT tasks in the assessment procedure. It was suggested that Internal Assessment can include online task completion.

After discussion, fruitful suggestions were incorporated.

Item No. BOS/02: To consider and approve the continuation of the scheme and syllabus for UG course

- Science, Arts, Law and Commerce groups from the academic year 2021-2022.

Item No. BOS/03: To consider and approve the continuation of the scheme and syllabus for UG Course

- BA English literature from the academic year 2021 onwards.

The Board counselled to make some minor changes related to primary textbooks, prominent writers and periodical alignment of the units. The Board went through the report/recommendations of the expert committee and approved the same. The Board considered and approved the scheme and syllabuses for, with some minor modifications.

Resolute that the revised syllabuses for UG stream- BA English Literature for the academic year 2021- 2022 onwards is accepted and approved.

B.A. English: New courses Introduced

1. SHSA3001 - Technology In Teaching and Learning

Item No. BOS/04 : To consider and approve the continuation of the scheme and syllabus for PG Course

- MA English Literature from the academic year 2021-2022 onwards. The Board read through the

Report / recommendations of the expert committee and approved the scheme and syllabuses with minor modifications.

M.A. English: New courses Introduced

1. SHSA7002 - Research Writing
2. SHSA7003 - ICT in Language Teaching
3. SHSA7006 - Employability Skills

As per the feedback given by students, alumni, employers and faculty members, the changes were implemented accordingly keeping in the student's future in mind.

All the units comprises at least three to four lines of topics and sub topics are added under each unit.

Latest edition and recent yearbooks under text and reference materials are included.
Course Outcomes are reframed accordingly.



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)

Accredited "A" Grade by NAAC | 12B Status by UGC | Approved by AICTE

www.sathyabama.ac.in

School of Science and Humanities

Department of English

Minutes of Board of Studies Meeting

Minutes of the Virtual BOS Meeting (UG –B.E/B.Tech/UG/PG) meeting held on 04th January 2023 at 6:00 P.M., in Zoom (ID- 923 8321 9264 and Passcode- 970527) Sathyabama Institute of Science and Technology, Chennai.

The agenda of the meeting are as follows

1. To consider the revision in the curriculum and syllabus for Technical English from the academic year 2023-2024 based on National Education Policy
2. To consider the revision in the curriculum and syllabi for MA English and BA English programmes from the academic year 2023-2024 based on National Education Policy
3. Planning to introduce BA English Hons. and Minor in Journalism from the academic year 2023-2024 and the syllabus to be incorporated National Education Policy

Points Discussed

1. The Technical English syllabus, is considered for revision by the BOS members and academic council during BOS meeting held for the period Jan 2023 – May 2023 will be implemented for all I year B.E/B.Tech Programme 2023 – 2024 batch. The board considered the scheme and syllabus for first year B. E., B. Tech courses- Technical English - from the academic year 2023-2024. The Board went through the report/recommendations of the expert committee on the syllabus. The External member suggested inclusion of Task Based Learning for an effective Language Learning.

2. BA English and MA English syllabus is considered for revision by the BOS members and academic council during BOS meeting held for the period Jan 2023 – May 2023 will be implemented for the BA English and MA English programme from the academic year 2023 – 2024 batch. Introduction of diverse literary texts in the

syllabus is encouraged.

3. Introduction of courses such as BA English Hons. and Minor in Journalism from the academic year 2023-2024 is encouraged. The syllabi for the mentioned courses are considered for implementation from the academic year 2023-2024.

Members Present

S.No.	Name of the Staff	Members	Signature
1.	Dr. T. Shrimathy Venkatalakshmi Professor & Head, Department of English, Anna University, Chennai	BOS member	
2.	Dr. S. Armstrong Professor & Head Department of English University of Madras, Chepauk Campus, Chennai	BOS member	
3.	Dr. J. Amutha Monica	Member	
4.	Dr. Sowmiya	Member	
5.	Mr. Senthil Kumar. S	Member	
6.	Dr. Lizy.V	Member	
7.	Dr. Jayakumar P	Member	
8.	Dr. Sufina K	Member	
9.	Dr. Akshara Govind. U.S	Member	
10.	Ms. Kavitha. S	Member	
11.	Ms. Divya T J	Member	