



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with "A" Grade by NAAC

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Minutes of BOS – June 2020 – May 2021

Department of English

Minutes of the Virtual BOS Meeting-2021 (UG –B.E/B.Tech/UG/PG) meeting held on 20th April, 2021 at 9.00 am. Department of English, Sathyabama Institute of Science and Technology, Chennai.

Members Present:

| S.No. | Name of the Staff | Members |
|-------|--|----------------------|
| 1. | Dr. Mercy Gnana Gandhi | Professor in English |
| 2. | Dr. T. Shrimathy Venkatalakshmi Professor & Head, Department of English, Anna university, Chennai | BOS member |
| 3. | 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 |
| 8. | Ms. Dorris Lourdes | Member |
| 9. | Mr. Arun | 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 2021-2022.

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 member 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 2020-2021 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 be accepted and approved.

B.A. English: New courses Introduced

1. SVCA1203 - Body Language and Communication

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.

Approval for Scheme for conduction of online classes:

The theory and practical classes and examination conducted through online mode was satisfactory to the students. Due to the current Covid-19 situation, the management has decided to conduct online classes and online examinations for students. The Evaluation Scheme and norms followed during the period July 2020- Dec 2020 will be continued with the approval of the members without any changes.

| S.No | NAME & DESIGNATION | Signature |
|------|--|--|
| 1 | Dr. T. Shrimathy Venkatalakshmi Professor & Head, Department of English, Anna university, Chennai |  |
| 2 | Dr. S. Armstrong Professor & Head Department Of English University Of Madras Chepauk Campus, Chennai |  |

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|---------|--|---|---|---|--------|
| SHS5001 | PRINCIPLES AND PRACTICES OF ENGLISH LANGUAGE TEACHING | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

- **Objectives:** To introduce the students to basic principles, theories and practices in ELT so as to enable the them to identify changes that took place over a period of time in the area
- To enable the students to appraise ELT tasks through practical guidelines and hands on experience in developing activities for teaching LSRW skills

UNIT I: English in India

9 Hrs

Problems of ELT in India, A Historical Review of ELT- A History of ELT from 1880s to early eighties, Landmarks in the History of ELT, Michael West the Reading Method (1926), The MELT campaign (1952), The Role of English in India Today, the Future of English in India, Language Learning and Teaching, Major Theories of Language Acquisition, Behaviourism , (Environmentalist Theory), Cognitive Theory , Humanism, Factors that Contribute to the Success and Failure of Language Learning

UNIT II – Language Acquisition

9 Hrs

Theoretical Perspectives-First Language Acquisition, Stages of L1 Acquisition, Second Language Learning - Implications of L 1 Acquisition to L2 Learning, Factors Affecting Second Language Learning, Major Theories of Second Language Acquisition -The Acculturation Model (Schumann . 1978), Accommodation Theory (Giles and Byrne, 1982), Discourse Theory (Hatch, 1976), The Monitor Model (Krashen, 1985), The Variable Competence model (Ellis , 1984) The Universal Hypothesis (Wode, 1980), The Neurofunctional Theory (Lamendella, 1977)

UNIT III: Approaches to Teaching Language

9 Hrs

Basic Concepts - Curriculum vs. Syllabus , Principles of curriculum planning, Syllabus types
ELT syllabuses – A Review , Guidelines for Syllabus evaluation , Approaches and Methods in ELT , The Grammar Translation Method, The Direct Method, The Oral Approach, Audio-lingualism, The Structural Approach, The Communicative Approach, The Humanistic Approaches, Total Physical Response , The Silent way, Communicative Language Teaching,
The Task Based Language Teaching , Recent Trends in Second language Teaching, The Teacher and the Learner , Teachers' attitudes to teaching, The Learner -Back ground, needs motivation for learning English Language, Blooms Taxonomy of Learning Domains

UNIT IV: Developing English Language Skills -LSRW , Grammar & Vocabulary

9 Hrs

Developing Listening skills, Types of listening, Barriers to listening, Teaching methods - Casual and Focused listening, Story based method, Task based teaching, Problems of Teaching Oral Communication, Contexts of Speaking, A natural process of developing Spoken skills through exposure and use specific methods and techniques , Developing Reading skills, Purpose of Reading, Kinds of Reading- Loud and Silent Reading, Classroom approaches to teaching Reading, Problems in Teaching Writing- The shortest UNIT of writing - The paragraph, Types of writing, The functions of writing, The audience or the reader of written texts, Three Definitions of Grammar, Methodology of Grammar Teaching, Teaching Vocabulary, Types of Vocabulary, Some Techniques for Teaching Vocabulary, Selecting vocabulary & presenting

UNIT V: Research in ELT

9 Hrs

Basic Concepts of language testing , Action Research, Case study, Survey, Presenting papers- Writing an Abstract , Setting Goals, Continuing Professional Development – Stages

References:

1. Saraswathi .V. *English Language Teaching – Principles and Practices*. Orient Longman. Hyd. 2006
2. Harmer .J. *The Practice of English Language Teaching*. Harlow, Essex: Pearson Education. 2007
3. Richards & Rodgets, TS *Approaches and Methods in Language Teaching*. Cambridge, Cambridge University Press. 2001
4. Ur.P. *A Course In Language Teaching- Practice and Theory*, Cambridge: CUP. 1991
1. Ur. P. *Grammar Practice Activities*, Cambridge, Cambridge University Press. 1988.
2. Lewis, M. *The Lexical Approach*. London: Language Teaching Publications
3. Krashen , S. 1982. *Principles and Practice Second Language Acquisition*. Oxford. Pergamon
4. Munby, J.1978. *Communicative Syllabus Design*. Cambridge. Cambridge University Press
5. Prabhu, NS. *Second Language Pedagogy*. Oxford: Oxford University Press. 1987
6. Ur. P . *Vocabulary Activities*. Cambridge, CUP. 2012

Commented [M1]: Red Color indicates topics that are deleted in new syllabus.

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| HS5002 | AMERICAN LITERATURE | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

Objective: To introduce the students to the socio-political, religious and cultural aspects of America through literary texts.

UNIT I: Poetry **9 Hrs**

- Detail:**
1. Edgar Allan Poe : *Raven*
 2. Emily Dickenson : *Success is Counted Sweetest*
 3. Robert Frost : *Birches*

- Non-detail:**
1. Sylvia Plath : *Daddy*
 2. Wallace Stevens : *Sunday Morning*
 3. Walt Whitman : *Crossing Brooklyn Ferry*
 4. Ezra Pound : *Grace Before Song*

UNIT II: Prose **9 Hrs**

- Detail :**
1. Edgar Allen Poe : *The Philosophy of Composition*
 2. Ralph Waldo Emerson : *Self-Reliance*

- Non-detail:**
1. David Thoreau : *Where I Lived and What I Lived for*
 2. Martin Luther King : *I have a dream*

UNIT III: Drama **9 Hrs**

- Detail:**
1. Tennessee Williams : *The Glass Menagerie*
 1. Edward Albee : *Who's Afraid of Virginia Woolf?*
 2. Arthur Miller : *Death of a Salesman*

UNIT IV: Fiction **9 Hrs**

1. Ernest Hemingway : *The Old Man and the Sea*
2. Ralph Ellison : *Invisible Man*
3. Joyce Carol Oates : *The Gravedigger's Daughter*

UNIT V: Short Fiction: **9 Hrs**

1. Henry James : *The Jolly Corner*
2. William Faulkner : *Go Down Moses*
3. Issac Asimov : *The Bicentennial Man*

References:

1. Beach, Christopher. *The Cambridge Introduction to Twentieth-Century American Poetry*. New York: Cambridge University Press, 2003.
2. Fredman, Stephen, ed. *A Concise Companion to Twentieth-century American Poetry*. City: Blackwell Publishing, 2005. 2002.
3. Gurudev, Sujata. *American Literature: Studies on Emerson, Thoreau, Hawthorne, Melville and Whitman*. New Delhi: Atlantic Publishing, 2006.
4. Lee, Rachel.C. *The Americans of Asian American Literature- Gendered Fictions of Nation and Tansnation*. New Jersey: Princeton University Press, 1999.
5. Reames, Kelly Lynch. *Women and Race in Contemporary U.S Writing: From Faulkner to Morrison*. City: Palgrave Macmillan, 2007.

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| SHS5003 | INDIAN WRITING IN ENGLISH | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

Objective: To introduce learners to the various phases of evolution in Indian Writing in English and to acquaint learners to the pluralistic dimensions of this literature

UNIT I: History of Indian English Literature **9 Hrs**

Pre-independence to Contemporary Writings

Postcolonial – Postmodernist – Diasporic – Indian Women Writings

UNIT II: Poetry **9 Hrs**

Detail:

1. Tagore : *Songs from Gitanjali (XXXV)*
2. Kamala Das : *My grandmother's house*
3. Nissim Ezekiel : *Enterprise*
4. A.k Ramanujani : *A River*

Non-detail:

1. Toru Dutt : *Our Casuarina Tree*
2. Meena Kandaswamy : *One-eyed*
3. R.Parthasarathy : *Home Coming*
4. Gieve Patel : *On Killing a Tree*
5. Jayant Mahapatra : *A Missing Person*

UNIT III: Drama **9 Hrs**

1. Girish Karnad : *Fughlaq*
2. Vijay Tendulkar : *Silence! The Court is in Session*
3. Mahesh Dattani : *Dance like a Man*

UNIT IV: Fiction **9 Hrs**

1. Raja Rao : *Kanthapura*
2. Aravind Adigal : *The White Tiger*
3. Chetan Bhagat : *Five point some one*

UNIT V: Short Fiction: **9 Hrs**

1. R. K. Narayan : *An Astrologer's Day*
2. Salman Rushdie : *Good Advice is Rarer than Rubies*
3. Jhumpa Lahiri : *Interpreter of Maladies*

References:

1. K.R.S. Iyengar, *Indian Writing in English*, Sterling Publishers Pvt. Ltd, Bombay, 2012.
- 2 .M.K. Naik, *A History of Indian English Literature*, Sahitya Academy, Delhi, 2007.
3. M.K. Naik, *Aspects of Indian Writing in English*. Macmillan, New Delhi 1979.
4. B.R.Agarwal. *Major Trends in the Post-Independence Indian English Fiction*. Atlantic Publishers, New Delhi, 2012.
5. Sangita Padhi. *Indian Poetry in English: A critical study*. Atlantic Publishers, New Delhi, 2009.
6. Arvind Krishna Mehrotra. *Concise History of Indian Literature in English*. Palgrave Macmillan UK, 2008
7. Kaustav Chakraborty. *Indian Drama in English*. PHI Learning Pvt, Ltd. Delhi 2014.

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| SHS5004 | NEW LITERATURES IN ENGLISH | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

Objective: To introduce the students to the body of literary writings that stands evergreen in the regions of Kenya, Africa, Australia, Canada, New Zealand and Pakistan.

UNIT I: Poetry **9 Hrs**

- Detail: 1. Taufiq Rafat : *Kitchen, Time to Love, Reflection*
2. Siphso Sepamla : *To Whom It May Concern*
3. Stephen Collis : *Mine*
- Non-detail: 1. Jessie Mackey : *Noozing of the Sun God.*
2. Leopold Senghor's : *The Black Woman, & I Am Alone*
3. Jeremy Cronin's : *A Person is a Person Because of other People*

UNIT II: Prose **9 Hrs**

- Detail: 1. Margaret Atwood : *Communion: Nobody to Nobody*
Non-detail: 1. Malala Yousafzai : *The Day my World Changed*
2. Hanif Kureishi : *The Word and the Bomb*

UNIT III: Drama **9 Hrs**

- Detail: 1. Fugard : *Sizwe Bansi is Dead*
2. Kateb Yacine : *Intelligence Powder*
- Non-detail: 1. Wole Soyinka : *Madmen and Specialists*

UNIT IV: Fiction **9 Hrs**

1. Bapsi Sidhwa. : *Ice Candy man, Cracking India.*
2. Ahamed Ali : *Twilight in Delhi*
3. Nadine Gordimer : *The House Gun (1998)*
4. Joseph Conrad : *Heart of Darkness*
5. J M Coetzee : *Disgrace*

UNIT V: Short Stories **9 Hrs**

1. Mariama Ba : *So Long a Letter*
2. Ashley Markar : *Egyptian Stories*
3. Alice Munro : *Dear Life*
4. Joseph Boyden : *Three Day Road*
5. Stephen Leacock : *Sunshine Sketches of a Little Town*

References:

1. An Anthology of Commonwealth Poetry, edited by C.D. Narasimhaiah, Macmillan, Chennai.
2. Readings in Commonwealth Literature, edited by William Walsh, OUP, London.
3. Australian Literature: An Anthology of Writing from the Land Down Under Kindle Edition by Phyllis F. Edelson
4. The Cambridge Companion to Australian Literature (Cambridge Companions to Literature) Paperback – Import, 21 Aug 2000 by Elizabeth Webby
5. Canadian Literature: An Overview Hardcover– 2007 by K Balachandran
6. A History of Pakistani Literature in English 1947-1988 Paperback – 2 Nov 2015 by Tariq Rahman

| SHS5005 | BRITISH LITERATURE - I (CHAUCER TO MILTON) | L | T | P | CREDIT |
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| | | 4 | 0 | 0 | 4 |

Objective: To reveal the early English literature with special reference to evolution from Middle English to the Elizabethan attitude

UNIT I: Poetry (Chaucer- Shakespeare) 9 Hrs

- Detail: 1. Geoffrey Chaucer : *Prologue to Canterbury Tales*
 2. William Shakespeare : *Sonnet XVIII, XIV*
 3. Edmund Spenser : *Sonnet XIX*
- Non-detail: 1. Sir Thomas Wyatt : *Of Change in Mind*
 2. Henry Howard : *The Means to Attain Happy Life*

UNIT II: Poetry (Milton) 9 Hrs

- Detail: 1. John Milton : *Paradise Lost Book IX -Lines 404-1189*
 2. Ben Johnson : *Drink to Me Only With Thine Eyes*
- Non-detail 1. Philip Sydney : *Arcadia*
 2. John Donne : *Valediction Forbidding Mourning*
 3. George Herbert : *The Pulley, Affliction*

UNIT III: Shakespearean Plays 9 Hrs

- Detail: 1. *King Lear*
 2. *The Midsummer Night's Dream*
- Non-detail: 1. *Measure for Measure*
 2. *Henry IV Part I*
 3. *Macbeth*

UNIT IV: Prose

- Detail: 1. Francis Bacon : (i) *Of Great Place* (ii) *Of Truth*
 2. Michel de Montaigne : *On the affection of fathers for their children*
- Non-detail: 1. Sir Thomas Malory : *Morte D'Arthur*
 2. John Bunyan : *Pilgrims Progress*

UNIT V: Elizabethan Plays 9 Hrs

- Detail: 1. Marlowe : *Edward II*
- Non - Detail: 1. Kyd : *The Spanish Tragedy*
 2. Ben Jonson : *The Alchemist*
 3. Webster : *The Duchess of Malfi*

References:

1. Ian Ousby.(Ed.) *The Cambridge guide to literature in English*. Revised Edition. Cambridge; New York: Cambridge University Press, 1993.
2. Abrams, M H. and et al. *The Norton Anthology of English Literature: Major Authors*. 9th edition. New York and London: W. W. Norton, 2013. ISBN: 978-0-393-9196463.
3. Cavanagh, John. *British theatre: a bibliography, 1901 to 1985*. Mottisfont, Romsey, Hampshire: Motley, 1989.
4. H D Sharma. *History of English Literature: Chaucer to 1800*, Alfa Publications, New Delhi (2008)
5. Laurie Magnus, *How to Read English Literature: Chaucer to Milton*, Royleledge, U.K. (1906)
6. David L. Edwards, *Poets and God: Chaucer, Shakespeare, Herbert, Milton, Wordsworth, Coleridge, Blake*. Darton, Longman & Todd Ltd (1 March 2005)
7. Stanton J Linden, *Darke Hieroglyphicks: Alchemy in English Literature from Chaucer to the Restoration*

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| SHS5006 | LANGUAGE AND LINGUISTICS | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

Objectives:

- Understanding the origins, structure and development of language and its application to other areas of humanistic and scientific knowledge.
- Understanding the general characteristic of the structure of language, its phonological sound system, word structure, and phrase and sentence patterns.

UNIT I: History of English Language **9 Hrs**
 Origin and development of English language
 Growth of vocabulary
 Change of Meaning

UNIT II: The Psychology of Language Theories Skinner to Chomsky **9 Hrs**
 B.F. Skinner : *Operant conditioning*
 Pavlov : *Classical conditioning*
 Piaget's : *Cognitive Theory of language learning*
 Thorndike. : *Stimulus and response theory*
 Noam Chomsky : *Theory of language acquisition*
 Sociolinguistics : *Dialect, idiolect, code switching and code mixing, Register*

UNIT III: Applied Linguistics **9 Hrs**
 Scope and Definition of Applied Linguistics, Applied Linguistics and English Language
 Teaching: Issues, Problems and Practice
 Psycholinguistics: Definition and Scope of Psycholinguistics.
 Sociolinguistics, Bilingualism and multilingualism, computational linguistics, internet linguistics, forensic linguistics, anthropological linguistics,
 Child Language Acquisition, Factors related to SLA, Implications for Teaching/ Learning L2

UNIT IV: Phonology and Phonemics **9 Hrs**
 Phoneme, Allophone, Free Variants Organs of speech, classification of sounds Vowels,
 Diphthongs and consonants in English Cardinal Vowel Diagram IPA Symbols, Broad
 Transcription, Morphology, Word stress, Intonation

UNIT V: Grammar and Syntax **9 Hrs**
 Parts of speech, Form and Function, Basic sentence patterns.
 Phrases, Clauses, Basic Patterns and Sentence Typologies
 I.C. Analysis: features, merits and limitations Phrase structure
 Grammar: features, merits and limitations, T G Grammar

References:

1. George Yule, The study of language. Cambridge university press, New York,2010
2. Fredrick T.Wood, Outline history of English language, Macmillan, India
3. Thorndike, E. L. 1929. "Human Learning" New York, NY Johnson Reprint Corporation.
4. Edward L. Thorndike. (1999) [1913], Education Psychology: briefer course, New York: utledge.
5. Piaget, J. (1971). "Biology and Knowledge" University of Chicago Press.
6. Chomsky, N. 1965."Aspects of the Theory of Syntax" The M.I.T. Press.
7. Chomsky, N "Language and Responsibility", Pantheon, 1977.

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| SHS5007 | BRITISH LITERATURE-II DRYDEN - THE ROMANTIC AGE | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

Objectives:

To make the learners aware of the social, cultural and psychological implications of the literary masterpieces of the Neo-classical and the Romantic ages of British Literature.

UNIT I: Poetry **9 Hrs**

Detail: 1. John Dryden : *Mac Flecknoe*
2. Alexander Pope : *The Rape of the Lock*

Non-detail: 1. Andrew Marvell : *To His Coy Mistress*
2. Thomas Gray : *Ode on the spring*
3. Pope : *An Essay on Man: Epistle II*

UNIT II: Prose **9 Hrs**

Detail 1. Samuel Johnson's : *Preface to Plays of William Shakespeare*
2. Joseph Addison : *The Spectator's Account of Himself*

Non-detail 1. Richard Steele : *Recollections of Childhood*
2. Swift : *The Battle of Books*

UNIT III: Drama **9 Hrs**

Detail: 1. Oliver Goldsmith : *She Stoops to Conquer*

Non-detail: 1. William Congreve : *The Way of The World*
2. Sheridan : *The Rivals*

UNIT IV: Fiction I **9 Hrs**

1. Daniel Defoe : *Robinson Crusoe*
2. Jonathan Swift : *Gulliver's Travels*
3. Henry Fielding : *The History of Tom Jones*

UNIT V: Fiction II **9 Hrs**

1. Samel Richardson : *Pamela*
2. Cervantes : *Don Quixote*
3. Laurence Sterne : *Tristram Shandy*

References:

- Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
- F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London.
- Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
- Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.
- Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

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| SHS5008 | POSTCOLONIAL LITERATURE | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

Objective: To introduce the students to the body of literary writings that respond to the intellectual discourses of European colonization in Asia, Africa, Middle East, and the Pacific Countries.

UNIT I: Poetry **9 Hrs**

Detail: 1. Rudyard Kipling : *If*
2. Nissim Ezekiel : *Farewell Party to Miss Pushpa.T*
3. Dereck Walcott : *Ruins of a Great House*

Non-detail: 1. David Rubadiri : *A Negro Laborer in Liverpool*
2. A.D Hope : *Australia*
3. Allen Curnow : *House and Land*

UNIT II: Prose **9 Hrs**

Detail: 1. Chinua Achebe : *The Novelist as a Teacher*

Non-detail: 1. Arunthathi Roy : *The End of Imagination*
2. Nehru : *Discovery of India*

UNIT III: Drama **9 Hrs**

Detail: 1. Wole Soyinka : *The Lion and the Jewel*

Non-detail: 1. Derek Walcott : *Dream on Monkey Mountain*
2. Henrik Ibsen : *A Doll's House*

UNIT IV: Fiction **9 Hrs**

1. Jamaica Kincaid : *Annie John*
2. V.S Naipaul : *A House for Mr. Biswas*
3. Jean Rhys : *Wide Sargasso Sea*

UNIT V: Short Fiction **9 Hrs**

1. Nadime Gordimer : *Six Feet of the Country*
2. Bharati Mukherjee : *The Middleman and Other Stories*

References:

- Richards, Shitley Chew and David, ed. *A Concise Companion to Postcolonial Literature*. West Sussex: Blackwell, 2013.
- Patke, Rajeev. S. *Postcolonial Poetry in English*. Oxford University Press, 2010.
- Mullaney, Julie. *Postcolonial Literatures in Context*. City: Continuum International Publishing Group, 2010.
- Nayar, Pramod.K. *Postcolonial Literature*. Delhi: Pearson, 2008.
- Bassi, Annalisa Oboe and Shaul, ed. *Experiences of Freedom in Postcolonial Literatures and Cultures*. New York: Routledge, 2007.
- C.L. Innes. *The Cambridge Introduction to Postcolonial Literatures in English*. City: Cambridge University Press, 2007.

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| SHS5009 | LITERARY THEORY AND CRITICISM | L | T | P | CREDIT |
| | | 4 | 0 | 0 | 4 |

Objectives:

1. To acquaint the student with the works of significant critics from Romanticism to the present era
2. To encourage students to undertake further reading in critical movements and critical theory.
3. To enable the students to apply principles of criticism to literary texts.

UNIT I: Classical- Nineteenth Century 9 Hrs

1. Aristotle : *Poetics*
2. Dryden : *Essay on Dramatic Poesy*
3. William Wordsworth : *Preface to Lyrical Ballads*
4. Samuel Taylor Coleridge : *Biographia Literaria* (Chap. I to IV)

UNIT II: Twentieth Century Literary 9 Hrs

1. Matthew Arnold : *The Study of Poetry*
2. T.S. Eliot : *Tradition and the Individual Talent*
3. Northrop Frye : *The Function of criticism at present time*
4. I. A. Richards : *Principles of Literary Criticism*

UNIT III: Structuralism, Post Structuralism and Deconstruction 9 Hrs

1. Roland Barthes : *The Death of the Author*
2. Jean Baudrillard : *Simulacra and Simulations*
3. Jacques Derrida : *Structure, Sign and Free play*

UNIT IV: Marxism, Feminism and Ideology 9 Hrs

1. Fredric Jameson : *The Politics of Theory: Ideological Positions in the Postmodernism Debate*
2. Gayatri Spivak : *Feminism and Critical Theory*

UNIT V: Postcolonialism, Diaspora and Eco-Criticism 9 Hrs

1. Edward Said : *The Empire Writes Back*
2. Stuart Hall : *Cultural Identity and Diaspora*
3. Cheryll Glotfelty : *Literary Studies in an age of Environmental Crisis*

References:

1. Braziel, Jana Evans and Anita Mannur (Ed.) *Theorizing Diaspora*. London: Blackwell, 2003.
2. Enright, D.J. and Chickera, Ernst de. (Ed.) *English Critical Texts*. Delhi: OUP, 1962.
3. Glotfelty, Cheryll and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens: The University of Georgia Press, 1996.
4. Lodge, David and Nigel Wood (Ed.) *Modern Criticism and Theory: A Reader* (Second edition). New Delhi: Pearson, 1988.
5. Raghavan V. and Nagendra (Ed.) *An Introduction to Indian Poetics*. Madras: Mac Millan, 1970.

| SHS5010 | INDIAN LITERATURE IN TRANSLATION | L | T | P | CREDIT |
|---------|----------------------------------|---|---|---|--------|
| | | 4 | 0 | 0 | 4 |

Objectives:

- To explore the translated works of classical Indian writers and to connect the present Indian literary scenario in socio-cultural, historical and linguistic perspective
- To present a research scope for future projects in translation by showing brief acquaintance with the problems and issues of literary translation. To create a personal perspective on the diversity of translated writings in different regional cultures and experience the unifying traits in them through the concepts as naturism, nationalism, globalization and human values etc.

UNIT I: Introduction to Translation

9 Hrs

Translation – Types – Principles of Translation –History of Translation Theory and Theorists – Precautions & Problems Faced in Translating Literary and Scientific Matter – Untranslatability – Guidelines to Effective Translation

UNIT II: Poetry in Translation

9 Hrs

Detail: 1. Valluvar's *Thirukural* (Select *Thirukural* from G. U. Pope's Trans.)

- (i) Virtue : *The Possession of Love*
- (ii) Wealth : *The Greatness of a King*
- (iii) Love : *The Praise of her Beauty*

2. Kabir : *One Hundred Poems of Kabir*

(Trans. by Rabindranath Tagore) Poem nos.1,2,12,36,39,42,45,66,69,91

Non Detail:

1. Sangam Poems

(i) Auvaiyar : “*Purananuru 93*” (Trans. by George L Hart)

(ii) Ponnmutiyar : “*Purananuru 312*” (Trans. by A.K.Ramanujan)

2. Ilango Adigal : “*Vazhakurai Kaathai*”

(Silapathikaram trans.by R. Parthasarathy)

UNIT III: Drama

9 Hrs

Detail: 1. Girish Karnad : *Hayavadana*

Non Detail: 1. Mohan Rakesh : *Half-way House*. (Trans. Bindhu Bitra)

2. Kalidasa : *Shakunthala*. (Trans. Arthur W Ryder)

UNIT IV: Fiction

9 Hrs

1. Kalki : *Ponniyin Selvan-The First Floods* - Book- I (Trans. by Indra Neelamegam)

2. Thakazhi Sivasankara Pillai : *Chemmeen* (Trans. by Anita Nair)

3. Premchand : *The Gift of the Cow* (Trans. by Gordon C. Roadarmel)

UNIT V: Short Stories

9 Hrs

1. Bama : *Harum-Scarum Saar and Other Stories*. (Trans. Ravi Shanker)

2. Gulzar : *Raavi Paar and Other Stories*

References:

- Baker , M . *In Other Words -- A Casebook on Translation*, New York- London: Routedledge 1997.
- Gentzer, Edwin, *Contemporary Translation Theories*, London, Routedledge 1993.
- Malone, Joseph.L, *The Science of Linguistics in the Art of Translation: Some Tools From Linguistics for the Analysis and Practice of Translation*, NY: State University of New York Press 1988
- Newmark, Peter, *A textbook of Translation* London Now York Prenticehall 1988.
- K.R.S. Iyengar, *Indian Writing in English*, Bombay, 1962.
- Shantha Ramakrishna, ed, *Translation and Multilingualism: Post-Colonial Context*
- A.P.Pandey, *Flames and Fire In Kabir's Poetry*, Bhasker Publishers ,Kanpur,2008

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| SHS5011 | BRITISH LITERATURE-III ROMANTIC AND VICTORIAN PERIOD | L | T | P | CREDIT |
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Objectives:

To make the learners aware of the social, a cultural and psychological implication of the modern age literary works.

UNIT I: Poetry

9 Hrs

- Detail:
1. Wordsworth : *Tintern Abbey*
 2. S.T Coleridge : *The Rhyme of Ancient Mariner*
 3. P. B. Shelley : *La Belle Dame Sans Merci*
 4. Robert Browning : *Andrea del Sarto*

Non-detail:

1. Alfred Tennyson : *In Memorium* (Cantos 1 to 3)
2. Robert Southey : *The Slave Trade - Sonnet IV*
3. Elizabeth Barrett Browning : *How do I love thee? Let me Count the Ways*
4. Byron : *When we two parted*

UNIT II: Prose

9 Hrs

- Detail:
1. Charles Lamb : *Dissertation on a Roasted Pig*
 2. William Hazlitt : *On Depth and Superficiality*

Non-detail:

1. Thomas Carlyle : *Horoscope (Past and Present)*
2. Matthew Arnold : *Sweetness and Light (Culture and Anarchy)*

UNIT III: Drama

9 Hrs

- Detail:
1. Shelley : *Prometheus Unbound*
- Non Detail:
1. Oscar Wilde : *The importance of being Earnest*

UNIT IV: Fiction

9 Hrs

1. Jane Austen : *Pride and Prejudice*
2. Charlotte Bronte : *Jane Eyre*
3. Thomas Hardy : *The Mayor of Casterbridge*

UNIT V: Short Fiction

9 Hrs

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

References:

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

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| SHS5012 | WOMENS WRITING | L | T | P | CREDIT |
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Objectives:

- To enhance student's critical and analytical reading and writing skills through women's literary works.
- To broaden the student's perception and to investigate in terms of gender, race, class ethnicity age and sexual identity represented in women's writings.
- To understand how women writers articulate female experience in their works
- To develop competence in women's writings on the whole

UNIT I: Criticism **9 Hrs**

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

UNIT II: Poetry **9 Hrs**

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

Non-detail:

1. Eunice De Souza : (i) *Advice to Women* (ii) *Bequest*
2. Intiaz 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 Gormider : *The Ultimate Safari*

References:

1. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295-324.
2. Rassundari Debi Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in Recasting Women: Essays in Colonial History (New Delhi: Kali for Women, 1989) pp. 1-25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Contemporary Postcolonial Theory: A Reader, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172-97.
5. Feminism and Women's Writing by Nimavat, B.S. Nimavat, Dushyant
6. Reading Early Modern Women's Writing by Salzman, Paul
7. Writing Double : Women's Literary Partnerships by London, Bette Lynn

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| SHS5013 | WORLD LITERATURE IN TRANSLATION | L | T | P | CREDIT |
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Objective: To understand the distinctive features of the major ancient literary genres as illustrated in various texts.

UNIT I: Concepts in Translation Studies

9 Hrs

1. Nature and scope of translation. Concept of translation in the West and in the Indian tradition.
2. Issues in translation: autonomy, linguistic, textual and cultural equivalence, transcreation, inter-cultural transference, translation as metatext.
3. Translation theories.
4. The Cultural Turn in Translation Studies.
5. Translation and Multilingualism.

UNIT II: Poetry

9 Hrs

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

Non-detail:

1. Aeschylus : *The Battle of Salamis*
2. 3. A.S. Pushkin : (i) *The Wagon of Life*, (ii) *The Water Nymph*, (iii) *An Elegy*

UNIT III: Drama

9 Hrs

Detail: 1. Ngũgĩwa Thiong'o : *Ngaahika Ndeenda (I Will Marry When I Want)*

Non-detail:

1. Sophocles : *Oedipus Rex*.
2. Maurice Maeterlinck : *The Seven Princesses*

UNIT IV: Fiction

9 Hrs

1. Herman Hesse : *Siddhartha*
2. Dostoevsky : *Crime and punishment*
3. U.R. Ananthamurthy : *Samskara*
4. Thomas Kyro : *The Beggar and the Hare*

UNIT V: Autobiography

9 Hrs

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

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. Barnstone, W. 1993. *The Poetics of Translation: History, Theory, Practice*. Yale: Yale University Press.
4. Tagore, Rabindranath, (1912), *Gitanjali*, Macmillan & Co, India
5. Venuti, Lawrence ed. 2000. *The Translation Studies Reader*, London: Routledge
6. D. A. Russell and Michael Winterbottom. *Classical Literary Criticism*, University of Oxford, 2015.

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| SHS5014 | TWENTIETH CENTURY LITERATURE | L | T | P | CREDIT |
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Objective: To acquaint students with major trends in English during the 20th century and enable students to read and appreciate poems. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to 20th century literature.

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. Dylan Thomas : *The Hunchback in the park*
2. W.H. Auden : *Song*
3. Philip Larkin : *Church Going*
4. 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 **9 Hrs**

Detail:

1. G.B.Shaw : *Pygmalion*
2. T.S.Eliot : *Murder in the cathedral*

Non-detail:

1. John Osborne : *Look Back in Anger*
2. Harold Pinter : *The Birthday Party*

UNIT IV: Fiction **9 Hrs**

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

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*

REFERENCES

1. Dr.Usha Jain. Twentieth Century English Literature. Vayu publications.2007.
2. Bijay Kumar Das. Twentieth Century Literary Criticism Paperback .Atlantic publications. 2014.
3. C.N. Ramachandran.*Five Centuries of Poetry*. Macmillan publications. 2008.
4. *English Poetry: A Kaleidoscope*. Edited By A Board Of Editors. 2005.
5. M.G.Nayar. ed. *A Galaxy of English Essayists From Bacon to Beerbohm*. Macmillan publications. 2014.
6. David Lodge. Twentieth Century Literary Criticism, Macmillan publications. 2006.

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| SHS5015 | ENGLISH FOR MEDIA | L | T | P | CREDIT |
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Objective: Preparing students for various careers in language like technical writing, writing for mass media, advertising, creating awareness about language change from one media to the other and encouraging students to observe, compare and analyze the language activities of media through exposure.

UNIT 1: Writing for media **9 Hrs**

Elements of News- head line, Comparison of news appearing in different news papers with special reference to language - **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: **individual's right to privacy, role of press/media councils, functioning of editorial department**, content of newspapers, Sub-editor: need for editing, proof-reading, editing - TV writing style: words as visuals, writing in 'aural' style, content of news, News presentation: structure of a news bulletin, qualities of news anchor

UNIT 3: Digital Media **9 Hrs**

Searching the Internet - **Choice of words** - World Wide Web – Definitions and descriptions of media tools- Videos and visual narration – **Helper Applications** Softwares-E-book – E-magazine – E-journal – E-newspaper – **Internet** – World Wide Web-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-**Writing Titles** – Web Quests - Blogs -Wikis -**On line Groups** – 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 - **On-line** - Posting -Advertisements- Writing Projects- Email writing -completing an online application-online discussion.

TEXT BOOK:

1. Prescribed Text: The Internet and the Language Classroom – A Practical Guide for Teachers – II Edition – Gavin Dudency , Cambridge University Press, 2007.

References:

1. James Glen (2006)*Writing for the Mass Media*, Pearson Education.
2. James A (2003)*News Writing & Reporting* Neal & Surjeeth Publications.
3. Tony Feldman (1996) *An Introduction to Digital* (Blueprint Series).
4. Dianna Boothe (2008) *E-Writing* Macmillan Publications.
5. Denis 10 (2007) *Mass Communication Theory* Mcquail Vistaar Publications.
6. Eric Gormly (2005)*Writing and Producing News* Surjeet Publications.
7. J.V Pavlik (2008) *Media in the Digital Age*
8. **http://www.cengage.com/india/9780070685211**

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| SHS5016 | TECHNICAL WRITING | L | T | P | CREDIT | MARKS |
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Objective:

To introduce basic writing skills to students: clarity of communication, concise presentation of ideas, illustrating ideas etc. It will also introduce various styles of formal writing to enable students to prepare for careers other than teaching English. **Some basic elements of technical writing and writing for the web will be introduced.**

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 free writing, mind mapping.
- Paraphrasing, summarizing, writing an abstract
- Writing letters, resume and email (e-mail etiquette)

UNIT III: Academic Writing

9 Hrs

- proposals, SOPs (statement of purpose)
- structure of a report, report writing
- Writing an essay; (descriptive, argumentative and scientific)

UNIT IV: Professional Writing

9 Hrs

- Inter office memos, professional reports(business, survey, minutes of a meeting)
- Editing, writing a review, creative writing (Ad writing, slogan writing and writing headlines).
- Technical writing; product and process writing, writing a user manual

UNIT V: Writing a research paper

9 Hrs

- Choosing between indicative and informative abstracts
- Characteristic features and structure of introductions,
- **Explaining the situation**, describing problems/limitations, **describing the response**
- Explaining methods and processes
- **Deciding the type of visual aid, explaining figures and tables**
- Summarizing results, adjusting the strength of interpretations using hedging

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. 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
4. Richard. T. A, *A Guide to Technical Writing*, Nabu Press, 2011
5. Samuel Chandler Earle, *The Theory and Practice of Technical Writing*, Bibliobazaar, Llc., 2008
6. Gary Blake , Robert W. Bly, *The Elements of Technical Writing*, Longman Pub Group, 1993

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| SHS5017 | COMPUTER ASSISTED LANGUAGE LEARNING | L | T | P | CREDIT |
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OBJECTIVE: To promote learner autonomy and to support various learning styles and strategies.

UNIT: 1 An Overview (9 Hrs)

Development of information Technology (IT) - Definition of CALL- CALL Theory, Frameworks, and Conceptualizations- CALL and computational linguistics - History of CALL Phases of CALL - Approaches to CALL - CALL methodology - Uses of CALL in English Language Teaching.

UNIT: 2 Electronic Literacies (9 Hrs)

Computer Communication - Software design and pedagogy - Types of CALL- - Effective online teaching- Using Multimedia and Internet - Technology Enhanced Language Learning (TELL) -Web- enhanced Language Learning (WELL) Network-based Language Learning (NBLL) - Mobile Assisted Language Learning (MALL)

UNIT: 3 Call Design (9 Hrs)

CALL programs and applications - **CALL and language skills - Listening, speaking and pronunciation - Reading and writing - Grammar, vocabulary and data-driven learning** - Learner training and autonomy- Teacher education - Role changes for teachers and students - Evaluation and feedback

UNIT: 4 Call Research (9 Hrs)

Complexities of theory in CALL - Technologies used in call - Internet based CALL - Trends-issues- Problems and criticisms of CALL instruction- Conventional teaching and CALL teaching: Comparison Research - Professional development - Limitations

UNIT: 5 Current Practices and Future Directions (9 Hrs)

Theory and Practice in CALL in Future- CALL softwares- Research on CALL – Practical Applications using digital lab- Inbuilt Learning activities - Professional associations - Future of CALL- Self directed learning

References:

1. Beatty, Ken *Teaching and Researching Computer-Assisted Language Learning* (2nd edition). London: Pearson. (2010).
2. Blake, Robert *Brave New Digital Classroom* (2nd Edition). Washington DC: Georgetown University Press. (2012).
3. Chapelle, Carol A. and Jamieson, Joan *Tips for Teaching with CALL* (includes CD-ROM). White Plains, NY: Pearson Education. (2008).
4. 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).
5. Egbert, Joy *CALL Essentials: Principles and Practice in CALL Classrooms*. Alexandria, VA: TESOL. (2005).
6. Egbert, Joy & Hanson-Smith, Elizabeth (eds.) *CALL Environments: Research, Practice, and Critical Issues* (second edition). Alexandria: TESOL. (2007).
7. Fotos, Sandra & Browne, Charles (eds.) *New Perspectives on CALL for Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum. (2004).
8. Levy, Mike & Stockwell, Glenn *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*. Mahwah, NJ: Lawrence Erlbaum. (2006).
9. Hubbard, P. *An invitation to CALL: Foundations of computer-assisted language learning (UNIT 1)*. (2011).

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| SHS5018 | INTRODUCTORY COURSE ON CRITICAL THINKING | | | L | T | P | CREDIT |
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Objectives:

- Demonstrate skills in elementary inductive and deductive reasoning.
- Identify and understand basic formal and informal fallacies of language and thought.
- Identify the components of arguments and demonstrate the ability to create complex argument structures in verbal and written forms.
- Evaluate and organise the thinking process by making use of rubrics for self reflection, decision making for becoming a critical thinker.

UNIT I: Critical Thinking- Introduction (9 Hrs)

Critical Thinking: What It Is and What It Is Not: By Vincent Barry & Steven D. Schafersman.
 Definitions/ Notes on Critical Thinking Benjamin Bloom's, Diane Halpern's, Richard Paul and Linda Elder.
 John Dewey on Reflective Thinking, Watson Glasser's Thinking Approach, Robert Ennis on Critical Thinking.
 Critico- creative Thinking, Dispositions and Values of Critical Thinker

UNIT II: The Language of Reasoning (9 Hrs)

Basic Competencies in Critical Thinking and Reasoning, Elements of Thought, Intellectual Traits, Identifying reasons and conclusions. The 'therefore' test, Expressing Arguments – questions to Consider, Identifying Arguments- Structure of Reasoning, Criteria for Evaluating Reasoning using Intellectual Standards

UNIT III: Critical Reading (9 Hrs)

Reasoning Types, Hypotheticals and Complexities, Arguments vs Explanations, Understanding reasoning: assumptions, context and thinking map, Clarifying and interpreting expressions and ideas, Sources of clarification, Ethics in Professional Communication, Applying theory to practice- analysis of papers and speeches of scientists and literary experts and famous speeches, Applying Eight Elements of Thought for reasoning while reading

UNIT IV: Critical Questioning (9 Hrs)

Analyses of Scientific Writing and Literary Writings, Acceptability of Reasoning, Acceptable Reasons- Check lists & thinking maps, Difference between Credibility and Truth, Judging the Credibility- skilful judging, Evaluating inferences- Checklists & Reflective questions, Applying elements of thought, intellectual standards for Questioning for Evaluating Arguments, Causal Explanations, Identifying Weaknesses in Arguments and Thinking, Common Flaws in Thinking

UNIT V: Critical Thinking for Decision Making (9 Hrs)

Writing on Line-Principles, Deciding on Authenticity of Web sites-Thinking map for Decision Making, Procedures in decision making and taking the 'right' decision, Stages in Critical Thinking Action plans – personal and for career purposes.

References:

1. Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills*: MG University Edition: New York, Pearson Education. 2010
2. Fisher, A. *The Logic of Real Arguments*: Cambridge. CUP. 2010
3. Lewis, Christ. *Critical Thinking: 50 Best Strategies to Think Smart and Clear, Get Logical Thinking, and Improve Your Decision Making Skills*. New York. amazon.com. 2010.online
4. Mortimer J. Adler, Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. New Delhi. Touchstone Books
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, Madhuchanda. *An Introduction to Critical Thinking*: Mumbai. Pearson India, 2011. Print

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| SHS5019 | CREATIVE WRITING | L | T | P | CREDIT |
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Objectives:

- To promote the importance of creativity in writing and to train students in specified genres of creative writing
- To provide understanding, professional knowledge and skill sets in the art of writing;
- To develop the creative ability of the learners to take up careers as professional or freelance writers.

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

UNIT 2: Narrative Fiction (9 Hrs)

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

UNIT 3: Poetry Writing (9 Hrs)

Word Choice– Diction- Imagery– Figurative Language – Forms of poetry – Meter – Rhyme Scheme – Simile– metaphor- hyperbole- alliteration- personification, symbolism, prosody etc.

UNIT 4: Short Story Writing (9 Hrs)

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: Creative Nonfiction (9 Hrs)

Review Writing– Dialogues and Feature writing– writing movie reviews– writing Painting reviews – writing restaurant reviews: Critical analysis, Interpretation and discussion

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. Casterton, Julia. *Creative Writing: A Practical Guide*, 3rd Edition. Palgrave, 2005.
5. Hyde, Lewis. *The Gift: Creativity and the Artist in the Modern World*. Vintage, 2007.
6. Isabelle Siegler. *Creative Writing*. New York: Barnes and Novel, 1968.
7. Julian Birkett. *Word Power: A guide to Creating Writing*. London: A & C Block, 1983.
8. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge UP, 2007.
9. Victor Jones. *Creative Writing*. Kent Holder and Stoughton, 1974.

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| SHS5020 | SOFT SKILLS | L | T | P | CREDIT |
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Objectives: To develop the business and professional communication effectively and to hone both speaking and listening skills, to apply different types of presentation skills, to enhance interpersonal communication skills and develop self-confidence.

UNIT: 1: Communication Skills (9 Hrs)

Verbal Communication – Self Motivation - Positive Mental Attitude- Non-Verbal Communication - Body Language -Writing - Storytelling -Visual Communication -Humor - Quick-wittedness - Listening - Presentation Skills - Public Speaking - Interviewing.

UNIT: 2 Presentation Skills & Leadership (9 Hrs)

Team Building -Strategic Planning -Mentoring -Delegation –Dispute solution -Giving Feedback - Managing Difficult Conversations- Decision Making -Performance Management -Supervising Telephone Etiquettes -Managing Remote Teams and Virtual Teams-Crisis Management- Public Speaking.

UNIT: 3 Influencing Interpersonal Skills (9 Hrs)

Facilitation - Selling - Inspiring - Persuasion - Negotiation - Motivating –Collaborating - NetworkingSkills - Interpersonal Relationships - Dealing with Difficult People -Conflict Resolution - Personal Branding - Office Politics.

UNIT: 4 Personal Skills (9 Hrs)

Innovation Skills - Emotional Intelligence -Self Awareness -Emotion Management -Stress Management - Tolerance of Change and Uncertainty -Taking Criticism -Self Confidence -Adaptability & Resilience - Assertiveness -Competitiveness –SelfAssessment –Work/LifeBalance -Friendliness -Enthusiasm - Empathy .

UNIT: 5 Professional Skills & Creativity (9 Hrs)

Problem Solving -Critical Thinking -Innovation -Troubleshooting –Organizational Planning -Scheduling - Time management-Technology Savvy - Trend Awareness- Research -Business Etiquettes- Intercultural Competence -Train the Trainer –Process Improvement -Knowledge Management

References:

1. Anderson, P.V. (2007) Technical Communication, Thomson Wadsworth, Sixth edition, New Delhi, John Seely, The Oxford Guide to Writing and Speaking, Oxford University Press, New Delhi, 2004.
2. Koneru Aruna, (1998) Professional Communication McGraw Hill Pub., New Delhi
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 House.,
6. Lesikar, Raymond V and John D. Pettit (1998) Report Writing for Business. Boston: McGraw-Hill.,
7. Ruesh, Jurgen and Weldon Kees (1966). Nonverbal Communication: Notes on Visual Perception of Human Relat

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| S97APT | INTERNSHIP | L | T | P | CREDIT |
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Students have to undergo internship for a period of two months (300 Hours of Work Experience), students will be attached to the publishing house, video houses, schools, soft skills and personality trainers, technical writers, BPO's on an Internship basis, with the objective to expose them to actual situations and day to day functioning of the industry. The interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry. A report and a viva voce will be complete the process of evaluation.

Project reviews will be conducted during the internship project on regular intervals which would consist of.

- Weekly Report
- Presentation
- Final Report
- Submission of the presentation and final Report Presentation with the Aids and with works of the students.
- Viva through the presentation and subject knowledge.

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| S97APROJ | PROJECT | L | T | P | CREDIT |
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The objective of the Project is to demonstrate the student's competence in the chosen area of specialization, with a view to gaining a placement in the Industry. Criteria for selecting the topic will be based on area of specialization already chosen by the student. Emphasis will be given to producing work of professional quality. This will help the student enter the chosen field with an evaluate portfolio.

While the Project intends to demonstrate student's professional competence in applying the literary theory learnt during their course, the Comprehensives intends to review the intellectual comprehension and interiorisation of the theory with particular reference to the area of specialization and suitability for the industry. A Panel of External experts and faculty will assess the student's ability to synergetically utilize the repertoire of knowledge of Literature Communication in professional media context

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|-----------------|--|----------|----------|----------|---------------|
| SHSA5101 | PRINCIPLES AND PRACTICES OF ENGLISH LANGUAGE TEACHING | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

- To introduce the students to basic principles, theories and practices in ELT
- To enable them to identify changes that took place over a period of time in the area
- To Analyze the teaching approaches and methods
- To Recall basic approaches for teaching language with four skills

UNIT I: English in India (9 Hrs)

A Historical Review of ELT-, Michael West the Reading Method -The Role of English in India Today - the Future of English in India - Language Learning and Teaching - Major Theories of Language Acquisition – Behaviorism - Cognitive – Humanism.

UNIT II: Language Acquisition & Theories of Second Language Acquisition (9 Hrs)

Factors Affecting Second Language Learning - Discourse Theory - The Neurofunctional- The Universal Hypothesis- Model - The Acculturation - Accommodation -The Variable Competence -The Monitor

UNIT III: Approaches and Task Based Language Teaching Language (9 Hrs)

Basic Concepts - Curriculum vs. Syllabus, Principles of curriculum planning, Syllabus types. ELT syllabuses – A Review , Guidelines for Syllabus evaluation , Approaches and Methods in ELT

UNI IV: Developing English Language Skills –LSRW (9 Hrs)

Developing Listening skills, Types of listening, Barriers to listening, Teaching methods - Casual and Focused listening, Problems of Teaching Oral Communication, Contexts of Speaking

UNIT V:, Research in ELT (9 Hrs)

Basic Concepts of language testing , Action Research, Case study, Survey, Presenting papers- Writing an Abstract , Setting Goals, Continuing Professional Development - Stages

Course Outcomes:

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

- Define with more focus on School of Behaviourism, Cognitive Humanistic approaches
- Explain by writing essays on major theories of language learning
- Identify the differences of several ELT methods and approaches.
- Analyze the teaching approaches and methods that were used in Indian contexts.
- Demonstrate knowledge of the needs and motivation of language learners.
- Understand the basic principles of curriculum and syllabus design with focus on ELT.

Prescribed Book:

English Language Teaching: Principles & Practice by Saraswathi V, 1 January 2004

References:

Harmer .J. The Practice of English Language Teaching. Harlow, Essex: Pearson Education. 2007
 Richards &Rodgets, TS Approaches and Methods in Language Teaching. Cambridge, C U P. 2001
 Prabhu, NS. Second Language Pedagogy. Oxford: Oxford University Press. 1987
 Ur.P . Vocabulary Activities. Cambridge, CUP. 2012

Rod Ellis- Second Language Acquisition M.L. Tickoo- Teaching English as a Second Language Arthur Hughes- Testing for Teachers The Routledge Handbook for Language Testing

Commented [M2]: Yellow color indicates topics that are included in new syllabus

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|----------|---------------------|---|---|---|--------|
| SHSA5102 | AMERICAN LITERATURE | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

- To demonstrate an awareness of the social, historical, literal elements in American Literature.
- To develop a broader knowledge on human ideas, beliefs and social values.
- To introduce major and minor authors, text & contexts and to realize the philosophical intellectuality
- To understand the American style of writing and ideologies like Transcendentalism, corruption etc

UNIT I: Poetry

(9 Hrs)

| | | |
|--------------------|-----------------|--------------------------------------|
| Detail: | Edgar Allan Poe | : <i>Raven</i> |
| | Emily Dickenson | : <i>Success is Counted Sweetest</i> |
| | Robert Frost | : <i>Birches</i> |
| Non-detail: | Sylvia Plath | : <i>Daddy</i> |
| | Robert Frost | : <i>Home Burial</i> |
| | Walt Whitman | : <i>Crossing Brooklyn Ferry</i> |

UNIT II: Prose

(9 Hrs)

| | | |
|--------------------|---------------------|--|
| Detail: | Ralph Waldo Emerson | : <i>Self-Reliance</i> |
| Non-detail: | Martin Luther King | : <i>I have a dream</i> |
| | Edgar Allen Poe | : <i>The Philosophy of Composition</i> |

UNIT III: Drama

(9 Hrs)

| | | |
|--------------------|--------------------|--|
| Detail: | Tennessee Williams | : <i>The Glass Menagerie</i> |
| Non-detail: | Edward Albee | : <i>Who's Afraid of Virginia Woolf?</i> |
| | Arthur Miller | : <i>Death of a Salesman</i> |

UNIT IV: Fiction

(9 Hrs)

| | | |
|--|------------------|----------------------------------|
| | Ernest Hemingway | : <i>The Old Man and the Sea</i> |
| | Ralph Ellison | : <i>Invisible Man</i> |
| | Saul Bellow | : <i>Seize the Day</i> |

UNIT V: Short Fiction:

(9 Hrs)

| | | |
|--|--------------|------------------------------------|
| | Eudore Welty | : <i>A Worn Path</i> |
| | O. Henry | : 1. <i>One Dollar's Worth</i> |
| | | : 2. <i>The Cop and the Anthem</i> |

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

- Understand the historical and cultural environments of major American authors and their works
- Identify writing styles, themes, and importance of major works by American authors.
- Analyze and write about American literature and authors
- Demonstrate knowledge of the development of characteristic forms or styles of expression
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Prepare research-based critical papers using various critical approaches to literature.

Prescribed Text:Brehm, John. *The Oxford Book of American Poetry*. United Kingdom, Oxford University Press, 2006.Foerster, Norman. Ed. *From Walt Whitman to the present*. United States, Houghton Mifflin Company, 1947.**References:**

- Beach, Christopher. *The Cambridge Introduction to Twentieth-Century American Poetry*. New York: Cambridge University Press, 2003.
- Fredman, Stephen, ed. *A Concise Companion to Twentieth-century American Poetry*. City: Blackwell Publishing, 2005. 2002.
- Gurudev, Sujata. *American Literature: Studies on Emerson, Thoreau, Hawthorne, Melville and Whitman*. New Delhi: Atlantic Publishing, 2006.
- Reames, Kelly Lynch. *Women and Race in Contemporary U.S Writing: From Faulkner to Morrison*. City: Palgrave Macmillan, 2007.

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| SHSA5103 | INDIAN WRITING IN ENGLISH | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course objectives:

- To introduce learners to the various phases of evolution in Indian Writing in English
- To acquaint learners to the varied dimensions of this literature.
- To understand the audience and purpose in written communication
- To analyze and interpret rhetorical elements on a text

UNIT : 1- History of Indian English Literature **9 Hrs**

Pre-independence to Contemporary Writings, Postcolonial – Postmodernist – Diasporic – Indian Women Writings

UNIT : 2 - Poetry **9Hrs**1. Kamala Das : *The Stone Age*2. Nissim Ezekiel : *The Patriot*3. A.K. Ramanajam : *Sonnet***UNIT : 3 Drama** **9 Hrs**1. GirishKarnad : *Hayavadana*2. Vijay Tendulkar : *Mitrachi Goshta*3. Mahesh Dattani : *Final Solutions***UNIT : 4 Fiction** **9Hrs**1. Raja Rao : *Kanthapura*2. AravindAdiga : *The White Tiger*3. ChetanBhagat : *Five Point Someone***UNIT : 5 Short Fiction** **9 Hrs**1. R.K.Narayan : *An Astrologer's Day*2. Salman Rushdie : *Good Advice is Rarer than Rubies*3. JhumpaLahiri : *Interpreter of Maladies***Course outcomes:**

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

- Outline an understanding of different genres of Indian writing in English
- Understand the purpose and varied dimensions of Indian Literature
- 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 text based on one's knowledge from literary reading.

Prescribed Text:

- K.R.S. Iyengar, Indian Writing in English, Sterling Publishers Pvt. Ltd, Mumbai, 2012.

References:

- A History of Indian English Literature, Sahitya Academy, Delhi, 2007..
- Indian Poetry in English: A critical study. Atlantic Publishers, New Delhi, 2009.
- Concise History of Indian Literature in English. Palgrave Macmillan UK, 2008
- KaustavChakraborty. Indian Drama in English. PHI Learning Pvt, Ltd. Delhi 2014

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| SHSA5104 | NEW LITERATURES IN ENGLISH | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

- To introduce the students to the body of literary writings that stands evergreen in the regions of Kenya, Africa, Australia, Canada, New Zealand and Pakistan.
- To acquaint the students the various genres.
- To acquaint the students with different authors relating to different regions and literature.
- To make the students approach selected texts for their literary value and cultural importance.

Unit I: Poetry**9 Hrs**

- Detail:**
- TaufiqRafat : *Kitchen*
 - SiphoSepamla : *To Whom It May Concern*
- Non-detail:**
- Jessie Mackey : *Noozing of the Sun God.*
 - Jeremy Cronin : *A Person is a Person Because of other People*
 - ImtiazDharkar : *Minority*

Unit II: Prose**9 Hrs**

- Detail:**
- Margaret Atwood : *Communion: Nobody to Nobody*
- Non-detail:**
- MalalaYousafzai : *The Day my World Changed*

Unit III: Drama**9 Hrs**

- Detail:**
- Fugard : *SizweBansi is Dead*
- Non-detail:**
- Wole Soyinka : *Madmen and Specialists*

Unit IV: Fiction**9 Hrs**

- BapsiSidhwa. : *Ice Candy man, Cracking India.*
- Nadine Gordimer : *The House Gun (1998)*
- JospehConrad : *Heart of Darkness*

Unit V: Short Stories**9 Hrs**

- MariamaBa : *So Long a Letter*
- Alice Munro : *Dear Life*
- Joseph Boyden : *Three Day Road*

Course Outcomes:

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

- Define the relationship between texts and their cultural contexts.
- Explain complexities and ambiguities, being aware of diverse perspectives
- Develop comparative perspectives
- Analyze the elements of a literary genre and literary and stylistic devices
- Interpret different cultures of various nations through their works.
- Discuss the question of identity and dominance of landscape in new literatures

Prescribed Text:

- Walsh, William, Readings in Commonwealth Literature, OUP, London, 1973

References:

- Narasimhaiah C.D., An Anthology of Commonwealth Poetry, Macmillan, Chennai. 1990.
- F. Edelson Phyllis , Australian Literature: An Anthology of Writing from the Land Down Under Kindle, 2010
- Webby, Elizabeth, The Cambridge Companion to Australian Literature (Cambridge Companions to Literature), 2000
- Balachandran, K, Canadian Literature: An Overview 2007.
- Rahman, Tariq, A History of Pakistani Literature in English 1947-1988, 2015.

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| SHSA5105 | BRITISH LITERATURE - I | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

- To introduce the student to British poetry
- To immerse drama from the age of Chaucer to Milton.
- To comprehend the development of trends in British drama and poetry.
- To understand the theme, structure and style in British poetry, drama.

UNIT I: Poetry (Chaucer- Shakespeare)**9 Hrs**

Detail: 1. Geoffrey Chaucer : *Prologue to Canterbury Tales* ,
2. Shakespeare : *Sonnet XVIII*

Non-detail: 1. Sir Thomas Wyatt : *Of Change in Mind*
2. Henry Howard : *The Means to Attain*

UNIT II: Poetry (Milton)**9 Hrs**

Detail: 1. John Milton : *Paradise Lost* (Book IX, Lines 795-833)
2. Ben Jonson : *Drink to Me Only With Thine Eyes*

Non-detail: 1. Alexander Pope : *The Rape of Lock (Canto 2)*
2. John Donne : *Valediction Forbidding Mourning*

UNIT III: Shakespearean Plays**9 Hrs**

Detail: 1. *Taming of the Shrew*
2. *The Midsummer Night's Dream*

Non-detail: 1. *Romeo and Juliet*
2. *Macbeth*

UNIT IV: Prose**9 Hrs**

Detail: 1. Michel de Montaigne : *On the affection of fathers for their children*,
2. John Bunyan : *Pilgrims Progress*

Non-detail: 1. Francis Bacon : *Of Truth*

UNIT V: Elizabethan Plays**9 Hrs**

Detail: 1. Marlowe : *Edward II*

2. Thomas Middleton : *A Game at Chess*

Non-detail: 1. Kyd : *The Spanish Tragedy*

Course Outcomes:

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

- Identify and describe distinct literary characteristics of British
- Demonstrate greater reading fluency of Elizabethan English
- Analyze Shakespeare's plays for their structure and meaning, using correct terminology
- Debate ideas related to Shakespeare's plays
- Compose analytically about Shakespeare's works, using MLA guidelines

Prescribed Text Book:

- *Paradise Lost: Book 9 (1674 Version)* By John Milton Publisher Poetry Foundation
- *Edward II Revised, Student Edition, New Mermaids, July 2014*

References:

1. Ian Ousby.(Ed.) *The Cambridge guide to literature in English*.Cambridge; New York: Cambridge University Press, 1993.
2. Abrams, M H. and et al. *The Norton Anthology of English Literature: Major Authors*. 9th edition. New York and London: W. W. Norton, 2013. ISBN: 978-0-393-9196463.
3. Cavanagh, John. *British theatre*: Mottisfont, Romsey, Hampshire: Motley, 1989.
4. H D Sharma. *History of English Literature: Chaucer to 1800*, Alfa Publications, New Delhi (2008)

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| SHSA5201 | LANGUAGE AND LINGUISTICS | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Materials:

- To understand the origins, structure and development of language
- To apply linguistics to other areas of humanistic and scientific knowledge.
- To interpret the basic principles of linguistic theories
- To analyze phonological sound system, word structure, and phrase and sentence patterns

UNIT I: Linguistics in a Historical Context**9 Hrs**

Origin and history of Language development - Growth of vocabulary- Change in meaning – Studying language and Duality of patterning - Concepts of Scientific study - Dimensions of Linguistics- Levels of linguistic analysis - Interdisciplinary fields - Traditional approaches to linguistics

UNIT II: Linguistics-Types & Theories**9 Hrs**

Socio-linguistics-Basic concepts and functions- Linguistic Vs Communicative Competence - Language Variety- Psycholinguistics-Bilingualism, Multilingualism-Contrastive & Error Analysis- Applied Linguistics- -Computational and Internet linguistics -Anthropological-Forensic linguistics.

UNIT III: Phonetics and Phonology**9 Hrs**

Phonology and Phonemics - Free Variants - Phonetics - Articulatory, Acoustic, Auditory- Organs of speech- Voiced and Voiceless -Articulation- Oral, nasal - Vowels, Diphthongs - Consonants - Cardinal Vowels – Diagram - IPA Symbols - Phonetic Transcription – Stress and Intonation - Syllable-Child phonology- The Great Vowel Shift

UNIT IV: Morphology**9 Hrs**

Word Classes and Morphemes - inflection and derivation- Analyzing Morphological Structure- Complex words- Variation in Morphology- the Hierarchical Structure of Words- Trees and labelled brackets-Early child morphology- lexical, functional- Word Building Process-Morphology and Typology

UNIT V: Syntax**9 Hrs**

Basic Terminology -Sentence Structure - Tree Diagrams-Heads and Complements-Syntactic differences Pidgins & Creoles - Phrases, Clauses- Basic Patterns and Sentence Typologies-Phrase Structure -TG grammar-Universal Grammar, the Innateness Hypothesis - Principles and parameters.

Course Outcomes:

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

- Identify the complexity of language as a communication system
- Demonstrate the concepts, theories, and methodologies used by linguists
- Describe the processes of language change and variation
- Acquire the technical vocabulary and theoretical tools of the field
- Apply their understanding of linguistic concepts, methods and approaches
- Involve in scholarly participation in the field of linguistic.

Prescribed Text Book:

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

References:

1. George Yule, The study of language. Cambridge university press, New York, 2010.
2. An Introduction to Language (9th ed). (Fromkin, V., Rodman, R., Hyams, H.)
3. Radford, A. et al. 1999. Linguistics: An Introduction. Cambridge University Press.
4. Aronoff, M., and Kirsten Fudeman. What is Morphology. (Oxford: Blackwell,2010)
5. Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge:Blackwell.

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| SHSA5202 | BRITISH LITERATURE - II | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

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

Unit I: Poetry**(9 Hrs)**

| | | |
|--------------------|----------------|--------------------------------------|
| Detail: | John Dryden | : <i>Mac Flecknoe</i> |
| | Alexander Pope | : <i>The Rape of the Lock</i> |
| Non-detail: | Andrew Marvell | : <i>To His Coy Mistress</i> |
| | Thomas Gray | : <i>Ode on the spring</i> |
| | Pope | : <i>An Essay on Man: Epistle II</i> |

Unit II: Prose**(9 Hrs)**

| | | |
|---------------------|------------------|--|
| Detail : | Samuel Johnson's | : <i>Preface to Plays of William Shakespeare</i> |
| | Joseph Addison | : <i>The Spectator's Account of Himself</i> |
| Non-detail : | Richard Steele | : <i>Recollections of Childhood</i> |
| | Swift | : <i>The Battle of Books</i> |

Unit III: Drama**(9 Hrs)**

| | | |
|--------------------|------------------|--------------------------------|
| Detail: | Oliver Goldsmith | : <i>She Stoops to Conquer</i> |
| Non-detail: | William Congreve | : <i>The Way of The World</i> |
| | Sheridan | : <i>The Rivals</i> |

Unit IV: Fiction - I**(9 Hrs)**

| | | |
|--|----------------|-----------------------------|
| | Daniel Defoe | : <i>Robinson Crusoe</i> |
| | Jonathan Swift | : <i>Gulliver's Travels</i> |
| | Henry Fielding | : <i>Amelia</i> |

Unit V: Fiction-II**(9 Hrs)**

| | | |
|--|-------------------|--------------------------|
| | Samuel Richardson | : <i>Pamela</i> |
| | Cervantes | : <i>Don Quixote</i> |
| | Laurence Sterne | : <i>Tristram Shandy</i> |

Course Outcomes:

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

- Define a working knowledge of the cultural and historical contexts of British literature
- Explain key issues and aspects of the plays.
- Develop the ability to critique works of different genres written in different periods
- Analyze the evolution of the national sensibility through perceiving works of British literature.
- 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:

- Louis I. Bredvold, *The Intellectual Milieu of John Dryden*, The University of Michigan Press, 1959.

References:

1. Johnson, Samuel - *Preface to Shakespeare - A Critical Evaluation* Unique Publisher 2014.
2. Wayne C. Booth, *The Rhetoric of Fiction*, Chicago University Press, London. 1961
3. F.R. Leavis, *The Great Tradition*, Chatto&Windus, London. 1973
4. Steele, R, Addison, J, Budgell, E, Sir Roger De Coverley Papers: From the Spectator Paperback 2012
5. Ian Watt, *Rise of the English Novel*, Chatto&Windus, London. 1974.
6. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*

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|----------|---------------------------|---|---|---|--------|
| SHSA5203 | POST- COLONIAL LITERATURE | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

- To introduce the students to some major issues and problems common to literatures from across the nations.
- To develop the students' understanding of the cultural politics of imperialism.
- To trace the trajectory from the colonial subaltern's subordination to assertions of agency.
- To familiarize students to the historical, political, sociological and literary background of selected works.

UNIT 1: Poetry**9 Hrs**

| | | |
|--------------------|-----------------|---|
| Detail: | Rudyard Kipling | : <i>If</i> |
| | Nissim Ezekiel | : <i>Farewell Party to Miss Pushpa. T</i> |
| | Dereck Walcott | : <i>Ruins of a Great House</i> |
| Non-detail: | David Rubadiri | : <i>A Negro Laborer in Liverpool</i> |
| | A.D Hope | : <i>Australia</i> |
| | Allen Curnow | : <i>House and Land</i> |

UNIT II: Prose**9 Hrs**

| | | |
|--------------------|----------------|------------------------------------|
| Detail: | Chinua Achebe | : <i>The Novelist as a Teacher</i> |
| Non-detail: | Arunthathi Roy | : <i>The End of Imagination</i> |
| | Nehru | : <i>Discovery of India</i> |

UNIT III: Drama**9 Hrs**

| | | |
|--------------------|--------------|----------------------------------|
| Detail: | Wole Soyinka | : <i>The Lion and the Jewel</i> |
| Non-detail: | George Ryga | : <i>The Ecstasy of Rita Joe</i> |
| | Henrik Ibsen | : <i>A Doll's House</i> |

UNIT IV: Fiction**9 Hrs**

| | | |
|--|-----------------|---------------------------------|
| | Jamaica Kincaid | : <i>Annie John</i> |
| | V.S Naipaul | : <i>A House for Mr. Biswas</i> |
| | Amy Tan | : <i>The Kitchen God's Wife</i> |

UNIT V: Short Fiction**9 Hrs**

| | | |
|--|-------------------|--|
| | Nadine Gordimer | : <i>Six Feet of the Country</i> |
| | Bharati Mukherjee | : <i>The Middleman and Other Stories</i> |
| | Jamaica Kincaid | : <i>A Small Place</i> |

Course Outcomes:

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

- Access a wide range of literatures, theories, approaches, specialist terminologies and research methodologies.
- Communicate complex ideas clearly in written work, oral presentations and seminar discussions.
- Evaluate key texts and reflective approaches towards critical methodologies.
- Analyze original research ideas upon current scholarship.
- Promote research skills.
- Prepare academic life through extra-curricular initiatives such as seminars and workshops.

Text Book:

- Nayar, Pramod K. *Postcolonial Literature: An Introduction*. India, Pearson Longman, 2008.

References:

1. Richards, Shitley Chew and David, ed. *A Concise Companion to Postcolonial Literature*. Blackwell, 2013.
2. Ashcroft, Bill et al, eds. *The Post-Colonial Studies Reader*. London and New York: Routledge, 2006. Print
3. Mullaney, Julie. *Postcolonial Literatures in Context*. City: Continuum International Publishing Group, 2010.
4. Bassi, Annalisa Oboe and Shaul, ed. *Experiences of Freedom in Postcolonial Literatures and Cultures*. 2007.
5. C.L. Innes. *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge University Press, 2007.

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| SHSA5204 | LITERARY THEORY AND CRITICISM | L | T | P | CREDIT |
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Course Objectives:

- To introduce students with the works of significant critics
- To encourage students to undertake further reading in critical movements and critical theory
- To enable the students to apply principles of criticism to literary texts
- To make them aware of theories from Romantics to the present era

UNIT I: Classical- Nineteenth Century**9 Hrs**

| | |
|-------------------------|---|
| Aristotle | : <i>Poetics</i> |
| Dryden | : <i>Essay on Dramatic Poesy</i> |
| William Wordsworth | : <i>Preface to Lyrical Ballads</i> |
| Samuel Taylor Coleridge | : <i>Biographia Literaria</i> (Chap. I to IV) |

UNIT II: Twentieth Century Literary**9 Hrs**

| | |
|----------------|--|
| Matthew Arnold | : <i>The Study of Poetry</i> |
| T.S. Eliot | : <i>Tradition and the Individual Talent</i> |
| Northrop Frye | : <i>The Function of criticism at present time</i> |
| I. A. Richards | : <i>Principles of Literary Criticism</i> |

UNIT III: Structuralism, Post Structuralism and Deconstruction**9 Hrs**

| | |
|------------------|--|
| Roland Barthes | : <i>The Death of the Author</i> |
| Jean Baudrillard | : <i>Simulacra and Simulations</i> |
| Jacques Derrida | : <i>Structure, Sign and Free play</i> |

UNIT IV: Marxism, Feminism and Ideology**9 Hrs**

| | |
|-----------------|--|
| Fredric Jameson | : <i>The Politics of Theory: Ideological Positions in the Postmodernism Debate</i> |
| Gayatri Spivak | : <i>Feminism and Critical Theory</i> |

UNIT V: Post-Colonialism, Diaspora and Eco-Criticism**9 Hrs**

| | |
|------------------|---|
| Edward Said | : <i>The Empire Writes Back</i> |
| Stuart Hall | : <i>Cultural Identity and Diaspora</i> |
| Cheryl Glotfelty | : <i>Literary Studies in an age of Environmental Crisis</i> |

Course Outcomes:

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

- Evaluate and analyze strengths and limitations of critical/theoretical arguments
- Analyze literary writings based on the ever evolving traditions of criticism.
- Apply specific theoretical concepts, theories, and terms to literary and cultural texts
- Identify major theoretical/critical movements and theorists and primary concepts
- Elaborate students to critically engage with contemporary theory
- Demonstrate Strengthen and deepen critical reading, writing, and interpretive practices..

Prescribed Text:

- The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition by J. A. Cuddon and M. A. R. Habib | 1 September 2015

References:

1. Braziel, Jana Evans and Anita Mannur (Ed.) *Theorizing Diaspora*. London: Blackwell, 2003.
2. Enright, D.J. and Chickera, Ernst de. (Ed.) *English Critical Texts*. Delhi: OUP, 1962.
3. Glotfelty, Cheryl and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens: The University of Georgia Press, 1996.
4. Raghavan V. and Nagendra (Ed.) *An Introduction to Indian Poetics*. Madras: Mac Millan, 1970.
5. The Literary Terms and Literary Theory: Fifth Edition by J. A. Cuddon and M. A. R. Habib | 1 September 2015

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| SHSA5205 | INDIAN LITERATURE IN TRANSLATION | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

- To familiarize students through an effective blend of theory and practice in translation
- To focus the key concepts of the translation studies through various texts.
- To implement the diverse approaches and strategies of translation.
- To compare a variety of issues in relation to translation.

Unit I: Introduction to Translation

9 Hrs

Translation – Types – Principles of Translation –History of Translation Theory and Theorists – Precautions & Problems Faced in Translating Literary and Scientific Matter – Untranslatability –Guidelines to Effective

Unit II: Poetry in Translation

9 Hrs

Detail: Valluvar's Thirukural (Select Thirukural from G. U. Pope's Trans.)

Non Detail: Sangam Poems

Auvaiyar : "Purananuru 93" (Trans. by George L Hart)

Ilango Adigal : Silapathikaram trans.by R. Parthasarathy)

Unit III: Drama

9 Hrs

GirishKarnad : Hayavadana

Mohan Rakesh : Half-way House. (Trans BindhuBitra)

Unit IV: Fiction

9 Hrs

Kalki

Thakazhi Sivasankara Pillai : Chemmeen(Trans. by Anita Nair)

Unit V: Short Stories

9 Hrs

Hangwoman; KR Meera translated from Malayalam by J.Devika

The Story of a Goat by PerumalMurugan translated from Tamil by N.kalyan Raman.

Course Outcomes:

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

- Describe the problems for the translator.
- Elaborate cultural differences on the target language.
- Evaluate translations to improve their own translation practices.
- Analyze full-scale translations for a variety of text types.
- Explain the importance of oral practice in translation.
- Justify some of the pertinent issues of translation.

Prescribed Text:

- Becoming a Translator by Douglas Robinson (2003) :PonniyinSelvan (Trans.by Indra Neelamegam)

References:

- Baker , M . In Other Words -- A Casebook on Translation, New York- London: Routledge1997.
- Gentzer, Edwin, Contemporary Translation Theories, London, Routledge1993.
- Malone, Joseph.L, The Science of Linguistics in the Art of Translation NY Press1988
- Newmark, Peter, A textbook of Translation London New York Prenticehall1988.
- K.R.S. Iyengar, Indian Writing in English, Bombay,1962
- A.P.Pandey, Flames and Fire In Kabir's Poetry, BhaskerPublishers,Kanpur,2008

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| 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:

- Super Summary, Study Guide: Tintern Abbey by William Wordsworth (Super Summary) Kindle Edition 2020.
- D. Perkins, *A History of Modern Poetry: From the 1890's to the High Modernist Mode* (Cambridge, Mass, 1976)
- Allen, Walter. *The English Novel: A Short Critical History*. New York: Dutton, 1954.
- Bates, H. E. *The Modern Short Story, A Critical Survey*. London: T. Nelson and Sons, 1941.
- Brantlinge, Patrick. *Literature and Victorian Post-colonial Studies*. Edinburg University Press, 2009.
- Smith, David Nichole. *Some Observations on 18th Century Poetry*. University of Toronto 1960.

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| SHSA5302 | WOMEN'S WRITING | L | T | P | CREDIT |
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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

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

Unit II: Poetry

9 Hrs

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

Non-detail:

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

Unit III: Fiction

9 Hrs

- Monica Ali : Brick Lane
- Ruth Ozeki : My year of Meats
- Chitra Banerjee Divakaruni : The Mistress of Spices
- Louise Erdrich : Tracks

Unit IV: Drama

9 Hrs

- Detail:**
- Mahaswetha Devi : Draupadi
- Non-detail:**
- Alice Childress : Wedding Band: A Love-Hate Story in Black and White
 - Ama Ata Aidoo : The Dilemma of a ghost

Unit V: Short Story

9 Hrs

- Charlotte Perkins Gilman : The Yellow Wallpaper
- Katherine Mansfield : Bliss
- Mahashweta Devi : Draupadi, (trans. Gayatri Chakravorty Spivak):
- Nadine Gormider : 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:

- „A Testimony of our Inexhaustible Treasures”, in Pandita Ramabai Works, tr. Meera Kosambi (2000)
- Jiban in Susie Tharu and K. Lalita, eds., Women's Writing in India, (1989)
- „Introduction”, in Recasting Women: Essays in Colonial History (1989) .
- Chandra Talapade Mohanty, in Contemporary Postcolonial Theory: A Reader. (1996).
- Feminism and Women's Writing by Nimavat, B.S. Nimavat, Dushyant

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| SHSA5303 | WORLD LITERATURE IN TRANSLATION | L | T | P | CREDIT |
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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:

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

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| 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 | : <i>The Waste Land</i> |
| | 2. W.B Yeats | : <i>Sailing to Byzantium</i> |
| | 3. G.M. Hopkins | : <i>Pied Beauty</i> |
| Non-detail: | 1. W.H. Auden | : <i>Song</i> |
| | 2. Philip Larkin | : <i>Church Going</i> |
| | 3. Wilfred Owen | : <i>Strange Meeting</i> |

Unit II: Prose**9 Hrs**

| | | |
|--------------------|--------------------|--|
| Detail: | 1. E.M. Forster | : <i>What I believe</i> |
| Non-detail: | 1. H.G. Wells | : <i>A Modern Utopia</i> |
| | 2. Arnold Tony bee | : <i>India's Contribution to world</i> |
| | 3. G.K. Chesterton | : <i>'What I found in my pocket'</i> |

Unit III: Drama**9 Hrs**

| | | |
|--------------------|-----------------|----------------------------------|
| Detail: | 1. G.B. Shaw | : <i>Pygmalion</i> |
| Non-detail: | 1. John Osborne | : <i>Look Back in Anger</i> |
| | 2. T.S. Eliot | : <i>Murder in the cathedral</i> |

Unit IV: Fiction**9 Hrs**

| | | |
|--|-----------------------|------------------------------------|
| | 1. Arthur Conan Doyle | : <i>Hound of the Baskervilles</i> |
| | 2. George Orwell | : <i>Animal Farm</i> |
| | 3. Kingsley Amis | : <i>Lucky Jim</i> |

Unit V: Short Stories**9 Hrs**

| | | |
|--|--------------------|------------------------------------|
| | 1. Arthur C Clarke | : <i>The Sentinel</i> |
| | 2. Patrick O'Brian | : <i>A Passage of the Frontier</i> |
| | 3. John Wyndham | : <i>Random Quest</i> |

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

- Das ,Bijay Kumar. Twentieth Century Literary Criticism Paperback .Atlantic publications. 2014.
- Ramachandran, C.N. ,*Five Centuries of Poetry*. Macmillan publications. 2008.
- Doyle , Sir Arthur Conan ,*The Hound of The Baskervilles Paperback –2019*
- NayarM.G.ed. *A Galaxy of English Essayists from Bacon to Beerbohm*. Macmillan publications. 2014.
- Lodge David. Twentieth Century Literary Criticism, Macmillan publications. 2006.

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| 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 Dudency. 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*.

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| 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

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| 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:

- Blake, Robert *Brave New Digital Classroom* (2nd Edition). Georgetown University Press. (2012).
- Chapelle, Carol A. and Jamieson, Joan *Tips for Teaching with CALL* White Plains., (2008).
- 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).
- Fotos, Sandra & Browne, Charles (eds.) *New Perspectives on CALL for Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum. (2004).
- Levy, Mike & Stockwell, Glenn (2006). *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*

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| 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

(9 Hrs)

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

UNIT IV: Critical Questioning

(9 Hrs)

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

UNIT V- Techniques for Sparking Ideas, Solving Problems

(9 Hrs)

The Most Effective Ideation Techniques – Brainstrom, Braindump, Brainwrite, Brainwalk, Worst Possible Idea, Mindmap, Bodystorm, Analogies, Provocation, SCAMPER, Gamestorming, Prototype.

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.

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| 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

(9 Hrs)**UNIT 1: Understanding Creativity**

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:

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

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| SHSA7006 | EMPLOYABILITY SKILLS | L | T | P | CREDIT |
| | | 3 | 0 | 0 | 3 |

Course Objectives:

- To develop the business and professional communication effectively. (9 Hrs)
- 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

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:

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- 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.,
- Pease, Allan and Barbara Pease. (2005) *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House

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| S97APT | PROFESSIONAL TRAINING | L | T | P | CREDIT |
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Course Objectives:

- To expose learners to the field of their professional interest
- To give an opportunity to get a practical experience of the field of their interest
- To strengthen the curriculum based on internship-feedback wherever it is relevant
- To help the learners choose their career through practical experience

Students have to undergo internship for a period of two months (200 Hours of Work Experience), students will be attached to the publishing house, video houses, schools, soft skills and personality trainers, technical writers, BPO's on an Internship basis, with the objective to expose them to actual situations and day to day functioning of the industry. The interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry. A report and a viva voce will be complete the process of evaluation.

Project reviews will be conducted during the internship project on regular intervals which would consist of:

- Weekly Report
- Presentation
- Final Report
- Submission of the presentation and final Report Presentation with the Aids and with work of the students.
- Viva through the presentation and subject knowledge.

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| S97APROJ | PROJECT | L | T | P | CREDIT |
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Course Objectives:

The objective of the Project is

- To demonstrate the student's competence in the chosen area of specialization
- To motivate them with a view to gaining a placement in the Industry.
- To provide a topic based on area of specialization
- To help the student enter the chosen field with an evaluate portfolio.

While the Project intends to demonstrate students professional competence in applying the literary theory learnt during their course, the Comprehensives intends to review the intellectual comprehension of the theory with particular reference to the area of specialization and suitability for the industry. A Panel of External experts and faculty will assess the student's ability to synergistically utilize the repertoire of knowledge of Literature Communication in professional media context.

Course Outcomes:

On completion of the project, the student will be able to

- Prove him/herself an expert on research
- Access various books and journals for references online and offline
- Produce a work of professional quality.
- Evaluate his/her own writing skills.
- Demonstrate the project work with much competence
- Prepare him/herself to face viva