

**Vellalar College for Women (Autonomous), Erode - 12.**

**Master of English Literature**

**2018-2019 Onwards**

**Course Content and Scheme of Examinations (CBCS & OBE Pattern)**

**SEMESTER I**

Part	Study Component	Subject Code	Title of the Paper	Inst. Hrs./ Week	Exam.Dur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
	Core	18LTPC101	British Literature I	5	3	25	75	100	3
		18LTPC102	Indian Writing in English	5	3	25	75	100	3
		18LTPC103	ELT & ICT	5	3	25	75	100	3
		18LTPC104	Phonetics & Transcription	5	3	25	75	100	3
		18LTPC105	Literary Criticism	5	3	25	75	100	3
							Total	500	15

**SEMESTER II**

Part	Study Component	Subject Code	Title of the Paper	Inst.Hrs/ Week	ExamDur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
	Core	18LTPC206	British Literature II	5	3	25	75	100	3
		18LTPC207	Women's Literature	5	3	25	75	100	3
		18LTPC208	American Literature	5	3	25	75	100	3
		18LTPC209	Grammar To Discourse	5	3	25	75	100	3
		18LTPC210	Creative Writing: Theory & Practice	5	-	-	-	100	4
							Total	500	16

### SKILL BASED SUBJECTS

Part	Study Component	Subject Code	Title of the Paper	Inst. Hrs./ Week	Exam.Dur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
	Skill based Subject I	18LTPS201	Multiskill Development Paper(Online Examination)	3	1	40	60	100	5
							Total	100	5

### NON-MAJOR

Part	Study Component	Subject Code	Title of the Paper	Inst. Hrs./ Week	Exam.Dur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
	Non Major	18LTPN101	Mass Communication & Journalism	3	3	25	75	100	5
							Total	100	5

## SEMESTER I

CODE	COURSE TITLE
18LTPC101	British Literature – I

Category	CIA	ESE	L	T	P	Credit
Core	25	75	71	4	-	3

### Preamble

To acquaint the students with representative texts of all ages in British Literature and to appreciate the foundational literary cultures in Europe

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	gain knowledge about the authors and their select works to get a first-hand knowledge of the important literary works of the period	K3
CO2.	stimulate themselves for further reading to obtain a full understanding of the evolution of Literary Forms and Literary movements	K4
CO3.	identify literary devices and strategies and interpret in an effective way	K3 & K4
CO4.	relate language patterns to cultural values	K4
CO5.	actively engage in the reality process and analyse, interpret, evaluate and appreciate a wide variety of poetic fiction and non-fiction texts	K5

### Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	M	M	M	S	M
CO2.	S	S	S	M	S
CO3.	S	M	S	S	S
CO4.	M	M	M	M	M
CO5.	S	S	M	S	M

S- Strong; M-Medium

## Syllabus

### UNIT I :Poetry 15Hrs.

Geoffrey Chaucer The Prologue to the Canterbury Tales

*Self-Study: Spenser Prothalamion*

Donne *The Canonization*

*Batter my Heart*

### UNIT II :Poetry 15Hrs.

John Milton Paradise Lost, Book I

Wordsworth My Heart Leaps Up

John Keats Ode to Autumn

*Self-Study: Goldsmith The Deserted Village*

Blake *The Divine Image*

### UNIT III: Drama 15Hrs.

Marlowe Edward II

*Self-Study: Ben Johnson The Alchemist*

### UNIT IV:Prose 15Hrs.

Francis Bacon Of Great Place, Of Books, Of Truth, Of Envy

Charles Lamb Poor Relations

*Self-Study: William Hazlitt The Sick chamber*

*Robert Lynd The Pleasures of Ignorance*

### UNIT V :Fiction

15 Hrs.

Charles Dickens Oliver Twist

*Self Study: John Bunyan The Pilgrim's Progress*

**TOTAL:**

**75 Hrs.**

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

### BOOKS FOR REFERENCE:

1. ENRIGHT D. J. & ERNST DE CHICKERA. 1962. *English Critical Texts*. Oxford : OUP.

2. ABRAMS M. H. 1977. *English Romantic Poets : Modern Essays in Criticism*. Oxford : OUP.

3. WILLIAMS W E. 1951. *A Book of English Essays*. London : Penguin Press.

<b>CODE</b>	<b>COURSE TITLE</b>
18LTPC102	Indian Writing in English

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	71	4		3

### Preamble

To develop the skill to relate, compare and contrast Indian Literature with different literatures and to enrich the students to appreciate and analyse the creations of Indian authors in English

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	learn Indian –specific elements and Indian socio-cultural ethos	<b>K3</b>
<b>CO2.</b>	understand the concepts and ideologies behind the shaping of Indian Writing in English	<b>K4</b>
<b>CO3.</b>	comprehend the history and the evolution of Indian Literature	<b>K3&amp;K4</b>
<b>CO4.</b>	grasp the cultural heritage of India through its literature	<b>K5</b>
<b>CO5.</b>	gain deeper insights of Indian Literature in English in understanding the different philosophical perceptual dimensions and the aesthetics of the East and the West	<b>K5</b>

### Mapping with Programme Outcomes

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	S	M	S	M	M
<b>CO2.</b>	S	S	S	M	S
<b>CO3.</b>	M	M	S	S	S
<b>CO4.</b>	M	M	M	M	S
<b>CO5.</b>	S	S	M	S	M

S- Strong; M-Medium

## Syllabus

### UNIT I: Background 15 Hrs

Introduction of English in India Macaulay's Minutes  
Anglo-Indian Writing                      Indo-Anglican Writing  
Indian Writing in English Indian Literature

### UNIT II: Poetry 15 Hrs

Sri Aurobindo The Tiger and the Deer  
Kamala Das Punishment in Kindergarten  
A Hot Noon in Malabar  
Sarojini Naidu Summer Woods, The Queen's Rival

*Self-Study : Nissim Ezekiel Night of the Scorpion*  
*A.K.Ramanujan Small-scale Reflections on a Great House*  
*R. Parthasarathy Homecoming*

### UNIT III: Prose 15 Hrs

Dr. Radhakrishnan Our Nationality is the Human race  
(From the British Literature towards a New World order)  
Swami Vivekananda The Secret of Work

*Self-Study : A.P.J. Abdul Kalam The Knowledge Society*  
*(From Ignited Minds Chapter IV)*

### UNIT IV: Drama 15 Hrs

Girish Karnad Hayavadana  
*Self-Study : Rabindranath Tagore Chitra*

### UNIT V: Fiction 15 Hrs

Shashi Deshpande The Dark Holds No Terrors  
*Self-Study : Arvind Adiga The White Tiger*

**TOTAL: 75 Hrs.**

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

## BOOKS FOR REFERENCE:

1. **NAIK M. K.** 1977. *Critical Essays on Indian Writing in English*. New Delhi: Macmillan.
2. *Contemporary Indian Poetry in English – An assessment and selection.* **Ed. SALEEM.** Peeradina : Macmillan.
3. **NAIK M.K.** 1982. *Perspectives on Indian Prose in English*. New Delhi : Abhinav Publishers.

CODE	COURSE TITLE
18LTPC103	English Language Teaching & Integrated Computer Teaching

Category	CIA	ESE	L	T	P	Credit
Core	25	75	71	4		3

### Preamble

To introduce the students to the major trends in twentieth century language teaching and current communicative approaches

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	familiarize with the various aspects of language teaching in general and teaching of English in India in particular	K3
CO2.	explore more effective ways of teaching second or foreign languages	K4
CO3.	empower themselves with more effective ways of teaching second or foreign languages	K3&K4
CO4.	know the concept of remedial teaching and bridge course	K5
CO5.	understand commonly and less commonly used methods and set the criteria to critically read, observe, analyse and question approaches and methods	K6

### Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	M	M	S	M	M
CO2.	S	S	S	M	M
CO3.	M	M	M	S	S
CO4.	M	S	M	M	S
CO5.	S	S	M	S	M

S- Strong; M-Medium

## Syllabus

**UNIT I:** **15Hrs.**

A Brief History of English Language Teaching  
The Nature of Approaches and Methods in Language Learning

*SELF-STUDY: The Silent Way, Communicative Language Learning,  
Blogging and Instant Messaging*

**UNIT II:** **15Hrs.**

The Oral Approaches and Situational Language Teaching  
The Audio Lingual Method

*SELF-STUDY: Neuro Linguistic Programming, Multiple Intelligence, Writing emails  
Reformulate a letter to an email, Email abbreviations*

**UNIT III:** **15Hrs.**

Communicative Language Teaching

The Natural Approaches

*SELF-STUDY: Suggestopedia, Whole Language, Resume for seeking jobs  
Sending follow-up Letters*

**UNIT IV:** **15Hrs.**

Cooperative Language Learning

The Post-Methods Era

*SELF-STUDY: The Lexical Approach Competency based Language Teaching, Internet News  
Internet Translation tool, Researching your own culture.*

**UNIT V:** **15Hrs.**

ICT in English classrooms

ICT and Communication – ICT tools, presentation software

Using technology – Internet, mobile smart classroom, web resources

Computer Assisted Language teaching, learning and assessment by using

language lab

Free online services – MOOC, EDx, Coursera

*SELF-STUDY: Using internet to prepare teaching materials and teaching aids*

**TOTAL:** **75 Hrs.**

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

**Internship: To teach in schools should bring certificate and lesson plan**

### BOOKS FOR REFERENCE:

1. **HOLLIDAY A.** 1994. *Appropriate Methodology*. Cambridge: Cambridge University Press.
2. **JACK C. RICHARDS AND THEODORE S. RODGERS.** 2006. *Approaches and Methods in Language Teaching* Second Edition, Cambridge: Cambridge University Press.
3. **KRISHNASWAMY N. & LALITHA KRISHNASWAMY.** 2007. *The Story of English in India*. New Delhi: Foundation Books.
4. **Larson Diane – Freeman.** *Techniques and Principles in Language Teaching*. Second Edition. New York: Oxford UP. 2000. Print



<b>CODE</b>	<b>COURSE TITLE</b>
18LTPC104	Phonetics and Transcription

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	71	4		3

### Preamble

To provide the students with an in-depth knowledge of the phonology of the English language and drill them in the transcriptions of international phonetic alphabet

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	understand the key concepts and elements of English phonology and phonetics	<b>K3</b>
<b>CO2.</b>	demonstrate a thorough understanding of speech articulation	<b>K3&amp;K4</b>
<b>CO3.</b>	classify speech sounds using conventions of the IPA	<b>K5</b>
<b>CO4.</b>	realisethe impact of the historical and socio-logical factors in the growth of the English Language	<b>K4</b>
<b>CO5.</b>	apply these concepts and arguments successfully in a close reading of literary texts	<b>K5</b>

### Mapping with Programme Outcomes

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	S	M	S	S	M
<b>CO2.</b>	S	S	M	M	S
<b>CO3.</b>	M	M	M	M	S
<b>CO4.</b>	M	S	S	S	M
<b>CO5.</b>	S	S	M	M	S

S- Strong; M-Medium

## Syllabus

<b>IT I: GROWTH OF ENGLISH</b>	<b>15 Hrs</b>
Growth of Vocabulary	
Change of Meaning	
Evolution of Standard English	
<i>Self-Study: Spelling Rules</i>	
<b>UNIT II: SPEECH MECHANISM</b>	<b>15 Hrs</b>
Organs of Speech	
Description and Classification of Sounds	
Place and Manner of Articulation	
<i>Self-Study: Kinds of Phonetics</i>	
<b>UNIT III: THE SOUNDS OF ENGLISH</b>	<b>15 Hrs</b>
The Consonants of English	
The Vowels of English.	
<i>Self-Study: Consonant Clusters, Consonant and Vowel Sequences</i>	
<b>UNIT IV: STRESS AND INTONATION</b>	<b>15 Hrs</b>
Syllables, Stress and Accent, Elision, Assimilation and Dissimilation, Weak forms and Strong forms	
<i>Self-Study: Tune Shapes, Accent Rhythm in Connected Speech</i>	
<b>UNIT V: TRANSCRIPTION PRACTICE</b>	<b>15 Hrs</b>
Word Transcription and Dialogue Transcription (Work book will be maintained)	
<i>Self-Study: Slang and Jargon Wordlist</i>	
<b>TOTAL:</b>	<b>75 Hrs</b>

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

### BOOKS FOR REFERENCE:

1. **CONNOR, J.D.O.** 1980. *Better English Pronunciation*. Cambridge: Cambridge University Press. (Unit III, IV & V)
2. **WALLWORK J.F.** 1969. *Language and Linguistics*. Heinemann Educational Books Ltd. (Unit I & II)
3. **WIDDOWSON HENRY G.** 1979. *Exploration in Linguistics*. Oxford: Oxford University Press.
4. **GIMSON, A.C.** *Introduction to the Pronunciation of English*, Edward Arnold, 1970.

<b>CODE</b>	<b>COURSE TITLE</b>
18LTPC105	Literary Criticism

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	71	4		3

### Preamble

To draw the students' attention to whatever is original or individual in the writer's techniques and demonstrate how this results in the precise original or individual achievement. To familiarize the students with the major shifts in the realm of criticism and enable them to be aware of contemporary critical theory

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	familiarize with the works of significant critics from sixteenth century to twentieth century	<b>K3</b>
<b>CO2.</b>	acquaint them with important critical movements	<b>K4</b>
<b>CO3.</b>	develop skills for appreciating and analyzing literature	<b>K4</b>
<b>CO4.</b>	show an appreciation of the relevance and value of theoretical models in literary study	<b>K5</b>
<b>CO5.</b>	apply the concepts and arguments successfully in a close reading a literary text	<b>K5</b>

### Mapping with Programme Outcomes

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	M	M	M	S	M
<b>CO2.</b>	S	M	M	S	M
<b>CO3.</b>	M	M	S	M	S
<b>CO4.</b>	S	S	S	M	S
<b>CO5.</b>	S	S	M	M	M

S- Strong; M-Medium

## Syllabus

### UNIT I 15Hrs.

Philip Sidney Apologie for Poetry

*Self -Study: John Dryden Essay on Dramatic Poesy*

*Aestheticism, Affective fallacy, Allegory, Archetype, Burlesque*

### UNIT II

15Hrs.

Samuel Johnson Preface to Shakespeare

*Self -Study: Alexander Pope An Essay on Criticism*

*Cliche, Comic Relief, Conceit, Deconstruction, Existentialism, Expressionism*

### UNIT III 15Hrs.

William Wordsworth Preface to Lyrical Ballads

*Self -Study: Samuel Taylor Coleridge - Biographia Literaria (Chapter XVII and XVIII)*

*Farce, Feminist Criticism, Humanism, Impressionism, Intentional Fallacy*

### UNIT IV 15Hrs.

Cleanth Brooks The Language of Paradox

*Self -Study : Sigmund Freud Creative Writers and Day Dreaming, Modernism, Myth,*

*Neo-classicism, Objective Correlative, Pathetic fallacy, Poetic Justice*

### UNIT V:

15Hrs.

T.S. Eliot Tradition and Individual Talent

*Self -Study: D.H. Lawrence Why the Novel Matters*

*Realism, Semiotics, Stream of Consciousness, Symbolism*

*Unities, Sentimentalism*

**TOTAL:**

**75 Hrs.**

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

### BOOKS FOR REFERENCE:

1. **ABRAMS.M.H.** *A Glossary of Literary Terms*. Fortworth: Harcourt Brace College Publications, 1993.
2. **ENRIGHT, D.J** and **CHICKERA**. *English Critical Texts*. Ed., New Delhi: OUP, 2005.
3. **LODGE, DAVID**. 1972. *Twentieth Century Literary Criticism – A Reader*. London : Orient Longman publishers.
4. **LODGE, DAVID**. 2000. *Modern Criticism and Theory – A Reader*, Second edition, Essex : Pearson Education Publishers.

## SEMESTER – II

CODE	COURSE TITLE
18LTPC206	British Literature – II

Category	CIA	ESE	L	T	P	Credit
Core	25	75	71	4	-	3

### Preamble

To familiarize the learners with the background, major themes and literary techniques in the texts of various ages and their contemporary relevance

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	acquaint the students with representative texts of all ages in British Literature	K3
CO2.	make the students understand and respond to literary texts in different forms and from different periods	K4
CO3.	train them in interpretative and critical ability	K4
CO4.	enable them to fix the texts in their larger context	K5
CO5.	motivate them to experience literature's contribution to aesthetic, imaginative and intellectual growth	K5

### Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	S	S	M	S	S
CO2.	M	M	S	S	M
CO3.	M	S	S	M	M
CO4.	M	S	S	M	S
CO5.	S	S	M	M	M

S- Strong; M-Medium

## Syllabus

### UNIT I: POETRY

15Hrs.

William Wordsworth Tintern Abbey  
S.T. Coleridge The Rime of the Ancient Mariner  
John Keats Ode to a Nightingale  
P.B. Shelly Ode to the West Wind

*Self-Study: Lord Byron I would I were a Careless Child*  
*Thomas Gray Elegy Written in a Country Churchyard*

### UNIT II: POETRY 15Hrs.

Arnold The Scholar Gypsy  
Robert Browning Rabi Ben Ezra  
W.B. Yeats Easter 1916

Hopkins The Wreck of the Deutschland  
*Self-Study: Philip Larkin The Whitsun Wedding(s)*  
Tennyson Ulysses  
Ted Hughes Thrushes  
T.S.Eliot Ash Wednesday

### UNIT III: PROSE AND SHORT STORY

15Hrs.

#### Prose

Oliver Goldsmith The Character of the Man in Black  
Bertrand Russell In Praise of Idleness

#### Short Story

James Joyce Araby  
Katherine Mansfield The Garden Party  
Oscar Wilde The Star Child  
*Self-Study: George Orwell Bookshop Memories*  
*D.H. Lawrence Rocking Horse*  
*Somerset Maugham The Letter*

### UNIT IV: DRAMA

15Hrs.

Bernard Shaw St. Joan  
*Self-Study: Osborne Look Back in Anger*

### UNIT V: FICTION

15Hrs.

Thomas Hardy Tess of the Dubervilles  
*Self-Study: William Golding The Lord of the Flies*

### TOTAL:

75 Hrs.

## **Pedagogy**

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

### **BOOKS FOR REFERENCE:**

- 1. ENRIGHT D J, ERNST DE CHICKERA.** 1962.*English Critical Texts.* Oxford: OUP,2005.
- 2. NAYAR M.G.** 1986. *Selected Essays of Orwell.* New Delhi: Macmillan.
- 3. RAMASWAMI S & SETHURAMAN V.S.** 2004. *The English Critical Tradition.* Chennai: Macmillan.

<b>CODE</b>	<b>COURSE TITLE</b>
18LTPC207	Women's Literature

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	71	4	-	3

### Preamble

To introduce the students to a body of literary writing by women and help them understand women's perspectives on various human issues and attitudes to life's realities and to enable students to engage with a variety of texts belonging to that period

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	encourage the students identify themes and concerns expressed in their writing	<b>K3</b>
<b>CO2.</b>	demonstrate the stereotypes in representation of women and the rewriting of myths	<b>K4</b>
<b>CO3.</b>	highlight the difference and the uniqueness of 'gynotexts' in contrast with 'androtxts'	<b>K4</b>
<b>CO4.</b>	sensitize learners to gender issues for building an egalitarian society	<b>K5</b>
<b>CO5.</b>	check an awareness of feminist issues and theories through literature and to motivate them to empower themselves to face the future challenges	<b>K5</b>

### Mapping with Programme Outcomes

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	S	M	S	M	M
<b>CO2.</b>	S	S	S	M	S
<b>CO3.</b>	M	M	S	S	S
<b>CO4.</b>	M	M	M	M	S
<b>CO5.</b>	S	S	M	S	M

S- Strong; M-Medium



## Syllabus

### UNIT I: POETRY 15Hrs.

Maya Angelou Phenomenal Women  
Judith Wright Woman to Man  
Margaret Atwood Games after Supper  
Gagan Gilla A Girl's Desire Moves among Her Bangles

(From Oxford Anthology of Modern Indian Poetry)

Gwendolyn Brooks The Mother

*Self-Study: Meena Kandasamy If Everything Comes Crashing Down*

### UNIT II: PROSE

15Hrs.

Nivedita Menon Desire from Seeing like a Feminist

Rajeswari Sundarrajan Real and Imagined Women

*Self-Study: Simon De Beauvoir The Second Sex*

### UNIT III: DRAMA

15Hrs.

C.S. Lakshmi/Ambai Crossing the River (From Staging Resistance)

*Self-Study: Lillian Hellmann The Little Foxes*

### UNIT IV: SHORT STORY

15Hrs.

Margaret Atwood Rape Fantasies

Virginia Woolf The New Dress

Alice Walker Everyday Use

Ann Beattie Shifting

*Self-Study: Bharathi Mukherjee Jasmine*

Jumpha Lahiri A Temporary Matter

### UNIT V: FICTION

15Hrs.

Gita Hariharan The Thousand Faces of Night

*Self-Study: Toni Morrison The Bluest Eye*

### TOTAL:

75 Hrs.

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

### BOOKS FOR REFERENCE:

1. **ATWOOD MARGARET**. 1998. *Negotiating with the Dead- The writer on writing*, Toronto: McChelland and Stewart..
2. *Modern Criticism and Theory –Reader*, Second Edition, Edited by David Lodge with Nigelwood, Pearson Education Publishers, Essex, 2000.
3. **WRIGHT JUDITH**. 1966. *Preoccupations in Australian Poetry*. Melbourne: OUP.

<b>CODE</b>	<b>COURSE TITLE</b>
18LTPC208	American Literature

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	71	4		3

### Preamble

To understand the roots of American Literature in the American experience and gain acquaintance of issues of race, class and society in the context of American literary and cultural studies

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	read a selection of well-known writing in prose, poetry, drama and fiction	<b>K3</b>
<b>CO2.</b>	familiarize with the important literary movements and outstanding works and writers of various movements	<b>K4</b>
<b>CO3.</b>	understand the world of American life and culture and gain knowledge of various aspects of American Literature	<b>K5</b>
<b>CO4.</b>	analyse a variety of American Writing in different genres	<b>K5</b>
<b>CO5.</b>	acquaint with the various themes and techniques and to locate American Literature in the universal literary context	<b>K5</b>

### Mapping with Programme Outcomes

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	M	S	S	M	S
<b>CO2.</b>	M	S	M	S	M
<b>CO3.</b>	S	M	S	S	S
<b>CO4.</b>	M	M	M	M	S
<b>CO5.</b>	M	M	M	S	M

S- Strong; M-Medium

## Syllabus

### UNIT I: POETRY 15Hrs.

Walt Whitman Crossing Brooklyn Ferry  
Emily Dickinson Success is Counted Sweetest  
e.e. cummings Anyone lived in a Pretty Town to urn  
Robert Frost The Road not Taken, Birches

*Self-Study: Emerson Brahma*

### UNIT II: PROSE

15Hrs.

Emerson Self-Reliance

*Self-Study: Thoreau Civil Disobedience*

### UNIT III: DRAMA

15Hrs.

Eugene O'Neill Emperor Jones

*Self-Study: Tennessee Williams A Street Car named Desire*

### UNIT IV: SHORT STORY

15Hrs.

Edgar Allen Poe The Fall of the House of Usher  
Mark Twain Baker's Bluejay Yarn  
Henry James Europe

*Self-Study: Hemingway The Snows of Kilimanjaro  
O Henry The Last Leaf*

### UNIT V: FICTION

15Hrs.

Ernest Hemingway The Old Man and the Sea

*Self-Study: Mark Twain The Adventures of Huckleberry Finn*

### TOTAL:

75 Hrs.

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

### BOOKS FOR REFERENCE:

1. **TALI C.** 1983. *Black Women Writers at Work*. New York : Continuum.
2. **GATES HENRY LOUIS Jr.** 1986. *Race, Writing and Difference*. University of Chicago : Chicago Press.
3. **EGBERT S OLIVER.** 1982. *An Anthology of American Literature (1890-1965)*, Vol.1-2. New Delhi :Eurasia Publishing House.
4. *Norton Anthology of American Literature*. Vol. 1 & 2.

<b>CODE</b>	<b>COURSE TITLE</b>
18LTPC209	Grammar to Discourse

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	71	4	-	3

### Preamble

To guide the students in the study of English Grammar through its usage

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	understand the complexities and nuances of the grammar in both its spoken and written forms	<b>K3</b>
<b>CO2.</b>	understand, describe and appreciate English in all its varied forms	<b>K4</b>
<b>CO3.</b>	learn the advance level of analysis of Grammar and Discourse	<b>K5</b>
<b>CO4.</b>	integrate , enlighten and consolidate their understanding to move smoothly from Grammar to Discourse	<b>K4</b>
<b>CO5.</b>	communicate more effectively, more precisely and more resourcefully	<b>K5</b>

### Mapping with Programme Outcomes

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	S	M	S	M	S
<b>CO2.</b>	S	S	S	S	S
<b>CO3.</b>	M	S	M	S	S
<b>CO4.</b>	S	M	M	M	M
<b>CO5.</b>	M	S	M	S	M

S- Strong; M-Medium

## Syllabus

**UNIT -I:** What grammar is and is not? **15 Hrs.**

- Grammar and its role in language
- Chapter I 'Good' and 'bad' grammar
- Variation in language
- English and other languages

*Self-Study: Grammar and Effective Communication*

*Grammar in Prose Style*

*Grammar in Poetry*

- Chapter II Sentences and their parts
- Prologue: Parts of Speech
- The Hierarchy of Units

*Self-Study: Grammatical Notations*

*Using Tests*

*Form and Function*

**UNIT -II:** Words **15 Hrs.**

- Chapter III Open and Closed word classes
- The open classes

*Self-Study: Closed Word Classes*

Chapter IV Phrases

Classes of phrase

- Main and subordinate phrases
- Noun phrases and related phrase classes

*Self-Study: The Adjective Phrase and the Adverb Phrase*

*The Verb Phrase*

**UNIT -III :** Clauses **15 Hrs.**

- Chapter V Elements of the clause
- Complex sentence
- Finite and non-finite clauses
- Declarative, Interrogative and Imperative clauses
- Active and passive clauses
- More on clause structure

*Self-Study: Clause Patterns*

*The Structure of non-finite Clauses*

*Parsing a Simple Sentence*

Chapter VI Subordination and Co-ordination

- Subordinate clauses
- Finite subordinate clauses
- The functions of subordinate clauses
- Non-finite subordinate clauses

*Self-Study: Direct and Indirect Subordinate*

*Skeleton Analysis*

*Coordination*

**UNIT -IV : Basic and derived Structure** **15 Hrs.**

Chapter VII Constituent structure grammar

Basic and derived structure

‘Missing’ elements

Split constituents

*Self-Study: Double Analysis*

*Back to Parsing*

*Style and Transformation*

Chapter VIII Discourse Analysis: Speech and Writing

Introductory

Speech and Writing: Which comes first

Functions of Speech

The form of speech and writing

*Self-Study: Linguistic characteristics of Speech and Writing*

*Analysis of Spoken and Written Discourse*

**UNIT -V : Discourse Analysis: Tenor and Domain** **15 Hrs.**

Chapter IX Introductory

Tenor

Tenor and discourse

Domain

*Self-Study: Domain and Discourse*

*Combining Categories of use*

Chapter X Analysis of literary discourse

How to analyse style

Illustrative extract

*Self-Study :Outline Analysis*

*Further illustrative extracts for discussion.*

Chapter XI Grammar and problems of usage

Opinions about grammar

Prescriptive rules

The priests of usage

The problem of personal pronouns

The problem of number concord

*Self-Study :The Problem of the Generic Masculine*

*Problems of Ellipsis*

*Dangling non-finite Clauses*

**TOTAL**

**75 hrs**

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

### **BOOKS FOR REFERENCE:**

- 1. MALCOLM COURTLAND.** 1979. *An Introduction to Discourse Analysis*. London: Longman,
- 2. DAVID CRYSTAL.** 1980. 'Neglected grammatical factors in conversational English', in Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, eds. *Studies in English Linguistics: for Randolph Quirk*, London : Longman.
- 3. DAVID CRYSTAL AND DEREK DAVY.** 1969. *Investigating English Style*. London : Longman.
- 4. LEECH, GEOFFREY.** *English Grammar for Today: A New Introduction* (Macmillan)

<b>CODE</b>	<b>COURSE TITLE</b>
18LTPC210	Creative Writing: Theory and Practice

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	-	100	10	65		4

### Preamble

To equip the students understand different kinds of travel and their differences.

To induce in the students a mind to explore and share the experiences in the form of writing and narration.

To help learners realize their preferred form of creative and communicative expression.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	recollect the knowledge of recent theoretical frameworks of travel writing	<b>K3</b>
<b>CO2.</b>	understand the picture of various cultures and customs of the world	<b>K4</b>
<b>CO3.</b>	apply and evaluate the theoretical knowledge of travel and writing with the real time experience	<b>K5</b>
<b>CO4.</b>	deploy the learned theories as analytical tools for understanding texts	<b>K4&amp;k5</b>
<b>CO5.</b>	reminiscent with travelogue connotations and prepare individual travel literature	<b>K5</b>

### Mapping with Programme Outcomes

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	S	M	S	M	S
<b>CO2.</b>	S	S	S	S	M
<b>CO3.</b>	S	S	M	S	S
<b>CO4.</b>	M	S	S	M	S
<b>CO5.</b>	S	M	M	S	M

S- Strong; M-Medium



## Syllabus

**UNIT I: CREATIVE WRITING BASICS** **15 Hrs.**

Forms of different genres

*Self-Study: Prewriting and Planning*

**UNIT II: WRITING POETRY** **15 Hrs.**

*Self-Study: Personal Writing*

**UNIT III: WRITING SHORTSTORY AND DRAMA** **15 Hrs.**

*Self-Study: Aristotle's Poetics*

**UNIT IV: WRITING PERSONAL ESSAY** **15 Hrs.**

*Self-Study: Mastering the College Essay*

**UNIT V: TRAVEL WRITING 15Hrs.**

(Travel Writing and Gender, Rediscovering Women Travellers, Diversity of Women's Travel Accounts, Documenting the Everyday, Inventing and Identity and Journey to Self-awareness)

*Self-Study: Travel Writing and Ethnography and Travel Writing and its Theory*

**TOTAL:** **75 Hrs.**

## Pedagogy

Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

## BOOKS FOR REFERENCE:

1. **BELL ARTHUR, THOMAS KLAMMER.** 1983. *The Practising Writer*. Massachusetts: Houghton Mifflin Company.
2. **KIRSZNER AND MANDELL.** 1985. *Writing: A College Rhetoric*. New York: Holt Rhinehart and Winston.
3. **SEBRANEK PATRICK .** 1997. *Write for College – A Student Handbook*, Massachusetts: Houghton Mifflin Company.
4. **Hulme ,Peter and Tim Younds.** Cambridge Companion to Travel Writing, Cambridge University Press, 2002.