

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.

CODE	COURSE TITLE
18LTPC102	Indian Writing in English

Category	CIA	ESE	L	T	P	Credit
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

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

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	M	M
CO2.	S	S	S	M	S
CO3.	M	M	S	S	S
CO4.	M	M	M	M	S
CO5.	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	
<i>Self-Study : Nissim Ezekiel</i>	<i>Night of the Scorpion</i>	
<i>A.K.Ramanujan</i>	<i>Small-scale Reflections on a Great House</i>	
<i>R. Parthasarathy</i>	<i>Homecoming</i>	
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	
<i>Self-Study : A.P.J. Abdul Kalam</i>	<i>The Knowledge Society</i>	
<i>(From Ignited Minds</i>	<i>Chapter IV)</i>	
UNIT IV: Drama		15 Hrs
Girish Karnad	Hayavadana	
<i>Self-Study : Rabindranath Tagore</i>	<i>Chitra</i>	
UNIT V: Fiction		15 Hrs
Shashi Deshpande	The Dark Holds No Terrors	
<i>Self-Study : Arvind Adiga</i>	<i>The White Tiger</i>	
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	
	<i>SELF-STUDY: The Silent Way, Communicative Language Learning, Blogging and Instant Messaging</i>	
UNIT II:		15Hrs.
	The Oral Approaches and Situational Language Teaching The Audio Lingual Method	
	<i>SELF-STUDY: Neuro Linguistic Programming, Multiple Intelligence, Writing emails Reformulate a letter to an email, Email abbreviations</i>	
UNIT III:		15Hrs.
	Communicative Language Teaching The Natural Approaches	
	<i>SELF-STUDY: Suggestopedia, Whole Language, Resume for seeking jobs Sending follow-up Letters</i>	
UNIT IV:		15Hrs.
	Cooperative Language Learning The Post-Methods Era	
	<i>SELF-STUDY: The Lexical Approach Competency based Language Teaching, Internet News Internet Translation tool, Researching your own culture.</i>	
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	
	<i>SELF-STUDY: Using internet to prepare teaching materials and teaching aids</i>	
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

CODE	COURSE TITLE
18LTPC104	Phonetics and Transcription

Category	CIA	ESE	L	T	P	Credit
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

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

Mapping with Programme Outcomes

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

S- Strong; M-Medium

Syllabus

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

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.

CODE	COURSE TITLE
18LTPC105	Literary Criticism

Category	CIA	ESE	L	T	P	Credit
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

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

Mapping with Programme Outcomes

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

S- Strong; M-Medium

Syllabus

UNIT I		15Hrs.
Philip Sidney	Apologie for Poetry	
<i>Self -Study: John Dryden</i>	<i>Essay on Dramatic Poesy</i>	
	<i>Aestheticism, Affective fallacy, Allegory, Archetype, Burlesque</i>	
UNIT II		15Hrs.
Samuel Johnson	Preface to Shakespeare	
<i>Self –Study: Alexander Pope</i>	<i>An Essay on Criticism</i>	
	<i>Cliche, Comic Relief, Conceit, Deconstruction, Existentialism, Expressionism</i>	
UNIT III		15Hrs.
William Wordsworth	Preface to Lyrical Ballads	
<i>Self -Study: Samuel Taylor Coleridge - Biographia Literaria (Chapter XVII and XVIII)</i>		
	<i>Farce, Feminist Criticism, Humanism, Impressionism, Intentional Fallacy</i>	
UNIT IV		15Hrs.
Cleanth Brooks	The Language of Paradox	
<i>Self –Study : Sigmund Freud</i>	<i>Creative Writers and Day Dreaming, Modernism, Myth,</i>	
	<i>Neo-classicism, Objective Correlative, Pathetic fallacy, Poetic Justice</i>	
UNIT V:		15Hrs.
T.S. Eliot	Tradition and Individual Talent	
<i>Self -Study: D.H.Lawrence</i>	<i>Why the Novel Matters</i>	
	<i>Realism, Semiotics, Stream of Consciousness, Symbolism</i>	
	<i>Unities, Sentimentalism</i>	
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.

CODE	COURSE TITLE
18LTPC207	Women's Literature

Category	CIA	ESE	L	T	P	Credit
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

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

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	M	M
CO2.	S	S	S	M	S
CO3.	M	M	S	S	S
CO4.	M	M	M	M	S
CO5.	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 Gill 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: Lillion Hellmann The Little Foxes

UNIT IV: SHORT STORY 15Hrs.

Margeret Atwood Rape Fantasies
Virgina Woolf The New Dress
Alice Walker Everyday Use
Ann Beatlic 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.

CODE	COURSE TITLE
18LTPC208	American Literature

Category	CIA	ESE	L	T	P	Credit
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

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

Mapping with Programme Outcomes

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

CODE	COURSE TITLE
18LTPC209	Grammar to Discourse

Category	CIA	ESE	L	T	P	Credit
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

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

Mapping with Programme Outcomes

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

S- Strong; M-Medium

Syllabus

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

Chapter I Grammar and its role in language
'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	
<i>Self-Study: Double Analysis</i>	
<i>Back to Parsing</i>	
<i>Style and Transformation</i>	
Chapter VIII Discourse Analysis: Speech and Writing	
Introductory	
Speech and Writing: Which comes first	
Functions of Speech	
The form of speech and writing	
<i>Self-Study: Linguistic characteristics of Speech and Writing</i>	
<i>Analysis of Spoken and Written Discourse</i>	
UNIT -V : Discourse Analysis: Tenor and Domain	15 Hrs.
Chapter IX Introductory	
Tenor	
Tenor and discourse	
Domain	
<i>Self-Study: Domain and Discourse</i>	
<i>Combining Categories of use</i>	
Chapter X Analysis of literary discourse	
How to analyse style	
Illustrative extract	
<i>Self-Study : Outline Analysis</i>	
<i>Further illustrative extracts for discussion.</i>	
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	
<i>Self-Study : The Problem of the Generic Masculine</i>	
<i>Problems of Ellipsis</i>	
<i>Dangling non-finite Clauses</i>	
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 green baum, Geoffrey lach and Jan svart vik,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* (Macmillian)

CODE	COURSE TITLE
18LTPC210	Creative Writing: Theory and Practice

Category	CIA	ESE	L	T	P	Credit
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

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

Mapping with Programme Outcomes

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

S- Strong; M-Medium

Syllabus

UNIT I: CREATIVE WRITING BASICS Forms of different genres <i>Self-Study: Prewriting and Planning</i>	15 Hrs.
UNIT II: WRITING POETRY <i>Self-Study: Personal Writing</i>	15 Hrs.
UNIT III: WRITING SHORTSTORY AND DRAMA <i>Self-Study: Aristotle's Poetics</i>	15 Hrs.
UNIT IV: WRITING PERSONAL ESSAY <i>Self-Study: Mastering the College Essay</i>	15 Hrs.
UNIT V: TRAVEL WRITING (Travel Writing and Gender, Rediscovering Women Travellers, Diversity of Women's Travel Accounts, Documenting the Everyday, Inventing and Identity and Journey to Self-awareness) <i>Self-Study: Travel Writing and Ethnography and Travel Writing and its Theory</i>	15Hrs.
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.