

B.A. ENGLISH LITERATURE

I SEMESTER

Part III Gr. A – CORE I ENJOYING LITERATURE I PROSE AND POETRY

Instructional Hrs.: 75

Sub. Code: 08LTUC101

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM: To develop an aesthetic sense to appreciate and enjoy literature.

OBJECTIVE: To develop a set of reading and interpretative skills for a better appreciation of Prose and Poetry.

Skill Sets

15 Hrs.

UNIT I:

RECALLING INFORMATION:

Through a series of study questions, recall information on major details in the prescribed texts (Multiple Choice Questions)

Stephen Leacock- My Lost Dollar

E.V. Lucas - Tight Corners

SELF – STUDY: Robert Lynd – Forgetting

UNIT II:

15 Hrs.

READING WITH LITERARY FOCUS:

Vocabulary and word choice

comment on the main idea, mood and atmosphere through focus on word choice of the writers. (Annotations)

Lord Tennyson - Break, Break, Break

William Shakespeare - Sigh No More, Ladies

Robert Frost - A Minor Bird

SELF – STUDY: Kamala Das – Coromandel Fishers

UNIT III:

15 Hrs.

PRESENTING THE READER’S POINT OF VIEW. (Short Notes)

Leo Tolstoy- The Jump

Francis Bacon - Of Studies

SELF- STUDY: Somerset Maugham – The Man from Glasgow

UNIT IV:

15 Hrs.

EXTENDING

Compare and contrast writers, texts, theme and artistic elements (Essay)

Abraham Lincoln - The Gettysburg Address

Aldous Huxley - Time and Machine

Edgar Allen Poe - The Raven

SELF –STUDY: Nehru’s Speech – A Tryst with Destiny

UNIT V:

15 Hrs.

WRITING ABOUT LITERATURE

Writing about theme, characters and form (Essay)

P.B. Shelley - Ozymandias

William Wordsworth - Daffodils

SELF – STUDY: W.B.Yeats – A Prayer for my Daughter

BOOKS FOR REFERENCE:

1. **BECK, DR.ISABEL L. et al.,** *Introduction to Literature* – Holt, Rinehart & Winston, 1991.
2. **BABUSCI, ROGER et al.,***Literature*– Prentice Hall, Silver Level, 1991.
3. **FARELL, DEMUND. J. et al.,** *Patterns in Literature* Scott, Foresman, 7th ed. 1987.

**Part III Gr. A. CORE PAPER II – CAREER SKILLS
GRAMMAR TO DISCOURSE**

Instructional Hrs.: 75

Sub. Code: 08LTUC102

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM: To introduce the students to the basic mechanism with which the language functions.

OBJECTIVE : To strengthen the knowledge of grammar to enable the student, to master 'accuracy' in Discourse.

UNIT I :

15 Hrs.

The Parts of Speech
Classification of Nouns
Pronouns and Person
Adjectives
Adverbs and Adverbials

SELF-STUDY : Number and Gender

Articles and Demonstratives
Possessive Forms
Conjunctions
Interjections

15 Hrs.

UNIT II :

Forms of 'be' and functions of 'be'
Agreement and Concord
Negative Sentences
Questions
Complements and Adjuncts

SELF-STUDY : Subject and Predicate

Other Linking verbs
Kinds of Negative sentences and Questions

UNIT III :

15 Hrs.

Past, Present and Future
Transitive and Intransitive verbs
Active and Passive
Complements
Tenses
Auxilliary verbs

Adverbs of Frequency
Prepositions and Phrasal verbs

*SELF-STUDY : Transitive verbs with two objects.
Regular & Irregular Verbs.
Reflexive Forms*

UNIT IV :

15 Hrs.

Sentences and Clauses
Kinds of Clauses.
Reported Speech

*SELF-STUDY : Appositive Construction
Uses of the Genitive
Infinitives*

15 Hrs.

UNIT V :

Conditional Clauses
Complex Sentences
Substitution and Ellipsis
Idioms
Applied Grammar

*SELF-STUDY: Conjunction
Sentence Connectors and Cohesion*

BOOKS FOR REFERENCE:

1. **DAVID CRYSTAL AND DEREK DAVY**, *Investigating English Style*, Longman, London, 1969.
2. **KRISHNASWAMY N.**, *A Book of Grammar Usage and Composition*, Macmillan India Ltd., 1975.
3. **MALCOLM COURTHARD**, *An Introduction to Discourse Analysis*, Longman, London, 1977.

**Part III Gr. B. ALLIED – A PAPER I – INTRODUCING LITERATURE I -
SOCIAL HISTORY OF ENGLAND**

Instructional Hrs.: 90

Sub. Code: 08LTUA101

Max. Marks: CIA-25; ESE-75

Credits: 5

AIM: To develop applied skills of relating the social context to literary products.

OBJECTIVE: To introduce the students to the changing times, way of life and culture of England that influenced English Literature through the ages.

To sharpen the skill to relate and reinterpret things that happened at one point of time in the light of today's scenario.

UNIT I: 18Hrs.

The Renaissance

The Reformation

SELF-STUDY: Feudalism

UNIT II: 18Hrs.

Puritanism

Social Life in Restoration England

SELF-STUDY: Religious Movements

UNIT III: 18Hrs.

Age of Queen Anne

The Agrarian Revolution

SELF-STUDY: Educational Reforms in the 18th Century

UNIT IV: 18Hrs.

The Industrial Revolution

Effects of French Revolution on English Society

SELF-STUDY: Humanitarian Movement

UNIT V: 18Hrs.

The Reform Bills

The World Wars and Social Security

SELF-STUDY: Colonial Expansion

DR. MALLIGA RAMASAMY & DR. BHAGYATHARA D., "Social History of England".

BOOKS FOR REFERENCE:

1. **DR. THAILAMBAL,** *Social History of England*, ENNES Publication, Udumalpet, 2000.

2. **TREVELYN G.M.,** *English Social History*, Orient Longman, 1942.

3. **XAVIER A.G.,** *Introduction to the Social History of England*, S. Viswanathan Printers & Publishers, Chennai, 2009.

political

Role of Setting in Drama

Francis Goodrich And Albert Hackett - THE DIARY OF ANNE FRANK

SELF –STUDY: Complexity of the Plot

UNIT III : Drama as Literature – Interpretative Skill

15 Hrs.

Short Notes

Dramatic devices – imagery
figurative language
symbols
devices of sound

Dr.Faustus by Marlowe

SELF – STUDY: The Meaning of the play

UNIT IV : Drama as Performance – Dramatizing skill

15 Hrs.

Internal Assessment . Dialogue delivery – pacing / volume / pitch / stress / tone /
vocal quality

Costumes

Lighting

Make-up

Properties

Sound effect

Stage Direction

Any Text of the student’s choice

SELF – STUDY: Stage-setting

UNIT V : On-stage Performance- Theatrical Skill

15 Hrs.

Internal Assessment . dramatic reading

role play

oratory

voice modulation – practice.

Any Text of the student’s choice

SELF-STUDY: Creative Dramatics

BOOKS FOR REFERENCE:

1. **AXTON & WILLIAMS eds.** *English drama :Forms & development*,Cambridge UP , 1977.
2. **CLEANTH BROOKS, ROBERT B.HEILMAN,** *Understanding Drama*, HOH, Rhinehart & Winston, 1945.

Part III Gr. A. CORE PAPER IV –APPRECIATING LITERATURE I FICTION

Instructional Hrs.: 75
Max. Marks: CIA-25; ESE-75

Sub. Code: 12LTUC204
Credits: 4

AIM: To develop analytical and critical reading.

OBJECTIVE : To gain knowledge of art of fiction (elements of fiction and the art of writing fiction)

To develop the skill of applying the knowledge about the art of fiction and critically analyse the prescribed texts.

Skill sets for reading fiction.

UNIT I : Analytical Skill **15 Hrs.**

Short Notes and Essays **Genre – Form, Content**

: Arthur Canon Doyle -The Hound of the Baskervilles

Emily Bronte - Wuthering Heights

SELF-STUDY: Motive in Fiction

UNIT II : Analytical Skill **15 Hrs.**

Short Notes and Essays

Point of View

Point of view refers to the relationship of the narrator, or story teller, to the story.

First person Point of view

Third person Point of view.

Emily Bronte

- Wuthering Heights

SELF-STUDY: Narrative Style

UNIT III: Interpretative Skill **15 Hrs.**

Short Notes and Essays

Foreshadowing and predicating outcomes as foreshadowing.

Clues and hints are known

Vocabulary –context Clues

Arthur Canon Doyle -The Hound of the Baskervilles

SELF-STUDY: Verbal Irony

UNIT IV: Interpretative Skill

Short Notes and Essays

The total effect .plot, character, setting, theme.

Arthur Canon Doyle -The Hound of the Baskervilles

Emily Bronte - Wuthering Heights

SELF-STUDY: Setting and atmosphere.

UNIT V:Extension Skill

Internal Assessment-

A book Review – any text of the student’s choice

SELF-STUDY: Book Talk

BOOKS FOR REFERENCE:

1. **ARTHUR CANON DOYLE**, *Great adventure Sherlock Holmes* Simon & Schurter, New York 1976.
 2. **GRAHAM HOLDERNESS**, *A Study guide to Wuthering Height*, OUP, 1979.
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**Part III Gr B. ALLIED-A PAPER II - INTRODUCING
LITERATURE II - HISTORY OF ENGLISH LITERATURE**

Instructional Hrs.: 90

Sub. Code: 08LTUA202

Max. Marks: CIA-25; ESE-75

Credits: 5

AIM: To understand the under- currents of literary writings and creative art in terms of literary movements through the ages.

OBJECTIVE: To understand the concepts, forces and concerns that shaped the literary writings of different ages.

UNIT I: **18 Hrs.**

Age of Chaucer

Elizabethan Age 1560-1616

Post-Shakespearean 1616-1650 - Drama & Poetry

SELF-STUDY: Pre –Chaucerian Period

UNIT II: **18 Hrs.**

Literature in Puritan Age 1650-1660

Restoration Age 1660-1700

SELF-STUDY: Metaphysical Poetry

UNIT III: **18 Hrs.**

Neo-Classical / Augustan Age / Age of Prose 1700-1750

SELF-STUDY: Periodical Essays of the 18th century

UNIT IV: **18 Hrs.**

Romantic Revival (inclusive of Pre-Romantic Literature)

Victorian Age 1839-1902

SELF-STUDY: Lake Poets

UNIT V: **18 Hrs.**

Modern Age 1902-1960

Postmodern Age

SELF-STUDY: Formalism

BOOKS FOR REFERENCE:

1. **EDWARD ALBERT**, *History of English Literature*, Orient Longman, Delhi, 1985.
2. **DR. KANNAMMAL S & SAGUNTHALA M**, *History of English Literature*.
3. **LEGOUIS CAZAMIAN**, *History of English Literature*, Macmillan, New York, 1926.
4. **RAMACHANDRA NAIR K. R.**, *Essays on the History of Literature*, Emerald Publishers, New Delhi, 2008.
5. **WILLIAM HENRY HUDSON**, *An Outline History of English Literature*, B.I. Publications Ltd., 1961.

Part IV - VALUE EDUCATION - GENDER STUDIES

Instructional Hrs.: 30

Sub. Code: 09VEDU2GS

Max. Marks: 100

Credits: 2

Project

Text less Course involving Talk shows / Debates / Chat sessions / Group Discussions
with

Course-end Case Study Report as Project for external evaluation.-30 pages

III SEMESTER

Part III Gr. A. – CORE PAPER V – CROSS-CULTURAL STUDIES I – AFRICAN/AMERICAN LITERATURE

Instructional Hrs.: 75

Sub. Code: 13LTUC305

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM: To introduce the students to the problems of ‘marginalised’ people all over the world through their literature

OBJECTIVE: To compare and contrast the causes and circumstances leading to the age-old existence of oppression and suppression of the marginalized class.

UNIT I: POETRY

15 Hrs.

Emily Dickinson: Because I could not stop for Death
Wait till the majesty of Death

Soyinka : Telephone Conversation

E. E. Cummings : The Cambridge Ladies

*SELF-STUDY: Robert Frost: Stopping by woods on a Snowy evening
The Road not taken*

E. E. Cummings: In just spring

Wole Soyinka: Death in the Dawn

UNIT II: PROSE

15 Hrs.

Thomas Jefferson : Declaration of Independence

SELF-STUDY: Frederick Douglass: My Bondage & My Freedom

UNIT III: DRAMA

15 Hrs.

Wole Soyinka : The Lion and the Jewel

SELF-STUDY: Tennessee Williams - Glass Menagerie

UNIT IV: FICTION

15 Hrs.

Alice Walker: The Color Purple

SELF-STUDY: Paule Marshall – Merle: A Novella

UNIT V: CRITICISM

15 Hrs.

S. M. Pandeya : Social Context and Literary Theory in America.

SELF-STUDY: Wole Soyinka - Myth, Literature & The African World

BOOKS FOR REFERENCE:

1. **DUDLEY. D. R, LANG. D.**, *Classical & Byzantine; Oriented and African Literature*, Penguin Books, 1969.
2. **DUKER F BERNARD**, *American Dramatist 1918-1945*, Macmillan, 1984.
3. **NARASIMHAIAH C. D.**, *Commonwealth Literature: A Hand book of select reading lists*, Oxford, OUP, 1976.

**Part III Gr. A. CORE PAPER VI - APPRECIATING
LITERATURE III - SHAKESPEARE I**

Instructional Hrs.: 75

Sub. Code: 13LTUC306

Max. Marks: CIA-25; ESE-75

Credits: 3

AIM : To gain aesthetic experience of Shakespearean plays and sharpen the skill of aesthetic appreciation.

OBJECTIVE : To develop the aesthetic and interpretative skills of Visual Text
Skill Sets for reading Shakespeare

UNIT I: Analysing Skill **15 Hrs.**

MACBETH

Plot

Structure

Actions

Climax

Catastrophe

SELF-STUDY: Julius Caesar

UNIT II: Interpreting Skill **15 Hrs.**

Theme

Setting

Characters

SELF-STUDY: The Tragic Flaw

UNIT III : Understanding Skill **15 Hrs.**

Characters

Opening scene

SELF-STUDY: Supernatural elements

UNIT IV: Narrative Skill **15 Hrs.**

Quote from memory (writing) from Self Study Text & Classroom Text.

SELF-STUDY: Narrative Skill – episodes

UNIT V : Applying Skill **15 Hrs.**

Making Posters

Advertisements of Shakespearean play for Newspapers

SELF-STUDY: Story Board – Graphic Presentation

Dramatising Reading out - Role play.

Dramatising a Particular scene

Note : Interpreting Skill Short Notes.

Analysing Skill Essay.

SELF-STUDY: Soliloquy

BOOKS FOR REFERENCE:

1. **BRADLEY, A.C.**, *Shakespearean Tragedy*, Macmillan, 1971.
2. **COOKSON, LINDA**, *Critical Essays on Macbeth*, Bryan Loughrey, Ed., Longman, London, 1988.
3. **HARBAGE, ALFRED** Ed., *Shakespeare The Tragedies*, Prentice Hall, 1964.

**Part III Gr. B. ALLIED - B PAPER I – INTRODUCING LITERATURE III -
LITERARY FORMS**

Instructional Hrs.: 75

Sub. Code: 08LTUA303

Max. Marks: CIA-25; ESE-75

Credits: 5

AIM: To understand the form and structure of literary genre and acquire the Application Skill for analysis.

OBJECTIVE: To develop the aesthetic skill to appreciate alliteration, rhyme scheme and onomatopoeia.
To develop the knowledge skill to differentiate between various genre &
To develop the interpretative skill through appreciation of the essential features of various genres.

UNIT I : Poetry – Forms of Poetry **15 Hrs.**
Poetical Types

SELFSTUDY: Stanza Forms

UNIT II : Drama – The Dramatic Art **15 Hrs.**
Dramatic Types

SELF-STUDY: Dramatic Devices

UNIT III : The Essay **15 Hrs**

SELF-STUDY: The Structure of descriptive writing.

UNIT IV : The Novel **15 Hrs.**
The Short Story.

SELF-STUDY: Science fiction

UNIT V: Biography and Autobiography **15 Hrs.**

SELF-STUDY: Diaries & Memories

BOOKS FOR REFERENCE:

1. **BHATHIA, PRAVAN S.P.**, *An Introduction To The Study of English Literature*, UBSD, 2000.
2. **HUDSON**, *An Introduction to the study of English Literature*, Kalyani Publishers, Ludhiana, 1979.
3. **REES, R. J.**, *An Introduction for Foreign Reader*, Macmillan, India, 1982.
4. **PRASAD.B.**, *A Background to the study of English Literature*, Macmillan, New Delhi, 2004.

IV SEMESTER

Part III Gr. A. – CORE PAPER VII – ENJOYING LITERATURE III INDIAN LITERATURE

Instructional Hrs.: 60

Sub. Code: 11LTUC407

Max. Marks: CIA-25; ESE-75

Credits: 3

AIM: To make the students understand the concepts and anxieties behind the shaping of Indian Literature.

OBJECTIVE: To develop the skill to relate, compare and contrast different literatures
To introduce the students to Indian – specific elements.

UNIT I : POETRY **12 Hrs.**

Toru Dutt – Our Casuarina Tree
Keki N. Daruwalla – The King Speaks to the Scribe.

SELF- STUDY: C. N. Srinath – *Then Came Gandhi*
Shiv K. Kumar – *Indian Women*

UNIT II : PROSE **12 Hrs.**

Nissim Ezekiel – The Heritage of India
Gopala Krishna Gokhale – Students and their Duties

SELF-STUDY: R. K. Narayan – *A Snake in the grass*

UNIT III: FICTION **12 Hrs.**

R. K. Naaryan – A Tiger for Malgudi

SELF-STUDY: Mahasweta Devi – *The Armenian Champa Tree*

UNIT IV: DRAMA **12Hrs.**

Girish Karnad – Tughlaq

SELF-STUDY: Tagore-*Sacrifice*

UNIT V: INDIAN WRITING IN TRANSLATION **12Hrs.**

Tagore – Gitanjali – 1- 15 verses.

SELF-STUDY: Bharthiair's *Panchali Sabatham*

BOOKS FOR REFERENCE:

- 1. DAS BIJAY KUMAR**, *A Hand book of Translation Studies*, Atlantic Publishers, 2005.
- 2. NANDY PRITESH**, *Indian Poetry in English Today*, Sterling Publishes, 1973.
- 3. NARASIMHAIAH C. D., ed.,** *An Anthology of Common wealth Poetry* Macmillan India Ltd, 1990.

Part III Gr. A. – CORE PAPER VII – ENJOYING LITERATURE III
Part III Gr. A. CORE PAPER VIII - APPRECIATING
LITERATURE II - SHAKESPEARE II

Instructional Hrs.: 75

Sub. Code: 13LTUC408

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM : To gain aesthetic experience of Shakespearean plays and sharpen the skill of aesthetic appreciation.

OBJECTIVE: To develop the aesthetic and interpretative skills of Shakespearean drama

Skill sets for reading Shakespeare

UNIT I: Analysing Skill

Romeo & Juliet

15 Hrs.

Plot

Structure

Actions

Climax

SELF STUDY: The Merchant of Venice-Visual Text

UNIT II: Interpreting Skill

15 Hrs.

Theme

Setting

Characters

SELF STUDY: Theatre Terms

UNIT III : Analysing and Understanding Skill

15 Hrs.

Dramatic Techniques of Shakespeare

Blank Verse

unrhymed iambic pentameter

Interpreting the effect of Imagery

imagery creates mood, reveals character, suggests ideas and affects our response. What kind of imagery is introduced by the words 'shrine', 'sin' and 'saints'.

Interpreting Metaphorical Language

involves a comparison of unlike things.

Eg. – Sweet flower, with flowers thy
bridal bed I strew

Comparing Juliet to a flower and her tomb to a bridal bed.

Understanding the Dramatic foil

A Dramatic Foil contrasts with another character and helps to highlight this character's trait. Eg. Mercutio & Romeo.

Personification

A figure of Speech in which a Quality, idea or any non human being is represented as having human traits.

“ Sleep well upon thine eyes, peace in thy breast!

Would I were sleep and Peace, so sweet to rest”.

(Romeo and Juliet, Act II, Scene – II, lines 187 – 188)

Disguise

Soliloquy

Dramatic irony

a device whereby an audience's understanding of a character's words or actions is quite different from the character's understanding.

Allusions

Critical thinking & writing

Predicting outcomes

the hints and preparations for later events.

In Prologue to Act I, for eg. Romeo and Juliet are described as star-crossed their

love as death marked.

SELF STUDY: Shakespeare's Puns

UNIT IV :Narrative Skill

15 Hrs.

Quote from memory (writing) from Self Study Text & Classroom Text.

Narrative Skill – episodes

SELF STUDY: Review of Drama

UNIT V : Applying Skill

15 Hrs.

Making Posters

Advertisements of Shakespearean play for Newspapers

Story Board – Graphic Presentation

Dramatising Reading out - Role play.

Dramatising a Particular scene

Note : Interpreting Skill Short Notes.

Analysing Skill Essay.

SELF STUDY: Creative Dramatics

BOOKS FOR REFERENCE:

1. **BROOK, NICHOLAS**, *Shakespeare's Early Tragedies*, Methuen &co Ltd, 1968.
2. **FARRELL EDMUND J.**, et al., *Patterns in Literature America Reads*, 7th Ed., Scott, Foresman & Co., Gleanview, 1987.
3. **GREER, GERMAINE**, *Shakespeare A Very Short Introduction*, OUP, Oxford, 1986.

**Part III Gr. B. ALLIED - B PAPER II – INTRODUCING LITERATURE IV
HISTORY & DEVELOPMENT OF LITERARY CRITICISM**

Instructional Hrs.: 75

Sub. Code: 11LTUA404

Max. Marks: CIA-25; ESE- 75

Credits: 5

AIM: Guiding the Indian student of English Literature to expound the basic truths of the art of criticism.

OBJECTIVE: Laying the foundations for a proper understanding of the intricacies of Literary Criticism.

UNIT I: 15 Hrs.

The Art of Criticism

Its forms

Its beginnings

Its limitations

SELF-STUDY: Roman Classicists - Quintilian

UNIT II: 15 Hrs

Aristotle

SELF-STUDY: Plato

UNIT III: 15 Hrs.

John Dryden

SELF-STUDY: Dr. Johnson

UNIT IV: 15 Hrs.

William Wordsworth

SELF-STUDY: S. T. Coleridge

UNIT V: 15 Hrs.

T. S. Eliot

SELF-STUDY: I. A. Richards

BOOKS FOR REFERENCE:

1. **PRASAD B.,** *An Introduction to English Criticism.* Delhi : Macmillan India Ltd.
2. **EAGLETON, TERRY,** *The Function of Criticism :From the Spectator to post-structuralism,* London, verso, 1984
3. **KRISHANAN DAS& DEEPCHAND PATRA,** *History of Literary Criticism,* Commonwealth Publishers Ltd., 2009.

V SEMESTER

Part III Gr. A. – CORE PAPER IX– CAREER SKILLS COMMUNICATIVE SKILLS THROUGH LITERATURE – I

Instructional Hrs.: 75

Sub. Code: 10LTUC509

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM: To motivate the students to exploit their aesthetic involvement to refine their communicative skills.

OBJECTIVE : To train the students in Communicative Skills through reading and responding to Literary texts.

UNIT I : **15 Hrs.**

Conversational Skill: Asking & Responding to Questions

“Guidelines Handbook”:

Asking & Responding to Questions

Introducing Literature. pp 544-545

SELF-STUDY: Grammar Aspects of Language Use

Language Handbook

pp 893-957 of Literature & Language

UNIT II: Oral Skills **15 Hrs.**

Oral Interpretation of Poetry

Present your oral interpretations before the class & respond to questions

Internal (using the guidelines from Unit I)

Assessment / Guideline Handbook

Write Short Notes on your Oral Interpretation

External Exam:

“Fundamentals of Oral Interpretation”

pp 546-547 of Introducing Literature

Class Text: Robert Frost : Mending Walls

SELF-STUDY: John Keats: Ode on a Grecian Urn

Unit III: Text to Broader Connections **15 Hrs.**

Classical text to travel brochure / Advertisement

Description & Persuasion - Written

Essay Classroom Text : Homer’s The Odyssey – Book Nine

- New Coasts

- The Lotos Eaters

- The land of Cyclops

SELF-STUDY: Tennyson: "The Lotos Eaters".

From Literature & Language – PP 151 - 159

UNIT IV: Text and Beyond

15 Hrs.

Narrative Skill – (Narrate incidents in your life)

Group Story Telling – Oral / Written &

SELF-STUDY: Transform the prescribed myths into modern tales

Guideline Handbook : "Group Story Telling"

PP 548 – 549 Introducing Literature

UNIT V:

15 Hrs.

Thinking - Problem Solving Skills

Classroom to real life problems (Talk about your own character / Group / Profile and others)

SELF-STUDY: Problem Given : Presentation for 15 mints. on the topic 'Character' –

Guideline Handbook – 'Problem Solving' PP 550-551-Introducing Literature.

BOOKS FOR REFERENCE:

1. *Introducing Literature*, Signature Edition, Glencoe/McGraw – Hill, California, 1991.
2. *Literature and Language*, McDougal & Littell Inc., 1994.
3. *Reading Literature*, staff of McDougal, Littell & Company, Illinois, 1989.

Part III Gr. A. CORE PAPER X – CROSS-CULTURAL STUDIES II

POST-COLONIAL LITERATURE

Instructional Hrs.: 60

Sub. Code: 13LTUC510

Max. Marks: CIA-25; ESE-75

Credits: 3

AIM: To introduce learners to Region Specific literatures and culture specific expressions.

OBJECTIVE: To develop the skill to look beyond for similarities and contrasts.

UNIT I: Poetry

12 Hrs.

A.D.Hope: Australia

Radolp Stow:Mad maid whim

F.R.Scott: The Canadian Authors Meet

Fred Cogswell: A Christmas carol

Douglas Steward: The fisherman

SELF-STUDY:

Bliss Carman : The Choristers

Darley Hine : Bluebeards Wife

Mary Gilmore : The Shepherd

F.R. Scott : In the woods

(An Anthology of Commonwealth Verse)

UNIT II: Prose

12 Hrs.

K.S. Ramamurti: The Canadian Women Novelists in a multicultural context.

A note on Margaret Atwood & Margaret Laurence

(Commonwealth Literature - P.K. Rajan)

SELF-STUDY: *Margaret Atwood 'Survival' – Introduction.*

UNIT III: Drama

12 Hrs.

Ryga, George- The Ecstasy of Rita Joe.

SELF-STUDY: *Ryga, George – Indian.*

UNIT IV: Fiction

12 Hrs.

Margaret Atwood-The Robber Bride

SELF-STUDY: *Beatrice Culleton – In Search of April Raintree*

UNIT V: Criticism

12 Hrs.

Barry Argyle: The poetry of A.D.Hope

(Reading in Commonwealth Literature, ed .William Walsh. pg.392)

SELF-STUDY: Margaret Atwood – ‘Negotiating with the Dead’.

BOOKS FOR REFERENCE:

1. *Reading in Commonwealth Literature*, Ed. William Walsh, London, OUP, 1973
2. **ARMSTRONG S..** *Canadian Women’s Writing*, Creative Books, New Delhi, 2006.
3. **BURNS GRAHAM, KENNETH SLESSOR,** *Australian Writers and their Work Series*, Melbourne, OUP, 1976.

BOOKS FOR REFERENCE:

1. *Commonwealth Literature*, ed. P.K. Rajan et al., Ajanta, 1993
2. **IYENGAR K.R. SRINIVASA**, *Indian Writing in English*, 2nd Ed, Asia Publishing house, India, 1973.
3. *Anthology of ASEAN Literatures: The Poetry of Singapore*. Ed. Thumboo et al. Singapore, 1986.

**Part III Gr. A. CORE PAPER XII-CAREER
SKILLS - CORPORATE ENGLISH**

Instructional Hrs.:45

Sub. Code: 16LTUC512

Max. Marks: CIA-25; ESE-75

Credits: 3

AIM: To promote effective and skillful language.

OBJECTIVE: To impart communication skills among the students and train them to become more skillful and competent communicators in their day-to-day lives.

UNIT I: EMERGING THEORIES IN ELT: LANGUAGE AND THE INTERNET

9 Hrs

1. Linguistic Perspective
2. The Medium of Netspeak
3. Blogging and Instant Messaging

SELF-STUDY: Search on the Internet
Social Network

UNIT II-Phone Calls

9Hrs

- 1.Hello, how may I help you?
Answering the phone
Making a good impression on the phone.
- 2.Hold on, I just need to make a note
Understanding number and details
Making notes Checking your notes.
- 3.Is everything clear?
Taking long messages Leaving messages

Entertaining Visitors

- 1Make yourself at home!
Receiving visitors
Making people feel at home
Giving and receiving gifts
- 2.what shall we talk about?
Small talk Socializing
Building professional relationships
- 3.Would you like to join me for dinner?
Deciding where to eat
Table manners in different countries

SELF-STUDY:4.How do I get there ?Explaining routes

Suggesting free time activities

- 5.Do you have a room available?

- Arranging hotel accommodation*
- Staying in a business hotel*
- 6. *When things go wrong...*
 - Dealing with travel and accommodation problems*
 - Advising people what to do*

UNIT III- Meetings

9Hrs

1. What are your views?
 - Different kinds of meetings
 - Discussing ideas and exchanging opinions.
2. Thank you for coming!
 - Participating in one-to-one meetings
3. The first item on the agenda is...
 - Working with an agenda
 - Taking part in larger meetings with a Chairperson
4. We need to come to an agreement
 - Taking part in negotiations.

SELF-STUDY:5. When does 'yes' mean 'yes'?

- Different styles of negotiating*
- 6. *We need to meet...*
 - Simulating a series of meetings*

Explaining and Presenting

1. About the company
 - Explaining the history and structure of a company
2. Let me demonstrate...
 - Explaining what to do
 - Showing people how to do things
3. How does it work?
 - Describing processes and procedures
4. Features and benefits!
 - Marketing and advertising sales talk

SELF-STUDY:5. Giving presentations

- Preparing and giving a presentation*
- 6. *A great new product!*
 - Product development*

UNIT IV-Writing

9Hrs

1. Layout and Content
 - Good layout and style in letters and faxes
2. You've got mail

Sending and receiving e-mail messages

3. Get it right!

Checking your spelling

Correcting your punctuation

4. Keep it simple and make it clear

Writing short reports on meetings and phone calls

SELF-STUDY: 5. In reply to your ...Replying to letters, faxes and e-mails

6. *I am sorry to inform you that ...*

Sorting our problems.

UNIT V- Public Speaking

9Hrs

1. Determining your speaking goal

2. Doing Research

3. Organizing

4. Adapting Verbally and Visually

5. Practicing the presentation of your speech

SELF-STUDY: 6. Informative speaking

7. Persuasive speaking

BOOKS FOR REFERENCE:

1. **LEO JONES**, *Working in English*, Cambridge University Press, London, 2005.
2. **RUDOLPH F. VERDERBER** et al., *Communicate*, Thomson Learning Inc., 2005.
3. **STEVEN A. BEEBE** et al, *Interpersonal Communication*, Pearson Education Inc., 2005.
4. **SYLVIA DONNA**, *Teach Business English*, Cambridge University Press, UK, 2000.
5. **CRYSTAL, DAVID**. *Language and the Internet*. Cambridge : Cambridge University Press. 2008

Part III Gr. A.CORE PAPER XII-Career Skills
Part III Gr. C. Electives I – Career Skills-
TRANSLATION SKILLS

Instructional Hrs.:75

Sub. Code: 08LTUE501

Max. Marks: CIA-25; ESE-75

Credits: 5

AIM: To introduce the students to different genres and to motivate them in the art of transcreation

OBJECTIVE : To understand and appreciate literatures across the cultures and to train the students in the art of translation.

UNIT I : **15 Hrs.**

Theories of Translation

SELF-STUDY: History of Translation

UNIT II : **15 Hrs.**

Problems of Translation

SELF-STUDY: Significance of Translation

UNIT III : **15 Hrs.**

Techniques of Translation

SELF-STUDY : Machine Translation

UNIT IV: **15 Hrs.**

Comparative Literature Translation

SELF-STUDY: Desiya Vinayagam Pillai – Light of Asia.

UNIT V : **15 Hrs.**

Transcreation

SELF-STUDY: Practice in Translation

BOOKS FOR REFERENCE:

1. **EUGENE A. NIDA & CHARLES R. PABER**, *Theory and Practice of Translation*, 1982.
2. **Dr. KANAGARAJ**, *Translatology*, Prem Publishers, Madurai, 2003.
3. **SUSAN BASSNETT & QUIRE M.C.**, *Translation Studies*, Methuen, New York, 1985.

Part III Gr. C. Electives II – Career Skills
DESIGNING A PROJECT

Instructional Hrs.:75

Sub. Code: 10LTUE5PV

Credits: 5

AIM : To train the students for project writing.

OBJECTIVE: To enable learners to equip themselves with innovative techniques in sharpening their career skills.

UNIT I : Public speaking	15 Hrs.
UNIT II : Self assessment Writing Resume□	15 Hrs.
UNIT III : Interview tips	15 Hrs.
UNIT IV : Creative Expressions Creating an advertisement/copy editing Making posters Writing Captions/Slogans	15 Hrs
UNIT V : Finding a summer job Find Apply Resume□ Attend Interview	15 Hrs.

Note: 40 pages project to be submitted for external examination
(Viva-voce 20 marks, Project Report 80 marks)

REFERENCES:

1. Research Methodology, MLA Style 7th edition
2. **Mohan, Krishna & et al.**, Speaking English Effectively, Macmillan Publishers.
3. **Prakash C. L. N.**, An advanced Course in Communication Skills & Media Awareness, Cambridge University Press, New Delhi.

VI SEMESTER

Part III Gr. A. CORE PAPER XIII– CAREER SKILLS COMMUNICATIVE SKILLS THROUGH LITERATURE – II

Instructional Hrs.:75

Sub. Code: 08LTUC613

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM: To initiate the students to communicate on and with literature.

OBJECTIVE : To equip the students with **Skill Sets** – Discourse / Written / Creative.

UNIT I : Oral-Informative speech on an author **15 Hrs.**

Written –Writing short notes on an author

Class text: Shakespeare’s A Midsummer Night’s Dream.

SELF- STUDY: Any author of your choice
(Short Notes)

UNIT II: Conduct an Interview-10mts. per pair **15 Hrs.**

Interview an author about his/her work

Prescribed Authors: Shakespeare, Milton, Shelley, Wordsworth,
Browning, Tennyson, T.S.Eliot, Y.B.Yeats,
Sri.Aurobindo, Sarojini Naidu, Nizzim Ezi Kiel,
A. K. Ramanujam, Arundhati Roy.

SELF- STUDY : Any author and work of your choice
(Internal Assessment)

Unit III : **15 Hrs.**

Writing Skill- Reporting an Interview-Write a report on the interview
conducted on the authors prescribed for your study
(Essay questions)

SELF-STUDY: Interview Techniques.

UNIT IV: **15 Hrs.**

Story Board Creation

Create a Story Board for the scenes in A Midsummer Night’s Dream

*SELF-STUDY: Create a Story Board for any Play or Short story or Autobiography
or Biography of your choice.*

UNIT V:

15 Hrs.

Creative Skill

Present a Story Board Chart

Write a scene by scene script for the stage presentation

SELF-STUDY: Montage - Using pictures and photographs to create a scene of your own creation.

BOOKS FOR REFERENCE:

1. INTERNET SOURCES

**2. KATHRYN SUE YOUNG & HOWARD PAUL TRAVIS, *Oral Communication*,
Waveland Press, Inc. 2004.**

**3. PRAKASH C. L. N., *An Advanced Course in Communicatio0n Skills and Media
Awareness*, Cambridge University Press India pvt. Ltd., 2009.**

**Part III Gr. A. - CORE PAPER XIV - APPRECIATING LITERATURE IV -
INDIAN CLASSICS IN TRANSLATION**

Instructional Hrs.:75

Sub. Code: 16LTUC614

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM: To develop the skill to relate, compare and contrast different literatures.

OBJECTIVE: To introduce the students to Indian – specific elements and Indian value system, leading to value education.

UNIT I: Narrative Structure **15 Hrs.**

The Ramayana_ A shortened Modern Prose version of the Indian Epic
by R. K. Narayan – Penguin Books.

SELF-STUDY: Bhagavat Gita – Chapters 1&2

UNIT II: Indian Perspective **15 Hrs.**

The Ramayana

SELF-STUDY: Bhagavat Gita – Chapters 3&4

UNIT III : Epic Features **15 Hrs.**

The Mahabharatha- – A shortened Modern Prose version of the Indian Epic
by R. K. Narayan – The Viking Press.

SELF-STUDY: The Epic Features of Milton's Paradise Lost

UNIT IV :Indian Aesthetics **15 Hrs.**

M. S. Ramaswami - The Vision : More Modern Tamil Stories (Vol.1)

Jaya Mohan – River

Konangi - Even after Nakulan

Mowni - Mother

Prapanchan - The Smell of Fish

SELF-STUDY: Thirukkural 1-5 Athikarams

UNIT V : Thematic Study **15 Hrs.**

Patrick Olivelle - Panchatantra

SELF-STUDY: Thirukkural- 6 -10 Athikarams

- English Translation by V.V.S. Aiyar.

Tapovanam Press, Tirupparaiturai.

BOOKS FOR REFERENCE:

1. **ISABEL GOMBLE MAC CAFFREY**, *Paradise Lost as myth*, 3rd Ed., Harward : Harward University Press. 1975.

2. **RAJAJI**, *Chakravarthi Thirumagan*, Vanathi Pathipagam, Chennai, 2010
3. **SIVAGNANAM M.P.**, *Bharathi patri MA.P.O.C Perurai*, Poongodi Pathipagam, Chennai, 1983.

**Part III Gr. A.-CORE PAPER XV - ENJOYING LITERATURE IV
WOMEN'S STUDIES**

Instructional Hrs.:75

Sub. Code: 10LTUC615

Max. Marks: CIA-25; ESE-75

Credits: 4

AIM : To sensitize learners of gender issues for building an egalitarian society.

OBJECTIVE : To create an awareness of feminist issues and to motivate them to empower themselves to face the future challenges.

UNIT I : POETRY **15 Hrs.**

- Sylvia Plath : 1. Lady Lazarus
Anne Sexton : 2. The Moss of his Skin
Adreinne Rich : 3. Snapshots of a Daughter
Kamala Das : 4. The Old Playhouse.

SELF-STUDY:

- Kamala Das : 5. My Grandmother's House*
Sarojini Naidu : 6. Indian Weavers
7. Song of Radha : The Milk Maid

UNIT II : PROSE **15 Hrs.**

- Virginia Woolf : A Room of One's Own

SELF-STUDY:

Elizabeth Cady Stanton : The Declaration of Women's Rights.

UNIT III : DRAMA **15 Hrs.**

- Lorraine Hansberry : A Raisin in the Sun.

SELF-STUDY:

Susan Gaspell - Trifles

UNIT IV : FICTION **15 Hrs.**

- Ashapura Debi : Subarnalata

SELF-STUDY:

- Alice Walker : In Love and Trouble*
Three short stories – a. Her Sweet Jerome
b. Roselily
c. Strong Horse Tea

UNIT V : CRITICISM **15 Hrs.**

- Elaine Showalter : Towards a Feminist Poetics.

SELF-STUDY:

Juliet Mitchell – Feminity, Narrative and Psycho-analysis

BOOKS FOR REFERENCE:

1. **Dr. KANITHA S.**, *An Anthology of English Verse by Women*, Madurai, 2009.
2. **RUTHVEN K.K.**, *Feminist Literary Theories*.Cambridge University Press,Cambridge,1990.
3. *Modern Criticism and Theory – A Reader*, II Ed., Indian Rep., 2005.

Part III Gr. A – Core Paper XVI-Career Skills
ENGLISH FOR
MASS COMMUNICATION & JOURNALISM

Instructional Hrs.: 90

Sub. Code: 08LTUC616

Max. Marks: CIA-25; ESE-75

Credits: 5

AIM: To teach students to write and to learn about the world through Journalism.

OBJECTIVE: To train the students for **Career Opportunities** in Mass Communication and Journalism

UNIT I: Introduction to Journalism & Mass Communication **18 Hrs.**

Definition
Elements of Mass Media
Process

SELF-STUDY: Mass Media and society.

UNIT II :Reporting **18 Hrs.**

Characteristics of Reporters
News gathering for Print Media
Sources of News

SELF-STUDY: Radio & Television News Gathering
Writing News Leads

UNIT III :Editing News Report **18 Hrs.**

Sub-editor
Writing Headlines
Editing News Report(Copy Editing)

SELF-STUDY: Sentence Structure and Length

UNIT IV : Page-Making **18 Hrs.**

News Editor
Page-Making

SELF-STUDY: Title Page

UNIT V : Press Regulations, **18 Hrs.**

Press Regulations in India
Ethics and Freedom of Press

SELF-STUDY: Vernacular Press Act.

Industrial Visit Compulsory

BOOKS FOR REFERENCE:

1. **AHUJA B.N.**, *Theory and Practice of Journalism*, Surjeet Publishers, New Delhi, 2007.
2. **KUMAR KEVAL J.**, *Mass Communication in India*, Jaico Publishing house, New Delhi, 2010.
3. **PARTHASARATHY B.**, *Basic Journalism*, Macmillan, Chennai, 1981.

Part III Gr. C – Elective III
CAREER SKILLS - PHONETIC TRANSCRIPTION

Instructional Hrs.:90

Sub. Code: 08LTUE603

Max. Marks: CIA-25; ESE-75

Credits: 5

AIM: To help the teacher and learners of English towards a better English Pronunciation.

OBJECTIVE: Empowering the students

- 1 to be able to speak English well.
- 2 to pronounce English better than they do now.
- 3 to tune their ears to native English.

UNIT I: **18 Hrs.**

Production of Speech.

SELF-STUDY: Process of Listening
Body Language

UNIT II: **18 Hrs.**

Pronouncing Individual Sounds.

SELF-STUDY: A Comparative study of sounds in L1 and L2.

UNIT III: **18 Hrs.**

Acquiring the Right Intonation.

SELF-STUDY: Modes of Delivery

UNIT IV: **18 Hrs.**

Using Contracted forms

SELF-STUDY: Organisation of Speech
Speeches for Special occasions

UNIT V: **18 Hrs.**

Transcription

SELF-STUDY: Transcribing literary passages.

BOOKS FOR REFERENCE:

1. **BAKER A.**, *Introducing English Pronunciation*, Cambridge University Press, 1982.
2. **GIMSON A.C.**, *An Introduction to the pronunciation of English*, Edward Arnold, 1870
3. **KRISHNA MOHAN & SINGH N.P.**, *Speaking English Effectively*, Macmillan, 1995.