

## 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



<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

<b>UNIT I: Background</b>		<b>15 Hrs</b>
Introduction of English in India	Macaulay's Minutes	
Anglo-Indian Writing	Indo-Anglican Writing	
Indian Writing in English	Indian Literature	
<b>UNIT II: Poetry</b>		<b>15 Hrs</b>
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>	
<b>UNIT III: Prose</b>		<b>15 Hrs</b>
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>	
<b>UNIT IV: Drama</b>		<b>15 Hrs</b>
Girish Karnad	Hayavadana	
<i>Self-Study : Rabindranath Tagore</i>	<i>Chitra</i>	
<b>UNIT V: Fiction</b>		<b>15 Hrs</b>
Shashi Deshpande	The Dark Holds No Terrors	
<i>Self-Study : Arvind Adiga</i>	<i>The White Tiger</i>	
<b>TOTAL:</b>		<b>75 Hrs.</b>

## 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:

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*

15Hrs.

### UNIT II:

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*

15Hrs.

### UNIT III:

Communicative Language Teaching

The Natural Approaches

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

15Hrs.

### UNIT IV:

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.*

15Hrs.

### UNIT V:

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*

15Hrs.

### 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>	realise the 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>UNIT 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

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



## 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

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 Sundarajan      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: FICTIONS

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.

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*

<b>UNIT -IV</b> : Basic and derived Structure	<b>15 Hrs.</b>
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>	
<b>UNIT -V</b> : Discourse Analysis: Tenor and Domain	<b>15 Hrs.</b>
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>	
<b>TOTAL</b>	<b>75 hrs</b>

## 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

<b>UNIT I:</b> CREATIVE WRITING BASICS Forms of different genres <i>Self-Study: Prewriting and Planning</i>	<b>15 Hrs.</b>
<b>UNIT II:</b> WRITING POETRY <i>Self-Study: Personal Writing</i>	<b>15 Hrs.</b>
<b>UNIT III:</b> WRITING SHORTSTORY AND DRAMA <i>Self-Study: Aristotle's Poetics</i>	<b>15 Hrs.</b>
<b>UNIT IV:</b> WRITING PERSONAL ESSAY <i>Self-Study: Mastering the College Essay</i>	<b>15 Hrs.</b>
<b>UNIT V:</b> 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>	<b>15Hrs.</b>
<b>TOTAL:</b>	<b>75 Hrs.</b>

## 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.