

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A++” Grade by NAAC (Cycle IV)**  
**Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT : DEPARTMENT OF  
ENGLISH (SF)**

**NAME OF THE PROGRAMME : B.A ENGLISH**

**PROGRAMME CODE : USEN**

**ACADEMIC YEAR : 2022 – 2023**

## **VISION OF THE DEPARTMENT**

In its venture towards excellence, Department of English (SF) envisions to bolster the less - privileged young women with academic proficiency, research aptitude and life skills through the study of English language and literature.

## Minutes of the Board of Studies Meeting

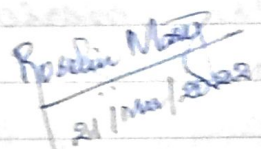
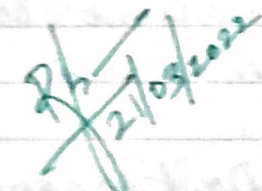
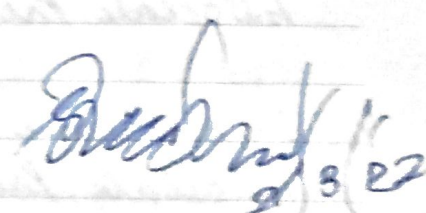
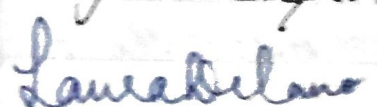
To be implemented from : 2022-2023 onwards

Venue : The Research Centre of English

Convened on : 21.03.2022

Convened at : The Research Centre of English

Members Present :

1. Dr. A. Roselin Mary Head of the Department  
Associate Professor & Head  
The Research Centre of English  
Fatima College  
Madurai - 625018.  
  
21/03/2022
2. Dr. R. Rajesh University Nominee  
Assistant Professor & Head-in-charge  
School of English and Foreign  
Languages  
Madurai Kamaraj University  
Madurai - 21  
  
21/03/2022
3. Dr. G. Baskaran Subject Expert  
Professor of English and  
Foreign Languages  
The Gandhigram Rural Institute  
Dindigul.  
  
21/03/22
4. Dr. D. Laura Dameris Chellajothe Subject Expert  
Associate Professor  
Bharathidasan University  
Tiruchirappalli.  
  
Laura Dameris

5. Ms. Kolammal Sankaranarayanan Industrialist  
Senior Manager &  
Head of Content  
Bahwan Cyber Tek Group  
Chennai. *n/sk*
6. Ms. Saradha Devi Alumna  
Assistant Professor  
Department of English (SF)  
The American College  
Madurai. *S*
7. Dr. S.J. Kala Dean of Academic  
Associate Professor Affairs.  
The Research Centre of English  
Fatima College S.J.K.  
Madurai -
8. Dr. Fernando Delishia Staff Members  
Associate Professor Fernando Delishia
9. Dr. P. Varaprasadam Christi Shanthi P.V. Christi Shanthi  
Associate Professor
10. Dr. S. Saira Banu B. Banu  
Associate Professor
11. Dr. Mary Magdalene Abraham Magdalene althi  
Associate Professor
12. Dr. S.J. Kala S.J.K.  
Associate Professor



13. Dr. S. Aarthi  
Assistant Professor

Aarthi S

14. Dr. S. Parvathi  
Assistant Professor

P. Parvathi

15. Dr. R. Saktheshwari  
Assistant Professor

Saktheshwari

16. Ms. A. Deva Sudha  
Assistant Professor

AS

17. Dr. G. Priya  
Assistant Professor

GPriya

18. Ms. J. Kayal Anthony  
Assistant Professor

J. Kayal

19. Ms. N. Sangeetha Rani  
Assistant Professor

N. Sangeetha Rani

20. Dr. A. J. Aruna  
Assistant Professor

A. J. Aruna

21. Ms. M. Esther  
Assistant Professor

M. Esther

22. Ms. A. J. Bernita  
Assistant Professor

A. J. Bernita

23. Ms. P. Sumedha  
Assistant Professor

P. Sumedha



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|--|------------------|
| 24. Ms. D. Ramya<br>Assistant Professor            | D. Ramya         |
| 25. Ms. M. Aabidha Thaslim<br>Assistant Professor  | M. Aabidha       |
| 26. Ms. K. Ashta Lakshmi<br>Assistant Professor    | K. Ashta Lakshmi |
| 27. Ms. P. Eunice<br>Assistant Professor           | P. Eunice        |
| 28. Ms. N. Shajitha Parveen<br>Assistant Professor | N. Shajitha      |
| 29. Dr. J. Vency Jasmine<br>Assistant Professor    | J. Vency         |
| 30. Ms. E. Anni Selwa Iniba<br>Assistant Professor | E. Anni          |
| 31. Ms. M. Joyce Vinita<br>Assistant Professor     | Joyce            |

### Agenda for Board of Studies:

1. Presentation of the Action Taken Report.
2. Updation & addition of Open Educational Resources
3. Revision of syllabus
4. New Courses
5. Conversion of Crash Courses into Skill Embedded Courses & Skill Embedded Courses into Crash Courses
6. Approval of Ph.D Course Work Syllabus
7. Internships & Projects.

# 1. Action Taken Report for 2021-2022

S.No.	Common Suggestions offered in the Previous Board	Action taken for the academic year 2020-21.
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1.	Dr. G. Baskaran: Course outcomes to be added for all self learning courses.	Inclusion of course outcomes has been done for each course.
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2.	Dr. R. Rajesh: LMS, ICT & DOER added after Contextual Learning may be reference added in the syllabus.	
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3.	Ms. B. Vijayalakshmi: Relevant ICT was employed modifications to be made in for teaching & a few courses to help students evaluation. meet the covid challenges.	
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B.A. English:

Change of Course Title : NIL

## New Courses Introduced

S.No.	Course Code	Course Title	Relevance to *				Scope for #		Need for Introduction
			L	R	N	G	Emp	Entre	
1.	19UGVAL2	English for Career Enrichment	✓	✓	✓	✓	✓	✓	To improve the communication skills of learners & help them compete in the job market.
2.	21UGVAW2	English for (Shift II) Tourism	✓	✓	✓	✓	✓	✓	To enable learners create tour itinerary, travel blogs, brochures & equip them with ESP



S.No.	Course Code	Course Title	Relevance to				Scope for			Need for
			L	R	N	G	Emp	Entre	SD	Introduction
3.	21UGSE CL1	English for TET Aspirants	✓	✓	✓	✓	✓	✓	✓	To help TET aspirants acquire linguistic skills needed to crack the exams.

### Revised Courses

S.No.	Course Code	Course Title	No. & Title of Unit revised with the revised content specified if it is not the whole unit.	% of revision	Need for Revision	Relevance to *	Scope for #				
							L	R	N	G	E M P T E
1.	19L6CC14/ 19W6CC14	Literary Criticism	Peter Barry's <u>Beginning Theory</u> included in reference.	-	To provide fundamental knowledge of critical theories	✓	✓				✓
2.	19L2CC4/ 19W2CC4	Ecological Concerns in Literature	Clubbing of Unit I & II.	-	To reduce the number of units	✓	✓				

### 2. Updation of Open Educational Resources in the list of references :

S.No.	Course Code.	Course Title	Details of Updation
1.	19L5CC10/ 19W5CC10	World Literature in Translation.	DOER added.
2.	19L5SB3/ 19W5SB3	Writing Skills	DOER added



### 3. Revision of Courses

S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not the whole unit.	% of Revision	Need for Revision	Relevance to	Scope for
						L R N G	E E S M M D P P
1.	19EL1LI/ 19EL1WI	Intermediate Unit IV - George Orwell's "Shooting an Elephant" is added. Communicative English.	Unit IV - George Orwell's "Shooting an Elephant" is added. Unit V - Oscar Wilde's "The Remarkable Rocket" is added.	15%	To familiarize students with literary texts	✓	✓ ✓ ✓ ✓
2.	19EL2LI/ 19EL2WI	English for Empowerment	Unit IV - Rabindranath Tagore's "Postmaster" included Unit V - O. Henry's "Newspaper Story" included.	To familiarise students with literary texts	15%	✓	✓ ✓ ✓ ✓
3.	19L2CC3/ 19W2CC3	Age of Dryden & Pope	Unit I - Aphra Behn's "The Dream" replaced with "Epitaph on the Tombstone of a Child" & removed "The Willing Mistress" & introduced Anne Killigrew's "Pastoral Dialogue". Unit II - Introduce	20%	To introduce variety	✓	✓

S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not whole unit	% of Revision	Need for Revision	Relevance to * LRNG	Scope for * E.E.M.P.E.S.D
	19L2CC3/ 19W2CC3		John Wilmot's "A Woman's Honour" & John Oldham's "The Careless Good Fellow" Unit V - Jonathan Swift's <u>Gulliver's Travel</u> - Part 1 & 2 - removed.				
4.	19L3CC6/ 19W3CC3	African American Literature	Unit I - Removed "Walk Together Children", "Trouble in Mind" Unit II - The essay "Black Writing" is removed. Unit V - "Gorilla, My Love" removed.	9%	Course was heavy	✓✓	
5.	19L5CC9/ 19W5CC9	Shakespeare	Unit II - Shakespearean Sonnets replaced with <u>The Winter's Tale</u> .	20%	To avoid repetition of sonnets & introduce comedy.	✓✓	
6.	19L5CC 10/ 19W5CC 10	World Literature in Translation	Unit I - Removed Confucius' "The Wish of an Unhappy Man" & replaced with Sappho's "A Hymn to Venus." Removed.	20%	To introduce variety	✓✓	



S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not whole unit.	1. of Revision on	Need for Rationale	Scope for
	19L5C06/ 19W5C010		Thirukkural & replaced with Ilango Adigal's "Kaanal Vari", added Charles Baudelaire's "Landscape". Unit II - added Michel de Montaigne's essay.		10 x E E S L R N G P E	
7.	19L5CC 12/ 19W5CC 12	Award Winning Literature	Unit I - Replaced Bob Dylan's "Subterranean Homesick Blues" with "Blowin' in the Wind", Pablo Neruda's "A Song of Despair" with "Poetry" & Octavia Paz's "Between Going & Staying" with "No More Cliches". Unit II - Replace V.S. Naipaul's "The Last of the Aryans" with "Two Worlds".	17.	Course was heavy	✓✓
8.	19L3SB 1/ 19W3 501	Content Writing.	Unit III - Replaced 'Tools for Content Writing' with 'Content for Reporting' which includes Procedures, Status Report & White Paper.	20.	Program ming languages were too technical heavy.	✓✓✓✓✓



S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not whole unit	% of Revision	Need for Revision	Relevance to * L R N G	Scope for * E N S M P T D
9.	19L5S83/ 19W5S83	Writing Skills	Unit I - Spellings & Abbreviations made self study. Unit V - "Traits of a Creative Person" & "Scope of Creative" to be replaced with "Hints Development" & "Complete the story"	16.6%	To introduce creative writing in practice	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓

#### 4. New Courses Introduced.

S.No.	Course Code	Course Title	Relevance to * L R N G	Scope for * E N S M P T D	Need for Introduction
1.	22L1AC1/ 22W1AC1	Literary Genres & Forms	✓ ✓	✓ ✓	Change of textbook

#### 5. Conversion of Crash Courses into Skill Embedded Courses & Skill Embedded Courses into Crash Course.

S.No.	Course Code	Course Title	MoU with Industry/orga nisation.	Skills Sharpened	Course Outcome
1.	19UGVAL1	English for Media	Approached Ad Inn	Media Skills	To enable learners create advertisements & host TV/ radio shows.
2.	19UGVAL2	English for Career Enrichment		Entrepre neurial Skills	To hone interview skills, communicative skills, life skills that would inculcate confidence & professional competency

1. Internships & Projects - Proposed to sign MoU with Sathangai, Transgender Resource Centre.

Suggestions Given:

1. 19EL1LI/19EL1WI - Intermediate Communicative English  
• Dr. D. Laura Dameris Chellajothi pointed out that Maya Angelou's "Still I Rise" is also prescribed in another course.

• Ms. Kolammal Sankaranarayanan suggested that Amanda Gorman's "The Hill We Climb" could be introduced.

Since there is a prescribed Textbook for Part II English, it was decided to replace the poem in the African American course.

2. 19EL2LI/19EL2WI - English for Empowerment  
The Board approved the proposed changes.

3. 19L3CC6/19W3CC6 - African American Literature

• Dr. G. Baskaran expressed that even after the reduction of a few pieces, the course is heavy.

• Dr. Laura suggested to replace Maya Angelou's "Still I Rise" with another poem. She appreciated the selection of short stories.

4. 19L5CC9/19W5CC9 - Shakespeare

• Dr. R. Rajesh suggested removing Dynamos

• Dr. Laura pointed out that The Winter's Tale is a dark comedy, but it could be retained as such under Unit II - Comedy.

• Ms. Kolammal asked if plays are being screened.

• Dr. Kala said that it is being used as a teaching aid.

5. 19L5CC10/19W5CC10 - World Literature in Translation

- Dr. G. Baskaran suggested that instead of two Chinese poems a German or French poem could be added in Unit I. He further opined that from Unit II, a few parables could be replaced with other prose writers.
- Dr. Laura suggested increasing the number of lines from Silapathikaram. In Unit V, she recommended replacing Guy de Maupassant with Leo Tolstoy.

6. 19L5CC12/19W5CC12 - Award Winning Literature

- Dr. Baskaran appreciated that the course content is fine.
- Dr. Laura asked if Eugene Ionesco is prescribed anywhere else. Dr. Magdalene said that Ionesco is prescribed in Twentieth Century Literature.

7. 19L3SB1/19W3SB1 - Content Writing.

- Dr. Laura suggested that scope for employment has to be highlighted.
- Ms. Kolammal suggested including: case study, co-dealership, set up LinkedIn profile, writing for websites, white paper, video scripts, thought dealership, understanding the web, persuasive copy writing and press release. She also suggested that students take up free online courses.

19L5SB3/19W5SB3 - Writing Skills

- Dr. Rajesh suggested adding "writing for various



contexts," "Discourse markers," and "Writing for blog/websites."

Dr. Laura suggested prescribing a textbook or preparing a text with writing exercises. She pointed out that vocabulary can be integrated and not separate.

Ms Kolammal expressed that the course content of 19L3SB1/19W3SB1- Content Writing is heavy when compared to Writing Skills. So she suggested shifting Writing Skills to II year & Content Writing to III year or could be offered as electives.

19L2CC3/19W2CC3 - Age of Dryden & Pope.

Ms. Saradha Devi suggested that the poems of William Collins & Thomas Gray could be introduced in Unit II.

M.A. English.

## 1. Action Taken Report for 2021-22.

Change of Course Title : NIL

New Courses Introduced : NIL

Revised Courses :

S.No.	Course Code	Course Title	No. & Title of Units Revised with revised content	% of Revision	Need for Revision	Relevance L R N G	Scope for New SD
1.	19PG3L11	Life Writing	Unit III - include Barack Obama, Stephen Hawkins. Replace Vasanthan's 'Down Memory Lane' with Ann Frank's 'Diary'	15%	Biographies of scientists to be included		✓✓

## 2. Updation of Open Educational Resources in the list of references of each course

S.No.	Course Code	Course Title	Details of Updation
1.	19PG4L15	Language & Linguistics	DOER added
2.	19PG4L16	African Literature	DOER added
3.	19PG2LEDC 19PG2LEDC Exams	English for Competitive Exams	DOER added.

## 3. Revision of Courses.

S.No.	Course Code	Course Title	No. & Title of Units Revised with the Revised Content Specified if it is not the whole unit	% of Revision	Need for Revision	Relevance to L R N G	Scope for EN S P A D
1.	19PG1L4	Regional Literatures of India	Unit I - Removed K.L. Chaudhri's "Journey into the Land of Exiled" Unit IV - Replace Arun Sharma's <u>One Wing &amp; a Prayer</u> with Indira Goswami's <u>The Man from Chinnamasta</u> . Unit V - Replace Anita Desai's "The Artist of Disappearance" with Hansda Sowvendra Shekari's "The Adivasi Will not Dance"	17%	The course was heavy so replaced with smaller literary pieces	✓✓	✓
2.	19PG3L12	English Language Teaching	Unit I - The topic "Problems in Effective Teaching" is replaced with "Challenges				

S.No	Course Code	Course Title	No. & Title of Units Revised with the Revised content specified if it is not the whole unit.	1. of Revision	Need for Revision	Relevance to the				Scope for			
						L	R	N	G	E P	E M	S D	#
	19PG3412	English Language Teaching	in Teaching English in the 21 <sup>st</sup> C. Unit III - Removed Situational Language Teaching, Communicative Approach & CLIT. Replaced with Communicative Language Teaching, Learning Strategies. Unit V - Replaced 'Test & Evaluation' with 'ICT in Teaching & Learning'. Unit - Fun Filled Activities replaced with micro teaching.	20%	Introduce ICT enabled teaching	✓	✓	✓	✓	✓	✓	✓	
3.	19PG4415	Language and Linguistics.	Unit I - Rename & Club the topics "What is Language?" & "Some definitions of Language" as "Meanings & Definitions of Language". Unit III - Under 'Diversity of Meaning' included connotative, denotative, referential & emotive meaning. Unit IV - 'Linguistic History of English' changed to "History of English Language". Unit V - 'What is culture' replaced with 'Language & Thought'.	10.5%	To introduce History of English Language.	✓	✓	✓	✓	✓	✓	✓	



S.No.	Course Code	Course Title	No. & Title of Units Revised with the Revised Content Specified if it is not the whole unit.	% of Revision	Need for Revision	Relevance L R N G	Supp. for EDC
4.	19PG4L16	African Literature	Unit III - included Ama Ata Aidoo's "A nowa" Unit IV - Retain <u>The Fishermen</u> and remove Yvonne Vera's <u>The Stone Virgins</u> .	20%	Content was heavy	✓ ✓	
5.	19PG1 LEDC & 19PG2L EDC	English for Competitive Exams.	Unit IV - "Writing Business Letters and e-mails" replaced with "Logic based English Language Tests". Topics included in the units are Ordering of words, Sentence improvement and sentence formation, Choosing the correct sequence of parts, Rearrangement of Jumbled sentences in paragraphs.	20%	intro due more relevant content.	✓ ✓ ✓ ✓ ✓	

#### 4. New Courses Introduced:

S.No.	Course Code	Course Title	Relevance to					Scope for			Need for Introduction.
			L	R	N	G	E <sub>1</sub>	E <sub>2</sub>	S	D	
1.	22PG2L7	Contemporary Literary Theories				✓	✓				Removed criticism & introduced contemporary theories.
2.	22PG3L11	Life Narratives				✓	✓				Literary Life narratives introduced

#### 5. Introduction of Purely Skill Embedded Courses: NIL

#### 6. Approval of Ph.D Course work Syllabus:

- The course work syllabus of the Ph.D scholars Ms. Jestilla Matthew guided by Dr. S. J. Kala and Ms. Vinitha guided by Dr. R. Saktheshwari were passed.

#### 7. Internships & Projects. -

##### Suggestions Given:

19PG1L4 - Regional Literatures of India.

- Dr. Baskaran suggested to remove two more poems
- Dr. Laura opined that Khushwant Singh writes in English and therefore not very regional. Instead she suggested to include one of the short stories of Fakir Mohan Senapathi or Saadat Hasan Manto. She also suggested to replace Anita Desai with Urmila Pawar.



## 19PG3L12 - English Language Teaching

Dr. R. Rajesh offered the following suggestions:

Unit I - Replace "Problems in Effective Teaching of English" with "Challenges in Teaching English in 21st Century".

Unit II - Change the order of Topics & to include "Psychological & Biological Theories of Language Learning" and "Theories of Innate Language Structure".

Unit III - Replace "Communicative Approach" with "Communicative Language Teaching", remove 'CLT' & include "Learning Strategy Training, Cooperative Learning & Multiple Intelligences".

Unit IV - Include Language Skills, Communicative Competence, Integrated Skills & 21st Century Skills.

Unit V - Include Blended Learning & Flipped Classroom, LMS, E-resources, e-book, Online quiz, animation & educatory apps.

Unit VI - Remove "Fun Filled Activities that facilitate learning" and include Traditional, Online and Offline teaching aids, micro teaching, assessment and rubric analysis.

He also suggested including Mode of evaluation CAT (Continuous Assessment Test), PIT (Peer-Team Teaching), Seminar, Assignment, & FAT (Final Assessment Test).

## 19PG4L15 - Language and Linguistics

Dr. R. Rajesh suggested the following changes:

Unit I - Rename and club the topics "What is Language?" and "Some Definitions of Language" as "Meanings & Definitions of Language".

Unit II - Replace "The Phonic medium" with "Phonemes and Morphemes" and remove "The Graphical medium".

"Phonemes and Allophones."

Unit III - Under the topic "Diversity of Meaning" include the topics - connotative, denotative, referential & emotive meaning.

Unit IV - Replace "Language History and Change" with "History of English Language."

Unit V - Replace "What is Culture?" with "Language and Thought."

- Dr. G. Baskaran and Dr. D. Laura Dameris Chellajothi observed that John Lyon's book is a good choice for PG.

19PG4 L16 - African Literature

Dr. G. Baskaran and Dr. Laura felt that Unit V - Short Stories was heavy.

Dr. A. Roselin Mary suggested that in Unit II Prose - Ngugi Wa Thiong'o's "On the Abolition of English Department" can be converted to self-study."

19PG1 LEDC & 19PG2 LEDC - English for Competitive Exams

- Dr. Rajesh suggested to retain the topics as in the existing syllabus. He suggested including the following topics: One word substitution, Change of Voice & Change of Speech, Sentence Correction & Verbal Analogies, Ordering of Words, sentence improvement and Sentence formation.
- Dr. G. Baskaran suggested including R.S. Agarwal's A Modern Approach to Verbal & Non-Verbal Reasoning, Revised edition in reference.

- Dr. Laura suggested that verbal analogy can be retained in Unit I and to prescribe Bhatnagar's "English for Competitive Exams."

22PG2L7- Contemporary Literary Theories  
The board passed the proposed course.

22PG3L11 - Life Narratives

- Dr. Baskaran suggested including an Indian autobiography.
- Dr. Laura Dameris Chellajothe suggested
- to add Elie Wiesel's memoir, 'Night'

\* L - Local

# EMP - Employability

\* R - Regional

# ENTRE - Entrepreneurship

\* N - National

# SD - Skill Development.

\* G - Global



## Other Suggestions

Dr. R. Rajesh suggested adding suitable MOOC course after Dynamism for each course.

Dr. G. Baskaran suggested that each course should have a minimum of three objectives and use the verbs in Bloom's Taxonomy.

He also suggested that students could be encouraged to take up NPTEL/MOOC course and spoke about including it in the mark statement.

Dr. Laura Dameris Chellajothi suggested to highlight the scope for employability for each course.

## Commendations

Dr. R. Rajesh appreciated that the syllabi is framed meticulously.

Dr. G. Baskaran said that the courses were good and content fine.

Dr. Laura Dameris Chellajothi appreciated the choice of literary works prescribed

## Other Suggestions

## Commendations

Ms. Kolammal Sankaranarayanan suggested to provide a list of free online courses available relevant to areas of interest in the syllabus.

1. Dr. A. Roselin Mary
2. Dr. R. Rajesh
3. Dr. G. Baskaran
4. Dr. D. Laura Dameris Chellajothi
5. Ms. Kolammal Sankaranarayanan
6. Ms. Saradha Devi
7. Dr. S. J. Kala
8. Dr. Fernando Delishia
9. Dr. P. Varaprasadam Christi Shanthi
10. Dr. S. Saira Banu
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17. Dr. G. Priya
18. Ms. J. Kayal Anthony
19. Ms. N. Sangeetha Rani

Signature

Roselin Mary  
22/03/2022

Laura Dameris Chellajothi

Ms. Kolammal Sankaranarayanan

Ms. Saradha Devi  
S. J. Kala

Fernando Delishia  
P. Y. Chocki Shanthi

S. Saira Banu  
Mary Magdalene Abraham

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Signature

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M. Esther

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Sumedha

D. Ranuya

M. Aabidha

K. Ashta Lakshmi

P. Eunice

N. Shajitha

J. Vency

E. Anni

Joyce Vinita M.



## MISSION OF THE DEPARTMENT

Department of English (SF) journeys with the mission,

- To impart inclusive knowledge of world literatures that celebrate linguistic and cultural diversity
- To conscientize young women on studies pertaining to gender, ecology, ethnic marginalization and diaspora
- To facilitate learners understand and appreciate the classical and the contemporariness in the evolution of literary studies
- To chisel the academic, creative and critical skills of learners
- To make young women proactive and globally competent in meeting the demands of the world job market.

## PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
<b>PEO 3</b>	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills

<b>PEO 4</b>	They will engage locally and globally, evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment
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## GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

I. <b>SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum

<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill- sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies



<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	Right life skills at the right moment

### **PROGRAMME OUTCOMES (PO)**

The learners will be able to

<b>PO 1</b>	acquire knowledge of fundamental concepts and subject specific academic competency.
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<b>PO 2</b>	enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively.
<b>PO 3</b>	think critically, evaluate analytically and apply the expertise of their discipline in real life.
<b>PO 4</b>	appreciate literary, economic, cultural, socio-psychological and environmental diversity.
<b>PO 5</b>	pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.
<b>PO6</b>	acquire employability and entrepreneurial skills
<b>PO7</b>	evolve as responsible citizens and leaders.

### **PROGRAMME SPECIFIC OUTCOMES (PSO)**

The learners will be able to

<b>PSO 1</b>	acquire knowledge of a variety of literatures and develop a taste to appreciate the eclectic literary movements and cultures of the world
<b>PSO 2</b>	verbalize creative and critical acumen effectively
<b>PSO 3</b>	comprehend and appraise societal issues manifested in literature
<b>PSO 4</b>	sharpen teaching, career and journalistic skills
<b>PSO 5</b>	fortify cognitive skills and engage in life-long learning

**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**  
**DEPARTMENT OF ENGLISH (SF)**

*For those who joined in June 2019 onwards*

**PROGRAMME CODE: USEN**

**PART – II -ENGLISH – 12 CREDITS**

**Offered by DEPARTMENT OF ENGLISH (SF)**

<b>S. N O</b>	<b>SEM.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DITS</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TOT · MKs</b>
1.	<b>I</b>	19EL1WB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19EL1WI	INTERMEDIATE COMMUNICATIVE ENGLISH					
3.		19EL1WA	ADVANCED COMMUNICATIVE ENGLISH					
4.	<b>II</b>	19EL2WB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
5.		19EL2WI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)					
6.		19EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)					
7.	<b>III</b>	19EL3WN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100



8.	IV	19EL4WN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

**PART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS**

**MAJOR CORE COURSES INCLUDING PRACTICALS : 60 CREDITS**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19W1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
2.		19W1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
3.	II	19W2CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
4.		19W2CC4	ECOLOGICAL CONCERNS IN LITERATURE	6	4	40	60	100
5.	III	19W3CC5	AGE OF WORDSWORTH	6	4	40	60	100
6.		19W3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
7.	IV	19W4CC7	AGE OF TENNYSON	6	4	40	60	100
8.		19W4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
9.	V	19W5CC9	SHAKESPEARE	5	4	40	60	100
10.		19W5CC10	WORLD LITERATURE IN TRANSLATION	5	4	40	60	100
11.		19W5CC11	TWENTIETH CENTURY LITERATURE	5	4	40	60	100
12.		19W5CC12	AWARD-WINNING LITERATURE	5	4	40	60	100

13.	VI	19W6CC13	AMERICAN LITERATURE	5	4	40	60	100
14.		19W6CC14	WOMEN’S WRITING	5	4	40	60	100
15.		19W6CC15	LITERARY CRITICISM	5	4	40	60	100
TOTAL				83	60			

### ALLIEDCOURSES- 20 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	<b>22W1AC1</b>	LITERARY GENRES AND FORMS	5	5	40	60	100
2.	II	<b>19W2AC2</b>	PHONETICS & TRANSCRIPTION	5	5	40	60	100
3.	III	<b>19W3AC3</b>	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE(1450-1714)	5	5	40	60	100
4.	IV	<b>19W4AC4</b>	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE -(1700-1955)	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

### ELECTIVES-15 CREDITS

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	V	<b>19W6ME1 /</b>	CANADIAN LITERATURE/ AUSTRALIAN	5	5	40	60	100

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
		19W6ME2	LITERATURE					
2.	VI	19W6ME3 / 19W6ME4	DALIT LITERATURE/ HUMAN RIGHTS THROUGH LITERATURE	5	5	40	60	100
3.		19W6ME5 / 19W6ME6	CHILDREN'S LITERATURE/ FOLK LITERATURE	5	5	40	60	100
TOTAL				15	15			

**PART – IV – 20 CREDITS**

- **VALUE EDUCATION**
- **ENVIRONMENTAL AWARENESS**
- **NON-MAJOR ELECTIVE**
- **SKILL BASED COURSES**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	21G1VE1	PERSONAL VALUES	1	1	40	60	100
2.		19W1NME	FUNCTIONAL ENGLISH	2	2	40	60	100
3.	II	21G2VE	VALUES FOR LIFE	1	1	40	60	100
4.		19W2NME	FUNCTIONAL ENGLISH	2	2	40	60	100
5.	III	19G3EE1	ENVIRONMENTAL EDUCATION	1	1	40	60	100
6.		19W3SB1	CONTENT WRITING	2	2	40	60	100
7.	IV	20GS	GENDER STUDIES	1	1	40	60	100
8.		19W4SB2	ORAL PRESENTATION SKILLS	2	2	40	60	100



S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
9.	V	19W6SB3	WRITING SKILLS	2	2	40	60	100
10.		19W6SB4	JOURNALISM	2	2	40	60	100
11.	VI	19W6SB5	ENGLISH LANGUAGE TEACHING	2	2	40	60	100
12.		19W6SB6	ENGLISH FOR CORPORATE SECTOR	2	2	40	60	100
TOTAL				20	20			

**PART – V –1 CREDIT**

**OFF-CLASS PROGRAMMES - ALL PART-V**

**SHIFT - I**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDIT	TOT. Mks
1.	I - IV	21A4PED	Physical Education	30/ SEM	1	100
2.		21A4NS	NSS			
3.		21A4NCC	NCC			
4.		21A4WEC	Women Empowerment Cell			
5.		21A4ACUF	AICUF			

### OFF-CLASS PROGRAMMES

#### ADD-ON COURSES

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
19UAD1C A	<b>COMPUTER APPLICATIONS</b> (offered by the department of PGDCA for Shift I)	40	2	I&II	40	60	100
G1FC1	<b>ONLINE SELF LEARNING COURSES</b> - Foundation Course for Arts	40	2	I	40	60	100
19UAD2C A	<b>ONLINE SELF LEARNING COURSE</b> - Foundation Course for Science	40	2	II	40	60	100
21UAD3E S	Professional Ethics	15	1	III	40	60	100
21UAD4E S	Personality Development	15	1	IV	40	60	100
21UAD5E S	Family Life Education	15	1	V	40	60	100
21UAD6E S	Life Skills	15	1	VI	40	60	100
21UAD5H R	<b>HUMAN RIGHTS</b>	15	2	V	100	-	100

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
21UADRS	<b>OUTREACH PROGRAMME-</b> Reach Out to Society through Action <b>ROSA</b>	100	3	V & VI	100	-	100
19UADPR	<b>PROJECT</b>	30	4	VI	40	60	100
19UADRC	<b>READING CULTURE</b>	10/ Semester	1	II-VI	-	-	-
<b>TOTAL</b>			<b>20</b>				

### EXTRA CREDIT COURSES

COURSE CODE	COURSE	HR S.	CREDIT S	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MK S	ESE MK S	TOTAL MARK S
21W2SL1	<b>ENHANCING LANGUAGE SKILLS THROUGH LITERATURE</b>	-	2	II	40	60	100
21W4SL2	<b>APPRECIATING LITERATURE</b>	-	2	II	40	60	100



21W6SL3	<b>CLASSICAL LITERATURE IN TRANSLATION</b>	-	2	VI	40	60	100
	<b>MOOC COURSES / International Certified online Courses</b> (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	Minimum 2 Credits	I – VI	-	-	

#### OFF CLASS PROGRAMMES

**19UGVACL1 – Value Added Crash Course (English For Media)**

**19UGVACL2 – Value Added Crash Course (English For Career Enrichment)**

**21UGSECW1 – Skill Embedded Course (English for TET Aspirants)**

**21UGVAW2 – Value Added Crash Course (English for Tourism)**

**I B.A ENGLISH****OLD SYLLABUS****SEMESTER –II****Deletion****20%***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USEN	19W2CC3	AGE OF DRYDEN AND POPE	CORE	6	4

**COURSE DESCRIPTION**

The course titled AGE OF DRYDEN AND POPE presents the ethos of the literature produced by a group of writers of the 18<sup>th</sup> century who strove for precision and decorum by consciously imitating the classical models such as Homer, Cicero, Virgil, and Horace.

**COURSE OBJECTIVES**

- The course focuses on the history of Restoration and the emergence of the middle class sensibility.
- The course will enable the students to comprehend the socio-political scenario that impacted literature and the growing use of satire and invective as effective tools to make social commentaries.

**UNIT –I POETRY- I (15 HRS.)**

1. John Dryden - A Song for St.Cecilia's Day
2. Oliver Goldsmith- Deserted Village (34 lines)

3. Aphra Behn - The Dream

10%

- The Willing Mistress (Self-Study)

## UNIT –II POETRY– II (15 HRS.)

4. Alexander Pope - Essay on Man Epistle II (Part I – 52 lines)  
- Ode on Solitude

## UNIT –III PROSE (20 HRS.)

1. Joseph Addison - Sir Roger and the Gipsies  
- Visit to Westminster Abbey
2. Richard Steele- Recollections from the *Tatler*,

**Number 181, June 6, 1710**

3. Oliver Goldsmith - Man in Black  
- The Character of an Important Trifler  
- A City Night Piece (Self-Study)

## UNIT –IV DRAMA(15 HRS.)

1. Goldsmith - *She Stoops to Conquer*

## UNIT –V NOVEL (22 HRS.)

1. Daniel Defoe - *Robinson Crusoe*
2. Jonathan Swift - *Gulliver's Travels* (Part I : A Voyage to Lilliput  
& Part II : A Voyage to Brobdingnag)

10%

## UNIT – VI DYNAMISM (3 HRS)



1. Reading the remaining parts of *Gulliver's Travels*.
2. Analysing the entire poem *Deserted Village*.
3. Discussion on the nature of Journals and Pamphlets published during the Age of Dryden.

#### REFERENCES:

1. Albert, Edward. *A History of English Literature*. Calcutta : Oxford University Press, 1977.
2. Amarasinghe, Upali. *Dryden and Pope in the Early Nineteenth century: A study of changing Literary taste*. Newyork : Cambridge University Press, 1962.
3. Bredvold, Louis I. *The Intellectual Milieu of John Dryden*. Michigan: Ann Arbor paper back, 1959.
4. Dixon , Peter . *The World of Pope's Satires*. London: Methun & co. ltd., 1968.
5. Hudson, William Henry. *An Outline History of English Literature*. London: G.Bell and sons ltd, 1952.
6. Myers, Williams. *Dryden*. London: Hutchinson University Library, 1973.

#### DIGITAL OPEN EDUCATIONAL RESOURCES :

1. <http://www.davidpbrown.co.uk/poetry/alexander-pope-2.html>
2. <http://www.poetryfoundation.org/poems-and-poets/poems/detail/50323>

#### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I POETRY I</b>				
1.1	A Song for St.Cecilia's Day	4	Lecture	Green Board Charts

1.2	Deserted Village (34 lines)	4	Chalk & Talk	Green Board
1.3	The Dream	4	Lecture	Google classroom
1.4	The Willing Mistress ( <b>Self-Study</b> )	3	Chalk & Talk	Black Board
<b>UNIT -II POETRY -I</b>				
2.1	Essay on Man Epistle II (Part I – 52 lines)	7	Chalk & Talk	LCD
2.2	Ode on Solitude	8	Lecture	Blackboard
<b>UNIT -III PROSE</b>				
3.1	Sir Roger and the Gipsies	4	Chalk & Talk	Black Board
3.2	Visit to Westminster Abbey	4	Chalk & Talk	LCD
3.3	Recollections <b>from the</b> <i>Tatler</i> , <b>Number 181, June 6, 1710</b>	4	Lecture	PPT & White board

3.4	Man in Black	3	Lecture	Smart Board
3.5	The character of an important trifier	3	Lecture	Black Board
3.6	A City Night Piece <b>(Self-Study)</b>	2	Chalk & Talk	Black Board
<b>UNIT -IV DRAMA</b>				
4.1	<i>She Stoops to Conquer</i>	15	Lecture	PPT & White board
<b>UNIT -V NOVEL</b>				
5.1	<i>Robinson Crusoe</i>	10	Lecture	Smart Board
5.2	<i>Gulliver's Travels</i> (Part I : A Voyage to Lilliput)	6	Chalk & Talk	LCD
5.3	(Part II : A Voyage to Brobdingnag)	6	Chalk & Talk	Green Board
<b>UNIT - VI DYNAMISM</b>				



6.1	Reading the remaining parts of <i>Gulliver's Travels</i> .	1	Lecture	Blackboard
6.2	Analysing the entire poem <i>Deserted Village</i> .	1	Chalk & Talk	LCD
6.3	Discussion on the nature of Journals and Pamphlets published during the Age of Dryden.	1	Discussion	LCD

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CI A Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %

K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
.			

CO 1	examine the literary styles of the major prose writers.	K4	PSO1
CO 2	analyse the poets who opted for decorum in art as opposed to the writers of the Romantic Age	K4	PSO2
CO 3	understand the element of satire evinced in the representative poets	K3	PSO3
CO 4	comprehend the interplay of humour and satire employed by the writers	K2	PSO1
CO 5	list the social, political, religious and literary significances of the Augustan Age	K1	PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	2	1	2
CO2	2	3	1	1	2
CO3	1	2	3	1	2
CO4	3	2	1	1	2
CO5	2	1	3	2	1
	3	1	1	1	2

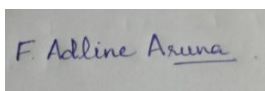
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	1	1	1
CO2	2	1	2	3	1	1	1

<b>CO3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**F.Adline Aruna**

**Forwarded By**



**Dr.A. Roselin Mary**  
**HOD'S Signature& Name**



**I B.A ENGLISH****NEW SYLLABUS****SEMESTER –II****Addition****20%***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USEN	19W2CC3	AGE OF DRYDEN AND POPE	CORE	6	4

**COURSE DESCRIPTION**

The course titled AGE OF DRYDEN AND POPE presents the ethos of the literature produced by a group of writers of the 18<sup>th</sup> century who strove for precision and decorum by consciously imitating the classical models such as Homer, Cicero, Virgil, and Horace.

**COURSE OBJECTIVES**

- The course focuses on the history of Restoration and the emergence of the middle class sensibility.
- The course will enable the students to comprehend the socio-political scenario that impacted literature and the growing use of satire and invective as effective tools to make social commentaries.

**UNIT –I POETRY- I (15 HRS.)**

1. John Dryden - A Song for St.Cecilia's Day
2. Oliver Goldsmith- Deserted Village (34 lines)

3. Aphra Behn - Epitaph on the Tombstone of a Child

4. Anne Killigrew - Pastoral Dialogue (Self-Study)

10%

## UNIT –II POETRY– II (17 HRS.)

1. Alexander Pope - Essay on Man Epistle II (Part I – 52 lines)  
- Ode on Solitude

2. John Wilmot - A Woman's Honour

3. John Oldham - The Careless Good Fellow

10%

## UNIT –III PROSE (20 HRS.)

1. Joseph Addison - Sir Roger and the Gipsies  
- Visit to Westminster Abbey
2. Richard Steele- Recollections from the *Tatler*,

**Number 181, June 6, 1710**

3. Oliver Goldsmith - Man in Black  
- The Character of an Important Trifler  
- A City Night Piece (Self-Study)

## UNIT –IV DRAMA(15 HRS.)

1. Goldsmith - *She Stoops to Conquer*

## UNIT –V NOVEL (20 HRS.)

1. Daniel Defoe - *Robinson Crusoe*

## UNIT – VI DYNAMISM (3 HRS)

1. Reading the remaining parts of the poem *Essay on Man Epistle II*
2. Analysing the entire poem *Deserted Village*.
3. Discussion on the nature of Journals and Pamphlets published during the Age of Dryden.

### REFERENCES:

1. Albert, Edward. *A History of English Literature*. Calcutta : Oxford University Press, 1977.
2. Amarasinghe, Upali. *Dryden and Pope in the Early Nineteenth century: A study of changing Literary taste*. Newyork : Cambridge University Press, 1962.
3. Bredvold, Louis I. *The Intellectual Milieu of John Dryden*. Michigan: Ann Arbor paper back, 1959.
4. Dixon , Peter . *The World of Pope's Satires*. London: Methun& co. ltd., 1968.
5. Hudson, William Henry. *An Outline History of English Literature*. London: G.Bell and sons ltd, 1952.
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### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY I				

1.1	A Song for St.Cecilia's Day	4	Lecture	Green Board Charts
1.2	Deserted Village (34 lines)	4	Chalk & Talk	Green Board
1.3	Epitaph on the Tombstone of a Child	4	Lecture	Google Classroom
1.4	Pastoral Dialogue <b>(Self-Study)</b>	3	Chalk & Talk	Blackboard
<b>UNIT –II POETRY -I</b>				
2.1	Essay on Man Epistle II (Part I – 52 lines)	5	Chalk & Talk	LCD
2.2	Ode on Solitude	5	Lecture	Blackboard
2.3	A Woman's Honour	3	Chalk & Talk	Blackboard
2.4	The Careless Good Fellow	4	Lecture	LCD
<b>UNIT –III PROSE</b>				
3.1	Sir Roger and the Gipsies	4	Chalk & Talk	Black Board



3.2	Visit to Westminster Abbey	4	Chalk & Talk	LCD
3.3	Recollections <b>from the</b> <i>Tatler</i> , <b>Number 181, June 6, 1710</b>	4	Lecture	PPT & White board
3.4	Man in Black	3	Lecture	Smart Board
3.5	The character of an important trifle	3	Lecture	Black Board
3.6	A City Night Piece <b>(Self-Study)</b>	2	Chalk & Talk	Black Board
<b>UNIT -IV DRAMA</b>				
4.1	<i>She Stoops to Conquer</i>	15	Lecture	PPT & White board
<b>UNIT -V NOVEL</b>				
5.1	<i>Robinson Crusoe</i>	20	Lecture	Smart Board

UNIT – VI DYNAMISM				
6.1	Reading the remaining parts of the poem <i>Essay on Man Epistle II</i>	1	Lecture	Blackboard
6.2	Analysing the entire poem <i>Deserted Village</i> .	1	Chalk & Talk	LCD
6.3	Discussion on the nature of Journals and Pamphlets published during the Age of Dryden.	1	Discussion	LCD

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CI A Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %

K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
.			

CO 1	examine the literary styles of the major prose writers.	K4	PSO1
CO 2	analyse the poets who opted for decorum in art as opposed to the writers of the Romantic Age	K4	PSO2
CO 3	understand the element of satire evinced in the representative poets	K3	PSO3
CO 4	comprehend the interplay of humour and satire employed by the writers	K2	PSO1
CO 5	list the social, political, religious and literary significances of the Augustan Age	K1	PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	2	1	2
CO2	2	3	1	-	2
CO3	1	2	3	1	2
CO4	3	2	1	-	2
CO5	2	1	3	2	1
	3	1	-	1	2

### Mapping of COs with POs

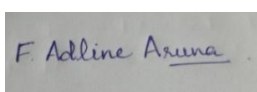
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	1	3	1



<b>CO2</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>-</b>
<b>CO3</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>-</b>
<b>CO4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO5</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>-</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**F.Adline Aruna**

**Forwarded By**



**Dr.A. Roselin Mary**  
**HOD'S Signature& Name**

**II B.A ENGLISH****OLD SYLLABUS****SEMESTER –III****Deletion****9%***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURS E CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W3C C6	AFRICAN AMERICAN LITERATURE	CORE	6	4

**COURSE DESCRIPTION**

The course titled AFRICAN AMERICAN LITERATURE helps the learners to appreciate the evolving and innovative literary styles and genres as manifested in the writings of the major African American writers. literary techniques in all the basic literary forms such as Prose, Poetry, Drama and Fiction focusing on the original flavour of their dialect which is quite different from Standard English.

**COURSE OBJECTIVES**

- This course focuses on the genesis of African American literature from the various oral forms up to the present times.
- It also gives the learners a broad overview of the socio-political and cultural factors that effected changes in the literary production.

**UNITS****UNIT –I POETRY****(18 HRS)**

- |                    |                            |
|--------------------|----------------------------|
| 1. Spirituals      | -“Go Down, Moses”          |
|                    | - “Walk Together Children” |
| 2. The Blues       | - “Trouble in Mind”        |
| 3. Countee Cullen  | - “Yet do I Marvel”        |
| 4. Langston Hughes | - “The Weary Blues”        |
|                    | “Harlem Sweeties”          |
| 5. Amiri Baraka    | - “Black Art”              |
| 6. Maya Angelou    | - “Still I Rise”           |

**2%**

7. Gwendolyn Brooks - “Malcolm X” **(Self-Study)**

**UNIT –II PROSE (18 HRS)**

1. Booker T. Washington - “Up From Slavery” (Chapter I- Slave Narrative).
2. Martin Luther King. Jr., - “ I Have a Dream”
3. Langston Hughes -“The Negro Artist and the Racial Mountain” **3%**
4. Amiri Baraka - “Black Writing”
5. Richard Wright -“The Ethics of Living Jim Crow” **(Self-Study)**

**UNIT –III -DRAMA (16 HRS)**

1. August Wilson - *Fences* (50 pages)

**UNIT –IV NOVEL (16HRS)**

1. Toni Morrison - *The Bluest Eye*

**UNIT –V FOLK TALES & SHORT STORIES (18 HRS)**

1. The Wonderful Tar-Baby Story
2. Rabbit Tricks Brer Fox Again
3. What the Rabbit learned
4. Terry McMillan - “Ma’ Dear”
5. Annie McCary - “Breaking the Color-line”
6. Toni Cade Bambara - “Raymond’s Son” **(Self-Study)**

“Gorilla, My Love” **(Self-Study)**

**4%**

7. The Awful Fate of Mr. Wolf **(Self-Study)**

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only) (4HRS)**

1. A study on the oral musical tradition.
2. Discussion on African American culture, race and religion.
3. Understanding the predicament of the African Americans in the neo-colonial scenario.

**TEXT BOOKS:**

Photocopies of chapters from the following books.

1. Gates.Jr., Henry Louis and Nellie Y. Mc Kay. *The Norton Anthology of African American Literature*. W.W. Norton and Company, 1997.
2. Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.
3. Kanwar, Asha. ed. *The Unforgetting Heart: An Anthology of Short Stories by African American women (1859 - 1993)*. San Francisco: Aunt Lute Books, 1993.

## REFERENCES:

1. Aberjehani and Sandra L. West. Eds. *Encyclopedia of The Harlem Renaissance*. Checkmark Books, 2003.
2. Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The Concise Oxford Companion to African American Literature*. Oxford University Press, 2001.
3. Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.
4. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopedia of African American Literature*. Vol. I to V. CT: Greenwood Press, 2005.
5. Manitou. *Modern Black Writers*. C.T.: St. James Press, 2000.

## COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	“Go Down, Moses”	2	Chalk & Talk	Black Board
1.2	“Walk Together Children”	2	Chalk & Talk	LCD
1.3	“Trouble in Mind”	2	Lecture	PPT & White board



1.4	"Yet do I Marvel"	2	Lecture	Black Board
1.5	"The Weary Blues"	2	Lecture	Black Board
1.6	"Harlem Sweeties"	2	Chalk & Talk	Google classroom
1.7	"Black Art"	2	Lecture	Black Board
1.8	"Still I Rise"	2	Chalk & Talk	Black Board
1.9	"Malcolm X" <b>(Self-Study)</b>	2		
<b>UNIT -II PROSE</b>				
2.1	"Up From Slavery"(Chapter I-Slave Narrative).	4	Lecture	Green Board Charts
2.2	Martin Luther King. Jr., - I Have a Dream	4	Chalk & Talk	Green Board
2.3	Langston Hughes -The Negro Artist and the Racial Mountain	4	Chalk & Talk	PPT & White board
2.4	Amiri Baraka -Black Writing	3	Lecture	Black Board
2.5	Richard Wright - "The Ethics of Living Jim Crow" <b>(Self-Study)</b>	3	Chalk & Talk	Green Board
<b>UNIT -III DRAMA</b>				
3	August Wilson - <i>Fences</i>	16	Lecture	Google classroom M
<b>UNIT - IV NOVEL</b>				

4	Toni Morrison - <i>The Bluest Eye</i>	15	Lecture	LCD
<b>UNIT -V SHORT STORIES</b>				
5.1	The Wonderful Tar-Baby Story	3	Lecture	Google classroom
5.2	Rabbit Tricks Brer Fox Again	3	Lecture	PPT & White board
5.3	What the Rabbit learned	2	Chalk & Talk	Black Board
5.4	Terry McMillan - Ma' Dear	2	Chalk & Talk	Green Board Charts
5.5	Annie McCary-"Breaking the Color-line"	2	Lecture	Black Board
5.6	Toni Cade Bambara - "Raymond's Son" <b>(Self-Study)</b>	2	Lecture	Google classroom
5.7	ToniCade Bambara - "Gorilla,My Love" <b>(Self-Study)</b>	2	Lecture	PPT & White board
5.8	The Awful Fate of Mr.Wolf <b>(Self-Study)</b>	2	Lecture	Green Board Charts
<b>UNIT -VI DYNAMISM</b>				
6.1	Issues related to freedom and equality long denied to Blacks.	2	Chalk & Talk	PPT & White board

6.2	Discussion on African American culture, race and religion.	1	Lecture	Black Board
6.3	Understanding the problems of African Americans	1	Chalk &Talk	Green Board

## EVALUATION PATTERN

### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100
Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %

<b>Total</b> <b>1</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>12</b>	<b>20</b>	<b>10</b>	<b>60</b>	<b>100 %</b>
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## **COURSE OUTCOMES**

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

<b>NO</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
CO 1	Recall and analyse the uniqueness of the African American poetic tradition.	K1, K2 & K4	PSO1& PSO2
CO 2	Recall and explain the struggles of African Americans as documented in their prose writings	K1 & K2	PSO1&PSO3
CO 3	Interpret the salient features of African American Drama	K1 & K3	PSO2 & PSO4
CO 4	Relate and examine the racial discrimination in the African American novel	K2 & K4	PSO1 & PSO3
CO 5	Compare and contrast the features of African American folktales with the African American short stories	K3	PSO1 & PSO3

## **Mapping COs Consistency with PSOs**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>



<b>C04</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>C05</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>

### Mapping of COs with POs

<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>C01</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>C02</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>C03</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>C04</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>C05</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>

**Note:**    $\phi$  Strongly Correlated – **3**                       $\phi$  Moderately Correlated – **2**  
                   $\phi$  Weakly Correlated -**1**

**COURSE DESIGNER:**

*K. Ashta Lakshmi*

**MS.K.ASHTALAKSHMI**

**Forwarded By**

*Roselin Mary*

**Dr.A. Roselin Mary**  
**HOD'S Signature & Name**

**NEW SYLLABUS****II B.A ENGLISH****SEMESTER –III****Addition****9%***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19L3CC6	AMERICAN LITERATURE	CORE	6	4

**COURSE DESCRIPTION**

The course titled AFRICAN AMERICAN LITERATURE helps the learners to appreciate the evolving and innovative literary styles and genres as manifested in the writings of the major African American writers. literary techniques in all the basic literary forms such as Prose, Poetry, Drama and Fiction focusing on the original flavour of their dialect which is quite different from Standard English.

**COURSE OBJECTIVES**

- This course focuses on the genesis of African American literature from the various oral forms up to the present times.
- It also gives the learners a broad overview of the socio-political and cultural factors that effected changes in the literary production.

**UNITS****UNIT –I POETRY****(18 HRS)**

1. Anonymous - “Go Down, Moses” (Spirituals)
2. Countee Cullen - “Yet do I Marvel”
3. Langston Hughes - “The Weary Blues”
4. Amiri Baraka - “Black Art”
5. Amanda Gorman - “The Hill We Climb”
6. Gwendolyn Brooks - “Malcolm X” (**Self-Study**)

**9%**

7. Langston Hughes - Harlem Sweeties

**UNIT –II PROSE (18 HRS)**

1. Booker T. Washington - “Up From Slavery” (Chapter I- Slave Narrative).
2. Martin Luther King. Jr., - “ I Have a Dream”
3. Langston Hughes -“The Negro Artist and the Racial Mountain”
4. Richard Wright -“The Ethics of Living Jim Crow”

**UNIT –III -DRAMA (16 HRS)**

1. August Wilson - *Fences*

**UNIT –IV NOVEL (16HRS)**

1. Toni Morrison - *The Bluest Eye*

**UNIT –V FOLK TALES & SHORT STORIES (18 HRS)**

1. The Wonderful Tar-Baby Story
2. Rabbit Tricks Brer Fox Again
3. What the Rabbit learned
4. Terry McMillan - “Ma’ Dear”
5. Annie McCary - “Breaking the Color-line”
6. Toni Cade Bambara - “Raymond’s Son” **(Self-Study)**
7. The Awful Fate of Mr. Wolf **(Self-Study)**

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only) (4HRS)**

1. A study on the oral musical tradition.
2. Discussion on African American culture, race and religion.
3. Understanding the predicament of the African Americans in the neo-colonial scenario.

**TEXT BOOKS:**

Photocopies of chapters from the following books.

1. Gates.Jr., Henry Louis and Nellie Y. Mc Kay. *The Norton Anthology of African American Literature*. W.W. Norton and Company, 1997.
2. Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.

3. Kanwar, Asha. ed. *The Unforgetting Heart: An Anthology of Short Stories by African American women (1859 - 1993)*. San Francisco: Aunt Lute Books, 1993.

## REFERENCES:

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2. Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The Concise Oxford Companion to African American Literature*. Oxford University Press, 2001.
3. Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopaedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.
4. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopaedia of African American Literature*. Vol. I to V. CT: Greenwood Press, 2005.
5. Manitou. *Modern Black Writers*. C.T.: St. James Press, 2000.

## COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	"Go Down, Moses"	2	Chalk & Talk	Black Board
1.2	"Yet do I Marvel"	2	Lecture	Black Board
1.3	"The Weary Blues"	2	Lecture	Black Board
1.4	"Black Art"	2	Lecture	Black Board

1.5	"Still I Rise"	2	Chalk &Talk	Black Board
1.6	"Malcolm X" <b>(Self-Study)</b>	2		
<b>UNIT -II PROSE</b>				
2.1	"Up From Slavery"(Chapter I- Slave Narrative).	5	Lecture	Green Board Charts
2.2	Martin Luther King. Jr., - I Have a Dream	4	Chalk & Talk	Green Board
2.3	Langston Hughes -The Negro Artist and the Racial Mountain	4	Chalk & Talk	PPT & White board
2.4	Richard Wright - "The Ethics of Living Jim Crow"	5	Chalk & Talk	Green Board
<b>UNIT -III DRAMA</b>				
3	August Wilson - <i>Fences</i>	16	Lecture	Google classroom M
<b>UNIT - IV NOVEL</b>				
4	Toni Morrison - <i>The Bluest Eye</i>	15	Lecture	LCD
<b>UNIT -V SHORT STORIES</b>				
5.1	The Wonderful Tar-Baby Story	3	Lecture	Google classroom
5.2	Rabbit Tricks Brer Fox Again	3	Lecture	PPT & White board
5.3	What the Rabbit learned	2	Chalk & Talk	Black Board



5.4	Terry McMillan - Ma' Dear	2	Chalk & Talk	Green Board Charts
5.5	Annie McCary-“Breaking the Color-line”	3	Lecture	Black Board
5.6	Toni Cade Bambara - “Raymond’s Son” <b>(Self-Study)</b>	3	Lecture	Google classroom
5.8	The Awful Fate of Mr. Wolf <b>(Self-Study)</b>	2	Lecture	Green Board Charts
<b>UNIT –VI DYNAMISM</b>				
6.1	Issues related to freedom and equality long denied to Blacks.	2	Chalk & Talk	PPT & White board
6.2	Discussion on AfricanAmerican culture, race and religion.	1	Lecture	Black Board
6.3	Understanding the problems of African Americans	1	Chalk &Talk	Green Board

## EVALUATION PATTERN

### INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100
Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %

K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

#### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify the uniqueness of the African American poetic tradition.	K3	PSO1& PSO2
CO 2	examine the issues discussed in the prose writings and identify the difference between Black aesthetics and Western standards.	K4	PSO1&PSO3
CO 3	analyze the artistic sensibility of the African American dramatists to use Theatre for social transformation.	K4	PSO2
CO 4	evaluate the contributions of the African American novelists	K5	PSO3
CO 5	understand the narrative forms of oral traditions and folklore as revealed in the folktales and short stories.	K2	PSO1 & PSO2

### Mapping COs Consistency with PSOs

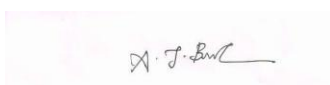
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	1	2	1
CO2	3	1	3	1	2
CO3	1	3	1	2	1
CO4	2	1	3	1	1
CO5	3	1	3	1	2

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	2	2	2
CO2	3	1	2	1	1	2	3
CO3	2	3	3	1	1	1	1
CO4	3	2	2	2	2	2	2
CO5	3	2	2	1	1	1	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**



**MS. A. J. BERNITA**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature & Name**

**III B.A ENGLISH****OLD SYLLABUS****SEMESTER –V****Deletion****20%***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W5CC9	SHAKESPEARE	CORE	5	4

**COURSE DESCRIPTION**

The course titled **SHAKESPEARE** helps students understand how Shakespearean canon evinces a judicious amalgamation of history and creative workmanship, poetic affluence, linguistic felicity and theatrical innovations.

**COURSE OBJECTIVES**

- The course exposes the students to a variety of Shakespeare's plays and sonnets.
- It also helps students acquire knowledge of the Bard's dramatic skills and of how he popularized the medium of Drama.

**UNITS****UNIT – I: INTRODUCTION TO SHAKESPEARE****[10 HRS]**

1. Shakespearean Sonnets
2. Shakespearean Theatre and Audience
3. Shakespeare's History Plays
4. Clowns & Fools in Shakespeare's plays
5. Shakespeare's Women
6. Salient features of Shakespeare's tragedies
7. Characteristic features of Shakespeare's Comedies

**(Self-Study)**

## 8. Shakespeare's Soliloquies

20%

**UNIT – II: SHAKESPEAREAN SONNETS[15 HRS]**

1. Sonnet 30: When to the sessions of sweet silent thought. ...
2. Sonnet 33: Full many a glorious morning have I seen. ...
3. Sonnet 73: That time of year thou mayst in me behold. ...
4. Sonnet 104: To me, fair friend, you never can be old.
5. Sonnet 98-From you have I been absent in the spring,
6. Sonnet 130: My mistress' eyes are nothing like the sun

**UNIT – III : TRAGEDY****[15 HRS]***Macbeth***UNIT – IV : ROMANTIC COMEDY****[15 HRS]***Twelfth Night***UNIT – V : HISTORY PLAY****[20 HRS]***Henry IV-Part I***UNIT –VI DYNAMISM**

1. Creating a stage activity (Shakespeare's Theatre and Audience)
2. Poetry Recitation task (Shakespeare's Sonnets)
3. Enactment of *Macbeth* and *Twelfth Night*

**REFERENCES:**

1. Shakespeare, William. *Macbeth*. Penguin, 2005.
2. Shakespeare, William. *Twelfth Night*. Penguin, 2005.
3. Shakespeare, William. *Henry IV-Part I*. Penguin, 2005.
4. Rowse, A.L. *Shakespeare's Sonnets*. Ed. Macmillan, 1964.

**DIGITAL OPEN EDUCATIONAL RESOURCES :**

1. <http://www.shakespeares-sonnets.com/>
2. <https://www.thoughtco.com/shakespeare-histories-plays-2985246>
3. <https://www.britannica.com/topic/Macbeth-by-Shakespeare>
4. <https://www.bl.uk/shakespeare/articles/shakespeare-and-gender-the-womans-part#>
5. [https://en.wikipedia.org/wiki/Twelfth\\_Night](https://en.wikipedia.org/wiki/Twelfth_Night)



**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I INTRODUCTION TO SHAKESPEARE</b>				
1.1	Shakespearean Sonnets	1	Chalk & Talk	Black Board
1.2	Shakespearean Theatre and Audience	1	Chalk & Talk	LCD
1.3	Shakespeare's History Plays	2	Lecture	PPT & White board
1.4	Clowns & Fools in Shakespeare's plays	2	Lecture	Smart Board
1.5	Shakespeare's Women( <b>Self-Study</b> )	1	Lecture	Black Board
1.6	Salient features of Shakespeare's tragedies( <b>Self-Study</b> )	1	Discussion	Google classroom
1.7	Characteristic features of Shakespeare's Comedies( <b>Self-Study</b> )	1	Chalk & Talk	LCD
1.8	Shakespeare's Soliloquies ( <b>Self-Study</b> )	1	Discussion	Black Board
<b>UNIT -II SHAKESPEAREAN SONNETS</b>				

2.1	Sonnet 30: When to the sessions of sweet silent thought.	2	Lecture	Green Board
2.2	Sonnet 33: Full many a glorious morning have I seen. ...	2	Chalk & Talk	LCD
2.3	Sonnet 73: That time of year thou mayst in me behold. ...	3	Lecture	PPT
2.4	Sonnet 104: To me, fair friend, you never can be old...	2	Lecture	Black Board
2.5	Sonnet 98-From you have I been absent in the spring,...	3	Chalk & Talk	LCD
2.6	Sonnet 130: My mistress' eyes are nothing like the sun	3	Lecture	PPT & White board
<b>UNIT-III TRAGEDY</b>				
3	<i>Macbeth</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD,PPT & Google Classroom
<b>UNIT-IV ROMANTIC COMEDY</b>				
4	<i>Twelfth Night</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, White Board, LCD,PPT & Google Classroom
<b>UNIT-V HISTORY PLAY</b>				

5	<i>Henry IV-Part I</i>	20	Chalk & Talk, Lecture, Discussion	Black Board, LCD, Green Board, PPT & Google Classroom
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### EVALUATION PATTERN

Level s	C1	C2	C3	C4	C5	Total Schola stic Marks	Non Scholast ic Marks C6	CIA Total	% of Asses ment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assign ment 5 Mks	OBT/P PT 5 Mks	35 Mks.	5 Mks.	40Mk s.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks .	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Outline the dramatic and theatrical conventions of Elizabethan theatre, understand Shakespeare's plays and categorize his characters and themes	K1	PSO3
CO2	Analyze and interpret the Shakespearean sonnets	K1, K2	PSO1
CO3	Locate the different techniques employed in <i>Macbeth</i> and infer the critical perspectives	K2, K3	PSO4

CO4	Identify the characters, themes, and context of <i>Twelfth Night</i> and relate it to textual analysis through interpretation	K3, K4	PSO1
CO5	Develop the critical skills to approach <i>Henry-IV-Part-I</i> in different contexts including critical, theoretical and theatrical	K3, K4	PSO1 & PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	1	2
CO2	3	1	1	1	1
CO3	2	1	1	3	1
CO4	3	1	2	1	1
CO5	3	1	1	2	1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	1	1	2
CO2	3	1	1	1	1	1	2
CO3	3	1	1	1	2	1	2
CO4	2	1	1	1	1	1	2
CO5	2	3	1	1	1	1	2



**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.G.PRIYA**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature& Name**

**III B.A ENGLISH****NEW SYLLABUS****SEMESTER –V****Addition****20%***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W5CC9	SHAKESPEARE	CORE	5	4

**COURSE DESCRIPTION**

The course titled **SHAKESPEARE** helps students understand how Shakespearean canon evinces a judicious amalgamation of history and creative workmanship, poetic affluence, linguistic felicity and theatrical innovations.

**COURSE OBJECTIVES**

- The course exposes the students to a variety of Shakespeare's plays and Elizabethan context.
- It also helps students acquire knowledge of the Bard's dramatic skills and of how he popularized the medium of Drama.

**UNITS****UNIT – I: INTRODUCTION TO SHAKESPEARE****[15 HRS]**

- 1.Shakespearean Theatre and Audience
- 2.Shakespeare's History Plays
- 3.Clowns & Fools in Shakespeare's plays
- 4.Shakespeare's Women **(Self-Study)**
- 5.Salient features of Shakespeare's tragedies **(Self-Study)**
- 6.Characteristic features of Shakespeare's Comedies **(Self-Study)**
- 7.Shakespeare's Soliloquies **(Self-Study)**

**UNIT – II: COMEDY****[15 HRS] 20%***A Winter's Tale***UNIT – III : TRAGEDY****[15 HRS]***Macbeth***UNIT – IV : ROMANTIC COMEDY****[15 HRS]***Twelfth Night***UNIT – V : HISTORY PLAY****[15 HRS]***Henry IV–Part I***TEXT BOOKS:**

1. Shakespeare, William. *Macbeth*. Penguin, 2005.
2. Shakespeare, William. *Twelfth Night*. Penguin, 2005.
3. Shakespeare, William. *Henry IV–Part I*. Penguin, 2005.
4. Shakespeare, William. *A Winter's Tale*. Penguin, 2005.
5. Shakespeare, William. *The Norton Shakespeare*. Ed. Stephen Greenblatt, Jean Howard, Katherine Eisaman Maus and Walter Cohen. New York: Norton, 1999.

**REFERENCES:**

1. Armitage, David, Conal Condren, and Andrew Fitzmaurice, eds. *Shakespeare and Early Modern Political Thought*. Cambridge UP, 2009.
2. Baker, Anthony D. *Shakespeare, Theology, and the Unstaged God*. Routledge, 2020.
3. Bates, Catherine. *Play in a Godless World: The Theory and Practice of Play in Shakespeare, Nietzsche and Freud*. Open Gate, 1999.
4. Bates, Jennifer Ann, and Richard Wilson, eds. *Shakespeare and Continental Philosophy*. Edinburgh UP, 2014.
5. Dollimore, Jonathan. *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and His Contemporaries*. Palgrave Macmillan, 2010.

6. Hall, Sam Gilchrist. *Shakespeare's Folly: Philosophy, Humanism, Critical Theory*. Routledge, 2017.
7. ... "In Mendacio Veritas: Telling the Truth through Lies in *1&2 Henry IV* and *Henry V*." *Cahiers Élisabéthains*, 91, no.1, 1-14

#### **DIGITAL OPEN EDUCATIONAL RESOURCES :**

1. [https://www.researchgate.net/publication/290445959\\_Anatomy\\_of\\_a\\_Passion\\_Shakespeare's\\_The\\_Winter's\\_Tale\\_as\\_Case\\_Study](https://www.researchgate.net/publication/290445959_Anatomy_of_a_Passion_Shakespeare's_The_Winter's_Tale_as_Case_Study)

2. <https://www.thoughtco.com/shakespeare-histories-plays-2985246>

3. <https://www.britannica.com/topic/Macbeth-by-Shakespeare>

4. <https://www.bl.uk/shakespeare/articles/shakespeare-and-gender-the-womans-part#>

5. [https://en.wikipedia.org/wiki/Twelfth\\_Night](https://en.wikipedia.org/wiki/Twelfth_Night)

#### **COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I INTRODUCTION TO SHAKESPEARE</b>				
1.1	Shakespearean Theatre and Audience	2	Chalk & Talk	Black Board, PPT & LCD
1.2	Shakespeare's History Plays	2	Lecture	PPT & White board

1.3	Clowns & Fools in Shakespeare's plays	3	Lecture	Smart Board, Black Board & LCD
1.4	Shakespeare's Women( <b>Self-Study</b> )	2	Lecture	Black Board & LCD
1.5	Salient features of Shakespeare's tragedies( <b>Self-Study</b> )	2	Discussion	Google classroom, PPT & LCD
1.6	Characteristic features of Shakespeare's Comedies( <b>Self-Study</b> )	2	Chalk & Talk	PPT & LCD
1.7	Shakespeare's Soliloquies ( <b>Self-Study</b> )	2	Discussion	Black Board, PPT & LCD
<b>UNIT –II COMEDY</b>				
2	<i>A Winter's Tale</i>	15	Lecture	Black Board, LCD, Green Board, PPT & Google Classroom
<b>UNIT-III TRAGEDY</b>				
3	<i>Macbeth</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT & Google Classroom
<b>UNIT-IV ROMANTIC COMEDY</b>				

4	<i>Twelfth Night</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, White Board, LCD,PPT & Google Classroom
<b>UNIT-V HISTORY PLAY</b>				
5	<i>Henry IV-Part I</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD, Green Board, PPT & Google Classroom

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assess ment
	T1	T2	Quiz	Assig nment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %

<b>K4</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>11</b>	<b>-</b>	<b>11</b>	<b>27.5 %</b>
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	<b>12.5 %</b>
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

<b>Levels</b>	<b>Section A (i) 5 Mks.</b>	<b>Section A (ii) 5 Mks</b>	<b>Section B 8 Mks.</b>	<b>Section C 12 Mks</b>	<b>Section D 20 Mks.</b>	<b>Section E 10 Mks.</b>	<b>Total 60Mks.</b>	
<b>K1</b>	<b>5</b>	<b>5</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>14</b>	<b>23.33 %</b>
<b>K2</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>12</b>	<b>20 %</b>



K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Outline the dramatic and theatrical conventions of Elizabethan theatre, audience, understand Shakespeare's plays and categorize his characters and themes	K1	PSO3
CO2	Analyze and interpret the dramatic devices in <i>A Winter's Tale</i> within a wider canvas of cultural and literary contexts	K1, K2	PSO1

CO3	Locate the different techniques employed in <i>Macbeth</i> and infer the critical perspectives	K2, K3	PSO4
CO4	Identify the characters, themes, and context of <i>Twelfth Night</i> and relate it to textual analysis through interpretation	K3, K4	PSO1
CO5	Develop the critical skills to approach <i>Henry-IV-Part-I</i> in different contexts including critical, theoretical and theatrical	K3, K4	PSO1 & PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	1	2
CO2	3	1	1	1	1
CO3	2	1	1	3	1
CO4	3	1	2	1	1
CO5	3	1	1	2	1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	1	1	2
CO2	3	1	1	1	1	1	2
CO3	3	1	1	1	2	1	2
CO4	2	1	1	1	1	1	2
CO5	2	3	1	1	1	1	2

**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.G.PRIYA**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature& Name**

**III B.A ENGLISH****OLD SYLLABUS****SEMESTER –V****Deletion****20%***For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/W EEK	CREDI TS
USEN	19W5CC10	<b>WORLD LITERATURE IN TRANSLATION</b>	<b>CORE</b>	<b>5</b>	<b>4</b>

**COURSE DESCRIPTION**

The course titled WORLD LITERATURE IN TRANSLATION is designed to help students identify and appreciate the varied cultural, religious and social practices as revealed in the eclectic literary genres of the world available as English translations.

**COURSE OBJECTIVES**

- The course is designed to make the learners examine and comprehend the cultural diversity through the translated pieces of world classics.
- The course enables students to develop a literary taste for the literatures of the world and understand the significance of the bridge language.

**UNITS****UNIT –I POETRY****( 17HRS)**

- |                |   |  |
|----------------|---|--|
| 1. Confucius   | - | “A Young Soldier on Service” (Chinese) |
| 2. Callimachus | - | “Heraclitus” (Greek)                   |
| 3. Anacreon    | - | “Defiance of Age” (Greek)              |
| 4. Confucius   | - | “The wish of an unhappy man”(Chinese)  |

**20%**

5. Thiruvalluvar - Thirukurral- Veracity- 30: 1-5 couplets  
(Tamil)

6. Haiku Poems (Japanese) – 1. “Grasses Wilt” by Yamaguchi Seishi  
2. “Blowing from the West” by Yosa Boson  
3. “From Time to Time” by Matsuo Basho

## **UNIT –II PROSE (16HRS)**

1. Noah and the flood – Chapter from the Old Testament  
(pg.415) - (Hebrew)-2pgs
2. PARABLES - Parables of the mustard seed (Mark 4:30-32)
- Parable of the tenants (Mark12:1-11)
  - Parable of the budding fig tree(Mark 13:28-32)
  - Parable of the hidden treasure  
(Mathew 13 :45-46)

## **UNIT –III DRAMA (16HRS)**

Kalidasa - *Shakuntala* (Sanskrit)

## **UNIT –IV NOVEL (16HRS)**

Taslima Nasrin - *Lajja* (Bangla Deshi)

## **UNIT –V SHORT STORIES (Self-Study) (10HRS)**

1. Premchand - “The Voice of God”(Indian)
2. Guy De Maupassant - “Timbuctoo” (French)

## **TESTBOOK REFERENCES**

- 1.Brown, S. Calvin, Edwin M. Everett, Rober L. Harrison. eds. *Masterworks of World Literature*.Holt, Rinehar and Winston, Inc. 1970.
- 2.Cunliffe, John W. and Ashley H. Thorndike. *Scandinavian and Slavonic Literature*.Cosmo, 2008.
- 3.Gottheil, Richard J.H. and Epiphanius Wilson. *Oriental Literature.Volumes II and IV*.Cosmo, 2008.

**REFERENCES:**

1. Gentzler, Edwin. *Contemporary Translation Theories*. 2nd ed. Multilingual Matters Limited, 2001
2. Khatri, C.L. *World Literature in English*. Book Enclave, 2006
3. Pym, Anthony. *Exploring translation Theories*. Routledge, 2009.
4. Rhyder, Arthur . W. *Translations of Shakuntala and other works*. Dodo, 2007
5. Yevgeni Yevtushenko, Robin Milner-Gulland, Peter Levi, trans. *Selected Poems*, Penguin, 2008.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
1.1	Wei's "A Young Soldier on Service" (Chinese)	2	Chalk & Talk	Black Board
1.2	Callimachus' "Heraclitus" (Greek)	2	Chalk & Talk	Black Board
1.3	Anacreon's "Defiance of Age" (Greek)	3	Lecture	PPT & White board
1.4	Kwei's "The wish of an unhappy man" (Ghana)	2	Lecture	Smart Board
1.5	Thiruvalluvar's <i>Thirukurral</i> - Veracity- 30: 1-5 couplets (Tamil)	2	Lecture	Black Board

1.6	Haiku Poems – 1. “Grasses Wilt” by Yamaguchi Seishi (Japanese)	2	Chalk & Talk	Black Board
1.7	“Blowing from the West” by Yosa Boson	2	Chalk & Talk	Black Board
1.8	“From Time to Time” by Matsuo Basho	2	Discussion	Black Board
<b>UNIT -II PROSE</b>				
2.1	Noah and the flood– Chapter from the Old Testament (pg.415) - (Hebrew)-2pgs	8	Discussion	Green Board Charts
2.2	PARABLES  Parables of the mustard seed (Mark 4:30-32) Parables of the mustard seed (Mark 4:30-32) Parable of the tenants (Mark12:1-11) Parables of the mustard seed (Mark 4:30-32) Parable of the tenants (Mark12:1-11) Parable of the budding fig tree(Mark 13:28-32) Parable of the hidden treasure (Mathew 13 :45-46)	8	Chalk & Talk	PPT & White board
<b>UNIT -III DRAMA</b>				
3	Kalidasa- <i>Sakuntala</i> (Sanskrit)	16	Chalk & Talk	PPT & White board
<b>UNIT -IV NOVEL</b>				



4	Taslima Nasrin - <i>Lajja</i> .(Bangla Deshi)	16	Chalk & Talk	Black Board
<b>UNIT -V SHORT STORY(Self-Study)</b>				
5.1	Premchand	5	Discussion	Black Board
5.2	Guy De Maupassant	5	Discussion	Black Board

### EVALUATION PATTERN

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall and analyse the different types and elements of poetry from the literatures of the world	K1,K2 &K4	PSO1& PSO2
CO 2	Recall and explain the significant features of biblical prose	K1 &K2	PSO1,PSO2& PSO3
CO 3	Recall and interpret the key characteristics of Indian drama	K1 & K3	PSO1,PSO2& PSO3
CO 4	Relate & examine the social concerns in Bengali novel	K2& K4	PSO1&PSO5
CO 5	Compare and contrast the significant aspects of Indian and French short stories	K3	PSO1 & PSO5


### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1
CO2	2	2	3	1	1
CO3	3	2	3	1	1
CO4	3	2	3	1	3
CO5	3	2	2	1	3

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	2	3	2
CO2	3	1	2	2	2	2	2
CO3	3	1	1	2	2	2	2
CO4	2	1	2	3	2	2	2
CO5	2	1	1	3	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1



**COURSE DESIGNER:**

**Ms. N. Sangeetha Rani**

**Forwarded By**



**Dr. A. Roselin Mary**

**HOD's Signature & Name**

**III B.A ENGLISH**  
**SEMESTER –V**

**NEW SYLLABUS**

**Addition**

**20%**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/W EEK	CREDI TS
USEN	19W5CC10	WORLD LITERATURE IN TRANSLATION	CORE	5	4

**COURSE DESCRIPTION**

The course titled WORLD LITERATURE IN TRANSLATION is designed to help students identify and appreciate the varied cultural, religious and social practices as revealed in the eclectic literary genres of the world available as English translations.

**COURSE OBJECTIVES**

- The course is designed to make the learners examine and comprehend the cultural diversity through the translated pieces of world classics.
- The course enables learners to develop a literary taste for the literatures of the world and understand the significance of the bridge language.

**UNITS**

**UNIT –I POETRY**

**( 15HRS)**

1. Confucius - “A Young Soldier on Service” (Chinese)

2. Callimachus - "Heraclitus" (Greek)
3. Anacreon - "Defiance of Age" (Greek)

4. Ilango Adigal - "KaanalVari" lines 86-97(Tamil)

**10%**

5. Haiku Poems (Japanese) – 1. "Grasses Wilt" by Yamaguchi Seishi  
 2. "Blowing from the West" by Yosa Boson  
 3. "From Time to Time" by Matsuo Basho

**(self-study)**

**6. Charles Baudelaire - "Landscape" (French)**

**7. Sappho** - "A Hymn to Venus" (Greek)

## **UNIT –II PROSE**

**(16HRS)**

1. Noah and the flood – Chapter from the Old Testament (pg.415) -  
 (Hebrew)-2pgs
2. PARABLES – Parables of the mustard seed (Mark 4:30-32)  
 Parable of the tenants (Mark 12:1-11)  
 Parable of the budding fig tree (Mark 13:28-32)  
 Parable of the hidden treasure (Mathew 13 :45-46)

**10%**

- Chapter IV—"That the soul expends its passions upon false objects, where the true are wanting"

3. Michel De Montaigne (French)

## **UNIT –III DRAMA**

**(16HRS)**

Kalidasa - Shakuntala (Sanskrit)

**UNIT –IV NOVEL****(16HRS)**

Taslima Nasrin - Lajja (Bangla Deshi)

**UNIT –V SHORT STORIES****(12HRS)**

1. Premchand - “The Voice of God” (Indian) **(Self-study)**
2. Guy De Maupassant - “Timbuctoo” (French)

**TEXTBOOK REFERENCES**

1. Brown, S. Calvin, Edwin M. Everett, Rober L. Harrison. eds. *Masterworks of World Literature*. Holt, Rinehar and Winston, Inc. 1970.
2. Cunliffe, John W. and Ashley H. Thorndike. *Scandinavian and Slavonic Literature*. Cosmo, 2008.
3. Gottheil, Richard J.H. and Epiphanius Wilson. *Oriental Literature. Volumes II and IV*. Cosmo, 2008.
4. Montaigne, Michel De, Charles Cotton and William C. Hazlitt. *The Essays of Montaigne*. Reeves and Turner, 1877.
5. Sappho & Jim Powell. *The Poetry of Sappho*. Oxford University Press, 2007

**REFERENCES:**

1. Gentzler, Edwin. *Contemporary Translation Theories*. 2nd ed. Multilingual Matters Limited, 2001
2. Khatri, C.L. *World Literature in English*. Book Enclave, 2006
3. Pym, Anthony. *Exploring translation Theories*. Routledge, 2009.
4. Rhyder, Arthur W. *Translations of Shakuntala and other works*. Dodo, 2007
5. Yevgeni Yevtushenko, Robin Milner-Gulland, Peter Levi, trans. *Selected Poems*, Penguin, 2008.

**DIGITAL OPEN WEB EDUCATIONAL RESOURCES**

1. <https://www.britannica.com › topic › Silappathikaram>



2. <https://archive.org/details/nortonanthologyo02mack>

3. <https://www.britannica.com/Literature/Plays>

4. <https://youtu.be/w-Pd4fjZqhY>

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I PO ETRY</b>				
1.1	Confucius' "A Young Soldier on Service" (Chinese)	2	Chalk & Talk	Black Board
1.2	Callimachus' "Heraclitus" (Greek)	2	Chalk & Talk	Black Board
1.3	Anacreon's "Defiance of Age" (Greek)	3	Lecture	PPT & White board
1.4	Ilango Adigal - "KaanalVari" Lines 86-97(Tamil)	2	Lecture	Smart Board
1.5	Haiku Poems (Japanese)(Self-study) -1."Grasses Wilt" by Yamaguchi Seishi	1	Lecture	Black Board

	2. "Blowing from the West" by Yosa Boson	1	Chalk & Talk	Black Board
	3. "From Time to Time" by Matsuo Basho	1	Chalk & Talk	Black Board
1.6	<b>Charles Baudelaire</b> - "Landscape" (French)	1	Chalk & Talk	Black Board
1.7	<b>Sappho</b> - "A Hymn to Venus" (Greek)	2	Chalk & Talk	Black Board
<b>UNIT -II PR OSE</b>				
2.1	Noah and the flood- Chapter from the Old Testament (pg.415) - (Hebrew)-2pgs	5	Discussion	Green Board Charts

2.2	<p>PARABLES</p> <p>Parables of the mustard seed (Mark 4:30-32)</p> <p>Parables of the mustard seed (Mark 4:30-32)</p> <p>Parable of the tenants (Mark12:1-11)</p> <p>Parables of the mustard seed (Mark 4:30-32)</p> <p>Parable of the tenants (Mark12:1-11)</p> <p>Parable of the budding fig tree(Mark 13:28-32)</p> <p>Parable of the hidden treasure (Mathew 13 :45-46)</p>	6	Chalk & Talk	PPT & White board
2.3	<p>Michel De Montaigne(French)-</p> <p>Chapter IV—"That the soul expends its passions upon false objects, where the true are wanting"</p>	5	Chalk & Talk	PPT & White board
<b>UNIT -III DR AMA</b>				
3	Kalidasa- <i>Shakuntala</i> (Sanskrit)	16	Chalk & Talk	PPT & White board
<b>UNIT -IV N OVEL</b>				
4	Taslima Nasrin - <i>Lajja</i> .(Bangla Deshi)	16	Chalk & Talk	Black Board

UNIT -V SHORT STORY				
5.1	Premchand –“ The Voice of God” ( Self-study)	5	Discussion	Black Board
5.2	Guy De Maupassant- “Timbuctoo”	5	Discussion	Black Board

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall and analyse the different types and elements of poetry from the literatures of the world	K1,K2& K4	PSO1& PSO2
CO 2	Identify and explain the significant features of biblical prose	K1& k2	PSO1,PSO2 & PSO3
CO 3	Locate and Interpret the key characteristics of Indian drama	K1& K4	PSO1,PSO2 & PSO3
CO 4	Relate & Examine the social concerns in Bengali novel	K2 & K3	PSO1&PSO5
CO 5	Compare and contrast the significant aspects of Indian and French short stories	K3	PSO2& PSO5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	-	-	-
CO2	1	2	3	-	--
CO3	1	2	3	-	--
CO4	1	-	-	-	3
CO5	-	2	-	-	3

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	2	3	-
CO2	3	1	2	2	2	3	1
CO3	3	-	1	2	2	3	-
CO4	2	1	2	3	2	2	1
CO5	2	-	1	3	2	2	-

**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms. N. Sangeetha Rani**

**Forwarded By**



**Dr. A. Roselin Mary**

**HOD's Signature & Name**



**OLD SYLLABUS****III B.A ENGLISH****SEMESTER – V**

Deletion

**17%***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE K	CREDIT S
USEN	19W5CC12	AWARD- WINNING LITERATURE	MAJOR	5	4

**COURSE DESCRIPTION**

The course “Award Winning Literature” presents award-winning literary writings selected from different genres and helps the learners understand the minds of the writers, the causes these pieces represent and the social and cultural contexts from which they emerged.

**COURSE OBJECTIVES**

- ☐ The course aims to acquaint the learners with some of the outstanding literary writings and help them identify the award-winning features in these texts.
- ☐ It also fosters their critical acumen to recognise and appreciate the ways in which writers achieved a varied range of effects in and through their works.

**UNITS****UNIT- I POETRY****(20 HRS)**

1. W. H. Auden – “The Shield of Achilles”
2. Seamus Heaney – “Digging” **(Self-Study)**
3. Bob Dylan – “Subterranean Homesick Blues”
4. Pablo Neruda– “A Song of Despair”
5. Octavia Paz – “Between Going and Staying”

**10%**

6. Les Murray – “A Torturer’s Apprenticeship”

## **UNIT –II PROSE**

**(15HRS)**

1. V. S. Naipaul – “The Last of the Aryans”
2. Svetlana Alexievich – “Boys in Zinc” **(Self-Study)**
3. Albert Camus – “Myth of Sisyphus”

**7%**

## **UNIT – III DRAMA**

**(17 HRS)**

1. Eugene Ionesco – *The Rhinoceros*

## **UNIT –IV NOVEL**

**(18 HRS)**

1. Manu Joseph – *Serious Men*

## **UNIT –V SHORT STORIES**

**(15 HRS)**

1. William Faulkner – “A Rose for Emily” **(Self-Study)**
2. Gabriel Garcia Marquez – “A Very Old man with Enormous Wings”  
**(Self-Study)**
3. Alice Munro – “The Photographer”
4. NgugiWaThiong’O – “Mugumo”

## **UNIT –VI DYNAMISM (Evaluation Pattern – CIA only)**

**(5HRS)**

1. Famous Literary Awards – Nobel Prize, Pulitzer Prize, Man Booker Prize, Neustadt International Prize for Literature, The Women’s Prize for Fiction, Commonwealth Writers Prize, British Book Awards, National Book Award, Sahitya Akademi Award
2. Nobel Prize and Man Booker Prize winners of the 21<sup>st</sup> century.

## **TEXT BOOKS**

1. Ionesco, Eugene. *Rhinoceros*. Penguin Classics, 2000.
2. Joseph, Manu. *Serious Men*. Harper Collins Publishers, 2011.

## **REFERENCES:**

1. DiYanni, Robert D. *Literature : Reading fiction, Poetry and Drama*. McGraw-Hill, 2000.
2. Kalu. C Anthonia. *The Rienner Anthology of African Literature*. Viva Books, 2008.
3. Mane, Prabhanjan. *Interpreting Drama*. Atlantic Publishers & Distributors, 2010.
4. Marquez, Gabriel Garcia. *Collected Stories*. Rabassa, Gregory & J.S. Bernstein. Trans. Perennial Classics, 1999.
5. Matterson, Stephen & Darryl L Jones. *Studying Poetry*. 2<sup>nd</sup> ed. Bloomsbury Academic, 2011.
6. Naipaul. V S. *Literary Occasions*. Picador, 2003.
7. Rai, Amod Kumar. *V.S. Naipalu : A Study of His Nonfictions*. Sarup Book Publishers, 2008.
8. *Selected Short Stories of William Faulkner*. The Modern Library, 1930.
9. Thieme, John. Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 POETRY</b>				
1.1	Introduction	3	Chalk & Talk	Black Board
1.2	“The Shield of Achilles”	4	Chalk & Talk	Black Board
1.3	“Subterranean Homesick Blues”	4	Lecture	Black Board
1.4	“A Song of Despair”	3	Lecture	Black Board
1.5	“Between Going and Staying”	3	Lecture	Black Board

1.6	“A Torturer’s Apprenticeship”	3	Chalk & Talk	Black Board
<b>UNIT -2 PROSE</b>				
2.1	“The Last of the Aryans”	6	Lecture	PPT
2.2	“Boys in Zinc”- Introduction	1	Chalk & Talk	Black Board
2.3	Absurdism & Albert Camus- Introduction	2	Chalk & Talk	Black Board
2.4	“Myth of Sisyphus”	6	Chalk & Talk	Black Board
<b>UNIT-3 DRAMA</b>				
3.1	Theatre of the Absurd	2	Lecture	PPT
3.2	<i>The Rhinoceros</i>	10	Chalk & Talk	Black Board
3.3	Thematic Analysis	2	Discussion	Black Board/ Google Classroom
3.4	Character Analysis	2	Chalk & Talk	Black Board
3.5	Overall Summarisation and Analysis	1	Chalk & Talk	Black Board
<b>Unit- 4 NOVEL</b>				
4.1	Introduction	2	Chalk & Talk	Black Board
4.2	<i>Serious Men</i> - Explanation	12	Chalk & Talk	Black Board
4.3	Thematic Analysis	4	Discussion	Black Board/ Google Classroom
<b>UNIT-5 SHORT STORIES</b>				

5.1	“A Rose for Emily”	5	Seminar & Discussion	Black Board
5.2	“A Very Old man with Enormous Wings”	4	Seminar & Discussion	Black Board
5.3	“The Photographer”	4	Chalk & Talk	Black Board
5.4	“Mugumo”	2	Chalk & Talk	Black Board

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

**CIA**

<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
----	-----------------	--	----------------

CO 1	recognize and appreciate the literary style employed in the prescribed poems	K1 & K2	PSO1& PSO3
CO 2	read, identify and understand the award-winning features present in the prose pieces	K1& K2	PSO3
CO 3	identify and appreciate the ways in which the dramatist presents the elements of the absurd in the play	K3 & K4	PSO3
CO 4	examine and estimate the historical, social and literary value of the novel.	K3 & K4	PSO1& PSO3
CO 5	Evaluate the prescribed short stories and enrich their experience of literature by being exposed to the exemplary pieces of short fiction.	K3 & K4	PSO1& PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	2	1
CO2	3	1	3	2	1
CO3	1	2	3	2	1
CO4	3	2	3	1	1
CO5	3	1	3	1	1

### Mapping of COs with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	3	2	3
CO2	3	1	1	2	3	2	3



<b>CO3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>

**Note:** ♦ Strongly Correlated – **3**

♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

### **COURSE DESIGNER**



**Ms. A. Deva Sudha**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature and Name**

**III B.A ENGLISH****NEW SYLLABUS****SEMESTER – V****Addition****17%***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDIT S
USEN	19W5CC12	AWARD- WINNING LITERATURE	MAJOR	5	4

**COURSE DESCRIPTION**

This course presents award-winning literary writings selected from different genres and helps understand the minds of the writers, the causes these pieces represent and the social and cultural contexts from which they emerged.

**COURSE OBJECTIVES**

- The course aims to acquaint the learners with some of the outstanding literary writings and help them identify the award-winning features in these texts.
- It fosters their critical acumen to recognise and appreciate the ways in which writers achieved a varied range of effects in and through their works.

**UNITS****UNIT- I POETRY****(17 HRS)**

1. W. H. Auden – “The Shield of Achilles”
2. Seamus Heaney – “Digging” (SS)
3. Bob Dylan – “Blowin’ in the Wind”
4. Pablo Neruda – “Poetry”
5. Octavia Paz – “No more Clichés”
6. Les Murray – “A Torturer’s Apprenticeship”

**10%**

**UNIT – II PROSE****(17 HRS)**

1. V. S. Naipaul – “Two Worlds”
2. Svetlana Alexievich – “Boys in Zinc” (SS)
3. Albert Camus – “Myth of Sisyphus”

**7%****UNIT – III DRAMA****(17 HRS)**

1. Eugene Ionesco – *The Rhinoceros*

**UNIT – IV NOVEL****(18 HRS)**

1. Manu Joseph – *Serious Men*

**UNIT –V SHORT STORIES****(16 HRS)**

1. William Faulkner – “A Rose for Emily” (SS)
2. Gabriel Garcia Marquez – “A Very Old man with Enormous Wings” (SS)
3. Alice Munro – “The Photographer”
4. Ngugi wa Thiong’O – “Mugumo”

**UNIT –VI DYNAMISM (Evaluation Pattern – CIA only)****(5HRS)**

1. Famous Literary Awards – Nobel Prize, Pulitzer Prize, Man Booker Prize, Neustadt International Prize for Literature, The Women’s Prize for Fiction, Commonwealth Writers Prize, British Book Awards, National Book Award, Sahitya Akademi Award
2. Nobel Prize and Man Booker Prize winners of the 21<sup>st</sup> century.

**TEXT BOOKS**

1. Ionesco, Eugene. *Rhinoceros*. Penguin Classics, 2000.
2. Joseph, Manu. *Serious Men*. Harper Collins Publishers, 2011.

**REFERENCES:**

1. Diyanani, Robert D. *Literature : Reading fiction, Poetry and Drama*. McGraw-Hill, 2000.

2. Kalu. C Anthonia. *The Rienner Anthology of African Literature*. Viva Books, 2008.
3. Mane, Prabhanjan. *Interpreting Drama*. Atlantic Publishers & Distributors, 2010.
4. Marquez, Gabriel Garcia. *Collected Stories*. Rabassa, Gregory & J.S. Bernstein. Trans. Perennial Classics, 1999.
5. Matterson, Stephen & Darryl L Jones. *Studying Poetry*. 2<sup>nd</sup> ed. Bloomsbury Academic, 2011.
6. Naipaul. V S. *Literary Occasions*. Picador, 2003.
7. Rai, Amod Kumar. *V.S. Naipalu : A Study of His Nonfictions*. Sarup Book Publishers, 2008.
8. *Selected Short Stories of William Faulkner*. The Modern Library, 1930.
9. Thieme, John. Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 POETRY</b>				
1.1	Introduction	3	Chalk & Talk	Black Board
1.2	“The Shield of Achilles”	4	Chalk & Talk	Black Board
1.3	“Blowin’ in the Wind”	4	Lecture	Black Board
1.4	“Poetry”	3	Lecture	Black Board
1.5	“No more Clichës”	3	Lecture	Black Board
1.6	“A Torturer’s Apprenticeship”	3	Chalk & Talk	Black Board

UNIT -2 PROSE				
2.1	“Two Worlds”	6	Lecture	PPT
2.2	“Boys in Zinc”- Introduction	1	Chalk & Talk	Black Board
2.3	Absurdism & Albert Camus- Introduction	2	Chalk & Talk	Black Board
2.4	“Myth of Sisyphus”	6	Chalk & Talk	Black Board
UNIT-3 DRAMA				
3.1	Theatre of the Absurd	2	Lecture	PPT
3.2	<i>The Rhinoceros</i>	10	Chalk & Talk	Black Board
3.3	Thematic Analysis	2	Discussion	Black Board
3.4	Character Analysis	2	Chalk & Talk	Black Board
3.5	Overall Summarisation and Analysis	1	Chalk & Talk	Black Board
Unit- 4 NOVEL				
4.1	Introduction	2	Chalk & Talk	Black Board
4.2	<i>Serious Men</i> - Explanation	12	Chalk & Talk	Black Board
4.3	Thematic Analysis	4	Discussion	Black Board
UNIT-5 SHORT STORIES				
5.1	“A Rose for Emily”	5	Seminar & Discussion	Black Board

5.2	“A Very Old man with Enormous Wings”	4	Seminar & Discussion	Black Board
5.3	“The Photographer”	4	Chalk & Talk	Black Board
5.4	“Mugumo”	2	Chalk & Talk	Black Board

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35

<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
.			

CO 1	recognize and appreciate the literary style employed in the prescribed poems	K1& K2	PSO1& PSO3
CO 2	read, identify and understand the award-winning features present in the prose pieces	K1& K2	PSO3
CO 3	Identify and appreciate the ways in which the dramatist presents the elements of the absurd in the play	K3 & K4	PSO3
CO 4	Examine and estimate the historical, social and literary value of the novel.	K3 & K4	PSO1& PSO3
CO 5	Evaluate the prescribed short stories and enrich their experience of literature by being exposed to those exemplary pieces of short fiction.	K3 & K4	PSO1& PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	2	1
CO2	3	1	3	2	1
CO3	1	2	3	2	1
CO4	3	2	3	1	1
CO5	3	1	3	1	1

### Mapping of COs with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	2	3	3	-



<b>CO2</b>	<b>3</b>	-	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	-
<b>CO3</b>	<b>1</b>	-	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	-
<b>CO4</b>	<b>2</b>	-	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	-
<b>CO5</b>	<b>3</b>	-	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	-

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

### **COURSE DESIGNER**

  
**Ms. A. Deva Sudha**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature and Name**

**II B.A ENGLISH****OLD SYLLABUS****SEMESTER –III****Deletion****20%***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
<b>USEN</b>	<b>19W3SB1</b>	<b>CONTENT WRITING</b>	<b>SKILL BASED</b>	<b>2</b>	<b>2</b>

**COURSE DESCRIPTION**

The course on Content Writing enables the learners to become effective content writers, the much needed professionals of the age.

**COURSE OBJECTIVES**

The course covers the types of content writings and the modes of writing them. It gives an overview of the software like HTML, CSS and Java used in the field of content writing. The course is also designed to make the learners learn to maintain the ethical and moral standards in their upcoming professional life.

**UNITS****UNIT I: INTRODUCTION****(5 HRS)**

1. Content Writing and its types
2. Writing Skills

**UNIT II: PROFESSIONAL CONTENT****(4 HRS)**

1. Complaints & Apologies
2. Proposals

**UNIT III: TOOLS FOR CONTENT WRITING****(10 HRS)**

1. HTML & CSS
2. Basics of JAVA

**20%**

**UNIT IV: MEDIA CONTENT (3 HRS)**

1. E-mails
2. Blogs

**UNIT V: PROFESSIONAL ETHICS (SELF-STUDY) (4 HRS)**

1. Ethics for Digital Age
2. E-mail Etiquettes

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only) ( 4 HRS.)**

1. Procedures
2. Status Reports

**REFERENCES**

1. Ashton, Robert. Copywriting in a week. Hodder & Stoughton Essex, 2003.
2. Booher, Dianna. E-Writing. Macmillan Ltd, 2007.
3. Chakravarthy, Jagadish. Net, Media and Mass Communication. Authors Press, 2004.
4. Keeble, Richard. Ethics for Journalists. Routledge, 2001.

**WEB REFERENCES**

1. Conroy, Gary. "Technical What?" Technical Writing 1997. <https://www.techwriting.about.com>.
2. Kolunovsky, Nina. "Becoming a Technical Writer in Three Easy Steps." Society for Technical Communication 1996. <https://www.stctoronto.org>.
3. U.S. Department of Labor, Bureau of Labor Statistics. "Writers and Editors, Including Technical Writers." Occupational Outlook Handbook 2000. <https://stats.bls.gov/oco>.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I INTRODUCTION</b>				
1.1	Topic 1 - Content Writing and its types	2	Lecture	PPT
1.5	Topic 2 - Writing Skills	3	Lecture	Black Board
<b>UNIT -II PROFESSIONAL CONTENT</b>				
2.1	Complaints	2	Lecture	E content PPT
2.2	Proposals	1	Lecture	E content PPT
2.3	Apologies	1	Lecture	E content PPT
<b>UNIT -III TOOLS FOR CONTENT WRITING</b>				
3.1	Topic 1 - HTML & CSS	5	Chalk & Talk Lecture	Online Content/ Google Classroom
3.2	Topic 2 - Basics of JAVA	5	Chalk & Talk Lecture	Online Content/ Google Classroom

<b>Unit –IVMEDIA CONTENT</b>				
4.1	Topic 1 - E-mails	2	Blended Learning	Online Content/ Google Classroom
4.2	Topic 2 - Blogs	3	Blended Learning	Online Content/ Google Classroom
<b>Unit –VPROFESSIONAL ETHICS</b>				
5.1	Topic 1 - Ethics for Digital Age	2	Lecture	PPT Seminar
5.2	Topic 2 - E-mail Etiquettes	2	Lecture	PPT Seminar
<b>Unit – VIOFFICIAL DOCUMENTATION</b>				
1.1	Topic 1 - Procedures	2	Flipped Learning	Google Classroom
1.5	Topic 2 - Status Reports	2	Flipped Learning	Google Classroom

## EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assignment  5 Mks	OBT/PT  5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

SCHOLASTIC	NON - SCHOLASTIC	MARKS
------------	------------------	-------

C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand the types of contents	K2	PSO2
CO 2	Interpret and make proposals and complaints	K2 & K3	PSO4
CO 3	Identify the features of programming languages and write sample codings	K1 & K3	PSO4
CO 4	Produce online content	K3	PSO4
CO 5	Understand and implement ethics in content writing	K1 & K3	PSO5

### Mapping COs Consistency with PSOs

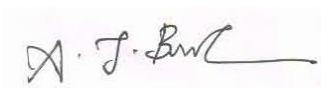
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	2
CO2	1	3	1	3	3
CO3	1	2	1	3	3
CO4	1	2	1	3	2
CO5	1	3	1	3	3

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	1	1	1	3	2
CO2	1	3	1	1	1	3	2
CO3	1	1	1	1	1	3	2
CO4	1	2	1	1	1	3	2
CO5	1	2	1	1	1	3	2

**Note:**    $\phi$  Strongly Correlated – **3**                       $\phi$  Moderately Correlated – **2**  
                   $\phi$  Weakly Correlated – **1**

**COURSE DESIGNER:**



**Ms. A. J. Bernita**

**Forwarded By**



**Dr.A. Roselin Mary**



**II B.A ENGLISH****NEW SYLLABUS****SEMESTER –III****Addition****20%***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
<b>USEN</b>	<b>19W3SB1</b>	<b>CONTENT WRITING</b>	<b>SKILL BASED</b>	<b>2</b>	<b>2</b>

**COURSE DESCRIPTION**

The course on Content Writing enables the learners to become effective content writers, the much- needed professionals of the age.

**COURSE OBJECTIVES**

The course provides an overview on the types of content writing. It also focuses on the ethical and moral standards to be followed as professionals.

**UNITS****UNIT I: INTRODUCTION****[6 HRS]**

1. Content Writing and its types
2. Writing Skills

**UNIT II: PROFESSIONAL CONTENT****[6 HRS]**

1. Complaints & Apologies
2. Proposals

**UNIT III: CONTENT FOR REPORTING****[7 HRS]**

1. Procedures
2. Status Reports
3. White Paper

**20%**

**UNIT IV: MEDIA CONTENT****[7 HRS]**

1. E-mails
2. Blogs
3. Vlogs

**UNIT V: PROFESSIONAL ETHICS (SELF STUDY)****[4 HRS]**

1. Ethics for Digital Age
2. E-mail Etiquettes

**Assignments: Writing for Social Media****TEXTBOOKS& REFERENCES**

1. Ashton, Robert. *Copywriting in a Week*. Hodder & Stoughton Essex, 2003.
2. Booher, Dianna. *E-Writing*. Macmillan Ltd, 2007.
3. Chakravarthy, Jagadish. *Net, Media and Mass Communication*. Authors Press, 2004.
4. Keeble, Richard. *Ethics for Journalists*. Routledge, 2001.

**DIGITAL OPEN EDUCATIONAL RESOURCES**

1. Conroy, Gary. "Technical What?" Technical Writing 1997.  
<https://www.techwriting.about.com>.
2. Kolunovsky, Nina. "Becoming a Technical Writer in Three Easy Steps." Society for Technical Communication 1996.  
<https://www.stctoronto.org>.
3. U.S. Department of Labor, Bureau of Labor Statistics. "Writers and Editors, Including Technical Writers." Occupational Outlook Handbook 2000. <https://stats.bls.gov/oco>.
4. Julia McCoy. "How to Write the Most Engaging Social Media Posts".  
<https://expressionwriters.com/how-to-write-social-media-posts/>

5. Hootsuite. “Creating engaging social media content”.

<https://help.hootsuite.com/hc/en-us/articles/4403597090459-create-engaging-and-effective-social-media-content/>

#### Online Courses

1. Blogging Course: learn how to start a Blog and Create a Blogging Strategy for your business by HubSpot Academy
2. Content Marketing: How to generate content ideas by HubSpot Academy

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 INTRODUCTION</b>				
1.1	Topic 1 - Content Writing and its types	3	Lecture	PPT
1.5	Topic 2 - Writing Skills	3	Lecture	Black Board
<b>UNIT -2 PROFESSIONAL CONTENT</b>				
2.1	Complaints	2	Lecture	E content PPT
2.2	Proposals	2	Lecture	E content PPT
2.3	Apologies	2	Lecture	E content PPT
<b>UNIT -3 CONTENT FOR REPORTING</b>				

3.1	Procedures	3	Chalk & Talk Lecture	Online Content/ Google Classroom
3.2	Status Reports	2	Chalk & Talk Lecture	Online Content/ Google Classroom
3.3	White Paper	2	Chalk & Talk Lecture	Online Content/ Google Classroom
Unit -4 <b>MEDIA CONTENT</b>				
4.1	E-mails	3	Blended Learning	Online Content/ Google Classroom
4.2	Blogs	2	Blended Learning	Online Content/ Google Classroom
4.3	Vlogs	2	Blended Learning	Online Content/ Google Classroom
Unit -5 <b>PROFESSIONAL ETHICS</b>				
5.1	Ethics for Digital Age	2	Lecture	PPT Seminar

5.2	E-mail Etiquettes	2	Lecture	PPT Seminar
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### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

**COURSE OUTCOMES**

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand the types of contents	K2	PSO4
CO 2	Interpret and make proposals and complaints	K2 & K3	PSO4
CO 3	Analyse and write procedures and status reports	K1 & K3	PSO5

CO 4	Produce online content	K3	PSO4
CO 5	Understand and implement ethics in content writing	K1 & K3	PSO5

### Mapping COs Consistency with PSOs

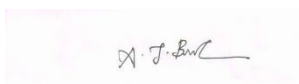
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	2
CO2	1	3	1	3	3
CO3	1	2	1	3	3
CO4	1	2	1	3	2
CO5	1	3	1	3	3

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	1	1	1	1	2
CO2	1	3	1	1	1	1	2
CO3	1	2	1	1	1	1	2
CO4	1	2	1	1	1	1	2
CO5	1	3	1	1	1	1	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms. A. J. Bernita**

**Forwarded By**



**Dr.A. Roselin Mary**

**OLD SYLLABUS**

### III B.A.ENGLISH

#### SEMESTER –V

Deletion

**16.6%**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CREDITS
USEN	19W5SB3	WRITING SKILLS	SKILL BASED	2	2

#### COURSE DESCRIPTION

This course is designed to provide practical hands-on training in the most relevant areas to develop writing skills.

#### COURSE OBJECTIVES

This course intends to

- equip the students of English literature to use the language potentials for creative writing
- give students the basic technical skills to acquire job

#### UNITS

##### UNIT I

**(6 HRS)**

##### VOCABULARY

i) Spellings & Abbreviations

ii) Book Review

iii) One word substitution & Misspelled words

**0.6%**

##### UNIT II

**(6 HRS)**

##### WRITING PROCESS



- i) Controlled and Guided Composition (What to write)

### **UNIT III**

**(6 HRS)**

#### **WRITING LETTERS**

- i) Formal and Informal Letters
- ii) Job Applications and Resume

### **UNIT IV**

**(6 HRS)**

#### **OFFICIAL WRITINGS**

- i) Agenda
- ii) Minutes
- iii) Report Writing
- iv) Abstracting & Summarizing

### **UNIT V**

**(6 HRS)**

#### **CREATIVE WRITING**

**16%**

- i) Traits of a Creative Person

- ii) Scope of Creativity

- iii) Figures of Speech

#### **PRESCRIBED BOOK:**

Gangal, J.K. *A Practical Course for Developing Writing Skills in English*. New PHI. 2011.

#### **REFERENCE BOOKS:**

1. Langan, John. *College Writing Skills*. Media Edition. ed. 5. McGraw Hill, 2003.
2. Laws, Anne. *Writing Skills*. Orient BlackSwan, 2011.

3. Williams, Phil. *Advanced Writing Skills for Students of English*. Rumian, 2018.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 VOCABULARY</b>				
1.1	Spellings & Abbreviations	2	Chalk & Talk	Black Board
1.2	Book Review	2	Discussion	PPT
1.3	One word substitution & Misspelled words	2	Discussion	PPT
<b>UNIT -2 WRITING PROCESS</b>				
2.1	Controlled and Guided Composition (What to write)	6	Chalk & Talk	Black Board
<b>UNIT -3 WRITING LETTERS</b>				
3.1	Formal and Informal Letters	3	Discussion	Black board &PPT
3.2	Job Applications and Resume	3	Chalk & Talk	Black Board
<b>UNIT -4 OFFICIAL WRITINGS</b>				
4.1	Agenda	1	Chalk & Talk	PPT &Black Board

4.2	Minutes	1	Discussion	Black Board
4.3	Report Writing	2	Chalk & Talk	PPT
4.4	Abstracting & Summarizing	2	Discussion	Smart Board
<b>UNIT -5 CREATIVE WRITING</b>				
5.1	Traits of a Creative Person	2	Discussion	Black Board
5.2	Scope of Creativity	2	Chalk & Talk	PPT
5.3	Figures of Speech	2	Chalk & Talk	Smart Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assignment  5 Mks	OBT/PP T  5 Mks				
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		

<b>Non Scholastic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

#### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
<b>Total</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>12</b>	<b>20</b>	<b>10</b>	<b>60</b>	<b>100 %</b>

## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the vocabulary and abbreviations to apply in writing process	K1& K3	PSO1
CO 2	Recall the basics of the writing process	K1	PSO2
CO 3	Prepare model resumes and draft all types of letters	K2 & K3	PSO3
CO 4	Outline and draft all types of official writings	K2& K3	PSO2&PSO5
CO 5	Relate the creative contents	K2	PSO2

### Mapping COs Consistency with PSOs

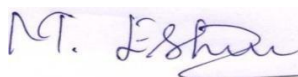
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	2	1
CO2	1	3	1	2	1
CO3	1	3	1	2	1
CO4	1	3	1	1	1
CO5	1	2	1	3	1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	2	1	3	2
CO2	1	2	1	1	1	3	2
CO3	1	1	1	1	1	3	2
CO4	3	1	2	1	1	3	2
CO5	1	2	1	1	1	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

#### COURSE DESIGNER:



**Ms. M. Esther**

**Forwarded By**



**A.ROSELIN MARY**

**HOD'S Signature & Name**

**III B.A.ENGLISH****NEW SYLLABUS****SEMESTER –V****Addition****16.6%***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CREDITS
USEN	19W5SB3	WRITING SKILLS	SKILL BASED	2	2

**COURSE DESCRIPTION**

This course is designed to provide practical hands-on training in the most relevant areas to develop writing skills.

**COURSE OBJECTIVES**

This course intends to

- equip the learners of English literature to use the language potentials for creative writing
- give learners the basic technical skills to acquire job

**UNITS****UNIT I****(6 HRS)****VOCABULARY**

i) Spellings & Abbreviations **(Self-Study)**

ii) Book Review

iii) One word substitution & Misspelled words

**0.6%****UNIT II****(6 HRS)****WRITING PROCESS**

- i) Controlled and Guided Composition (What to write)

### **UNIT III**

**(6 HRS)**

#### **WRITING LETTERS**

- i) Formal and Informal Letters
- ii) Job Applications and Resume

### **UNIT IV**

**(6 HRS)**

#### **OFFICIAL WRITINGS**

- i) Agenda
- ii) Minutes
- iii) Report Writing
- iv) Abstracting & Summarizing

### **UNIT V**

**(6 HRS)**

#### **CREATIVE WRITING**

- i) Hints Development
- ii) Complete the story
- iii) Figures of Speech

**16%**

#### **PRESCRIBED BOOK:**

Gangal, J.K. *A Practical Course for Developing Writing Skills in English*. New PHI. 2011.

Freeman, Sarah. *Written Communication in English*. Orient BlackSwan. 1977.

#### **REFERENCE BOOKS:**

1. Langan, John. *College Writing Skills*. Media Edition. ed. 5. McGraw Hill, 2003.
2. Laws, Anne. *Writing Skills*. Orient BlackSwan. 2011.



3. Williams, Phil. *Advanced Writing Skills for Students of English*. Rumian, 2018.
4. Tyagi, Kavita and Misra Padma. *Advanced Technical Communication*. PHI Learning Private Limited. 2011.

#### **DIGITAL OPEN EDUCATIONAL RESOURCES:**

1. <https://www.suggestiveenglish.com/2021/04/story-writing-examples-format-hints.html>
2. <https://grammar.yourdictionary.com/writing/how-to-write-a-letter.html>
3. <https://librarianresources.taylorandfrancis.com/services-support/discovery/abstracting-and-indexing/>
4. <https://www.jobscan.co/resume-writing-guide>  
<https://www.wildapricot.com/blog/how-to-write-meeting-minutes>

#### **COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 VOCABULARY</b>				
1.1	Spellings & Abbreviations <b>(Self-Study)</b>	2	Chalk & Talk	Black Board
1.2	Book Review	2	Discussion	PPT
1.3	One word substitution & Misspelled words	2	Discussion	PPT
<b>UNIT -2 WRITING PROCESS</b>				

2.1	Controlled and Guided Composition (What to write)	6	Chalk & Talk	Black Board
<b>UNIT -3 WRITING LETTERS</b>				
3.1	Formal and Informal Letters	3	Discussion	Black board &PPT
3.2	Job Applications and Resume	3	Chalk & Talk	Black Board
<b>UNIT -4 OFFICIAL WRITINGS</b>				
4.1	Agenda	1	Chalk & Talk	PPT &Black Board
4.2	Minutes	1	Discussion	Black Board
4.3	Report Writing	2	Chalk & Talk	PPT
4.4	Abstracting & Summarizing	2	Discussion	Smart Board
<b>UNIT -5 CREATIVE WRITING</b>				
5.1	Hints Development	2	Discussion	Black Board
5.2	Complete the story	2	Chalk & Talk	PPT
5.3	Figures of Speech	2	Chalk & Talk	Smart Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assignment  5 Mks	OBT/PP T  5 Mks	  35 Mks.	  5 Mks.	  40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

#### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	recall the vocabulary and abbreviations to apply in writing process	K1& K3	PSO1
CO 2	recall the basics of the writing process	K1	PSO2
CO 3	prepare model resumes and draft all types of letters	K2 & K3	PSO3
CO 4	outline and draft all types of official writings	K2& K3	PSO2&PSO5
CO 5	relate the creative contents	K2	PSO2

### Mapping COs Consistency with PSOs

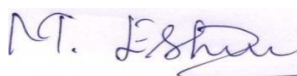
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	2	1
CO2	1	3	1	2	1
CO3	1	3	1	2	1
CO4	1	3	1	1	1
CO5	1	2	1	3	1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	2	1	3	2
CO2	1	2	1	1	1	3	2
CO3	1	1	1	1	1	3	2
CO4	3	1	2	1	1	3	2
CO5	1	2	1	1	1	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms. M. Esther**

**Forwarded By**



**A.ROSELIN MARY**

**HOD'S Signature & Name**