

FATIMA COLLEGE (Autonomous), MADURAI – 18.

**THE RESEARCH CENTRE OF ENGLISH
SYLLABUS 2017 - 2018**

UG

SEM	PART	CODE	STUDY COMPONENT	CR	HRS	T	A	CQ	INT	EXT	TOT
I	I	TLC1/DLC1/RLC1	TAMIL/HINDI/FRENCH	3	6	15	5	5	25	75	100
	II	ELC1	ENGLISH-COMMUNICATION SKILLS-I BASIC/ ENGLISH-COMMUNICATION SKILLS-I - INTERMEDIATE/ ENGLISH-COMMUNICATION SKILLS-I - ADVANCED	3	6	15	5	5	25	75	100
	III	CORE SUBJECT (1) L1CC1	AGE OF SHAKESPEARE AND MILTON	4	5	15	5	5	25	75	100
		(2) L1CC2	INDIAN WRITING IN ENGLISH	4	5	15	5	5	25	75	100
		ALLIED SUBJECT (1) L1AC1	PHONETICS AND SPOKEN ENGLISH	5	5	15	5	5	25	75	100
	IV	NON MAJOR ELECTIVE (1) L1NME1	ENGLISH FOR COMPETITIVE EXAMS	2	2	20	20	PRA 60	100 con 50	-	50
II	I	TLC2/DLC2/RLC2	TAMIL/HINDI/FRENCH	3	6	15	5	5	25	75	100
	II	ELC2	ENGLISH-COMMUNICATION SKILLS-II - BASIC/ ENGLISH-COMMUNICATION SKILLS-II- INTERMEDIATE/ ENGLISH-COMMUNICATION SKILLS-II - ADVANCED	3	6	15	5	5	25	75	100
	III	CORE SUBJECT (1) L2CC3	AGE OF DRYDEN AND POPE	4	5	15	5	5	25	75	100
		(2) L2CC4	CHILDREN'S LITERATURE	4	5	15	5	5	25	75	100
		ALLIED SUBJECT (1) L2AC2	LITERARY FORMS	5	5	15	5	5	25	75	100

	IV	NON MAJOR ELECTIVE (1)L2NME2	ENGLISH FOR COMPETITIVE	2	2	20	20	PRA 60	100 con 50	-	50
		G2VE1	VALUE EDUCATION	2	1						
	I	TLC3/DLC3/RLC3	TAMIL/HINDI/FRENCH	3	6	15	5	5	25	75	100
III	II	ELC3	ENGLISH-COMMUNICATION SKILLS-III - BASIC/ ENGLISH-COMMUNICATION SKILLS-III - INTERMEDIATE/ ENGLISH-COMMUNICATION SKILLS-III - ADVANCED	3	6	15	5	5	25	75	100
	III	CORE SUBJECT (1) L3CC5	AGE OF WORDSWORTH	3	5	15	5	5	25	75	100
		(2) L3CC6	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE - I	3	5	15	5	5	25	75	100
		ALLIED SUBJECT (1) L3AC3	AFRICAN AMERICAN LITERATURE	5	5	15	5	5	25	75	100
	IV	SKILL BASED SUBJECT (1) L3SB1	VOICE CULTURE	2	2	15	5	PRA 30	50	50	50

SEM	PART	CODE	STUDY COMPONENT	CR	HR S	T	A	CQ	INT	EXT	TOT
IV		TLC4/DLC4/RLC4	TAMIL/HINDI/FRENCH	3	6	15	5	5	25	75	100
		ELC4	ENGLISH-COMMUNICATION SKILLS-IV - BASIC/ ENGLISH-COMMUNICATION SKILLS-IV - INTERMEDIATE/ ENGLISH-COMMUNICATION SKILLS-IV - ADVANCED	3	6	15	5	5	25	75	100
		CORE SUBJECT (1) L4CC7	AGE OF TENNYSON	3	5	15	5	5	25	75	100
		(2) L4CC8	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE - II	3	5	15	5	5	25	75	100

		ALLIED SUBJECT (1) L4AC4	ACADEMIC WRITING	5	5	15	5	5	25	75	100
		SKILL BASED SUBJECT1) L4SB2	RADIO AND VIDEO JOCKEYING	2	2	15	5	PRA 30	50	50	100
		G4EE1	ENVIRONMENTAL EDUCATION	2	1						
			EXTENSION ACTIVITIES (NCC/NSS)	1							
V	I	CORE SUBJECT (1) L5CC9	SHAKESPEARE	6	7	15	5	5	25	75	100
		(2) L5CC10	ENGLISH LANGUAGE TEACHING	6	7	15	5	5	25	75	100
		(3) L5CC11	JOURNALISM	6	7	15	5	5	25	75	100
	II	MAJOR ELECTIVE (1) L5ME1/ L5ME2	WORLD LITERATURE IN TRANSLATION / INDIAN LITERATURE IN TRANSLATION	5	5	15	5	5	25	75	100
	III	SKILL BASED SUBJECT (1) L5SB3	PRESENTATION SKILLS FOR THE MEDIA	2	2	15	5	PRA 30	50	50	100
		(2) L5SB4	ADVERTISING	2	2	15	5	PRA 30	50	50	100
VI	I	CORE SUBJECT (1)L6CC12	TWENTIETH CENTURY LITERATURE	5	6	15	5	5	25	75	100
		(2) L6CC13	AMERICAN LITERATURE	5	5	15	5	5	25	75	100
		(3) L6CC14	LITERARY CRITICISM	4	5	15	5	5	25	75	100
	II	MAJOR ELECTIVE 1) L6ME3/ L6ME4	WOMEN IN LITERATURE/ POSTCOLONIAL LITERATURE	5	5	15	5	5	25	75	100

	(2) L6ME5/ L6ME6	ECOLOGICAL CONCERNS IN LITERATURE / AUSTRALIAN LITERATURE	5	5	15	5	5	25	75	100
III	SKILL BASED SUBJECT (1) L6SB5	CONTENT WRITING - I	2	2	15	5	PRA 30	50	50	100
	(2) L6SB6	CONTENT WRITING (WEB) - II	2	2	15	5	PRA 30	50	50	100

I B.A ENGLISH
I SEMESTER
L1CC1 - AGE OF SHAKESPEARE AND MILTON
(From 2016 onwards)

HRS/WEEK: 5

CREDITS: 4

1. GENERAL OBJECTIVE:

- ❖ To introduce to the learners the works of the writers of the Golden Period of English literature i.e. the Elizabethan Age and bring out the gradual shift away from that period in the works of the writers of the Puritan Age who differ in both the tenor and technique.

2. SPECIFIC OBJECTIVES:

At the end of this course, the students will be able to

- ❖ Get a bird's eye view of the social, political, religious and literary significance of the two periods through representative pieces of literature.
- ❖ Understand and appreciate the varieties of style of the representative writers.
- ❖ Read and evaluate the aphoristic style of prose writers like Bacon.
- ❖ Comprehend terms like the Classical drama of the University wits, Elizabethan courtly love tradition, Caroline poetry, Metaphysical poetry, and the religious fervor in the works of Puritan writers.
- ❖ Internalize the dramatic style and versatility of Elizabethan playwrights.

3. UNITS:

UNIT I - PROSE

1. Francis Bacon (i) Of Truth
(ii) Of Studies
(iii) Of Love
2. Sir Philip Sydney - From *Apology for Poetry*.

UNIT II - POETRY I

1. Sir Thomas Wyatt - A Revocation
2. Edmund Spenser - Sonnet 79 (From *Amoretti*)
3. Shakespeare - Sonnet 18 Shall I compare thee to a Summer's Day? (SS)

UNIT III - POETRY II

4. Robert Herrick - A Hymn to Love
5. John Donne - (i) The Sun Rising

(ii) The Flea (SS)

6. George Herbert - Pulley (SS)
7. John Milton - (ii) Lycidas

UNIT IV - DRAMA I

John Webster - *The Duchess of Malfi* (Scene III – SS)

UNIT V – DRAMA II

Christopher Marlowe - *Edward II*

- Parade of the Seven Deadly Sins - *Dr. Faustus* (lines 100 – 130)
- SS

4 A. BOOKS PRESCRIBED:

1. Poems & Essays - Photocopies

B. REFERENCE BOOKS:

Clements, John. Ed. *John Donne's Poetry: Authoritative Texts / Criticism*. New York: W. W. Norton Co. Inc, 1996. Print.

Hazlitt, Johnson and Macaulay. *Milton: Poetry and Prose*. Tokyo: Oxford University Press, 1962. Print.

Leishman, J.B. *Themes and Variations in Shakespeare's Sonnets*. London: Hutchinson & Co. Ltd, 1968. Print.

5. EVALUATION PATTERN

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

I B.A ENGLISH
I SEMESTER
L1CC2 – INDIAN WRITING IN ENGLISH
(From 2016 onwards)

HRS/WEEK: 5

CREDITS: 4

1. GENERAL OBJECTIVE:

- ❖ To make the students aware of Indian culture and Indianess through the study of significant literary works in the domain of Indian Writing in English

2. SPECIFIC OBJECTIVES:

- ❖ To trace the history of Indian Writing in English through representative pieces
- ❖ To enable the learners to appreciate the various genres in Indian Writing in English

3. UNITS

UNIT-I - PROSE

- | | |
|---------------------|---|
| 1. Jawaharlal Nehru | - From the <i>Discovery of India</i>
Chap III –Unit:6 “The Variety and Unity of India” |
| 2. M.K. Gandhi | - From <i>My Experiments with Truth</i>
Part IV-Chapter 34: “Training of the Spirit” |
| 3. R.K. Narayan | - “Toasted English” |

UNIT-II POETRY

- | | |
|------------------------|---|
| 1. Rabindranath Tagore | - From <i>Gitanjali</i> :
“Where the mind is without fear...” (XXXV) |
| 2. Sarojini Naidu | - “The Bangle Sellers” |
| 3. Nissim Ezekiel | - “Night of the Scorpion” |
| 4. A.K. Ramanujan | - “A River” |
| 5. Kamala Das | - “An Introduction” |
| 6. K.N. Daruwalla | - “Draupadi” |

UNIT-III DRAMA

- | | |
|----------------|---------------|
| Mahesh Dattani | - <i>Tara</i> |
|----------------|---------------|

UNIT- IV NOVEL

R. K. Narayan - *Swami and Friends*

UNIT-V SELF-STUDY

Sudha Murty - "Treat me as a human" (46)

(from Murty's *Wise and Otherwise*)

M.K. Gandhi

- From *My Experiments with Truth*:

Part I: Chapters 1 to 5 & 8: "Birth and Parentage," "Childhood," "Child Marriage," "Playing the Husband," "At the High School" and "Stealing and Atonement"

Sarojini Naidu

- "Indian Weavers"

Gieve Patel

- "On Killing a Tree"

4. A. BOOKS PRESCRIBED:

1. Photocopies of prescribed pieces
2. R.K. Narayan - *Swami and Friends*
3. Mahesh Dattani - *Tara*

4. B. REFERENCE BOOKS:

1. Iyengar, Srinivasa. K.R. *Indian Writing in English*. Rev. and updated ed. Delhi : Sterling Publishers Pvt. Ltd., 2003.
2. Naik, M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
3. Sundaram, P.S. *R.K. Narayan – As a Novelist*. Delhi: B.R. Publishing Corporation, 2001.

5. EVALUATION PATTERN:

T1	T2	TA	AS	CQ	INT.TOTAL (A)	EXT.TOTAL (B)	TOTAL (A+B)
15	15	15	5	5	25	75	100

I B.A ENGLISH
I SEMESTER
L1AC1 - PHONETICS AND SPOKEN ENGLISH
(From 2016 onwards)

HRS/WEEK: 5

CREDITS:5

GENERAL OBJECTIVE

Students are exposed to the three aspects of spoken communication (i.e) the production, transmission and reception of the spoken language.

SPECIFIC OBJECTIVES

At the completion of the course students would be able to

- learn English phonetics
- classify and describe vowels and consonants
- transcribe words/ sentences phonetically
- learn expressions used in different contexts
- speak fluently using GIE accent

UNIT - I

[15 Hrs]

1. List of Phonetic Symbols
2. Language, Linguistics and Communication
3. Components of Linguistics
4. Daily Activities
5. Asking about activities
6. Talking about activities

UNIT – II

[15 Hrs]

1. Phonetics: The Articulation of Speech Sounds
2. Classification of Speech Sounds
3. Classification and Description of Consonants
4. Time and the calendar 5 Dates and Periods.
6. Weather Condition
7. What's It Look Outside?

UNIT – III

[15 Hrs]

1. Classification and Description of Vowels
2. The Syllable
3. Consonant Clusters in English
4. Talking About Eating
5. Personal Health

6. Common Health Problems

UNIT – IV

[15 Hrs]

1. The Concept of General Indian English
2. Word-Accent in English
3. Accent and Rhythm in Connected Speech
4. Practice in Phonetic Transcription
5. What did you do?
6. Immediate Family and Relations

UNIT – V (Self Study)

1. Conversations about School
2. Using telephone
3. Asking about prices
4. Money problems
5. General conversations - I
6. General conversations - II

TEXT BOOKS

1. T. Balasubramanian - *Text book of English Phonetics for Indian students* (Chapters – 1 to 7, 9, 12 - 15 & 18.) (Second Edition)
2. Grant Taylor - *English Conversations Practice*

REFERENCE BOOKS

1. Crystal, David. Dictionary of Linguistics and Phonetics. 06 ed. Australia: Blackwell,2008.
2. Ladefoged, Peter. A Course in Phonetics. 06 ed. Melbourne: Cenage Learning, 2015.
3. Marvath, Soni. A Course in Phonetics & Spoken English. New Delhi: Anmol Publications Pvt. Ltd., 2010.
4. Roach, Peter. English Phonetics & Phonolgy a Practical Course. 4 ed. London: Cambridge University Press, 2009.

I B.A. ENGLISH
I SEMESTER
L1NME1/ L2NME2– NON-MAJOR ELECTIVE
ENGLISH FOR COMPETITIVE EXAMINATIONS
(For those who join since 2017)

HRS/WEEK: 2

CREDITS: 2

GENERAL OBJECTIVE: By the end of the course the students would be aware of the patterns of various competitive examinations

SPECIFIC OBJECTIVE: The students will be aware of the competitive exams conducted for the entry into jobs.

UNIT I – SPOTTING ERRORS [6 HRS]

UNIT II – PUNCTUATION AND SPELLING [6 HRS]

UNIT III – VOCABULARY [6 HRS]

1. Idiomatic Expressions
2. Synonyms
3. Antonyms

UNIT IV – SENTENCE FORMATION [6 HRS]

1. Sentences with Jumbled Words
2. Passages with Jumbled sentences

UNIT V – COMPREHENSION [6 HRS]

1. Comprehension

PRACTICE

Worksheets testing the grammar components

Activities testing the language skills

TEXT BOOK:

Hashem, Abul & RPH Editorial Board .Gupta R. *General English For all Competitive Exams* Ramesh Publishing House. ISBN 978-93-5012-834-3

REFERENCE BOOKS:

1. Lewis, Norman. *Word Power Made Easy*. New Delhi: GOYL Saab Publishers and Distributors- Millenium edition revised & expanded, 2006.
2. Murphy, Raymond. *Intermediate English Grammar*. New Delhi: Cambridge University Press-Second Edition, 1994.

FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018
B.A ENGLISH – SEMESTER II
SYLLABUS – APRIL 2017
AGE OF DRYDEN AND POPE
L2CC3

No. of teaching hours/week - 5x15= 75 hrs

No of credits -4

GENERAL OBJECTIVE

To present the ethos of the literature produced by a group of writers belonging to the 18th century who strove for precision and decorum by consciously imitating the classical models such as Homer, Cicero, Virgil, and Horace.

2. SPECIFIC OBJECTIVES:

After the completion of the course the students will:

- Understand the social, political, religious and literary significances of the Augustan Age
- Appreciate writers who opted for decorum in art as opposed to the creative freedom and spontaneity which characterize the Romantic Age
- Comprehend the form of satiric writing
- Know about writers who deliberately imitated the classical forms

UNITS:

UNIT 1 - PROSE (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. Goldsmith - Man in Black
- The character of an important trifler
- A City Night Piece (Self study)

UNIT 2 - POETRY (Hrs)

1. John Dryden - A Song for St. Cecilia's Day
2. Goldsmith - Deserted Village (34 lines)
3. Aphra Behn - The Dream
The Willing Mistress (Self study)

UNIT 3 - POETRY (Hrs)

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

UNIT 4 - DRAMA (Hrs)

1. Goldsmith - *She Stoops to Conquer*

UNIT 5 – NOVEL (Hrs)

1. Daniel Defoe - *Robinson Crusoe*

BOOKS PRESCRIBED:

- i) Goldsmith - *She Stoops to Conquer*
- ii) Daniel Defoe - *Robinson Crusoe*

3. REFERENCE BOOKS:

- i) Albert, Edward. *A History of English Literature*.
Calcutta : Oxford University Press, 1977.
- ii) Amarasinghe, Upali. *Dryden and Pope in the Early Nineteenth century: A study of changing Literary taste*. New York : Cambridge University Press, 1962.
- iii) Bredvold, Louis I. *The Intellectual Millieu of John Dryden* . Michigan: Ann Arbor paper back, 1959.
- iv) Dixon, Peter . *The World of Pope's satires*.
London: Methun & co. ltd. , 1968.
- v) Hudson, William Henry. *An Outline of History of English Literature*.
London: G. Bell and sons ltd, 1952.
- vi) Myers, Williams. *Dryden*.
London: Hutchinson University Library, 1973.

<http://www.davidpbrown.co.uk/poetry/alexander-pope-2.html>

<http://www.poetryfoundation.org/poems-and-poets/poems/detail/50323>

5 EVALUATION PATTERN

T1	T2	TA	As	CQ	Total(A)	EXT(B)	Total (A+B)
15	15	15	5	5	25	75	100

FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018

B.A ENGLISH – SEMESTER II

SYLLABUS – APRIL 2017

CHILDREN'S LITERATURE

SUBJECT CODE: L2CC4

No. of Teaching Hours/Week: 5

No. of Credits: 4

1. GENERAL OBJECTIVE

- To present the students a purview of Children's Literature and to ignite in them a love for reading.

2. SPECIFIC OBJECTIVES

At the end of this course, the students will be able to

- Analyse the conventions of children's literature and develop a critical acumen of the various social and ecological issues.
- Internalize the rhyme, rhythm and music of the language through the poems.
- Appreciate the nuance of prose writings – the detailed descriptions, the word pictures and formal language and thereby use language effectively.
- Understand different cultures of select parts of the world through the folklores and short stories thus internalizing the cultural differences.
- Traverse the realms of the fantasy world, and understand the social issues of children through the two novels.

3. UNITS:

UNIT I – POETRY

[12 Hrs]

1. Theodore Roethke - The Meadow Mouse
2. Randall Jarrell - Bat
3. Francis James Child - Robin hood Rescuing Three Squires
(No. 140. Version B)
4. Lewis Carroll - You are Old Father William
5. William Allingham - Robin Redbreast

UNIT II – PROSE

[18 Hrs]

1. John Burroughs - An Idyl of the Honey-bee
2. Pandit Jawaharlal Nehru - Letter to Children
3. Barack Obama - 'You Make Your Own Future'

UNIT III – SHORT STORY

[10 Hrs]

1. Chinua Achebe - How the Leopard got His Claws
2. Ranjit Lal - The Caterpillar who went on Diet
3. Mahasweta Devi - The Why-Why Girl (Self Study)

UNIT IV – FICTION

[20 Hrs]

1. Ruskin Bond - *Rusty Runs Away*

UNIT V – LEGENDS & MYTHS

[15 Hrs]

1. Native American Legend - Old Quannah's Gift
2. Greek Myth - The Sword of Damocles
3. Fairy Tale (Hans Anderson) - The Ugly Duckling
- The Little Mermaid (Self Study)

TEXT BOOKS

1. Ruskin Bond - *Rusty Runs Away*
2. Lewis Carroll - *Alice in Wonderland*
3. Ranjit Lal - The Caterpillar Who went on Diet
4. Hans Anderson - Fairy Tales (Two Tales)

REFERENCE BOOKS

1. Anderson, Hans. *Fairy Tales*. England: Wardlock Limited, 1987.
2. Matthews, Brander, ed. *The Oxford Book of American Essays*. New York: Oxford University Press, 1914; Bartleby.com, 2000. www.bartleby.com/109/.
3. <https://www.whitehouse.gov/MediaResources/PreparedSchoolRemarks/>
4. <http://people.ucalgary.ca/~dkbrown/authors.html>
5. <http://people.ucalgary.ca/~dkbrown/storfolk.html>
6. <http://www.bartleby.com/109/22.html>

EMPLOYABILITY – 100%

FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018

B.A. ENGLISH – SEMESTER II

SYLLABUS -LITERARY FORMS –APRIL 2017 Onwards

SUBJECT CODE: L2AC2

No. of Teaching Hours: 5 X15 =75

No. of Credits: 5

GENERAL OBJECTIVE:

To sensitize the students of literature to the nuances of a work of art.

SPECIFIC OBJECTIVES:

At the end of this course, the students will be able to

- have a thorough knowledge of the various forms of literature in order to enhance the students' appreciation of the subject.
- acquire familiarity with a wide range of literary terms and categories relating to literary history, theory, including figurative language and prosody.
- read texts closely and explicate texts written in a wide variety of forms, styles, structures, and modes.

UNIT I – PROSE

[10 Hrs]

1. Biography
2. Autobiography
3. Essay

UNIT II – POETRY

[20 Hrs]

1. The Elements of Poetry
2. Figures of Speech
3. Types of Poetry

UNIT III – FICTION

[15 Hrs]

1. The Elements of Fiction
2. Short Story
3. Types of Novel

UNIT IV – DRAMA I

[15 Hrs]

1. Tragedy
2. Comedy
3. Dramatic design
4. Classical Greek tragedy
5. Senecan or revenge tragedy
6. Neoclassical tragedy

7. *The origin and growth of drama in England*
8. Romantic tragedy
9. Romantic comedy
10. Tragicomedy
11. Chronicle plays
12. *Features of Elizabethan theatre and drama*
13. Masque and antimasque
14. Comedy of humours
15. Heroic tragedy
16. Comedy of manners
17. Genteel comedy

UNIT V - DRAMA II

[15 Hrs]

1. Sentimental comedy
2. Domestic comedy
3. Closet drama
4. Farce
5. Melodrama
6. Cup-and-saucer drama
7. Problem play
8. Well-made play
9. Expressionist drama
10. Epic theatre
11. Theatre of Cruelty
12. Absurd drama
13. Kitchen sink drama
14. Poor theatre
15. Bread and puppet theatre
16. one-act play

SELF STUDY UNIT

1. Picaresque novel
2. Epistolary novel
3. Historical novel
4. Sentimental novel
5. Domestic novel
6. Gothic Novel
7. Science Fiction Novel
8. Regional Novel
9. Detective Novel

TEXT BOOK

A Companion to Literary Forms by Padmaja Ashok, Orient Blackswan Private Limited.

REFERENCE BOOKS

1. Scott, Wilbur S. *Five Approaches of Literary Criticism*. London: Collier – Macmillan Publishers, 1977.
2. Saintsbury, George. *A Short History of English Literature*. London: Macmillan, 1912.
3. Lemon, Lee T. *A Glossary for the Study of English*. Oxford University Press, 1971.
4. Johnson, Samuel. *The Samuel Johnson Encyclopedia*. Westport: Greenwood Press, 1996.
5. Ionesco, Eugene. *The Chairs*. London: Faber and Faber, 2007.
6. Esslin, Martin. *The Theatre of the Absurd*. UK: Vintage, 2004.
7. Eliot, T.S. *Selected Essays 1917 – 1932*. USA: Harcourt, Brace & Co, 1932.

FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018
B.A. ENGLISH – SEMESTER III SYLLABUS - NOVEMBER 2017
AGE OF WORDSWORTH
SUBJECT CODE: L3CC5

No. of Teaching Hours: 5 X 15= 75 Hrs No. of Credits: 4

1. GENERAL OBJECTIVE:

- The students would get a comprehensive view of the Romantic Age of English Literature, as opposed to that of the Classical Age.

2. SPECIFIC OBJECTIVES:

After the completion of the course the students will be able to

- comprehend the social, political and religious climate of the era.
- appreciate the aesthetic freedom exercised by the representative writers.
- understand the terms like imaginative sensibility, liberalism, truth, beauty and nature.

3. UNITS

UNIT I – PROSE [15 Hrs]

1. William Hazlitt -
- i) On the Feeling of Immortality in Youth
 - ii) On Going a Journey
 - iii) On Actors and Acting – I

UNIT II – PROSE [15 Hrs]

1. Charles Lamb
- i) Dream Children - A Reverie
 - ii) The Praise of Chimney – Sweepers
2. Thomas De Quincey
- The Pains of Opium (From Confessions of an English Opium-Eater)

UNIT III – POETRY [20 Hrs]

1. William Wordsworth
- i) Lines Composed a few miles above Tintern Abbey on
Revisiting the Banks of the Wye During a tour,
July 13, 1798.
 - ii) I Wandered Lonely as a Cloud (SS)

2. John Keats
- i) Ode to a Nightingale
 - ii) La Belle Dame Sans Merci (SS)
 - iii) The Human Seasons

UNIT IV - POETRY [10 Hrs]

1. Samuel Taylor Coleridge - Youth and Age

2. William Blake - Laughing Song (SS)

3. Percy Bysshe Shelley - i) The Cloud

- ii) Ozymandias (SS)

4. Robert Southey - i) The Inchcape Rock (SS)

- ii) The Battle of Blenheim

UNIT V – NOVEL [15 Hrs]

1. Jane Austen - Sense and Sensibility

4. A. BOOK PRESCRIBED

1. Jane Austen -Sense and Sensibility

2. Pieces are taken from The Norton Anthology of English Literature, 7th edition, Vol II.

4. B. REFERENCE BOOKS

1. Abrams, M. H. Ed. *English Romantic Poets : Modern Essays in Criticism* - New York : Galaxy Book, 1964. Print.

2. Kiely, Robert. *The Romantic Novel in England*. New Delhi: Cambridge Univ. Press, 1973. Print.

3. Pinion, F. B. *A Jane Austen Companion: A Critical Survey and Reference Book*. London: Macmillan, 1973. Print.

4. Rand, Ayn. *The Romantic Manifesto: A Philosophy of Literature*. USA: Signet Classic, 1975. Print.

5. EVALUATION PATTERN

T1	T2	TA	C1	C2	Total (A)	EXT (A)	Total (A+B)
15	15	15	5	5	25	75	100

EMPLOYABILITY – 100%

**II B.A ENGLISH
III SEMESTER
L3CC6/W3CC6 - SOCIAL HISTORY OF ENGLAND &
HISTORY OF ENGLISH LITERATURE – I
(For those who join since 2017)**

HRS/WEEK: 5

CREDITS: 3

GENERAL OBJECTIVES: The learners will acquire a broad range of knowledge pertaining to History of English Literature and the Social History of England - They will be able to get a bird's eye view of History of English Literature and the Social History of England

SPECIFIC OBJECTIVES:

At the end of this course, the students will be able to

- appreciate the culture of the English society and attitudes of British writers of different ages
- gain confidence to engage in self-directed learning
- discuss, argue, critically analyze and reason out the causes and effects of historical and social events and their impact on literary works
- relate it with contemporary events and issues.

UNIT -1 (1450 - 1557)

[16 HRS]

1. The Renaissance
2. The Reformation
3. The Dissolution of Monasteries
4. English Literature before Chaucer (500-1340)
5. The Age of Chaucer (1340-1400)
6. From Chaucer to 'Tottel's Miscellany' (1400-1557)

Unit – II (1560 – 1625)

[16 HRS]

1. The Religion of England
2. The Tudor Navy and the Armada
3. The Elizabethan Theatre
4. The East India Company

5. The Development of the Drama to 1561
6. The Age of Shakespeare (1558-1625)

Unit – III (1607 – 1625)

[16 HRS]

1. Colonial Expansion
2. The Civil War and its Social Significance
3. Puritanism
4. The Age of Shakespeare: The Drama
5. The Age of Shakespeare: Prose

Unit – IV (1660 – 1794)

[16 HRS]

1. Restoration England
2. The Origin and Growth of Political Parties in England
3. The Age of Milton (1625-1660): Milton
4. The Age of Milton: Other Poets and Prose Writers

Unit – V (1702 – 1714: (Self – Study)

[11 HRS]

1. Age of Queen Anne
2. Coffee-house Life in London
3. The Age of Dryden (1660-1700): Verse
4. The Age of Dryden. Prose and Drama

TEXT BOOKS:

Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.

Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.

Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.

Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.

Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.

Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Bangalore: Rupa Publications, 2015.

Trevelyan, George MacAulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

II B.A. ENGLISH
III SEMESTER
L3AC3 - AFRICAN AMERICAN LITERATURE
(For those who join since 2017)

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVES:

- The learners will appreciate the uniqueness and the difference of African American Literature that was created primarily (until the end of the 19th century) under the curious condition of slavery and oppression
- The students will be exposed to this brand of race literature created for a greater purpose of Liberation from bondage than for mere pleasure
- The learners will get a broad overview of the African American social and literary history through representative works.

SPECIFIC OBJECTIVES: After completing the course, the students will be able to

- Appreciate the salient feature of the African American literary techniques as revealed in their literary genres
- Understand the significance and originality of the African American dialect which is quite different from Standard English
- Comprehend new poetic forms such as Blues and Negro Spirituals which are very different from the patterns available in the Euro-American mainstream
- Enjoy the creative sensibility of the African American writers as revealed in the vernacular mode
- Recognize the importance of black aesthetic which is different from the western aesthetic.

UNIT I- POETRY

[15 HRS]

1. Spirituals - "Go Down, Moses"
2. Countee Cullen - "Yet do I Marvel"
2. Langston Hughes - "The Weary Blues"
"Harlem Sweeties"
3. Amiri Baraka - "Black Art"
4. Maya Angelou - "Still I Rise"
5. 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"
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

[10HRS]

1. Toni Morrison - *The Bluest Eye*

UNIT V - FOLK TALES & SHORT STORIES

[16 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 Run" (Self Study)
6. "Gorilla, My Love" (Self Study)
6. The Awful Fate of Mr. Wolf (Self Study)

TEXT BOOKS:

Gates. Jr., Henry Louis and Nellie Y. Mc Kay. *The Norton Anthology of African American Literature*. New York: W.W. Norton and Company, 1997.

Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.

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

REFERENCE BOOKS:

Aberjehani and Sandra L. West. Eds. *Encyclopedia of The Harlem Renaissance*. New York: Checkmark Books, 2003.

Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The Concise Oxford Companion to African American Literature*. New York: Oxford University Press, 2001.

Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.

Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopedia of African American Literature*. Vol I to V. CT: Greenwood Press, 2005. Manitou. *Modern Black Writers*. C.T.: St. James Press, 2000.

5. EVALUATION PATTERN

T1	T2	TA	C1	C2	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

II B.A. ENGLISH
III SEMESTER
L3SB1- ENGLISH FOR PROFESSIONAL COMPETENCE
VOICE CULTURE
(From 2017 onwards)

HRS/WEEK: 2

CREDITS: 2

GENERAL OBJECTIVE: At the end of the course the learners would have learnt how to improve their voice for a career in Media.

SPECIFIC OBJECTIVES: The learners would have

- understood the role of speech organs and breath control in the production of sound
- been introduced to Phonetics
- learnt about the various features of voice
- been informed about common vocal problems and errors in pronunciation
- been instructed about the various techniques of improving voice.

UNIT 1 – BREATH & VOICE [8 HRS]

Breathing Techniques - Vocal exercises - Voice improvement

UNIT II – SOUNDS AND PRONUNCIATION [8 HRS]

Speech Organs - Vowels, Consonants, Diphthongs - Common errors in pronunciation

UNIT III – PRODUCTION OF VOICE [7 HRS]

Production of Voice - Pitch – Projection - Inflexion – Tempo

UNIT IV - MODULATION [7 HRS]

Voice Modulation - Intonation, Pace, Pause

UNIT V – VOICE PROBLEMS (Self Study) Common

Vocal Problems - Accent Neutralization.

REFERENCE BOOKS:

- Balasubramanian, T. *A Textbook of English Phonetics*. Macmillan India Ltd., 1981.
Fleming, Carol. *The Sound of Your Voice*. Audio Partners, 1993.
Hyde, Stuart. *Television and Radio Announcing*. Kanishka Publishers, 2002.
Mayer, Lyle Vernon. *Fundamentals of Voice and Articulation*. McGraw Hill, 2008.
Patterson, Adelaide. *How to Speak: Exercise in Voice Culture and Articulation*. Little Brown and Company, 1982.

Internet Sources

Goyder, Caroline. “How to have a Deep Voice”, *Videojug*, 1 May 2012,
www.youtube.com/watch?v=wgo022I1FZQ

Muller Jay. “Voice Training: Jaw Exercises”, *Youtube*, 1 Dec. 2012,
www.youtube.com/watch?v=8hZ06qP0nT8

Muller Jay. “Voice exercises: Three Stage Breath”, *Youtube*, 12 May 2013,
www.youtube.com/watch?v=-zhFB5MqwKw

II B.A. ENGLISH
IV SEMESTER
L4CC7 - AGE OF TENNYSON
(For those who join since 2018)

HRS/WEEK: 5

CREDITS: 3

GENERAL OBJECTIVE: The learners would get sufficient exposure to the Literature, society and culture of the Victorian era.

SPECIFIC OBJECTIVES:

- At the end of this course, the learners would be able to appreciate and enjoy the representative works of major Victorian writers
- Understand the social, political and religious significance of the age
- Comprehend the concepts of Realism, Art for Art's sake and Art for Life's sake etc.

UNITS

UNIT I - PROSE

[15 HRS]

1. John Henry Newman – Extract from “Knowledge its Own End” – Discourse (From the *Idea of a University*) pg: (1074 – 1076)
2. John Stuart Mill - “From Coleridge” pg: (1090 – 1092)

UNIT II - POETRY

[15 HRS]

1. Matthew Arnold – “Dover Beach” pg.904
2. Robert Browning – “Andrea Del Sarto” pg. (838 – 844)
3. Alfred Lord Tennyson – “The Lotus – Eaters” pg. (722 – 726)
4. Coventry Patmore – “A Farewell” (From the Unknown Eros) pg. 993
5. Lewis Carroll – “The Walrus and the Carpenter” pg. (1067 – 1069)

UNIT III - POETRY

[15 HRS]

1. Gerard Manley Hopkins - “God’s Grandeur” pg. 1235
2. Alfred Lord Tennyson – “Tithonus” pg. (737 – 739)
3. Christina Georgina Rossetti – “At Home”
4. Matthew Arnold - “Rugby Chapel” (Self - Study)
5. Robert Browning – “The Last Ride Together” pg. (835 – 838) (Self - Study)

UNIT IV - DRAMA

[15 HRS]

**I. Oscar Wilde – *The Importance of Being Earnest*
[15 HRS]**

UNIT V –NOVEL

Charles Dickens – *David Copperfield*

TEXT BOOKS:

Selections of Prose & Poems from

Dickens, Charles. *David Copperfield*. London: Penguin classics, 2004.

Edmund T. Jones (Ed), *English Critical Essays: Nineteenth Century*. Delhi: Oxford University, 1956.

Meyer H. Abrams(Ed), *Norton Anthology of English Literature*. New York: WW Norton Co. Inc, 1962.

REFERENCE BOOKS:

Chesterton, G.K. *The Pelican Guide to English Literature*. Harmondsworth: Penguin Press, 1973.

Chesterton, Gilbert Keith. *The Victorian Age in Literature*. London: Oxford University Press, 1966.

Collins Philip(Ed), *Charles Dickens: The Critical Heritage*. London: Routledge and Kegan Paul, 1971.

Kenneth and Miriam Allott. *Victorian Prose*. Middlesex: Penguin, 1956. Print.

Dale, Peter Allan. *The Victorian Critic and the Idea of History: Carlyle, Arnold and Peter*. London: Harvard University Press, 1977.

EVALUATION PATTERN:

T1	T2	TAV	C1	C2	Int. (A)	Ext.(B)	TOT (A+B)
15	15	15	5	5	25	75	100

EMPLOYABILITY- 100%

**II B.A. ENGLISH
IV SEMESTER
L4CC8 - SOCIAL HISTORY OF ENGLAND &
HISTORY OF ENGLISH LITERATURE - II
(For those who join since 2017)**

HRS/WEEK: 5

CREDITS: 3

GENERAL OBJECTIVES :

- The learners will acquire a broad range of knowledge pertaining to History of English Literature and the Social History of England
- They will be able to get a bird's eye view of History of English Literature and the Social History of England

SPECIFIC OBJECTIVES :

- The learners will be able to appreciate the culture of the English society and attitudes of British writers of different ages
- They will gain confidence to engage in self-directed learning
- The students will be skilled in discussing, arguing, critically analysing and reasoning out the causes and effects of historical and social events and their impact on literary works
- The students will be able to relate it with contemporary events and issues.

UNIT-I (1700 – 1745)

[16 HRS]

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement
4. The Age of Pope (1700 -1745): Verse
5. The Age of Pope: Prose and the Drama

UNIT – II (1775 – 1798)

[16 HRS]

1. Other Humanitarian Movements
2. The War of American Independence
3. England and Ireland
4. The Age of Johnson (1745 - 1798): General Prose
5. The Age of Johnson: The Novel
6. The Age of Johnson: Verse

UNIT – III (1789 – 1832)

[16 HRS]

1. Effects of the French Revolution

2. The Reform Bills
3. The Age of Wordsworth (1798 - 1832): The Older Poets
4. The Age of Wordsworth: The Younger Poets
5. The Age of Wordsworth: General Prose
6. The Age of Wordsworth: The Novel

UNIT – IV (1837 – 1887)

[16 HRS]

1. The Victorian Age
2. Development of Education in the Victorian England
3. The Age of Tennyson (1832 - 1887): Verse
4. The Age of Tennyson: General Prose
5. The Age of Tennyson: The Novel

Unit – V (1942 – 1955: (Self – Study)

[11 HRS]

1. The World Wars and Social Security
2. Means of Transport and Communication
3. The Age of Hardy (1887 - 1928)
4. The Present Age (1930 - 1955)

TEXT BOOKS:

Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.

Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

Albert, Edward. *History of English Literature*. New Delhi: Oxford, 1997. Ashok, Padmaja.

Social History of England. Chennai: Orient Blackswan, 2011.

Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983. Daiches,

David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.

Long, William J. *English Literature: Its History and its Significance For the Life of the Englishspeaking World*. Bangalore: Rupa Publications, 2015.

Trevelyan, George MacAulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

II B.A. ENGLISH
III SEMESTER
L4AC4 – ACADEMIC WRITING
(For those who join since 2017)

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVES: The students will be able to

- Write in their own style with good organizations skills
- Acquire skills in writing effective paragraph and essays
- Master the skill of writing entirely

SPECIFIC OBJECTIVES: The students will

- Learn the mechanics of writing including writing of numbers
- Know about the grammar involved in the construction of correct sentences • Get a comprehensive view about various types of writings and their strategies.

UNIT – I - ACCURACY IN WRITING – I [15 HRS]

Abbreviations – Adverbs – Caution – Conjunction - Nouns & Adjectives - Prepositions

UNIT-II - ACCURACY IN WRITING – II- (SELF STUDY) [15 HRS]

Countable & uncountable nouns – Punctuations - Relative pronouns - Singular/ Plural – Tenses - Time words & phrases

UNIT –III - ELEMENTS OF WRITING [15 HRS]

Cause and effect - Cohesion - Comparison - Definitions - Discussion - Generalisation - Numbers - Reference and Quotation (Based on MLA 8th Edition) - Titles (From Gibaldi 8th Edition)

UNIT – IV - THE WRITING PROCESS [15 HRS]

Evaluating a Text - Note making – Paraphrasing - Summary writing - Proof reading symbols
(Extra material will be provided)

Formal letters – CVs - Designing and reporting surveys - Comparison essay - Discursive - essay

UNIT – V - WRITING MODELS [15 HRS]

TEXT BOOKS:

1. Bailey, Stephen. *Academic Writing A Practical Guide for Students*. London: Routledge Falmer, 2006.

REFERENCE BOOKS:

1. Norris, Carolyn Brimley. *Academic Writing In English*. University of Helsinki, 2016.
2. Hyland, Ken. *English for Academic Purposes: An Advanced Resource Book. Canada*: Routledge, 2006.
3. Jordan, RR. *Academic Writing Courses: Study Skills in English*. England: Pearson Education Limited, 1990.
4. Hodge, Ann. *Writing Academic English*. London: Pearson Longman, 2006.
5. Day, Trevor. *Success in Academic Writing*. London: Palgrave Macmillan, 2013.

2. EVALUATION PATTERN :

T1	T2	TA	*C1	*C2	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

*C1` - CV preparation (Individual Work)

*C2 – Conducting a Survey Reporting (Group Work – Group of 5)

FATIMA COLLEGE (AUTONOMOUS), MADURAI -18.

**B.A. ENGLISH - SEMESTER IV- SYLLABUS ENGLISH FOR
PROFESSIONAL COMPETENCE: RADIO AND VIDEO JOCKEYING
SUBJECT CODE – L4SB2**

No. of Teaching hours – 2 x 15 = 30

No. of Credits: 2

1. GENERAL OBJECTIVE:

- To enable the learners to acquire skill based knowledge in Radio and Video jockeying techniques which would prepare them for a career in the Broadcasting Industry

2. SPECIFIC OBJECTIVES:

- To introduce the learners to the field of Mass Communication
- To enable the learners to get an overview of the History of Broadcasting
- To teach them communication skills required to be Jockeys
- To help them create concept based content for shows
- To enable them acquire Interviewing and Presentation skills
- To train them in on-air techniques

3. UNITS

UNIT I

Introduction to Mass Communication - History of Broadcasting - Future of FM Radio and Satellite Television

UNIT II

Communication skills for Jockeys – Review of Voice Improvement

UNIT III

Radio and Television terminology - Content Creation - Research on Concepts

UNIT IV

Hosting Live Shows and Interviews

UNIT V

On-air Techniques - Microphone and Camera usage – Make-up and Costume

4. REFERENCE BOOKS:

1. Keymer, Noel. *Everything wanted to know about Radio Jockeying* . New Delhi: Magna Publishing, 2001
2. Kohli, Simran. *The Radio Jockey Handbook*. New Delhi: Fusion Books, 2006
3. Stephenson, Alan R. et.al. *Broadcast Announcing Worktext: Performing for Radio, Television and Cable*. UK: Focal Press, 2005.

5. EVALUATION PATTERN:

INTERNAL ASSESSMENT ONLY

T1	T2	TA	AS	PRACTICALS	TOTAL
15	15	15	5	30	50

FATIMA COLLEGE (Autonomous), MADURAI-625018

III B.A ENGLISH

SEMESTER V

SHAKESPEARE

L5CC9 No. Of Teaching Hours

/week –7 Credits:

6

1) GENERAL OBJECTIVE:

To introduce the students to Shakespearean theatre and plays.

2) SPECIFIC OBJECTIVES:

To enable the students to appreciate the different types of Shakespearean plays, and give them an exposure to the salient features of Shakespearean theatre.

To present a survey of Elizabethan drama in English literature.

3) UNITS

UNIT I- INTRODUCTION TO SHAKESPEARE

1. Elizabethan Age
2. Shakespearean Theatre and Stage
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.
8. Shakespearean Soliloquies.

UNIT II – TRAGEDY

Hamlet

UNIT III - ROMANTIC COMEDY

Twelfth Night

UNIT IV –ROMANTIC TRAGEDY

Romeo and Juliet

UNIT V – HISTORY PLAY

Henry IV – Part I

4) REFERENCE BOOKS

Bradley, A.C. *Shakespearean Tragedy* London: Macmillan&Co Ltd., 1964.

Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre*. New Delhi: Dominant Publishers and Distributors, 2007.

Dowden, Edward. *The Comedies Introduction*. London: Oxford University Press, 1962.

Elson, John. Ed. *Is Shakespeare still our contemporary?* London: Routledge, 1989.

Foakes, R.A. *Shakespeare: The Dark Comedies to the Last Plays: from Satire to Celebration*. London; Routledge, 1971.

Gordon, George. *Shakespearean Comedy and Other Studies*. London, Oxford University Press, 1944.

Granville-Barker, Harley. *Prefaces to Shakespeare-1st Series*. London: OUP, 1965.

Greene, Nicholas. *Shakespeare's Tragic Imagination*. London: The Macmillan Press Ltd., 1992.

Harrison, G.B. *Introducing Shakespeare*. England: Penguin Books Ltd, 1939.

Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India Ltd., 2007.

Mathew, T.C. *A Fresh Approach to Shakespeare*. Delhi: Delhi PUShtak Sadan, 1953.

Oscar James, Campbell & Edward G Quinn. *Shakespeare Encyclopedia*. London: Methuen, 1874.

Palmer, John. *Comic Character of Shakespeare*. London: Macmillan, 1962.

Peter, Succo. *Shakespeare's English Kings: History, Chronicle and Drama*. New York: OUP, 1977.

Weitz, Morris. *Hamlet and the Philosophy of Literary Criticism*. London: Faber & Faber, 1965.

<http://www.bardweb.net> <http://shakespeare.about.com>

www.shakespeare.palomer.edu/playcriticism.htm

www.shakespearean.org.uk

www.en.wikipedia.org/wiki/hamlet

www.theatrehistory.com/british/shakespeare-html

www.nosweatshakespeare.com/play-summary/play

www.larve.org/writings/tragedy.htm

www.shakespeare.clearview.ab.ca/comedy

www.shakespeare.com www.shakespeare-online.com

5) EVALUATION PATTERN

T1	T2	TA	AS	CQ	Int. Tot (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

6) QUESTION PAPER PATTERN

SECTION -A

Objective type questions from Unit I

10x1= 10 Marks Fill in the blanks - 5x1=5

Choose the best -

5x1=5

SECTION- B

Internal Choice -paragraph questions from Units II & III

(5out of 7 -Not omitting either section)

5x7 = 35 Marks

SECTION – C

Open Choice essays from all Units

3x10= 30 Marks

(3 out of 5)

Total

= 75 Marks

III B.A. ENGLISH- SEMESTER V (From 2014 onwards)

ENGLISH LANGUAGE TEACHING

L5CC10

No. of Teaching Hours /week – 7

Credits: 6 General Objective:

To help the students understand the basic concepts and current practices of English Language Teaching, and to guide them to acquire teaching skills in real classroom environment.

Specific Objectives:

- To develop critical understanding of different methods of language learning and teaching.
- To familiarize students with the field of second language teaching and learning, and also introduce the principles and practice of the ELT curriculum

Units

Unit I : INTRODUCTION (21 Hrs)

- Status of English in India (From Baruah T.C. *The English Teacher's Handbook*. pp 116)
- Language acquisition (From Salim B. *A Companion to Teaching of English*. pp. 1- 27)

Unit II: TEACHING OF LITERARY FORMS (21 Hrs)

- Teaching of Literature (From Salim B. *A Companion to Teaching of English*.pp 102-110)
- Teaching of Prose (Krishnaswamy, S. *Methods of Teaching English*. pp 152-166)
- Teaching of Poetry (Krishnaswamy, S. *Methods of Teaching English*. pp -166)

Unit III: TEACHING OF ENGLISH - Theory (21 Hrs)

- Teaching of four language skills: Listening, Speaking, Reading and Writing
- Teaching of grammar ,vocabulary and study skills
(From Saraswathi, V. *English Language Teaching: Principles and Practice*. pp. 79-109)

Unit IV: PLANNING A LESSON, TEACHING AIDS & TESTING – Theory (21 Hrs)

- Planning a lesson
- Teaching aids – Traditional & Technology based
- Testing
(From Salim B. *A Companion to Teaching of English*. pp. 142- 188)

Unit V: TEACHING OF ENGLISH, PLANNING A LESSON & TESTING – Practice (21 Hrs)

- Lesson plan
- Setting question paper
- Practice teaching in real classroom environment

Books prescribed:

Photocopies of chapters from the following books:

1. Baruah T.C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers Private Limited, 2004.
2. Krishnaswamy, S. *Methods of Teaching English*. Chennai: Macmillan India Limited, 2007.
3. Salim B. *A Companion to Teaching of English*. New Delhi: Atlantic Publishers & Distributors, 2013.
4. Saraswathi, V. *English Language Teaching: Principles and Practice*. Hyderabad: Orient Longman Pvt., Ltd., 2004.

Books for Reference:

- Agnihotri, R. K & Khanna, A.L. *English Language Teaching in India*. New Delhi: Sage Publications, 1995.
- Aslam, Mohammad. *Teaching of English: A Practical Course for B.Ed Students*. Delhi: Foundation Books, 2003.
- Baruah, T.C. *The English Teacher's Handbook*. Delhi: Sterling Publishers Private limited, 2005.
- Braj B, Kachru. *The Alchemy of English*. New York: Pergamon Institute of English, 1986.
- Burns, Anne and Jack C. Richards. eds. *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. New York: Cambridge University Press, 2012.
- Chapelle, Carol A. *English Language Learning and Technology*. Philadelphia: John Benjamins Publishing Co., 2003.
- Doff, Adrian. *Trainer's Handbook. Teach English: A training course for teachers*. Chennai: Cambridge University Press, 2007.
- Krishnaswamy, S. *Methods of Teaching English*. Chennai: Macmillan India Limited, 2007.
- Mowla, Shaik. *Techniques of Teaching English*. New Delhi: Neelkamal Publications Pvt. Ltd, 2002.
- Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press, 1995.
- Singh, M.S. *Teaching of English*. New Delhi: Adhyayan Publishers & Distributors, 2007.
- Tickoo, ML. *Teaching and Learning English: A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman Pvt., Ltd., 2003.
- Tondon, K. K. *A Guide to English Language Teaching*. Jaipur: Mark Publishers, 2009.
- Vyas, M.A. and Y.L.Patel. eds. *Teaching English as a Second Language: A New Pedagogy for a New Century*. New Delhi. Prentice-Hall India, 2009.
- Wyse, Dominic, Richard Andrews et. al. eds. *The Routledge International Handbook of English, Language and Literacy Teaching*. New York: Routledge, 2010.

Evaluation pattern:

T1	T2	TAV	Practical (Internal)	Total	Internal (Converted from 50 to 25)	Total External	Total
15	15	15	35	50	25	75	100

FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018

B.A. ENGLISH – SEMESTER V

SYLLABUS – 2015 ONWARDS

JOURNALISM

SUBJECT CODE: L5CC11

No. of Teaching Hours/Week: 7

No. of Credit: 6

1. GENERAL OBJECTIVES:

- To encourage students to enrich their general knowledge in current affairs by making them read newspapers.
- To help them find jobs in the Mass Media

2. SPECIFIC OBJECTIVE:

- To enable the learners master specific media related skills like – reporting, preparing reviews and interviewing.

3. UNITS:

UNIT I

1. Introduction to Journalism – (*Mass Communication in India*,61-64)
 - i) Definition (*Mass Communication: Theory and Practice in the 21st Century*, 72)
 - ii) The Journalistic Process (*Mass Communication: Theory and Practice in the 21st Century*, 72 - 74)
 - iii) Journalistic Qualities and Ethics (*Handbook of Communication and Media*, 196 – 201)
2. News and the News Industry
 - i) **News and Reporting Styles** (*Handbook of Communication and Media*, 133 – 139)
 - ii) **News values** (*Journalism: the News*, 30-34)
 - iii) Basic Determinants of News (*Mass Communication: Theory and Practice in the 21st Century*, 74 - 76)
 - iv) Sources of News (*Development of Mass Communication – Futuristic Approach*, 23-27)
 - v) News Agencies in India (*News Agencies from Pigeon to Internet*, 37-53 &57-

67) vi) International News Agencies (*News Agencies from Pigeon to Internet, 73-77*)

3. The Role of the Press in India (*Mass Communication: Theory and Practice in the 21st Century, 28 - 31*)

4. Press and Law (*Mass Communication: Theory and Practice in the 21st Century, 237 - 246*)

UNIT II

1. Reporting

i) The Reporter (*Basic Journalism, 54-70*)

ii) Art of Interviewing (*Print and Broadcast Journalism, 248-262*)

2. The Editorial department

i) The News Editor (*Basic Journalism, 71 – 79*) ii) The Sub-Editor (*Basic Journalism, 80 -106*) iii) The Anatomy of Editing (*Basic Journalism, 107-136*)

UNIT III

1. Feature (*Mass Communication and Journalism in India , 119 – 121, 128 – 132*)

i) Preparing a feature article. (*Mass Communication and Journalism in India, 133 - 138*)

2. Cartoons and the Cartoonist (*Development of Mass Communication – Futuristic Approach, 111 – 114*)

3. Reviews

4. Columns

UNIT IV

1. Proof-reading (*Handbook of Communication and Media, 226 – 231*)

2. Design and make-up of a newspaper (*Basic Journalism, 166 – 179*)

3. Printing Technology (Practical Exposure – Field Visit only)

UNIT V

1. Internet journalism (*Net, Media and Mass Communication, 75 – 103*)

2. Literary journalism

4. A. BOOKS PRESCRIBED:

Material compiled by the Department - taken from the following books.

Chakravarthy, Jagadish. *Net, Media and Mass Communication*. Delhi: Authors Press, 2004. Print.

Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012. Print.

Grover, Indu et.al. Ed. *Handbook of Communication and Media*. Udaipur: Agrotech Publishing Academy, 2007. Print.

Kumar J, Keval. *Mass Communication in India*. New Delhi: Jaico Publishing House, 2011. Print.

Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002. Print.

Mehta D.S. *Mass Communication and Journalism in India*. Mumbai : Allied Publishers Limited, 2001. Print.

Parthasarathy, Rengaswami *Basic Journalism*. New Delhi : Macmillan, 2003. Print.

Sharma, Diwakar. *Mass Communication: Theory and Practice in the 21st Century*.

New Delhi: Deep and Deep Publication Pvt. Ltd., 2004. Print.

Shrivastava K M. *News Agencies from Pigeon to Internet*. New Delhi : New Dawn Press, 2007. Print.

4. B. REFERENCE BOOKS:

Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001. Print.

Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: Pusthak Mahal, 2000. Print.

Shamsi, Nayyar. *Journalism : The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005. Print.

Whitaker W et.al. *Media Writing*. 3rd Edition. New York: Routledge, 2009. Print.

5. EVALUATION PATTERN:

T1	T2	TA	A	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

FATIMA COLLEGE (AUTONOMOUS) MADURAI – 18.

SEMESTER V – MAJOR ELECTIVE 1

WORLD LITERATURE IN TRANSLATION

L5ME1

No. of Teaching hours/week- 5

No. of credits- 5

1. GENERAL OBJECTIVE:

To widen the scope of the learners and enhance their appreciation of literature giving them an idea of the world's best literary works.

2. SPECIFIC OBJECTIVE:

To expose the students to representative pieces from World's Classics available in translation.

3. UNITS:

UNIT 1:

POETRY:

1. Canto 1 - Divine Comedy – Dante (p. 567-570) (Italian)
2. Thirukural Couplets (10 Couplets) (Tamil)
3. Cosmetics for Ladies – Ovid (Latin)
4. Haiku Poems – 1. Winter -1
 2. Congratulations – 3
 3. Parting – 1
 4. Travelling – 2 5. Love – 2.

UNIT II:

PROSE:

1. Fall of Karna – from *The Mahabharath* - (Sanskrit)
2. The Perfect Man and The True Philosopher – Emanuel Swedenborg (Swedish)
3. The Analects of Confucius – (Chinese)

UNIT III:

Uncle Vanya - Anton Chekov. (Russian)

UNIT IV:

FICTION:

Lajja - Taslima Nasrin.(Bangla Deshi)

UNIT V:

SHORT FICTION:

1. "The Diamond Necklace" – Guy de Maupassant (French)
2. "Fifth Day" (Ninth Story from the Decameron) – Giovanni Boccaccio - (Italian)

4. PRESCRIBED PIECES TAKEN FROM:

Brown, S. Calvin, Edwin M. Everett, Rober L. Harrison. eds. *Masterworks of World Literature*. New York: Holt, Rinehar and Winston, Inc. 1970.

Cunliffe, John W. and Ashley H. Thorndike. *Scandinavian and Slavonic Literature*.

New Delhi: Cosmo Publications, 2008.

Gottheil, Richard J.H. and Epiphanius Wilson. *Oriental Literature*. Volumes II and IV. New Delhi: Cosmo Publications, 2008.

Santhanam. K. *An Anthology of Indian Literatures* . Bombay: Bombay Chronicle Press, 1969.

Sivakumaran, V.& S. A. Sankaranarayanan. *Tales: Classic and Current*. Chennai: Hi-Tech Publications, 2004.

5. REFERENE BOOK:

Khatri, C.L. World Literature in English. Book Enclave: Jaipur, 2006.

6. EVALUATION PATTERN :

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

7. QUESTION PAPER PATTERN :

Section A

Fill in the Blanks from Prose 5 x 1 = 5

Multiple Choice from Poetry 5 x 1 = 5

} 10 Marks

Section B

Five Paragraphs (Internal Choice) 5 x 7 = 35

[One Set each- All Three Units,

}
}

35 Marks

Two Sets from Drama Only]

Section C

Three Essays out of Five (Open Choice) 3 x 10

30 Marks

[One Question each- All Three Units

Two Questions only from Fiction]

Total

75 Marks

**FATIMA COLLEGE (AUTONOMOUS) MADURAI – 18.
SEMESTER V – MAJOR ELECTIVE 2**

INDIAN LITERATURE IN TRANSLATION

L5ME2

No. of Teaching hours/week- 5

No. of credits- 5

1. GENERAL OBJECTIVE:

To create an awareness of the richness of literary creations of Indian writers of the various states in their native languages through translations.

2. SPECIFIC OBJECTIVE:

To enable the learners have a knowledge of the representative pieces from the regional writings.

To give the learners an idea of the socio historic and cultural milieu of different regions of India.

3. UNITS:

UNIT 1: 16 Hrs.

PROSE

1. **Dramaturgy** – (Bharata's Treatise on dramaturgy)- SANSKRIT
2. India and Freedom - Thiru. V. Kalyanasundaranar – TAMIL.
3. Partition and the Urudu Story - Naiyer Masud- URUDU
4. An Essay on Nursery Rhymes – Rabindranath Tagore - BENGALI

UNIT II

POETRY: 16 Hrs.

1. When I Awoke From the Slumber - Narsingh Mehta - – GUJARATI
2. Couplets - Kabirdas – HINDI.
3. **Sufi Poems – N'ama Saheb & Wahab Khaar - KASHMIRI**

UNIT III

DRAMA: 17 Hrs.

Naga –Mandala - Play with a Cobra. - Girish Karnad - KANNADA.

UNIT IV 16 Hrs.

FICTION:

***Kaalam* - M.T. Vasudevan Nair. – MALAYALAM.**

UNIT V:

SHORT FICTION: 10 Hrs.

1. “Annayya’s Anthropology” – A.K.Ramanujan. - KANNADA
2. “Wings “ - Asha Bage - Marati

4 PRESCRIBED PIECES TAKEN FROM:

Chaudhuri, Amit. ed. *The Picador Book of Modern Indian Literature*. Oxford: Macmillan Publishers Ltd., 2001.

Dharmarajan, Geeta & Meenakshi Sharma. ed. *Katha Prize Stories – Volume 5*. . New Delhi: Katha, 1995.

Karnad, Girish. *Naga-Mandala :Play with a Cobra* . Chennai: Oxford University Press, 2000.

Krishnaswamy, Subhashree& K. Srilatha. ed. *Short Fiction from South India*. New Delhi: Oxford University Press, 1 2008.

Ravikant & Tarun K. Saint. ed. *Translating Partition*. New Delhi: Katha, 2001

Santhanam. K. *An Anthology of Indian Literatures* . Bombay: Bombay Chronicle Press, 1969.

5.REFERENCE BOOKS:

Devy, G.N. *Indian Literary Criticism – Theory and Interpretation*. Hyderabad. Orient Longman, 2002.

George, K. M. ed. *Comparative Indian Literature*. Trichur, Kerala Sahitya Akademi, 1984.

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. New Delhi: Orient Longman, 2008.

6. EVALUATION PATTERN :

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

SEMESTER V
ENGLISH FOR PROFESSIONAL COMPETENCE
SKILL BASED
SUBJECT CODE – L5SB3

PRESENTATION SKILLS FOR MEDIA

No. of Hours: 2

No of Credits: 2

1. GENERAL OBJECTIVE:

To enable the learners acquire skill-based knowledge in various presentation skills required for the media, which would prepare them for a career in the broadcasting industry

2. SPECIFIC OBJECTIVE:

To enable them learn Radio and TV News reading Techniques

To facilitate acquiring of skills required for anchoring programs, for conducting chat shows, for presenting reports

To give the students On the Job training in Radio/TV stations

3. UNITS: UNIT 1

- Different types of presentations made in the media
- Types of news – difference between radio news and television news
- News sources – News terminology

UNIT 2

News reading skills – foreign pronunciation

Writing news – Research involved - On-air techniques - audience

UNIT 3

- Types of announcements – announcing skills

UNIT 4

Other Presentations - Anchoring talk/chat shows – reporting



UNIT 5

Practical tasks



4. REFERENCE BOOKS:

- Hough, George A. News Writing. Fourth Edition. Delhi: GOYLSaaB, Publishers and Distributors, 1991.
- Hyde, Stuart. Television and Radio Announcing. New Delhi: Kanishka Publishers, Distributors, 1998.
- Ravindran, R. K. Media: In Development Arena. Delhi: Indian Publishers Distributors, 2000.

5. EVALUATION PATTERN:

INTERNAL ASSESSMENT ONLY

T1	T2	TA	A	PRACTICALS	TOTAL
15	15	15	5	30	50

SEMESTER V
ENGLISH FOR PROFESSIONAL COMPETENCE
SKILL BASED
SUBJECT CODE – L5SB4
ADVERTISING

No. of Teaching hours/week- 2

No. of credits- 2

1. GENERAL OBJECTIVE:

To enable the learners acquire skill-based knowledge in advertising which would prepare them for a career in the advertising industry

2. SPECIFIC OBJECTIVE:

To give the students the knowledge of the various types of advertisements; of social and ethical aspects of advertising

To enable them acquire skill in creating advertisements

To give them on the job training in ad agencies.

3. UNITS: UNIT 1

- Types of advertisements – principles of advertising
- Print media – electronic media
- Advertising

Social and ethical aspects of advertising agents and clients



- Brand value

UNIT 2

Creative copywriting – jingles – slogans



UNIT 3

Story line – value – language for advertising



UNIT 4

Designing Lay out – logo designing



UNIT 5

Practical tasks



4. REFERENCE BOOKS:

Aggarwal, C.D. Media and Advertising. New Delhi: Mohit Publications, 2008. Bove` e, Arens. Contemporary Advertising. Fifth Edition. U. S. A.: Richard D.Irwin Inc., 1994.

Naqvi, Hena. Upkar’s Journalism and Mass Communication. Agra: Upkar Prakashan, n.d.

Internet Resources

Copywriting advertising.about.com/od/copywriting/copywriting.htm

www.rensch.com/about-advertising.htm

www.marcusletter.com/writead.htm

www.seoconsultants.com/articles/1007/web-copywriting

www.procopytips.com/aida-copywriting-formulas

Slogans & logos

www.osi.hu/vaw/.../Slogans&Logos/slogans&logos.htm

www.vivalogo.com/logo-library.../advertising-slogan.htm

Newswriting mediacareers.about.com/od/.../a/writingskills.htm- www.media-awarenessca/...writing-news-story.cfm

5.EVALUATION PATTERN:

INTERNAL ASSESSMENT ONLY

T1	T2	TA	Q	PRACTICAL TASKS	TOTAL
15	15	15	5	30	50

FATIMA COLLEGE (AUTONOMOUS) MADURAI – 18

III B.A. ENGLISH

SEMESTER VI

TWENTIETH CENTURY LITERATURE

L6CC12

No. of Teaching hours/week- 6 x 15 = 90

No. of credits- 5

1) GENERAL OBJECTIVES:

The pieces included in this paper are from works of recognized writers and thinkers of the twentieth century and contain material that can stimulate the minds of the young people to emerge with effective expression.

2) SPECIFIC OBJECTIVES:

To enable the students gain adequate knowledge of the trend of the age and appreciate the various aspects of the era.

To enjoy the work of art of the famous literary figures of the age and comment critically.

To enjoy the work of art of the famous literary figures of the age and comment critically.

3) UNITS

UNIT – I - 25 Hrs.

PROSE

1. Robert Lynd - “On Good Resolutions” 2.
- A.G. Gardiner - “On Shaking Hands” 3.
- E.V. Lucas - “Tight Corners”
4. E.M Forster - “Tolerance”
5. Bernard Shaw - “How I Became a Public Speaker”
6. Bertrand Russell - “Knowledge and Wisdom”

UNIT –II - 25 Hrs.

POETRY

1. W.B. Yeats - “Easter 1916”
2. W. H. Auden - “The Unknown Citizen”
3. T.S. Eliot - “The Hollow Men”
4. Dylan Thomas - “Fern Hill”

5. Philip Larkin - "Deceptions"
6. Ted Hughes - "Vampire"

UNIT –III - 15 Hrs.

DRAMA

Samuel Beckett - Waiting for Godot

UNIT – IV - 18 Hrs.

NOVEL

Graham Greene - A Burnt-Out Case

UNIT – V - 7 Hrs.

SHORT STORY

1. D.H.Lawrence - "Odour of Chrysanthemums"
2. Katherine Mansfield - "A Cup of Tea"

4) REFERENCE BOOKS:

Blackey, J. *Waiting for Godot*. Canada: Coles Pub. Company, 1973.
Couto, Maria. *Graham Greene: On the Frontier, Politics and Religion in the Novels*, Chennai: Macmillan, 1990.

Dobree, Bonamy. *Modern Prose Style*. New Delhi: Galgotia Pvt. Ltd., 1964.

Donaghy, Henry J. *Graham Greene: Power and the Glory – An Introduction to His Writings*. Netherlands: Rodopi, 1983.

Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers and Distributors, 2000.

Lamba, B. P. *Graham Greene: His Mind and Art*. New Delhi: Sterling Publishers, 1987.

Langbaum, Robert. *The Modern Spirit: Essays on the Continuing of Nineteenth and Twentieth Century Literature*. New Delhi: Oxford University Press, 1970.

Myles, Nita. *Twentieth Century English Novelists*. New Delhi: Kanishka Publishers, 2001.

Ward, A.C. *Twentieth Century Prose 1940-1960*. London: G. Bell and Song, 1962.

Whalen, Terry. *Philip Larkin and English Poetry*. Hong Kong: Macmillan, 1986.

5) EVALUATION PATTERN :

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

III B.A. ENGLISH-SEMESTER VI
AMERICAN LITERATURE
L6CC13

No. of teaching hours/week - 5 x 15 = 75 No
of credits - 5

1. GENERAL OBJECTIVES:

This course is a survey of American Literature of the 19th and 20th centuries. Representative pieces are chosen to give the students sufficient exposure to American Literature, culture and civilization.

2. SPECIFIC OBJECTIVE:

To enable the students understand and appreciate the salient features of American Literature and learn its difference from other literatures in English.

3. UNIT I

PROSE - 20 Hrs.

1. Henry David Thoreau - "Where I Lived and What I Lived For"
2. Edgar Allan Poe - "The Philosophy of Composition"

UNIT II

POETRY - 20 Hrs.

1. Edgar Allan Poe - "The Raven"
2. Walt Whitman - "O Captain! My Captain!"
3. Emily Dickinson - "Because I Could not stop for Death".
4. Robert Frost - "Stopping by the woods on a snowy evening."
5. Wallace Stevens - "Emperor of Ice-Creams"
6. Allen Ginsberg - "You might get in trouble"
7. Robinson Jeffers - "Shine, Republic"

UNIT III

DRAMA - 15 Hrs.

Arthur Miller - *All My Sons*

UNIT IV

SHORT FICTION - 5 Hrs.

1. Henry James - *The Turn of the Screw*
2. O. Henry - *The Ransom of the Red Chief*

UNIT V - 15 Hrs.

FICTION

1. **Mark Twain** - *Hucklebury Finn*

4A. BOOKS PRESCRIBED:

All texts prescribed are available in

The Heath Anthology of American Literature Vol.I & II. Toronto: D.C.Heath and Company, 1990.

The Norton Anthology of American Literature 2 Vols. 5th Ed. New York: W.W. Norton & Company, 1998.

4B. REFERENCE BOOKS:

Barbour, Scott, ed. *American Modernism*. San Diego: Green Haven Press Inc., 2000.

Bordman, Gerald. *Oxford Companion to American Theatre*. Oxford: Oxford University Press, 1992.

Hart, James David. and Philip Leininger, eds. *The Oxford Companion to American Literature*. 6th ed. Oxford University Press, 1995.

Howard, Leon. *Literature and the American Tradition*. New York: Eurasia Publication, 1960.

Lawrence, David Herbert. *Studies in Classic American Literature*. England: Penguin Books Ltd, 1971.

Narasinhaiah, C.D. ed. *Student's Handbook of American Literature*. Knonni- travancore: Kalyani Publishers, 1972.

Oliver, Egbert.S. *Studies in American Literature:Whitman, Emerson, Melville and Others*. New York: Eurasia Publication, 1971.

Spiller, Robert. *The cycle of American Literature – An Essay in Historical Criticism*. NewDelhi: BPB Publications, 1956.

5. EVALUATION PATTERN:

T1	T2	TA	AS	CQ	Int.Tot (A)	Ext. Qn Paper Max (B)	Total (A+B)
15	15	15	5	5	25	75	100

**III B.A. ENGLISHVI
SEMESTER
L6CC14 - LITERARY CRITICISM
(From 2018 onwards)**

HRS/WEEK: 5

CREDITS: 4

GENERAL OBJECTIVES:

- To help the students understand the critical tradition and thereby develop criticalsensitivity
- To expose the students to the various critical trends.

SPECIFIC OBJECTIVES:

At the end of the course the students would have

- sharpened their critical sensibility.
- varying perspectives towards literature.
- gained the ability to critically analyze literary works of art.

UNITS

UNIT I

[15 Hrs.]

1. “Classical, Medieval and Renaissance Criticism”
(English Literary Criticism and Theory: An Introductory History
– M.S. Nagarajan. Pgs 6 – 49)

UNIT II

[15 Hrs.]

1. “Neo-Classical, Romantic and Victorian Criticism.”
(English Literary Criticism and Theory: An Introductory History
– M.S. Nagarajan. Pgs 51-103)

UNIT III

[15 Hrs.]

1. “Twentieth Century Criticism”
(Contemporary Literary Theory: A Student’s Companion
– N. Krishnaswamy et al., Pgs 5-9) **(Self Study)**
2. “The Function of Criticism” – T.S. Eliot

UNIT IV

[15 Hrs.]

1. “Elder Olson – „Sailing to Byzantium“: Prolegomena to a Poetics of the Lyric”

UNIT V

[15 Hrs.]

1. “Approaches in Practice”:
(i) “Young Goodman Brown”: Id versus Superego” (A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et al., Pg. 41- 144)

- (ii) “Myth Criticism and the American Dream: Huckleberry Finn as the American Adam” (A Handbook of Critical Approaches to Literature –Wilfred L. Guerin et.al., Pgs. 186- 191)
- (iii) “Frailty Thy Name is Hamlet: Hamlet and Women.” (A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et.al., Pg. 217-223)

TEXT BOOKS:

1. Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*.
2. Scott S. Wilbur. *Five Approaches of Literary Criticism*. New York:Macmillan Publishing Company, 1962.
3. Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*.

REFERENCE BOOKS:

1. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan Press Ltd., 1991
2. Das, Bijay Kumar. *Twentieth Century Literary Criticism*. NewDelhi: AtlanticPublishers & Distributors (P) Ltd., 2010.
3. Lodge, David. ed. *Modern Criticism and Theory: A Reader*. New York:Longman Inc., 1988.
4. Ramaswami S. & Sethuraman V.S., *The English Critical Tradition: AnAnthology of English Literary Criticism*. Vol. – I & II. Madras: Macmillan India Ltd., 1986.
5. Waugh, Patricia. ed. *Literary Theory and Criticism: An Oxford Guide*.OUP, 2006.

FATIMA COLLEGE (AUTONOMOUS) MADURAI – 18

III B.A. ENGLISH

SEMESTER VI

WOMEN IN LITERATURE

L6ME3

No. of Teaching hours/weeks: 5 x15 = 75

No. of credits : 5

1) GENERAL OBJECTIVE:

This paper focuses on the problems of identity, oppression, gender discrimination from the perspectives of women writers throughout the world. The course material highlights the experience of women – sometimes doubly oppressed and it inspires the minds of younger women to confront the challenges in their lives.

2) SPECIFIC OBJECTIVE:

To create awareness of the various issues of women through the works of women writers from different continents.

To strengthen the confidence of the students to meet the challenges of society.

3) UNITS

Unit – I PROSE - 20 Hrs.

- 1 Vandana Shiva - Ecofeminism - An Introduction
2. Toni Morrison - “Rootedness”
3. Elaine Showalter - “Towards A Feminist Poetics”

Unit – II POETRY - 15 Hrs.

1. Anne Sexton - “The Moss of His Skin”
2. Ursula Fan Thorpe - “Mother-in-law”
3. Mary Gilmore - “Eve Song”
4. Sujata Bhatt - “Muliebriety”
5. Elizabeth Barrett Browning - “The Mask”
6. Margaret Atwood - “This is a photograph of Me”

Unit-III NOVEL – 15 Hrs.

Bapsi Sidhwa - *The Pakistani Bride*

Unit -IV DRAMA – 15 Hrs.

Clare Booth Luce - *Slam the Door Softly*

Unit – V SHORT STORIES -10 Hrs.

1. Henry Handal Richardson - “And Women Must Weep”
2. Alice Walker - “Roselily”
3. Dorothy Richardson - “Visit”

4. REFERENCE

Beauvoir, Simon De. *The Second Sex*. United Kingdom: Vintage , 1997.

Blain, Virginia. *The Feminist Companion to Literature in English: Women Writers from the Middle Ages to the Present*. Hyderabad: Orient Longman,1990.

Code, Lorraine (Ed.) *Encyclopedia of Feminist Theories*. London: Routledge, 2000.

Dhawan, R.K. & Novy Kapadia (eds.) *The Novels of Bapsi Sidhwa*. New Delhi:Prestige Books, 1996.

Eagleton, Mary (Ed.) *A Concise Companion to Feminist Theory*. Oxford:Blackwell, 2003.

Gupta, Monika (Ed.) *Women Writers in the Twentieth Century Literature*. New Delhi : Atlantic Publishers and Distributors,2000.

Hooks, Bell. *Feminist Theory: From Margin to Center*. London: Pluto Press, 2000.

Khullar, Mala (Ed.) *Writing the Women's Movement: A Reader*. New Delhi: Zubaan Publications, 2000.

Jean, Milloy & Rebecca o' Rourke. *The Woman Reader: Learning and Teaching Women's Writing*. London:Routledge Publication,1991.

Khullar, Mala (Ed.) *Writing the Women's Movement: A Reader*. New Delhi: Zubaan Publications, 2000.

Ruthren, K.K. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1990.

Shukla A., Bhasker. *Toni Morrison: The Feminist Icon*. Jaipur: Book Enclave ,2007.

Walker, Caryl. *Masks: Outrageous and Austere; Culture, Psyche and Persona in Modern Women Poets*. Bloomington: Indiana University, 1991.

Whitson J., Kathy. *Encyclopedia of Feminist Literature*. London:Greenwood Publishing Group Inc, 2004.

5.EVALUATION PATTERN :

T1	T2	TA	AS	CQ	INT. TOT (A)	EXT (B)	Total (A+B)
15	15	15	5	5	25	75	100

**III B.A. ENGLISH- SEMESTER VI
POSTCOLONIAL LITERATURE**

L6ME4

No. Of Teaching Hours /week –5x 15 = 75

Credits : 5

1. GENERAL OBJECTIVE

To acquaint the students with the new literatures which have been currently brought under the label “postcolonial”, and make them see the “continuum of experience” of the colonial days and the impact of the colonizers on the various countries like Africa, Australia, Canada, Caribbean islands. New Zealand, and the various regions in Asia .

2. SPECIFIC OBJECTIVE

To make the students see the changes in the cultural discourses, to focus their attention on the “hybridization of cultures” and above all to study the influence of indigenous cultures and languages in the handling of the Western literary forms and the English language. Students will thus get exposed to a multiplicity of cultures and the different varieties of English language as well.

3. UNITS

UNIT-I Prose - 20 Hrs.

1. Chinua Achebe - “My Home under Imperial Fire”
2. Arundhati Roy - “The War that Never Ends”

Unit II Poetry - 25 Hrs.

1. Henry Kendall - “The Last of His Tribe” (Australia)
2. James Reaney - “Maps” (Canada)
3. Derek Walcott - “Ruins of a Great House” (West Indies)
4. Allen Curnow - “Landfall in Unknown Seas” (New Zealand)
5. Mohammad Bin Haji Salleh - “Do Not Say” (Malaysia)
6. Anne Ranasinghe - “At what Dark Point” (Sri Lanka)

Unit – III Drama - 15 Hrs.

- Athol Fugard - *Sorrows and Rejoicings*

Unit – IV Fiction - 15 Hrs.

- Alan Paton - *Cry, the Beloved Country*

4. REFERENCE BOOKS

Agarwalla, Shyam S. *The African Poetry & Drama*. New Delhi; Prestige,2000.
Ashcroft,Bill.et.al. *The Empire Writes Back*. (2nd ed)London: Routledge,2003.

- Chrisman, Laura & Benita Parry.ed. *Post colonial Theory & Criticism*.
Cambridge:The English Association,2000.
- Cook, David. *African Literature*. London: Longman Group Ltd.,1980.
- Edward, Justin D. *Post colonial Literature*. New Delhi: Macmillan, 2008.
- Gandhi,Leela. *Post – Colonial Theory: A Critical Introduction*. London: Oxford UP,2006.
- Loomba, Ania. *Colonialism / Post Colonialism*. London: Routledge,1998.
- Parry, Benita. *Post colonial Studies: A Materialistic Critique*. New York: Routledge,2004.
- Roy, Arundhati. *The Shape of the Beast*. New Delhi: Penguin Books, 2008.
- Thieme, John.ed. *The Arnold Anthology of Post-Colonial Literatures in English*. New York:
OUP, 2000.
- Walder, Dennis. *Postcolonial Literature in English: History, Language, Theory*. New York:
Basil Blackwell,2002.

5. EVALUATION PATTERN:

T1	T2	TAV	AS	CQ	INT TOT(A)	EXT (B)	Total Marks (A+B)
15	15	15	5	5	25	75	100

FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018

B.A. ENGLISH- SEMESTER VI
SYLLABUS –APRIL 2017 ONWARDS

MAJOR ELECTIVE 1
ECOLOGICAL CONCERNS IN LITERATURE

SUBJECT CODE: L6ME5

No. of Teaching hours - 5 x 15 = 75

No. of credits- 5

1. GENERAL OBJECTIVES:

To introduce the new and emerging Literature of Ecological concerns across the globe. To expose and create awareness among the students related to issues concerning environment through the prescribed literary pieces.

2. SPECIFIC OBJECTIVE:

*. To enable the students exclusively gain adequate knowledge of the various trends and innovative themes of Literature concerning ecological and environmental issues written by authors from various countries across the globe. .

*. To provide scope for exploration and research for the students in New Literatures in English.

3. UNITS

UNIT - I

POETRY

1. Keki N Daruwalla - Wolf
2. Kasiprasad Ghose - To a Dead Crow
3. Judith Wright - Flame tree in a Quarry
4. Margaret Atwood - Bull Song
5. The Holy Bible (NKJV) - PSALM 8

UNIT -II

POETRY

1. Alfred Lord Tennyson - Song of the Brook
2. Robert Bridges - Nightingales
3. John Kinsella - Colours of the wheat belt
4. Emily Dickinson - Nature is what we see
5. Langston Hughes - The Negro Speaks of Rivers

UNIT -III

NOVEL

- Ranjit Lal - Small Tigers of Shergah(Self Study)

UNIT - IV

SHORT STORY

1. Ruskin Bond - The Cherry tree
2. Dorris Lessing - A Mild Attack of the Locusts
3. Jean Giono - The Man who Planted trees

UNIT – V

Ecological perspectives in the movie Avatar

5) A) BOOKS PRESCRIBED:

1. Ranjit Lal's *The Small Tigers of Shergarh*
2. Compiled Department copy of the text (for Units I, II, III & V)

4) B) REFERENCE BOOKS:

1. Arun, Neerja & Saraswat, Rakesh. *Ecology and Literature: Global Perspective*. NewDelhi: Creative Books, 2009.
2. Driessen, Paul. *Eco-Imperialism: Green power Black Earth*. Wahington: The Free Enterprise Press, 2003.
3. Gadgil, Madhav & Guuha, Ramachandra. *The use and Abuse of Nature*. UK:Oxford University Press , 2000.
4. Pepper, David. *Eco-Socialism from deep Ecology to social justice*. London: Routledge, 1993.
5. Promm, Harold. *The Nature of being Human: from Environmentalism to consciousness*. Baltomore: John Hopkins University Press, 2009.

6) EVALUATION PATTERN :

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

III B.A. ENGLISH- SEMESTER VI

MAJOR ELECTIVE 2 AUSTRALIAN LITERATURE L6ME6

No. of Teaching hours/week- 5 x 15 = 75

No. of credits- 5

1. GENERAL OBJECTIVES:

To introduce the new and emerging Literature of Australia.

To expose the students to Historical, Social, Political & Cultural background of Australia through the prescribed literary pieces.

2. SPECIFIC OBJECTIVES:

To enable the students gain adequate knowledge of the various trends and themes of Australian Literature. To provide scope for exploration and research for the students in New literatures in English.

3. UNITS UNIT - I

PROSE - 20 Hrs.

1 Bob Hodge & Vijay Mishra - "Crimes and Punishments"

2 Patrick White - From „The Tree of Man“

UNIT -II

POETRY - 15 Hrs.

1. Judith Wright - Woman to Man

2. A.D.Hope - "Australia"

3. Les Murray - "Blood"

4. Bruce Dawe - "Home Coming"

5. Shaw Neilson - Stony Town

UNIT -III

DRAMA - 10 Hrs

Jack Davis - From *Kullark*

UNIT - IV

NOVEL - 20 Hrs

Sally Morgan - *My Place*

UNIT – V - 10 Hrs

SHORT STORY

1. Henry Lawson - "The Drover"s Wife"

2. Tim Winton - Neighbours

4) REFERENCE BOOKS:

Ashcraft, Bill, Gareth Griffiths & Helen Tiffin. *The Empire Writes Back*. London: Routledge,2003

Dhawan,R.K. *Australian Poetry and Fiction*. NewDelhi: Prestige,1997

Dhawan,R.K.ed. *Multiculturalism in Australian Literature*. NewDelhi; Prestige,2004.

Dhawan,R.K & David Kerr. *Australian Literature Today*. NewDelhi:Indian Society for Commonwealth Studies,1993.

Driesen,Cynthia Vanden & Adrian Mitchell,eds. *New Directions in Australian Studies*. New Delhi: Prestige,2000

Goodwin, Ken. *Macmillan History of Literature: A History of Australian Literature*. London: Macmillan Education Ltd.,1988.

Rani, Suneetha. *Australian Aboriginal Women's Autobiographies*. NewDelhi: Prestige,2007

Thieme, John.ed. *The Arnold Anthology of Post-Colonial Literatures in English*. New York: OUP, 2000.

Trikha, Pradeep. *Delphic Intimation: Dialogues with Australian Writer and Critics*. New Delhi: Sarup&Sons, 2007.

Vanden, Cynthia,Ralph Crane.ed. *Diaspora - The Australian Experience*.New Delhi: Prestige Books,2005.

5) EVALUATION PATTERN :

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

SEMESTER VI
ENGLISH FOR PROFESSIONAL COMPETENCE
SKILL BASED
SUBJECT CODE - L6SB5
CONTENT WRITING - I
No. of Hours: 2
No of Credits: 2

1. GENERAL OBJECTIVE:

To enable the learners acquire skill-based knowledge in Technical writing for a career as a Technical writer.

2. SPECIFIC OBJECTIVE:

- To enable the students acquire knowledge to produce technical documentation for technical, business, and consumer audiences.
- To expose them to areas of research, which are necessary to produce accurate, comprehensive documents.
- To facilitate acquisition of language and writing skills.
- To give the students on the job training.

3. UNITS:

UNIT 1 (6Hrs)

- Types of documentation- printed, web-based or other electronic documentation.
- Products or service that require documentation - scientific, technical, industrial, and government organizations.
- User's guide – Reference manuals - operating instructions - policies and procedures- proposals- presentations- brochures- Web pages.

UNIT 2(6Hrs)

- Style and format of technical documentation – Planning and organization 'white paper' - 'selling piece' – 'manual writing'.

UNIT 3(6Hrs)

- Writing skills - Clear sentences – cutting wordiness – technical jargon.

UNIT 4(6Hrs)

- Research involved – Interviewing Subject Matter Experts – Target Audience

Maintaining, and updating technical documentation.



UNIT 5(6Hrs)

Practical tasks.

4. REFERENCE BOOKS:

Betrus, Michael. *202 Great Cover Letters*. New Delhi: Tata Mc-Graw Hill.Publishing Company Ltd., 2008.

Taneja, Vijay K. *Electronic Media*. Delhi: Pacific Publication, 2009.

Valladares, June A. *The Craft of Copywriting*. New Delhi: Response Books, 2007.

Internet resources

Conroy, Gary."Technical What?"Technical Writing 1997.<http://www.techwriting.about.com>.

Kolunovsky, Nina. "Becoming a Technical Writer in Three Easy Steps."Society for Technical Communication 1996.<http://www.stctoronto.org>.

U.S. Department of Labor, Bureau of Labor Statistics."Writers and Editors, Including Technical Writers."Occupational Outlook Handbook 2000.<http://stats.bls.gov/oco>.

5.

EVALUATION PATTERN:

INTERNAL ASSESSMENT ONLY

T1	T2	TA	Q	WRITTEN ASSIGNMENTS	TOTAL
15	15	15	5	30	50

SEMESTER VI
ENGLISH FOR PROFESSIONAL COMPETENCE
SKILL BASED
SUBJECT CODE - L6SB6
CONTENT WRITING - II

No. of Teaching hours/week- 2

No. of credits- 2

1. GENERAL OBJECTIVE:

To enable the learners acquire skill-based knowledge in Technical writing for a career as a Technical writer.

2. SPECIFIC OBJECTIVE:

To enable the students acquire basic knowledge of Word processing and desktop publishing software required - to produce technical documentation.

3. UNITS: UNIT

1 (6Hrs)

Use of Word tools- Auto text, Mail merge, Header and footer, Macro

Use of Proofing Tools-Spelling, Grammar and Thesaurus

Creating tables and graphs.

UNIT 2 (6Hrs)

- Useful web services-Creation of face book id, its uses and application. Creation of blogs, twitter

- • You tube image downloading and its use in power point presentations UNIT 3(3 Hrs)

Basic designing using Photoshop

UNIT 4(6Hrs)

Practical tasks

UNIT 5(6Hrs)

Practical tasks

UNIT 6 (3 Hrs)

Practical tasks

4. REFERENCE BOOKS:

Bobila, Daniel. T. *The Complete Idiot's Guide to Microsoft Word 2000*. New Delhi: Printice-Hall of India, 1999.

Kent, Peter. *The Complete Idiot's Guide to the Internet*. New Delhi: PrinticeHall of India,1997.

Koers, Diane. *Microsoft Word 2002: Fast and Easy*. New Delhi: PrinticeHall of India,2001.

Leon, Alexis & Mathews Leon.*Internet for Everyone*.Chennai: Leon Tech World, 1998.

Internet Resources

U.S. Department of Labor, Bureau of Labor Statistics."Writers and Editors, Including Technical Writers."Occupational Outlook Handbook 2000.<http://stats.bls.gov/oco>.

5.EVALUATION PATTERN:

INTERNAL ASSESSMENT ONLY

T1	T2	TA	Q	PRACTICALS (APPLICATION OF TECHNOLOGY AND TOOLS)	TOTAL
15	15	15	5	30	50