

DEPARTMENT OF ENGLISH LITERATURE

RATHINAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

Rathinam Techzone, Pollachi Road, Eachanari, Coimbatore – 641021



Syllabus for

B.A English Literature

Regulation 2017

Vision and Mission of the Institution

VISION

A world renowned INDUSTRY-INTEGRATED INSTITUTION that imparts knowledge, skill, and research culture in young men and women to suit emerging young India.

MISSION

To provide quality education at affordable cost, and to maintain academic and research excellence with a keen focus on INDUSTRY-INTEGRATED RESEARCH AND EDUCATION.

MOTTO

Meaningful INDUSTRY-READY education and research by all means

Vision and Mission of the Department

VISION

To enrich the *young* minds with great literary works and enhance the moral values of the students.

MISSION

To impart education *with the virtues of* ethical values, sense of equality and peace in young minds and enable them to reach intellectual maturity to become inspired leaders nationally and globally.

MOTTO

To train students to achieve Communicative Competency in English.
To motivate and train the students to secure 100% placement.

Program Educational Objectives (PEO)

PEO1	:	Would have been serving in the leading English Dailies and Periodicals as Sub-Editors, and News Correspondents.
PEO2	:	Would have found employment as Teachers in reputed Institutions.
PEO3	:	Would have gone for Higher Studies.
PEO4	:	Develop a multicultural understanding of their own and other cultures, past and present, through the historically contextualized study of language and literature
PEO5	:	Understanding of the historical and cultural range of literature written in English

Mapping of Institute Mission to PEO

Institute Mission	PEO's
To provide quality education at affordable cost.	PEO4.
To maintain academic and research excellence with a keen focus.	PEO4, PEO5.
INDUSTRY-INTEGRATED RESEARCH AND EDUCATION.	PEO1, PEO2, PEO3.

Mapping of Department Mission to PEO

Department Mission	PEO's
To impart education <i>with the virtues of</i> ethical values, sense of equality and peace in young minds	PEO4.
To enable them to reach intellectual maturity to become inspired leaders nationally and globally.	PEO4, PEO5.

Program Outcomes (PO)

PO1	:	Generate a close reading of a text: recognize, understand, and explain a text's elements—for example, word choice, imagery, form, and connotations.
PO2	:	Demonstrate familiarity with literary traditions pre- and post-1800, including prominent authors, genres, literary movements, and styles
PO3	:	Analyze underrepresented experiences and cultural diversity, including issues of race, gender, class, sexuality, and ethnicity, through the study of ethnic minority or non-Western texts.
PO4	:	Research and write focused, convincing analytical essays in clear, grammatical prose.
PO5	:	Demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement.
PO6	:	Student will Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
PO7	:	Student will Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
PO8	:	Student will Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
PO9	:	Student will Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
PO10	:	Student can Articulate the relations among culture, history, and texts.

PO11	:	Students will understand the writing process and use their understanding of audience, purpose, form, and other rhetorical concepts to produce rhetorically and stylistically effective writing. Additionally, students will demonstrate the ability to conduct research in the field and effectively incorporate this research into their analysis and writing.
PO12	:	Draw on relevant cultural and historical information to analyze and interpret a literary text.

Correlation between the POs and the PEOs

Program Outcomes		PEO1	PEO2	PEO3	PEO4	PEO5
PO1	:				✓	✓
PO2	:		✓	✓	✓	✓
PO3	:		✓		✓	✓
PO4	:	✓	✓			
PO5	:		✓	✓	✓	✓
PO6	:	✓		✓		
PO7	:				✓	✓
PO8	:	✓			✓	✓
PO9	:	✓	✓	✓		
PO10	:			✓	✓	✓
PO11	:	✓			✓	
PO12	:			✓	✓	✓

Components considered for Course Delivery is listed below:

1. Class room Lecture
2. Laboratory class and demo
3. Assignments
4. Mini Project
5. Project
6. Online Course
7. External Participation
8. Seminar
9. Internship

Mapping of POs with Course Delivery

Program Outcomes	Course Delivery								
	1	2	3	4	5	6	7	8	9
PO1	✓		✓	✓	✓			✓	
PO2	✓								
PO3	✓	✓	✓					✓	
PO4				✓	✓				✓
PO5	✓		✓	✓	✓		✓	✓	
PO6			✓	✓	✓		✓		
PO7	✓	✓							
PO8			✓			✓		✓	✓
PO9			✓	✓	✓				
PO10	✓							✓	
PO11	✓	✓	✓		✓			✓	✓
PO12	✓		✓				✓	✓	

RATHINAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

*Scheme of curriculum for
B.A. English Literature*

For the students admitted in the Batch during 2017 - 2018

Board of Studies – English Literature (UG)

S.No	Sem.	Part	Type	Subject	Credit	Hour	Int.	Ext	Total
1	1	I	L1	Language - I	3	6	40	60	100
2	1	II	E1	Communicative English	3	6	40	60	100
3	1	III	C1	Core - I – British Poetry I (Chaucer to Romantics)	4	5	40	60	100
4	1	III	C2	Core – II – Prose I	4	5	40	60	100
5	1	III	A1	Allied – I – Social History of England	4	6	40	60	100
6	1	IV	AEC1	Ability Enhancement Compulsory Course-I – Environmental Studies @	2	2	50	0	50
7	1	VI	VAC	Value Added Course – I@	2	-	100	-	100
1	2	I	L2	Language - II	3	6	40	60	100
2	2	II	E2	Technical English	3	6	40	60	100
3	2	III	C3	Core - III –British Poetry II (Victorian to Modern)	4	5	40	60	100
4	2	III	C4	Core IV – Prose II	4	5	40	60	100
5	2	III	A2	Allied – II – History of English Literature	4	6	40	60	100
6	2	IV	AEC2	Ability Enhancement Compulsory Course-II –Human Rights @	2	2	50	0	50
7	2	VI	VAC	Value Added Course – II@	2	-	100	-	100
1	3	III	C5	Core - V–World Poetry	4	5	40	60	100
2	3	III	C6	Core - VI –Drama I	4	6	40	60	100
3	3	III	C7	Core VII – Fiction	4	6	40	60	100
4	3	III	A3	Allied - III - Literary Forms	5	6	40	60	100
5	3	IV	S1	Skill Enhancement Courses – I	4	5	40	60	100
6	3	IV	AEC3	Ability Enhancement Compulsory Course-III @	2	2	50	0	50
7	3	VI	VAC	Value Added Course – III@	2	-	100	-	100
8	3	VI	IDL	Inter-Department Learning – I#	2	2	-	100	100

1	4	III	C8	Core - VIII–Drama II	4	6	40	60	100
2	4	III	C9	Core – IX– Green Studies	4	5	40	60	100
3	4	III	C10	Core – X – Phonetics	4	6	40	60	100
4	4	III	A4	Allied - IV – Literary Criticism	5	6	40	60	100
5	4	IV	S2	Skill Enhancement Courses –II	4	5	40	60	100
6	4	IV	AEC4	Ability Enhancement Compulsory Course-IV - @	2	2	50	0	50
7	4	VI	VAC	Value Added Course – IV @	2	-	100	-	100
8	4	VI	IDL	Inter-Department Learning – II #	2	2	-	100	100
1	5	III	C11	Core – XI –Shakespeare I	4	5	40	60	100
2	5	III	C12	Core – XII – Indian Writing in English	5	5	40	60	100
3	5	III	C13	Core – XIII American Literature	4	5	40	60	100
4	5	III	EL1	Elective - I	4	5	40	60	100
5	5	III	EL2	Elective - II	4	5	40	60	100
6	5	IV	S3	Skill Enhancement Courses – III (Office Automation)	4	5	40	60	100
7	5	VI	CP1	Core Project – I Industrial Report @	2	-	50	-	50
8	5	VI	VAC	Value Added Course – V @	2	-	100	-	100
1	6	III	C14	Core – XIV - Shakespeare – II	5	6	40	60	100
2	6	III	EL3	Elective - III	4	5	40	60	100
3	6	III	EL4	Elective - IV	4	5	40	60	100
4	6	III	CP2	Core Project	8	12	40	160	200
5	6	IV	S4	Skill Enhancement Courses – IV (Literature & Theater Studies)	4	5	40	60	100
6	6	V	EX	Extension Activity@	2		50		50
					140	180	1240	2260	3500

Note:

1. Learning the courses – Fiction, Drama, Prose, Poetry, Indian Literature, Criticism, Phonetics, American Literature, Etc. – student shall appear for various jobs – Content writers, Translators, Journalists, etc.

@ - No End Semester Examination, only Internal Exam.

- No Internal Examination, only End Semester Exam.

Mapping of Courses and POs

S- Strong Coorelation M – Medium Coorelation B – Blank

Course Code	Course Name	Program Outcomes											
		P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
17BEN13A	Core – I British Poetry - I	S	S	S	B	S	M	S	M	M	M	S	M
17BEN13B	Core – II Prose - I	S	M	M	S	M	S	M	S	M	S	M	S
17BEN1AA	Allied – I – Social History of England	S	S	M	B	M	M	S	S	S	S	M	S
17BEN23A	Core – III British Poetry – II	S	S	S	B	S	M	S	M	M	M	S	M
17BEN23B	Core – IV Prose – II	S	M	M	S	M	S	M	S	M	S	M	S
17BEN2AB	Allied – II History of English Literature	S	S	M	B	M	M	S	S	S	S	M	S
17BEN33A	Core – V - World Poetry	S	S	S	B	S	M	S	M	M	M	S	M
17BEN33B	Core – VI – Drama – I	S	M	S	M	B	B	S	M	S	S	M	S
17BEN33C	Core – VII – Fiction	S	M	S	S	M	M	S	M	S	S	M	M
17BEN3AC	Allied – III Literary Forms	S	S	M	M	M	S	S	S	B	M	M	M
17BEN43A	Core – VIII – Drama –	S	M	S	M	B	B	S	M	S	S	M	S

	II												
17BEN43B	Core – IX – Green Studies	S	M	M	M	M	B	S	S	S	M	M	M
17BEN43C	Core – X – Phonetics	B	B	B	S	B	B	M	M	S	B	S	M
17BEN4AD	Allied – IV – Literary Criticism	S	S	S	B	M	M	S	S	B	M	M	S

Semester : I

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN13A	Core - I - BRITISH POETRY-I	4	6	0	0	Theory

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact with poems from different ages of English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry.

Course Outcome

CO1	: Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO2	: Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
CO3	: Understand and appreciate poetry as a literary art form
CO4	: Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
CO5	: Develop their critical thinking skills

Unit I

1. Alexander Pope (1688-1744): The Rape of the Lock-Canto I (1 to 50 lines)

Unit II

1. Geoffrey Chaucer (1343-1400): The Love Unfeigned
2. Sir Thomas Wyatt (1503-1542): They Flee from Me
3. John Milton (1608-1674): On His Blindness

Unit III

1. Alexander Pope (1688-1744): The Rape of the Lock-Canto I (51-100 lines)

Unit IV

1. Thomas Gray (1716-1771) : Elegy Written in a Country Churchyard
2. William Wordsworth (1760-1850): Resolution and Independence
3. John Keats (1795-1821): Ode on a Grecian urn

Unit V

[12 Periods]

- Alexander Pope (1688-1744): The Rape of the Lock-Canto I (100-145)

Textbook

1. Pope, Alexander. The Rape of the Lock. New Delhi: Milestone Publication, 2000.
2. Wordsworth, William. Poems of William Wordsworth. London: Edward Moxon, 1947.
3. Keats, John. Complete Works of John Keats. New Delhi: Gowrs and Gray. 2001.

Reference

1. Milton, John. Minor Poems in English. New Delhi: Milestone Publication, 2000
2. Chaucer, Geoffrey. The Complete Works. New Delhi: Penguin Books, 1977.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	H	L	L	L	L	L	H	L	H	L	H
CO2	L	H	H	L	L	L	H	L	L	H	H	L
CO3	L	H	L	H	H	H	H	L	H	L	L	L
CO4	H	H	H	L	L	H	H	H	L	L	H	L
CO5	L	L	L	H	H	H	L	L	H	L	L	L

Semester : I

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN13B	Core - II - PROSE-I	4	6	0	0	Theory

Introduction

This course aims to introduce representative models of English prose for students to critically examine a wide variety of prose styles. The essays compiled under Prose –I range from Francis Bacon to George Orwell. The selection includes different types of essays viz didactic, informative, imaginative and journalistic.

Course Outcome

CO1	:	The students have familiarity with a selection of important works within English-language prose literature.
CO2	:	They have knowledge of different types of English-language prose.
CO3	:	They will be able to explain how different types of prose convey stories or meanings.
CO4	:	They will be familiar with and able to use the English-language terminology connected to literary prose.
CO5	:	They will be able to read literary prose texts critically and independently.

Unit I [12 Periods]

1. Cinderella.
2. Galileo and the Telescope

Unit II [12 Periods]

1. Vivekananda's World Vision
2. A Nation's Strength
3. The Best Investment I ever made.

Unit III [12 Periods]

1. Ranjit my Husband
2. Search for a Stranger

Unit IV [12 Periods]

1. The Lesson of the Seagull
2. A Snake in the Grass
3. A Rare Fish

Unit V [12 Periods]

1. The Lesson of the Seagull
2. At School

Textbook

1. Current Prose for Better Learning – Ed Vimala Rama Rao, Macmillan.

Reference

1. Boulton, Majorie. *The Anatomy of Prose*. New Delhi: Kalyani Publishers, 1993.
2. Minton, William. *A Manual of English Prose Literature*. New Delhi: Atlantic Publishers, 1995.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : I

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN1AA	Allied – I Social History of England	4	6	0	0	Theory

Introduction

The Course aims at enabling students to gain some general knowledge out of which English literature has come into being as a whole and during its successive periods. In other words, students shall trace in a general way, from period to period, the social life of England and get some acquaintance with the lives of the more important major authors.

Course Outcome

CO1	:	To learn historical and political milestones of English History
CO2	:	To know about impact upon the society and literature of England
CO3	:	To know about the themes and the political, religious, economic and intellectual histories of the period.
CO4	:	To make learners aware of the relation between socio-political and socio-religious events and literary works.
CO5	:	To explore the full breath of English life and society.

Unit I

[12 Periods]

1. A Brief Outline of British History
2. The Renaissance
3. The Reformation
4. The Dissolution of the Monasteries
5. The Religion of England

Unit II

[12 Periods]

1. The Tudor Navy and the Armada
2. The Elizabethan Theatre
3. The East India Company
4. Colonial Expansion
5. The Civil War and its Social Significance

Unit III

[12 Periods]

1. Puritanism
2. Restoration England
3. The Origin and Growth of Political Parties in England
4. Age of Queen Anne
5. The Union of England and Scotland

[12 Periods]

Unit IV

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement
4. Other Humanitarian movements
5. The War of American Independence

Unit V

[12 Periods]

1. England and Ireland
2. Effects of French Revolution
3. The Reform Bills
4. The Victorian Age
5. The World Wars and Trade Unionism in England

Textbook

1. Xavier, A.G. *Introduction to the Social History of England*. S Viswanathan (Printers & Publishers), Madras, Revised Fourth Edition, 1982.

Reference

1. Trevelyan, G.M. *English Social History: A Survey of Six Centuries Chaucer to Queen Victoria*. Longmans, Green and Co., London, 1944.
2. Long, William J. *English Literature: Its History and its Significance for the life of the English - Speaking World*, Ginn and Company, Boston, 1909.

Mapping of Course Outcomes with Program Outcome

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	L	H	H	L	L	L	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN23A	Core - III - BRITISH POETRY-II	4	6	0	0	Theory

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact with poems from different ages of English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry.

Course Outcome

CO1	: Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO2	: Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
CO3	: Understand and appreciate poetry as a literary art form
CO4	: Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
CO5	: Develop their critical thinking skills

Unit I [12 Periods]

1. S.T.Coleridge (1772-1834): The Rime of the Ancient Mariner (Parts I and II)

Unit II [12 Periods]

1. Alfred Tennyson (1809-1892): Ulysses.
2. Robert Browning (1812-1889): My Last Duchess.
3. Mathew Arnold (1820-1888): Dover Beach.
4. Elizabeth Barret Browning(1806-1861): How do I Love Thee?

Unit III [12 Periods]

1. S.T.Coleridge (1772-1834): The Rime of the Ancient Mariner (Parts 3,4 &5)

Unit IV [12 Periods]

1. W.B.Yeats (1865-1939): The Second Coming.
2. Thomas Gunn (1929-2004):My Sad Captains.
3. Rudyard Kipling (1865-1936): If.
4. D.H.Lawrence (1885-1940): Snake.

Unit V [12 Periods]

1. S.T.Coleridge (1772-1834): The Rime of the Ancient Mariner (Parts 6 & 7)

Textbook

1. Coleridge, Samuel Taylor, and Lincoln R. Gibbs. *Coleridge's The Rime of the Ancient Mariner*. Boston: Ginn, 1898. Print.
2. Tennyson, Alfred Lord. *Poems of Tennyson*. New Delhi: Milestone Publication, 1960.
3. Browning, Robert. *Poetical Works*. New Delhi: Milestone Publication, 2000.

Reference

1. Arnold, Mathew. *Selected Poems*. New Delhi: Milestone Publication, 1960.
2. Karlin, Daniel-ed. *The Penguin Verse of Victorian Verse*. New York: Penguin, 2002.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	H	L	L	L	L	L	H	L	H	L	H
CO2	L	H	H	L	L	L	H	L	L	H	H	L
CO3	L	H	L	H	H	H	H	L	H	L	L	L
CO4	H	H	H	L	L	H	H	H	L	L	H	L
CO5	L	L	L	H	H	H	L	L	H	L	L	L

Semester : II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN23B	Core - IV - PROSE-II	4	6	0	0	Theory

Introduction

This course aims to introduce representative models of English prose for students to critically examine a wide variety of prose styles. The essays compiled under Prose –I range from Francis Bacon to George Orwell. The selection includes different types of essays viz didactic, informative, imaginative and journalistic.

Course Outcome

CO1	:	The students have familiarity with a selection of important works within English-language prose literature.
CO2	:	They have knowledge of different types of English-language prose.
CO3	:	They will be able to explain how different types of prose convey stories or meanings.
CO4	:	They will be familiar with and able to use the English-language terminology connected to literary prose.
CO5	:	They will be able to read literary prose texts critically and independently.

Unit I [12 Periods]

1. Bacon: Of Friendship, Bacon: Of Youth of Age
2. Dickens: Journey to Niagara

Unit II [12 Periods]

1. Richard Steele: Art of Story Telling
2. Charles Lamb: A Dissertation upon Roast Pig
3. Charles Lamb: Dream Children Reverie

Unit III [12 Periods]

1. A.G.Gardiner: On Dining
2. Charles Lamb: The South Sea House

Unit IV [12 Periods]

1. Abraham Cowley: Of Greatness
2. Joseph Addison: Sir Roger at Home

Unit V [12 Periods]

1. J.B.S. Haldane- Food
2. Robert Lynd: Forgetting

Textbook

The Works of Charles Lamb: Elia. The Last essays of Elia. Vol. 3, (W.J. Widdleton)
Prose and Poetry for the Young Reader. Ed. D.K. Sebastian and A.G. Xavier (Macmillan)

Reference

Masters of English Prose – ed. L.S.R. Krishna Sastry (Macmillan)

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN2AB	Allied – II HISTORY OF ENGLISH LITERATURE	4	6	0	0	Theory

Introduction

The Course aims at enabling students to gain some general knowledge out of which English literature has come into being as a whole and during its successive periods. In other words, students shall trace in a general way, from period to period, the social life of England and get some acquaintance with the lives of the more important major authors.

Course Outcome

CO1	: Fix each major author in a particular social background.
CO2	: compare and contrast the literary texts and genres of different periods
CO3	: Comprehend both major and minor literary movements.
CO4	: Students shall trace in a general way, from period to period, the social life of England and get some acquaintance with the lives of the more important major authors.
CO5	: Enabling students to gain some general knowledge out of which English literature has come into being as a whole and during its successive periods.

Unit I [12 Periods]

1. The Age of Shakespeare – Verse, Drama and Prose.
2. The Age of Milton – Milton

Unit II [12 Periods]

1. The Age of Dryden - Verse, Drama and Prose
2. The Age of Pope - Verse, Drama and Prose

Unit III [12 Periods]

1. The Age of Johnson - General Prose and the Novel
2. The Age of Wordsworth - General Prose and the Novel

Unit IV [12 Periods]

1. The Age of Wordsworth - The Older Poets, the Younger Poets.
2. The Age of Tennyson - Verse, General Prose and the Novel.

Unit V [12 Periods]

1. The Age of Hardy
2. The Present Age

Textbook

1. An Outline History of English Literature by William Henry Hudson (B.I Publications).

Reference

1. Edward, Albert. *History of English Literature*. 5th Ed, New Delhi: OUP.
2. Long, W.J. 2014. *English Literature*. New Delhi: Createspace.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	L	H	H	L	L	L	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN33A	Core - V - WORLD POETRY	4	5	0	0	Theory

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact with poems from different ages of English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry.

Course Outcome

CO1	: Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO2	: Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
CO3	: Understand and appreciate poetry as a literary art form
CO4	: Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
CO5	: Develop their critical thinking skills

Unit I [12 Periods]

1. Night of the Scorpion – Nissim Ezekiel.
2. F.R Scott – The Canadian Authors Meet
3. Toru Dutt : Our Casuarina Tree

Unit II [12 Periods]

1. Shiv K. Kumar : Indian Women
2. Rudyard Kipling :The Female of the Species

Unit III [12 Periods]

1. Gabriel Okara: The Mystic Drum
2. A.D. Hope: Australia

Unit IV [12 Periods]

1. Charles Baudelaire: The Enemy
2. Kabir : Illusion and Reality
3. Piano and drums by Gabriel Okara

[12 Periods]

Unit V

1. Derek Walcott : Sea Grapes
2. Wole Soyinka : Telephone conversation
3. Mervin Morris: Little Boy Crying

Textbook

1. *English Poetry I: From Chaucer to Gray*. Vol. XL. The Harvard Classics. New York:
2. *Six centuries of English Poetry: Tennyson to Chaucer, typical selections from the great poets*. Baldwin, James, Boston ; New York [etc.] : Silver, Burdett & company 320 Pages.

Reference

1. Spearing, A.C. *Medieval to Renaissance in English Poetry*. Cambridge UP, 1985. 380. Print.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	H	L	L	L	L	L	H	L	H	L	H
CO2	L	H	H	L	L	L	H	L	L	H	H	L
CO3	L	H	L	H	H	H	H	L	H	L	L	L
CO4	H	H	H	L	L	H	H	H	L	L	H	L
CO5	L	L	L	H	H	H	L	L	H	L	L	L

Semester : III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN33B	Core - VI – DRAMA - I	4	5	0	0	Theory

Introduction

The course introduces the origin and development of drama in English literature. It will help students cultivate the ability to read and appreciate drama. Students will be aware of the different aspects of drama and the importance of Shakespeare in relation to other playwrights. It will enable them to understand and analyze the nuances of dialogues and the handling of it by different playwrights of Elizabethan and Augustan periods.

Course Outcome

CO1	:	Drama and Theatre Arts Majors will demonstrate proficiency in oral communication
CO2	:	Students will read with comprehension and learn to critically and aesthetically analyze works in dramatic literature and the performing arts.
CO3	:	Students will learn to comprehend and analyze historical movements in dramatic literature and practice.
CO4	:	Drama and Theatre Arts majors will demonstrate a proficiency in dramatic literature, stage history, and theatre aesthetics.
CO5	:	Theater Arts Production students in Stage Management, Directing, and Design tracks will prepare a professional resume and portfolio or appropriate support materials according to their discipline.

Unit I [12 Periods]

Pygmalion – Bernard Shaw

Unit II [12 Periods]

Hayavadana – Girish Karnad

Unit III [12 Periods]

A Doll’s House - Henrik Ibsen

Unit IV [12 Periods]

Murder in the Cathedral – T.S. Eliot

Unit V [12 Periods]

The Glass Menagerie - Tennessee Williams

Textbook

1. Hayavadana by Girish Karnad
2. A Doll's House by Henrik Ibsen
3. Pygmalion by Bernard Shaw
4. Murder in the Cathedral by T.S. Eliot
5. The Glass Menagerie by Tennessee Williams

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN33C	Core - VII – FICTION	4	4	0	0	Theory

Introduction

The Novel started to develop as a literary form during the 18th century. Fiction I, the first of the three sequential courses, will canvas the origin and development of the modern novel in England. In this course students will read early fiction that shaped the emerging genre.

Course Outcome

CO1	:	to understand how the context of early 20th century shaped the literary texts
CO2	:	to define main trends and avant-garde movements in the 20th century: Symbolism, impressionism, Cubism, Dadaism, Surrealism, Expressionism
CO3	:	to identify themes such as fragmentation, alienation, gender and sexuality, empire, war, art and problem of perception, human psyche, the double, the nature of evil
CO4	:	to analyze the texts and understand the modernist techniques in the narratives
CO5	:	to develop critical thinking and close reading of texts

Unit I [12 Periods]

Jane Eyre - Charlotte Bronte

Unit II [12 Periods]

Vicar of Wakefield - Oliver Goldsmith

Unit III [12 Periods]

Oliver Twist - Charles Dickens

Unit IV [12 Periods]

Pride and Prejudice - Jane Austen

Unit V [12 Periods]

Cry the Peacock - Anita Desai.

Textbook

1. Jane Eyre by Charlotte Bronte
2. Vicar of wakefield by Oliver Goldsmith
3. Oliver Twist by Charles Dickens
4. Prode and Prejudice by Jane Austen
5. Cry the Peacock by Anita Desai

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN3AC	Allied - III – LITERARY FORMS	5	6	0	0	Theory

Introduction

The Course is intended for the novice of English literature. Students familiarize themselves with the importance and uniqueness of literature as a major subject. They are introduced to major genres of English literature and the vocabulary of literature.

Course Outcome

CO1	: understand the purpose of literary studies
CO2	: demonstrate their understanding of the features of the major literary genres
CO3	: discuss the reading theories
CO4	: use effectively the vocabulary to discuss the various literary forms
CO5	: learn theoretical terms and concepts

Unit I [12 Periods]

Poetry

Definition, Types- Subjective and Objective Poetry - the Lyric - - the Ode - the Sonnet - the Elegy- the Idyll - the Epic-the Ballad - the Satire.

Unit II [12 Periods]

Stanza forms

The Heroic Couplet, The Terza Rima, The Chaucerian stanza of Rhyme Royal, The Ottava Rima, The Spenserian stanza.

Unit III [12 Periods]

Dramatic Art and Types

The dramatic Art, Tragedy, Comedy, Tragi-comedy, Farce, Melodrama, The Masque, The One Act Play, The Dramatic Monologue, Interludes, Legend, Heroic Tragedy.

Unit IV [12 Periods]

Dramatic Devices

Dramatic Irony, Aside, Soliloquy, Flat and Round Characters, Catastrophe, Catharsis Climax, comic Relief.

Unit V [12 Periods]

Fiction

The Essay, The novel, The Short Story, Biography, Autobiography, Criticism, Style.

Textbook

1. Prasad, B. *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan, 1999.

Reference

1. Hudson, William Henry. *An Introduction to the study of Literature*. Chennai: Atlantic, 2006.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	L	H	H	L	L	L	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN43A	Core - VIII – DRAMA - II	4	6	0	0	Theory

Introduction

The course introduces the origin and development of drama in English literature. It will help students cultivate the ability to read and appreciate drama. Students will be aware of the different aspects of drama and the importance of Shakespeare in relation to other playwrights. It will enable them to understand and analyze the nuances of dialogues and the handling of it by different playwrights of Elizabethan and Augustan periods.

Course Outcome

CO1	:	Drama and Theatre Arts Majors will demonstrate proficiency in oral communication
CO2	:	Students will read with comprehension and learn to critically and aesthetically analyze works in dramatic literature and the performing arts.
CO3	:	Students will learn to comprehend and analyze historical movements in dramatic literature and practice.
CO4	:	Drama and Theatre Arts majors will demonstrate a proficiency in dramatic literature, stage history, and theatre aesthetics.
CO5	:	Theater Arts Production students in Stage Management, Directing, and Design tracks will prepare a professional resume and portfolio or appropriate support materials according to their discipline.

Unit I [12 Periods]

Faustus – Christopher Marlow

Unit II [12 Periods]

All my Sons – Arthur Miller

Unit III [12 Periods]

Raisin in the Sun- Loren Hansberry

Unit IV [12 Periods]

She stoops to conquer - Oliver Goldsmith

Unit V [12 Periods]

Importance of being Ernest - Oscar Wilde

Textbook

1. Dr. Faustus by Christopher Marlow
2. All my sons by Arthur Miller
3. Raisin in the sun by Loren Hansberry
4. She stoops to conquer by Oliver Goldsmith
5. Importance of Being Earnest by Oscar Wilde

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN43B	Core - IX – GREEN STUDIES	4	5	0	0	Theory

Introduction

This course aims to create and promote environmental awareness in students. It defines the scope and importance of the discipline. The course material will help students understand the basic concepts relating to renewable/non-renewable resources, ecosystems, environmental pollution, and biodiversity. The course also focuses on people in the environment, social issues relating to development, environmental degradation, control measures and ethics. Literary texts are introduced to sensitize the students to the urgent ecological concerns that threaten everyday life. The course would stress the role of an individual in the conservation of natural resources.

Course Outcome

CO1	: identify and understand environmental literary studies as a genre
CO2	: apply environmental ethics in literature
CO3	: locate deep ecology in nature writing
CO4	: connect women with nature
CO5	: read texts eco-critically

Unit I [12 Periods]

The Selfish Giant – Oscar Wilde
The Water of Life – A Tale from the brothers grimm

Unit II [12 Periods]

Gieve Patel – On killina a tree
A.D.Hope – Moschus Mochiferous

Unit III [12 Periods]

Aldo Leopold’s The Land Ethic

Unit IV [12 Periods]

Amitav Ghosh – The Hungry Tide

Unit V [12 Periods]

Rabindranath Tagore – Mukthadhara.

Textbook

1. Bharucha, Erach. *Environmental Studies for Undergraduate Courses*. Hyderabad: UGC Universities Press, 2005.
2. Garrard, Greg. *Ecocriticism* (New Critical Idiom). New York: Routledge, 2004.
3. Glotfelty, Cheryl and Harold Fromm (ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. London: University of Georgia Press, 1996.

Reference

1. Graham Jr., Frank. *Since Silent Spring*. Boston: Houghton Mifflin Co., 1960.
2. Green, Mary. *The Living Planet: A Collection of Writing on the Environment*. Cambridge: CUP, 2011.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN43C	Core - X – PHONETICS	4	6	0	0	Theory

Introduction

The course aims at offering students a set of basic tools and a framework which will enable them to understand the basic concepts in language and Linguistics. It also aims at introducing various branches of Applied Linguistics.

Course Outcome

CO1	: learn the chief theories of human speech
CO2	: gain knowledge in various branches of sounds
CO3	: recognize the acceptable system of sound and pronunciation
CO4	: differentiate the patterns of sounds
CO5	: understand the concepts of Phonetic Symbols

Unit I [12 Periods]

Problems in pronunciation

Unit II [12 Periods]

How the speech organs work in English

Unit III [12 Periods]

The Consonant of English

Unit IV [12 Periods]

The vowels of English

Unit V [12 Periods]

Intonation

Textbook

1. Better English Pronunciation by T. Balakrishnan

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	L	H	H	L	L	L	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN4AD	Allied - IV – LITERARY CRITICISM	5	6	0	0	Theory

Introduction

This course aims at familiarizing students with literary criticism helping them to identify a prescriptive grammar for literary works based on the expressed opinions of author-critics starting from Plato up to T.S. Eliot. This course further deals with some critical approaches and their application to literary texts.

Course Outcome

CO1	: critically view literary artifacts with the help of concepts offered by Classical and Renaissance thinkers.
CO2	: acknowledge restraint as a virtue under Neoclassicism and reason giving way to emotion under Romanticism
CO3	: apply ‘high seriousness’ and disinterestedness as guiding principles in appreciating literature as during Victorian and Modern periods
CO4	: analyse psychologically works of art through Freud’s theories
CO5	: appreciate myths and archetypes while reading literary works through Jungian principles

Unit I [12 Periods]

Classical & Renaissance Criticism – Plato, Aristotle, Sidney, Ben Johnson

Unit II [12 Periods]

Neoclassical and Romantic Criticism – John Dryden, Samuel Johnson, William wordsworth and S.T. Coleridge

Unit II [12 Periods]

Victorian & Modern Criticism – Mathew Arnold& T.S. Eliot

Unit IV [12 Periods]

Psychological Approach – Uses, abuses and misunderstandings of the psychological approach and Freud’s theories (Application: The Oedipus Complex: Id vs. Super Ego)

Unit V [12 Periods]

Touchstone Method, Objective Correlative, Archetypal Approach.

Textbook

1. Enright, D.J. and Ernst De Chickera, (eds.). English Critical Texts, Delhi: OUP, 2005.

Reference

1. Bloom, Herold. *The Western Canon: The Books and School of the Ages*, London: Papermac, 1995.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	L	H	H	L	L	L	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN4ZB	ACADEMIC WRITING	4	5	0	0	Theory

Introduction

Determine specific reading and writing strategies that work best for you individually. Understand and apply general strategies to complete post-secondary-level reading assignments efficiently and effectively.

Course Outcome

CO1	:	Understand and effectively apply the steps in the writing process.
CO2	:	Write coherent and grammatically correct sentences.
CO3	:	Write unified, coherent, adequately developed paragraphs.
CO4	:	Adapt writing goals and styles to various audiences to achieve appropriate writing style and content.
CO5	:	Understand and apply the principles of organization to effectively outline information

Unit I [12 Periods]

READING STRATEGIES

Reading general text, Reading techniques, Skimming, Scanning, Question & Answering, Graphic organizers, Note – Making, Precise Writing and Summarizing

Unit II [12 Periods]

WRITING SKILLS

Topic sentences, Generating ideas, Mind mapping, Linking words, Sequencing of ideas, Paragraph writing, Essay Writing, Autobiographical Essays, Narrative Essays, Descriptive Essays and Persuasive Essays

Unit III [12 Periods]

LETTER WRITING

Informal Letters, Formal Letters, Positive, Negative and Neutral Messages, Structure of a Letter, Internal & External Communication, Conducting meetings, Usage of Language in Letters, Usage of Punctuations in Letters, Letter of Enquiry, Letter for Providing Information, Letters to newspapers and Magazines.

Unit IV [12 Periods]

REPORT WRITING

Types of Reports, Structure of Reports, Technical Reports, Business Reports, Progress Reports, Special Reports, Different Stages of Writing Reports, Writing Proposals and The structure of a Proposal.

Unit V

[12 Periods]

GRAMMAR USAGE FOR ACADEMIC WRITING PROCESS

Subject – Verb agreement, Active & Passive, Fragments & Run on s, Prepositions, Framing Questions, Abbreviations, Acronyms, Connectives, Jumbled Sentences and One – word Substitutes.

Textbook &Reference

1. English for students of Science – Orient Longmans
2. Spoken English for you – Emerald
3. English Basics (a companion to grammar and writing) – Cambridge
4. A communicative grammar of English, III Ed. – Pearson
5. Effective English for Technical Communication – Emerald Publishers
6. Spoken English in 4 Easy Steps – ESN pbl.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12
CO1	L	H	H	L	L	L	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN53A	SHAKESPEARE-I	4	5	0	0	Theory

Introduction

This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and his extraordinary dramatic poetry and sonnets, and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theater.

Course Outcome

CO1	:	To know the characters, plots, and themes of four representative Shakespearean plays.
CO2	:	To understand the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, tragedy, and history.
CO3	:	To understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.
CO4	:	To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare's works
CO5	:	To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.

Unit I	[12 Periods]
Sonnet – VIII(8), XXIV(24), XL(40).	
Unit II	[12 Periods]
Julius Caesar (1599)	
Unit III	[12 Periods]
Romeo and Juliet (1594)	
Unit IV	[12 Periods]
As you Like It (1599)	
Unit V	[12 Periods]
Shakespeare's Theatre, Fools, Women and Audience.	

Textbook

1. Shakespeare, William. Shakespeare's Sonnets. Oxford: Oxford University Press, 2004.
2. Shakespeare, William. New Clarendon Shakespeare- Julius Caesar. Oxford: Oxford University Press, 2005.
3. Shakespeare, William. New Clarendon Shakespeare- Romeo and Juliet. Oxford: Oxford University Press, 2004.
4. Shakespeare, William. New Clarendon Shakespeare- As You Like It. Oxford: Oxford University Press, 2007.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	H	L	L	L	L	L	H	L	H	L	H
CO2	L	H	H	L	L	L	H		L	H	H	L
CO3	L	H	L	H	H	H	H	L	H	L	L	L
CO4	H	H	H	L		H	H	H	L	L	H	L
CO5	L	L	L	H	H	H	L	L	H		L	L

Semester : V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN53B	Indian Writing in English	4	6	0	0	Theory

Introduction

Through this course the students can learn the body of work by writers in India who write in the English language and whose native or co-native language could be one of the numerous languages of India.

Course Outcome

CO1	:	an understanding of the Indianess in Indian literature in English.
CO2	:	analyse the strengths and constraint of Indian English as a literary genre
CO3	:	To introduce students to major movements and figures of Indian Literature in English
CO4	:	To instill values and develop human concern in students
CO5	:	attain accessibility to regional and international literary forms.

Unit I

Rabindranath Tagore : Songs From Gitanjali (1- 15 songs)

[12 Periods]

Unit II

Indira Parthasarathy : Aurangzeb

[12 Periods]

Unit III

Aravind Adiga : The White Tiger

[12 Periods]

Unit I

Girish Karnad : Hayavadana

[12 Periods]

Unit V

Salman Rushdie : Midnight's Children -

[12 Periods]

Reference

1. Parthasarathy, Indira. Aurangzeb. Trans. K.V. Ramanathan. Modern Indian Drama: An Anthology. Ed. G.P. Deshpande. New Delhi: Sahitya Academy, 2000.
2. Karnad, Girish. Hayavadana. Delhi: Oxford University Press, 1988.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	H	L	L		L	L	H	L	H	L	H
CO2	L	H	H	L	L	L	H	L	L	H	H	L
CO3	L	H	L	H	H	H	H		H	L	L	L
CO4	H	H	H	L	L	H	H	H	L	L	H	L
CO5	L	L	L	H	H	H		L	H	L	L	L

CORE X AMERICAN LITERATURE

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN53C	Core – XIII American Literature	4	5	0	0	Theory

Introduction

Demonstrate familiarity and facility with fundamental terminology and concepts relevant to the analysis of early American literature. Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works, or in the evaluation of the various literary approaches and techniques employed by writers from the colonial, early national, and antebellum periods. Describe how various American writers’ use of language is related to contemporary ways of thinking, cultural heritage, and cultural values. Demonstrate the ability to formulate a thesis related to early American literature and to support the thesis with evidence and argumentation.

Course Outcome

CO1	:	. to familiarize students with some significant and culturally diverse examples, both canonical and non-canonical, of American literature between the 17th and mid19th centuries
CO2	:	to introduce students to some of the major literary genres and modes employed by writers of the period
CO3	:	to provide students with the opportunity to examine some recurring themes in the literature of the period
CO4	:	to help students understand the relevance of the literature of past to the modern world
CO5	:	to give students practice in analyzing, discussing, and writing about the literature

Unit I Poetry

The Raven by Edgar Allan Poe

Unit II Prose

Self-Reliance

Unit III (Drama)

Death of a Salesman by Arthur Miller.

Unit IV (Fiction)

The Oldman and the sea by Ernest Hemingway

Unit V

The Figure a Poem makes

The Man of Letters in the Modern World

BOOKS PRESCRIBED

1. An Anthology of American Poems edited by C Subbian-Emerald American Literature
2. An Anthology of Prose edited by PMaruthanayagam-Emerald

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12
CO1	L	H	L	L	L	H	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN5EA	Introduction to English Language Teaching	4	5	0	0	Theory

Introduction

‘Communication’ is one of the primary purposes behind language teaching which greatly influenced ELT. The English language has been one of the potent factors in the development of unity in the country. English is the only means of preventing our isolation from the world.

Course Outcome

CO1	:	Significant learning takes place when the subject matter is relevant to the personal interests of the student.
CO2	:	Learning which is threatening to the self (e.g., new attitudes or perspectives) is more easily assimilated when external threats are at a minimum.
CO3	:	Learning proceeds faster when the threat to the self is low.
CO4	:	Self-initiated learning is the most lasting and pervasive.
CO5	:	important developments in ELT throughout history.

Unit I [12 Periods]

A Brief History of Language Teaching
The Oral Approach and Situational Language Teaching

Unit II [12 Periods]

The Audio Lingual Method
Community Language Learning

Unit III [12 Periods]

The Lexical Approach
Competency Based Language Teaching

Unit IV [12 Periods]

Communicative Language Teaching
The Natural Approach

Unit V [12 Periods]

Content – Based Instruction
Text – Based Language Teaching

Textbook

1. Jack.C.Richards and Theodore S.Rodgers. Approaches and Methods in language Teaching, Cambridge: Cup 2002.

Reference

1. A Basic Introduction to English Language Teaching By Ray Mackay, Oxford Press – 2015
2. English Language: Teaching Techniques Hardcover – Import, by Gail Benson - 2017
3. Teaching Young Second Language Learners: Practices in Different Classroom Contexts Hardcover – Import, by Rhonda Oliver (Editor), Bich Nguyen (Editor)-2018

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12
CO1	L	H	L	L	L	H	H	H	L	H	H	H
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN5ED	Art of Public Speaking	4	0	0	5	Practical

Introduction

This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

Course Outcome

CO1	:	Students will become aware of the importance of communication in personal and professional environments
CO2	:	Students will gain experience in interpersonal, group, and public communication.
CO3	:	Students will develop strategies for overcoming speech anxiety.
CO4	:	Students will practice delivery of professional and personal speeches using visual aides where appropriate to enhance presentation.
CO5	:	To give a reliable model for preparing and delivering effective presentations.

Introductory Speech: This is a speech of Self-Introduction based on a national newspaper or magazine article (such as The New York Times, Washington Post, Time, News week).

Informative Speech: The purpose of this extemporaneous speech is to inform the audience about some person, object, process, concept or event. A full-sentence outline and bibliography are required. The use of an audience analysis survey and visual aid is optional, but recommended, except for PowerPoint.

Persuasive Speech: This extemporaneous speech assignment is to persuade the audience for or against a question of policy. In addition to a full-sentence outline, audience analysis and bibliography, the use of a visual aid is highly recommended. Note: PowerPoint is mandatory for either the persuasive or final speech.

Special Occasion Speech: A speech designed to fulfill the objectives of a designated special occasion. Speakers may choose from the following options: (1) an “after-dinner” speech, using an imaginary professional career as the basis for the speech; (2) a commemorative speech honoring a famous historical person or event; or (3) a “grand narrative” speech – using a narrative to tell a family story that has been passed down to you which contains a particular moral or cultural insight.

Final Speech: The student may choose either a speech to inform or to persuade. An outline (speaker’s choice), audience analysis, bibliography and visual aid are required. Note: PowerPoint is mandatory for at least one speech - either the persuasive or final speech.

Textbook

1. O’Hair, Dan, Rob Stewart, and Hannah Rubenstein. Speaker’s Guidebook: Text and Reference. 3rd ed. New York: Bedford/St. Martin’s, 2007.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN63A	SHAKESPEARE-II	4	5	0	0	Theory

Introduction

This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and his extraordinary dramatic poetry and sonnets, and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theater.

Course Outcome

CO1	:	To know the characters, plots, and themes of four representative Shakespearean plays.
CO2	:	To understand the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, tragedy, and history.
CO3	:	To understand the great ideas conveyed in Shakespeare’s dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.
CO4	:	To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare’s works
CO5	:	To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare’s contribution to the form.

Unit I [12 Periods]

Sonnet – XLVI(46), CXXVIII(128), CXLII(142)

Unit II [12 Periods]

Antony and Cleopatra (1606)

Unit III [12 Periods]

Othello (1622)

Unit [12 Periods]

Twelfth Night (1623)

Unit V [12 Periods]

A Midsummer Night’s Dream (1623)

Textbook

1. Shakespeare, William. Shakespeare's Sonnets. Oxford: Oxford University Press, 2003 Print.
2. Shakespeare, William. New Clarendon Shakespeare - Antony and Cleopatra. Oxford: Oxford University Press, 2002 Print.
3. Shakespeare, William. New Clarendon Shakespeare - Othello. Oxford: Oxford University Press, 2002 Print.
4. Shakespeare, William. New Clarendon Shakespeare - Twelfth Night. Oxford: Oxford University Press, 2002 Print.
5. Shakespeare, William. New Clarendon Shakespeare-A Midsummer Night's Dream. Oxford: Oxford University Press, 2007 Print.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	H	L	L	L	L	L	H	L	H	L	H
CO2	L	H	H	L	L	L	H		L	H	H	L
CO3	L	H	L	H	H	H	H	L	H	L	L	L
CO4	H	H	H	L		H	H	H	L	L	H	L
CO5	L	L	L	H	H	H	L	L	H		L	L

Semester : VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN6EA	New Literature	4	6	0	0	Theory

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can interact with poems from different ages of English literature, understand and appreciate the different genres of poetry such as Narrative Poetry and Lyric Poetry. The course introduces the origin and development of drama in English literature. It will help students cultivate the ability to read and appreciate drama. Students will be aware of the different aspects of drama and the importance of Shakespeare in relation to other playwrights.

Course Outcome

CO1	: The students have familiarity with a selection of important works within English-language prose literature.
CO2	: Drama and Theatre Arts Majors will demonstrate proficiency in oral communication
CO3	: Students will read with comprehension and learn to critically and aesthetically analyze works in dramatic literature and the performing arts.
CO4	: Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
CO5	: Develop their critical thinking skills

UNIT I - Australian Literature [12 Periods]

POEMS

- Bell –Birds - Henry Kendall
- My Country - Dorothea Mackellar
- Sun Arise - Rolf Harris / Harry Butler

UNIT II - Canadian Literature [12 Periods]

- NOVEL - The Stone Angel : Margaret Laurence
- POEM - Journey to the Interior- Margaret Atwood

UNIT III –American Literature [12 Periods]

- DRAMA - Hairy Ape - Eugene O'Neill

UNIT IV– African Literature [12 Periods]

- NOVEL - Things Fall Apart - Chinua Achebe

UNIT V- Indian Literature [12 Periods]

- DRAMA - Nāga-mandala- Girish Karnad
- POEM - Hope - Siddharth Anand

Textbook

1. Girish Karnad, Oxford University Press, Edition: Second, 2017
2. Achebe Chinua, Penguin ,Edition: 2006
3. O'Neill Eugene Gladstone, Publisher: Digireads.com.
4. Laurence Margaret, The University of Chicago Press

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

Semester : VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN6ED	Translation Studies	4	5	0	0	Theory

Introduction

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (not all languages do) between translating (a written text) and interpreting (oral or sign-language communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.

Course Outcome

CO1	:	to enable students to engage in advanced study and research with scholars in the field of Translation Studies
CO2	:	understand the skills required to become a professional translator and what is meant by translation competence.
CO3	:	to foster original and scholarly research that contributes to this field
CO4	:	to enable graduates to integrate their professional education and experience with the larger problems of the professional translators and interpreters
CO5	:	interact productively with people from diverse backgrounds as both leaders and team members with integrity and professionalism.

Unit I [12 Periods]

History of translation: The rise and development of translation -How is translation defined? - Linguistic definition of translation - Philological definition of translation - Communicative definition of translation.

Unit II [12 Periods]

Translation Studies: What is translation? Trends and Theories- History of translation, Translation Studies - Translation of Poetry and Translation of Prose and Drama Translation as a form of communication - Information and message - Communication channel - The sender and the receiver of the message.

Unit III [12 Periods]

Forms and types of translation: Human translation - Translation of written texts- Translation of speech or interpreting- Simultaneous translation.

Unit IV [12 Periods]

What is translation competence?: Second language proficiency and translation competence - Inter language and translation competence Text linguistics and translation competence - Language competence and translation competence - A model of translation .

Unit V [12 Periods]

Literary and non-literary translation: Gain and loss in translation; Accommodation in translation Machine translation; Computer-assisted translation

Textbook

1. Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge
2. Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991
3. Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998,
4. Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID.

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12
CO1	L	H	H	L	L	L	H	H	L	H	H	
CO2	H	L	H	L	H	H	H	L	L	H	L	H
CO3	H	H	H	H	L	L	H	L	H	H	L	H
CO4	L	H	L	L	L	L	H	L	H	H	H	H
CO5	H	H	H	L	L	H	H	H	L	L	H	L

Semester : VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN6ZD	Literature & Theater Studies	4		0	5	Practical

Introduction

The ability to identify and interpret several forms of drama from various times and places; a basic understanding of the historical contexts that shaped these plays; the ability to close-read drama, understanding how playwrights create meaning and also leave interpretive choices for actors and audiences; and enhanced public speaking and interpretive skills gained through performing in an assigned scene.

Course Outcome

CO1	: Identify several types of drama from across the globe and from a span of thousands of years, as well as the people, places, and events that shaped the worlds in which these plays were written.
CO2	: Appreciate the aesthetic qualities and ethical complexities of these plays, and appreciate the genre of drama itself
CO3	: Empathize with historical, geographic and cultural diversity by reading plays written across time and space that deal with social issues, political problems, and the depths of human emotions.
CO4	: Interpret drama through both literary and dramatic lenses, with due sensitivity to both textual and contextual cues.
CO5	: Perform scene from these plays, enhancing public speaking, collaboration and interpretation skills.

Communication: Analyzing several plays as forms of communication communicating responses to this drama to the class and faculty member; developing public speaking skills through performance.

Presentation

For this assignment you will adapt your written argument for Paper 2 into a visual/oral argument that you will share with the class in an 8-10-minute presentation.

Aesthetic understanding: appreciating the unique qualities of various kinds of drama, despite or perhaps because of their difference to students’ own historical and geographic contexts and previous understanding of entertainment and theater.

Performance

Perform a scene with a group, and write a short reflection (at least one but no longer than two double-spaced pages) on the experience of performing.

Creativity: appreciating the creativity of world playwrights by reading several plays in detail and appreciating the creativity of directors, actors, and designers who have produced these plays; responding creatively to that work through writing and in a performance project.

Appreciation of diverse perspectives in both global and community contexts – learning the historical and geographic context of several playwrights from the Eastern and Western world, different as they are from our own.

Performing a play or Drama with a group – Rehearsing it for perfection.

End Project: Enacting the play/Drama in front of the Selected Audience/Externals.

Textbook

1. The Wardsworth Anthology of Drama. Revised Edition, 6th Edition. Ed. W.B. Worthen

Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes											
	P01	PO2	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CO1	H	L	L	H	L	H	L	L	L	H	H	H
CO2	L	L	H	L	L	L	L	H	L	L	H	H
CO3	H	L	L	H	H	L	L	L	L	L	L	H
CO4	L	H	L	H	L	L	H	L	H	L	H	H
CO5	L	L	H	H	L	H	L	L	L	H	L	L

SEMESTER I

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
17BGE12E	English I	6	0	0	3	Core

Course Outcome

CO1	:	To know the types of communication and know the body language.
CO2	:	To develop about the oral communication.
CO3	:	To excel in written communication.
CO4	:	To know about the Summary paraphrasing and prepare paragraphs.
CO5	:	To know about the Etiquette and Manners.

Objectives

1. To encourage students to inculcate effective communication skills

Unit I

- Communication and its Types
 - Verbal and Non Verbal
 - Barriers of communication
 - Process of Communication
- Communication through Body Language
 - Eye Contact
 - Body Posture
 - Distance Contact
 - Facial Expression
 - Gestures
 - Vocal Tone
- Communication through Technology
 - Telephonic Etiquette
 - Email Etiquette
 - SMS Language

Unit II

- Oral Communication
 - Public Speaking
 - Presentation Skills
 - Group Discussion
 - Interview Techniques
 - Public Speech
 - Dialogue Writing

Unit III

- Written Communication
 - Report Writing
 - Note making
 - Precis Writing
 - Letter Writing
 - Documenting

Unit IV

- **Reading and Understanding**
 - Close reading
 - Comprehension
 - Summary paraphrasing
 - Analysis and interpretation
 - Translation
 - Literary/ knowledge texts

Unit V

- **Etiquette and Manners**
 - Table Etiquette
 - Workplace Etiquette
 - Social Etiquette
 - Dress Etiquette
 - Toilet Etiquette

Reference Book

1. Dr. Sumanth, English for Engineers.
2. Meenakshi Raman & Sangeetha Sharma, Technical Communication, Oxford University Press.
3. Krishna Mohan, Developing Communication Skills, Macmillan.

SEMESTER II

Subject Code	Subject Title	Lecture	Tutorial	Practical	Credit	Type
17BEN22E	English-II	4	5	0	0	Theory

Introduction

The aim of the course is to enhance the level of thinking of the students to such a degree that they can develop their communicative skills, soft skills.

Course Outcome

CO1	: Gain an introductory knowledge of the some of the issues explored in influential works of the English-language tradition
CO2	: Read complex texts actively: recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal use of language.
CO3	: Practice writing as a process of motivated inquiry, engaging other writers' ideas through the use of quotations, paraphrase, allusions and summary. Use sources well and cite them correctly.
CO4	: Practice writing as a process of motivated inquiry, engaging other writers' ideas through the use of quotations, paraphrase, allusions and summary. Use sources well and cite them correctly.
CO5	: Interpret texts with an awareness of and curiosity for other viewpoints

To encourage students to inculcate effective communication skills

UNIT I

Listening - Introducing learners to GIE - Types of listening - Listening to audio (verbal & sounds);
Speaking - Speaking about one's place, important festivals etc. – Introducing oneself, one's family /friend;
Reading - Skimming a reading passage – Scanning for specific information - Note-making;
Writing - Free writing on any given topic (My favorite place / Hobbies / School life, etc.) – Sentence completion - Autobiographical writing (writing about one's leisure time activities, hometown, etc.);
Grammar - Prepositions - Reference words –'Wh'-questions - Tenses (Simple); Vocabulary – Word formation - Word expansion (root words / etymology); E-materials - Interactive exercises for Grammar& Vocabulary – Reading comprehension exercises - Listening to audio files and answering questions.

UNIT II

Listening - Listening and responding to video lectures / talks; Speaking - Describing a simple process (filling a form, etc.) - Asking and answering questions - Telephone skills – Telephone etiquette; Reading – Critical reading - Finding key information in a given text - Sifting facts from opinions; Writing - Biographical writing (place, people) - Process descriptions (general/specific) - Definitions - Recommendations – Instructions; Grammar - Use of imperatives - Subject-verb agreement; Vocabulary - Compound words - Word Association (connotation); E-materials - Interactive exercises for Grammar and Vocabulary - Listening exercises with sample telephone conversations / lectures –Picture-based activities.

UNIT III

Listening - Listening to specific task - focused audio tracks; Speaking - Role-play – Simulation - Group interaction - Speaking in formal situations (teachers, officials, foreigners); Reading – Reading and interpreting visual material; Writing - Jumbled sentences - Coherence and cohesion in writing - Channel conversion (flowchart into process) - Types of paragraph (cause and effect / compare and contrast / narrative / analytical) - Informal writing (letter/e-mail/blogs) - Paraphrasing; Grammar - Tenses (Past) - Use of sequence words - Adjectives; Vocabulary - Different forms and uses of words, Cause and effect words; E-materials - Interactive exercises for Grammar and Vocabulary -Excerpts from films related to the theme and follow up exercises - Pictures of flow charts and tables for interpretations.

UNIT IV

Listening - Watching videos / documentaries and responding to questions based on them; Speaking - Responding to questions - Different forms of interviews - Speaking at different types of interviews; Reading - Making inference from the reading passage - Predicting the content of a reading passage; Writing - Interpreting visual materials (line graphs, pie charts etc.) - Essay writing – Different types of essays; Grammar - Adverbs – Tenses – future time reference; Vocabulary - Single word substitutes - Use of abbreviations and acronyms; E-materials - Interactive exercises for Grammar and Vocabulary - Sample interviews - film scenes - dialogue writing.

UNIT V

Listening - Listening to different accents, Listening to Speeches/Presentations, Listening to broadcast and telecast from Radio and TV; Speaking - Giving impromptu talks, Making presentations on given topics; Reading - Email communication - Reading the attachment files having a poem/joke/proverb - Sending their responses through email; Writing - Creative writing, Poster making; Grammar – Direct and indirect speech; Vocabulary - Lexical items (fixed / semi fixed expressions); E- materials - Interactive exercises for Grammar and Vocabulary - Sending emails with attachment – Audio / video excerpts of different accents - Interpreting posters.

TEXTBOOKS

1. Dhanavel, S.P. English and Communication Skills for Students of Science and Engineering. Orient Blackswan, Chennai. 2011

REFERENCES

1. Raman, Meenakshi & Sangeetha Sharma. Technical Communication: Principles and Practice. Oxford University Press, New Delhi. 2011
2. Regional Institute of English. English for Engineers. Cambridge University Press, New Delhi. 2006
3. 2006
4. Rizvi, Ashraf. M. Effective Technical Communication. Tata McGraw-Hill, New Delhi. 2005
5. Rutherford, Andrea. J Basic Communication Skills for Technology. Pearson, New Delhi. 2001
6. Viswamohan, Aysha. English for Technical Communication. Tata McGraw-Hill, New Delhi. 2008

EXTENSIVE Reading (Not for Examination)

1. Kalam, Abdul. Wings of Fire. Universities Press, Hyderabad. 1999.

WEBSITES

1. <http://www.usingenglish.com>
2. <http://www.uefap.com>

TEACHING METHODS

1. Lectures
2. Activities conducted individually, in pairs and in groups like self-introduction, peer introduction, group poster making, grammar and vocabulary games, etc.
3. Discussions
4. Role play activities
5. Short presentations
1. Listening and viewing activities with follow up activities like discussion, filling up worksheets, writing exercises (using language lab wherever necessary/possible) etc.

Inter Disciplinary courses

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
17BEN3LA	Phonetics	4	5	0	0	Theory

Objective

On successful completion of the paper the students should have known about the proper pronunciation of English Language.

Content

- Unit I: Chapter I - Problems in pronunciation
- Unit II: Chapter II -How the speech organs work in English
- Unit III: Chapter III - The Consonant of English
- Unit IV: Chapter V - The Vowels of English
- Unit V: Chapter VII – Intonation

Reference Book

1. Better English Pronunciation. Second Edition by J.D.O' Connor (Cambridge)

Conversational Skills

The Course aims at helping students converse in English on the matters that matter to them in daily life. It provides the learners with ample opportunities and social contexts through conversations so that they can freely and fluently use informal English. It also expose them to the apt vocabulary of such informal conversations.

Student shall

- enhance their conversational fluency as well accuracy
- fine-tune their pronunciation and accent
- become familiar with structures of English and therefore effortlessly internalize the

Unit 1 : Conversational skills

Unit 2: Day-to-day matters like eating, emotions, fashion, health, friendship, money

romance, housing, job, faith & hope, busy life, memory, shopping, time,

Traffic, travelling, vacation, weather

Unit 3: Social expressions

Unit 4: English sounds

Unit 5: English accent and intonation

Text Book

- 1.Sekar, J. J. 2014. Conversational Skills. Madurai. Department of English, the American College.

Business English

The Course aims at fine tuning students' English pronunciation skills. It deals with all major segmental and supra-segmental features of Standard Spoken British English. The Course is meant for those who need special attention in this aspect of Spoken English. Since it is a practical course, students will be given a thorough practice in these skills

The learners shall be able to

- Articulate all the vowels and constants
- Follow in their speech the rules of word accent
- Identify the patterns of Word Accent
- Use four major intonational patters in their speech
- Recognize the discoursal features such elision, assimilation, juncture

Unit 1 : English Vowels: Practice

Unit 2: English Consonants: Practice

Unit 3: Word Stress and Sentence Stress

Unit 4: Intonation

Unit 5: Assimilation, Juncture, Elision

Reference

1. O'Connor, J.D. Better English Pronunciation. New Delhi: CUP, 2000.
2. Banksal, R.K. & Brasnett, Clive. An English Phonetic Reader. Chennai: Orient Longman, 1994.
3. Balasubramanian, T. English Phonetics for Indian Students: A Workbook. Chennai: Macmillan, 1998.
4. Robert, L. Allen, Allen, Virginia French, & Shute, Margaret. English Sounds and Their Spellings. New York: Thomas Y. Crowell Company, 1966.

English for Media

This innovative course aims at developing the students' ability to use the English language for different forms of Media. This course introduces the key concepts in Language and Media.

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

- Understand and identify the concept and types of mass communication
- Become familiar with the key concepts in language and media
- Appreciate media language
- Analyze the media language
- Engage themselves in media reading.

Unit 1 Introduction to Communication and its Types

Personal Conversation, Group Discussion, Mass Communication, Role of
Mass Communication in the present day world

Unit 2 English Language and Media

Mediated Communication, Media Discourse, Media Rhetoric, Media
Vocabulary, Web Communication

Unit 3 The Print Media

Writing Headlines, Analyzing Newspaper articles, Planning and Writing
Newspaper Articles, Composing Magazine Cover, Planning and writing a
cover story

Unit 4 The Broadcast Media

The language of Radio and Television programmes, Writing Screen Plays,
Writing Film Reviews, Writing Jingles for Advertisements

Mobile Assisted Language Learning (MALL), English and Social Media,

Communication through Social Media, Writing Content for Web Pages,

Blogs and Webinars Self-Study Mobile Assisted Language Learning
(MALL)

References

1. Ahuja, B.N. (2005). Audio visual journalism. Delhi: Surjeet Publications.
2. Ceramella, N. & Lee, E. (2008). Cambridge English for the media. Cambridge: CUP.
3. Durant, A. & Lambrou, M. (2009). Language and media. London: Routledge
4. Marshall, J. & Werndly, A. (2005). The language of television. London: Routledge
5. Reah, D. (2008). The language of newspapers. London: Routledge.

Journalism

Introduction

The course helps to learn the basic skills and ethics of Journalism. It enriches the students ability in the field of reporting, Editing and Style of Newspaper or Journal reporting.

Unit I – Introduction to Journalism- History of Journalism in China and West – Birth of Newspaper in US and India – Vernacular Newspaper – Periodicals – Home rule movement – Role of Press during independence – Role of after independence

Unit-II - Definition of Journalism – Ethics of Journalism – Qualities of Journalist – Wisdom and courage – Justice and truth – Social responsibilities of the press – Four theories of the press – Planning a Newspaper – What makes a good journalist? – Special virtues of a journalist – Training in Journalism industry

Unit- III – The Journalistic Style – Writing procedures – Organizing in Writing – Researching – Writing Language in Journalism, Three formulas – Journalism writing style – Basic News Writing – Gate Keeper – Five W’s – News values – The Lead and Nut Graph

Unit –IV – Transitions – How to write a lead – Elements of Good writing – Checklist of writing – Organisation in writing

Unit-V – Editing Symbols – Proof reading Marks – Journalism Glossory

Value Added Courses

Word Power

The course aims at helping students to enrich English vocabulary for academic and career purposes. They are introduced to a variety of strategies to enhance their ability to understand and retain new words. It also enables them to better appreciate the rich terminology used in medicine, business, education, law, technology, sciences and the humanities.

Students shall be able to

- Test their present vocabulary range
- Broaden their understanding of different and difficult words
- Be familiar with the technical terms
- Get trained in the vocabulary for professional exams; and
- Enrich vocabulary through games.

Unit 1 Introduction

test of vocabulary range; test of verbal speed; test of verbal responsiveness;
affixation-prefix, suffix; synonyms.

Unit II Homonyms and homographs

Words of foreign origin; antonyms; redundant words; phrases; acronyms;
words commonly confused; slang and new words.

Unit III Technical terms

Personality types; relationships; medicines; science; business, education, law,
technology, and the humanities.

Unit IV Vocabulary for professional exams

TOEFL; IELTS; SAT; GRE; CAT; MAT; TANCET; BEC; GMAT

Synonyms; Antonyms; Compound word; homophone; idioms; literature; oxymoron; parts of speech; prefix; suffix; root word; spelling; word play.

Reference

1. Lewis, Norman. (2015) Word Power Made Easy. New Delhi: Bloomsbury.

Web Resources

www.spelling-words-well.com

<http://spellingbee.com>

www.freetech4teachers.com

www.word-buff.com

www.vocabulary.com

<http://www.merriam-webster.com/home.htm>

<http://infohawk.uiowa.edu>

CREATIVE WRITING

UNIT I

Various Kinds of Writing - The creative impulse, creative ability - Tools and Techniques - Genies Talent

UNIT II

Poetry - Prose - Features and non-features - Writing for the media

UNIT III

Practice - Sketching the plot, conflict, climax, resolution - Character sketch - Action Description

UNIT IV

Practice - Point of View - Dialogue - Setting an atmosphere

UNIT V

Film Review - Book Review

Prescribed Text

1. Creative writing – Pearson by Dev.

Public Speaking

This course helps to enhance the ability of speaking skills of the students. It helps to know the main trends and art of speaking skills to the students and it helps to improve the presentation techniques.

Unit–I Powerful Presentation (1-15)

Unit–II Reinforcement (16-30)

Unit–III Using visual aids (31-46)

Unit–IV Types and Methods of Presentations (47-59)

Unit–V Obstacles to Presentation (61-75)

Prescribed Book

1. Roz Townsend: Presentation Skills for the Upwardly Mobile, Emerald Chennai

Spoken English

The purpose of the course is to create a campus where English speaking capability can be harnessed by each and every student to increase their potentials to succeed in their professional and personal life.

At the completion of this course the students shall learn to

- Listen and comprehend well
- Converse in their life situations
- Use English for practical purpose
- Speak fluently in any circumstances, and
- Improve students' communicative competence.

Unit 1 English Everywhere

Non- Conventional Pedagogical tools - Mobile, Television, Computer, News,
Theatre, Famous Speeches, Friends etc.,

Unit 2 Speech Acts

Greetings, introducing oneself, invitation, making request, expressing
gratitude, complimenting and congratulating, expressing sympathy,
apologizing, asking for information, seeking permission, complaining and
expressing regret, idioms and phrases

Unit 3 English in real life situations

At the College office, Library, Department, Bank, Railway station, Post office
Police station, Travel agency, Interview

Unit 4 Fluency Development

Vocabulary enhancement, Conversation skills, Role play, Commentary etc.,

Unit 5 Speaking skills

Presentation skills, Public Speaking skills, GD skills, Interview skills,

Independent practice: Listening to News-NDTV, BBC, CNN and paying attention to idiomatic usage of the language and different accent for speech acts that are used, Watch and appreciate English movies.

Self Study Independent Practice

Watching English movies

Listening to various News channels

Listening to Podcasts on all the 4 language skills (LSRW)

Reference

1. Collins, Stevens. Practical Everyday English: A Self-study Method of Spoken English for Upper Intermediate and Advanced Students . Montserrat Publishing; 5th Revised edition 2008
2. Mohan, Krishna and N.P. Singh. Speaking English Effectively. Delhi: Macmillan, 1995. Sekar, John, J. 2014. Conversational Skills. Department of English, The American College.

Skill Enhancement course

Career Skills

The fourth sequential General English Course aims at empowering second year undergraduate students with communication & cognitive skills and personality traits necessary to empower their career skills. The course assumes importance in the context of students lacking career skills and strategies for successful profession.

At the end of the course students will be able to

Develop communication skills, Acquire the interview skills, Improve cognitive skills
Enhance thinking skills

Unit I Communication Skills

Active Listening & speaking, written & oral communication

Unit II Interview Skills

Interview questions, job application, CV preparation, self-introduction, presentation skills, negotiation skills, conducting a meeting, agenda setting, recording minutes

Unit III Cognitive Skills

Self motivation, setting personal goals, problem solving, decision making, delegation

Unit IV Thinking Skills

Strategic thinking, organization, innovation, leadership skills

Unit V Personal Traits Skills

Personal development & empowerment, confidence & rapport building, tact & diplomacy, emotional intelligence, self-esteem, humour and persuasion skills

Textbook

1. Sekar, J.J. 2015. Career Skills. Madurai: Department of English, The American College.

News Reporting and Editing

Unit I

Communication – Definitions – Elements of Communication – Communication Act – Sender – Message – Channel – Receiver – Effects – Feedback – Communication Process – Communis – Human Relationship – Basic Models.

Unit II

Classification of Media – Various Types – Traditional Media – Classical and Folk Media – Modern Media.

Unit III

Various types of Communication – Intrapersonal – Interpersonal - Group – Mass Communication and Mass line Communication – Functions of Communication – Effects.

Unit IV

Human Communication – Characteristics – Contents – Language – Meanings – Talent – Manifest – Contextual Structural Meanings.

Unit V

Speech Communication – Psychology and Sociology Aspects – Cognition – Selective Perception – Selective Retention – Selective Expression – Socio – Cultural Norms and Cognition Attitudes