

CAUVERY COLLEGE FOR WOMEN, (AUTONOMOUS)

NATIONALLY ACCREDITED WITH "A" GRADE BY NAAC

ISO 9001:2015 CERTIFIED

TIRUCHIRAPPALLI

PG DEPARTMENT OF ENGLISH



M.A ENGLISH
SYLLABUS
2022-2023 AND ONWARDS

**CAUVERY COLLEGE FOR WOMEN, AUTONOMOUS,
PG DEPARTMENT OF ENGLISH**

VISION

- The Department of English envisions the learners to explore and empower LSRW skills thereby gaining competency in various genres of literature across the world.
- Ensuring the aesthetic sensibility and creativity of the learners for higher pursuits in research and professional career.

MISSION

- Procure academic excellence by mastering language and literature, imbibe human values embedded with personality enrichment.
- To gratify the needs of employability and enshrine learners as socially responsible citizens.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	Statements
PEO1	LEARNING ENVIRONMENT To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
PEO2	ACADEMIC EXCELLENCE To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
PEO3	EMPLOYABILITY To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
PEO4	PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation.
PEO5	GREEN SUSTAINABILITY To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

PROGRAMME OUTCOMES FOR MA ENGLISH

PO. No	On completion of MA English, the students will be able to
PO1	Exhibit comprehensive knowledge in understanding the issues and problems that arise in the society and apply in life circumstances. (Social Responsibility)
PO2	Achieve in-depth knowledge in various genres of literary texts to contribute the best for the society and to create a better world. (Exploring Success)
PO3	Perceive leadership skills through higher learning and be a visionary to achieve the target. (Professional Competence)
PO4	Identify appropriate resources required for research projects to explore novel ideas to gain real life experience through internships and higher studies. (Discover Innovations)
PO5	Create a scientific attitude and aptitude to undertake research studies for higher learning and career opportunities. (Build Scientific Temperament)

PROGRAMME SPECIFIC OUTCOMES FOR MA ENGLISH

PSO No.	Students of MA English will be able to	POs Addressed
PSO 1	Evaluate literature through politics, environment, society, values, gender and sociological perspectives in reality	PO1
PSO 2	Analyze cognizance to classify the perspectives of English Language and Literature, genres and literary styles of various literatures across the society and the world.	PO1 PO2
PSO 3	Examine writers and their literary works through literary devices and theoretical approaches for professional growth.	PO3
PSO 4	Explore deep insights of literature through hands on experience in research studies enriching critical thinking and creativity.	PO4 PO5
PSO 5	Empower language, linguistics and literature for professional development, crack competitive examinations and to build employability skills.	PO5



Cauvery College for Women (Autonomous), Trichy - 18.
MA- ENGLISH

(For the Candidates admitted from the Academic year 2022 -2023 onwards)

Semester	Course	Title	Subject Code	Inst. Hrs/ Week	Credits	Exam			Total
						Exam Hrs	Marks		
							Int.	Ext.	
I	Core Course - I(CC)	British Literature - I (1340 - 1798)	22PEN1CC1	6	5	3	25	75	100
	Core Course - II (CC)	Shakespeare	22PEN1CC2	6	5	3	25	75	100
	Core Course - III(CC)	Indian English Literature	22PEN1CC3	6	4	3	25	75	100
	Core Course - IV(CC)	Black Women's Writing in English Literature	22PEN1CC4	6	4	3	25	75	100
	Elective Course - I(EC)	Rhetoric & Stylistics	22PEN1EC1A	6	4	3	25	75	100
		European Fiction in Translation	22PEN1EC1B						
		Technical English	22PEN1EC1C						
Total				30	22				500

Signature		
Name & Designation	Dr. P.Urmila PG Head	Dr. N. Savithri Dean

SEMESTER - I	Internal Marks: 25		External Marks : 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
22PEN1CC1	British Literature I (From 1340 to 1798)	Core Course I	6	5

Course Objectives:

- To identify the elements and the key components of British Literature.
- To familiarize the students with the characteristics of various literary genres.
- To understand literature as an expression of human values within a historical and social context.

Prerequisite:

- Thorough knowledge in Social History of England and History of English Literature.

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognizant Level
CO1	Analyse the different techniques employed by the prominent authors and explore creativity in the art of writing.	K1,K2, K3,K4
CO2	Examine the concepts of poetry and prose and critically analyse the period from 1340 to 1798 through different genres.	K1,K2, K3,K4
CO3	Evaluate the dramas and novels in the British Literature and also diagnose the critical insight of the tragedies.	K1,K2, K3,K4,K5
CO4	Interpret the way the writers tried to create an impact and contributions made through various genres.	K1,K2, K3,K4,K5
CO5	Create and estimate the characters in drama and fiction instilling virtues over vice and to enrich professional growth in higher learning.	K1,K2, K3,K4, K5,K6

MAPPING OF CO WITH PO AND PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	2	3
CO4	3	3	3	3	3	3	3	2	3	3
CO5	2	3	3	3	3	3	3	3	2	3

1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation
“3” – Substantial (High) Correlation “-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Geoffrey Chaucer – The Prologue to Canterbury Tales John Milton – On Shakespeare John Dryden - Why Should a Foolish Marriage Vow Alexander Pope – Ode on Solitude Key concepts: (Sonnet of Milton – Sonnet of Pope – Rise of Dramatic Monologue – Definition and Features of Ode – Features of poetry across the ages)</p>	18	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
II	<p>Francis Bacon - Of Boldness, Of Innovation Richard Steele - Sir Roger's Opinion of True Wisdom Key concepts: (Development of prose – difference between Bacon and Steele works – uniqueness in Samuel Johnson’s prose piece – a study on the periodicals like TheSpectator, The Tattler, The Rambler, The Bee etc...)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>Richard Cumberland - The Poisoner of Montremos Walter Scott - The Tapestry Chamber Key concepts: (Origin of English short stories)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Ben Jonson – Every Man in His Humour Richard Brinsley Sheridan – The Rivals Key concepts: (comedy, tragedy, humor, humors comedy, tragic flaw, four humors of Medieval physiology, bodily fluids)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Henry Fielding - Tom Jones Daniel Defoe - Moll Flanders Key concepts: (Elements of the picaresque and the Bildungsroman, comic epic novel)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self Study for Enrichment (Not to be included for End Semester Examination)</p> <p>Edmund Spenser - Easter William Cowper - Epitaph on aHare Samuel Pepys - The Diary of SamuelPepys Walter Scott - Death of the Laird’sJock Amphora Behan - The Rover Horace Walpole – The Castle ofOtranto</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Chaucer, Geoffrey. *The Prologue to the Canterbury Tales*. Oxford, 1997.
2. Bacon, Francis. *The Essays of Francis Bacon*. CreateSpace Independent Pub, 2004.
3. Addison, Joseph and Richard Steele. *The Sir Roger De Coverley Papers from the Spectator*. Kessinger Publishing Co, 2004.
4. Scott, Sir Walter. *The Complete Short Stories of Sir Walter Scott*. Musaicum Books.
5. Jonson, Ben. *Everyman in his Humour*. Boos Way , 2016.
6. Fielding, Henry. *Tom Jones*. Wordsworth Classic, 1992.
7. Defoe, Daniel. *Moll Flanders*. Bantam Classics, 1989.

References:

1. Pepys, Samuel. *The Diary of Samuel Pepys*. Modern Library, 2003.
2. Scott, Sir Walter. *The Complete Short Stories of Sir Walter Scott*. Musaicum Books.
3. Behn, Aphra. *The Rover*. Book Valley, 2018.
4. Walpole, Horace. *The Castle of Otranto: A Gothic Story*. Oxford, 2014.

Web References:

<https://chaucer.fas.harvard.edu/pages/general-prologue->
<http://www.walterscott.lib.ed.ac.uk/etexts/shortfiction.html>
https://archive.org/stream/sirrogerdiscoverl04addi/sirrogerdiscoverl04addi_djvu.txt
<https://www.bauerverlag.eu/downloads/Essays-of-Francis-Bacon.pdf>
<https://www.gutenberg.org/ebooks/4200>

Pedagogy : Seminar, Discussion and Assignment

Course Designer: Dr. S. Senthilkumari

Signature of the course Designer

Signature of the HOD

Semester I	Internal Marks:25 External Marks:75			
COURSE CODE	COURSE TITLE	CATEGORY	Hrs / Week	CREDITS
22PEN1CC2	Shakespeare	Core Course II	6	5

Course Objectives

- To create an awareness of Elizabethan Age
- To make the students understand and appreciate the uniqueness and greatness of Shakespeare
- To acquaint the students with the style of Shakespearean works

Prerequisite:

- Basic knowledge of Elizabethan age and Shakespearean works.

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
CO1	Demonstrate the methods employed by the scholars to understand Shakespearean studies.	K1,K2, K3,K4
CO2	Identify and relate the use of Language in the poetry and dramas pertaining to the Cultural Values.	K1,K2, K3,K4
CO3	Distinguish the style employed by Shakespeare with his Contemporaries.	K1,K2, K3,K4,K5
CO4	Evaluate the works of Shakespeare.	K1,K2, K3,K4,K5
CO5	Estimate the creative skills of Shakespeare to gain competency for better Prospects	K1,K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	2
CO2	3	3	3	2	3	3	3	3	2	2
CO3	3	3	3	2	3	3	3	3	2	2
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no correlation.

Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Sonnet No: 18, 55, 116, 130, 144 Key Concepts: Poetic Devices, Volta, Anti-Petrarchan, Psychomachia	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	COMEDY: <i>The Merchant of Venice</i> Key Concepts: Elements of Comedy	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	TRAGEDY : <i>Macbeth</i> Key Concepts: Elements of Tragedy	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	CRITICISM ON SHAKESPEARE : G. Wilson Knight – “Brutus and Macbeth” Harold Bloom – “The Merchant of Venice” Key Concepts: Objective correlative, Inartistic Writer	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	TALKS ON TEDX: John Bell – “How Shakespeare has made me a Humanist” Shamrock Mcshane – “Seven sides of Shakespeare” Guy Roberts – “To Lead or not to lead: Changing the world with Shakespeare” Doug Scholz Carlson – “Shakespeare, Communication and Connecting to Each Other” Rob Crisell – “How not to Hate Shakespeare” Key Concepts: Humanism, Communication, Globalization, Imagination	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	Self Study for Enrichment (Not to be included for End Semester Examination) Sonnet- 27, 106 <i>The Taming of the Shrew</i> <i>Romeo and Juliet</i> T.S. Eliot – “Hamlet and his Problems” John Bolton – “The power of imagination: Lessons from Shakespeare”	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

Text Books:

1. Shakespeare, William. *The Complete Works of Shakespeare*. IBH Publishing Co, 1980.
1. Bloom, Harold. Shakespeare, *The Invention of the Human*. "The Merchant of Venice". Riverhead Books, 1998.
2. Knight, G. *The Wheel of Fire*. "Brutus and Macbeth". Taylor and Francis. 2005.
3. Eliot, T.S. *The Sacred Wood*. "Hamlet and His Problems". Faber & Faber, 1932.

Reference Books:

1. Shaughnessy, Robert. *The Routledge Guide to William Shakespeare*. Routledge, 2011.
2. Bell, Millicent. *Shakespeare's Tragic Scepticism*. Yale University Press, 2002.
3. Viswanathan, S. *Exploring Shakespeare, The Dynamics of Playmaking*, Orient Longman, 2005.
4. Wells, Stanley and Lena Cowen Orlin. *Shakespeare: An Oxford Guide*. OUP, 2003.

Web References

1. <https://youtu.be/kdvn93jny2w>
2. <https://youtu.be/pw3YPeXSsVE>
3. <https://youtu.be/su2L2NWm3kU>
4. <https://youtu.be/RcfMVM7e1pQ>
5. <https://youtu.be/Kh3gMcOUFao>
6. https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare

Pedagogy : Chalk and talk, PPT, Discussion, Assignment, Demo, Quiz, Seminar

Course Designer: Ms. P.K.Durgadevi

Signature of the course Designer

Signature of the HOD

Semester I	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN1CC3	Indian English Literature	Core Course III	6	4

Course Objectives:

- To expose students to the artistic and innovative use of language employed by the writers.
- To instill values and develop human concern in students through exposure to literary texts.
- To provide a learning experience that is traditional and informative.

Pre requisite:

- Good knowledge of various phases of evolution in Indian Writing in English.

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
CO1	Remember and understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.	K1,K2, K3,K4
CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism.	K1,K2, K3,K4
CO3	Evaluate the reflection of Indian culture in Indian English Literature.	K1,K2, K3,K4,K5
CO4	Apply the ideas encapsulated in Indian Aesthetics to literary texts.	K1,K2, K3,K4,K5
CO5	Create empowerment and awareness to wipe out the social evils to dream of a healthy society through Indian English Literature.	K1,K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	2	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>UNIT – I POETRY</p> <p>Rabindranath Tagore - Lyric–XXXV(Gitanjali)</p> <p>Sarojini Naidu - The Village Song</p> <p>Nissim Ezekiel - Marriage</p> <p>Jayanta Mahapatra - Dawn at Puri</p> <p>A.K. Ramanujan - Obituary</p> <p>Key Concepts: Anaphora, Metaphor, Apostrophe, Symbolism, Rhyme, Imagery, Personification</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
II	<p>UNIT – II PROSE</p> <p>A.P.J. Abdul Kalam - Turning Point: A Journey through Challenges (Chapter – 3)</p> <p>Salman Rushdie - Imaginary Homelands (Chapter –11.14)</p> <p>Key Concepts: Parallelism, Diction, Foreshadow, Vignette</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
III	<p>UNIT – III SHORT STORIES</p> <p>Jumpa Lahiri - A Temporary Matter</p> <p>Chitra Banerjee Divakaruni - The Ultra Sound</p> <p>R.K. Narayan - Gateman’s Gift</p> <p>Key Concepts: Protagonist, Antagonist, Exposition, Denouement</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
IV	<p>UNIT – IV DRAMA</p> <p>Asif Currimbhoy - The Dumb Dancer</p> <p>Mahesh Dattani - Tara</p> <p>Key Concepts: Atmosphere, Dramatic Tension, Monologue, Three Unities</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
V	<p>UNIT – V FICTION</p> <p>Amitav Ghosh - The Calcutta Chromosome</p> <p>Kiran Desai - The Inheritance of Loss</p> <p>Key Concepts: Cultural Materialism, Deconstruction, Postcolonialism, Feminism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
VI	<p>SELF STUDY FOR ENRICHMENT (NOT TO BE INCLUDED FOR END SEMESTER EXAMINATION)</p> <p>Kamala Das - My Grandmother’s House</p> <p>Jawaharlal Nehru - Glimpses of World History (Chapter – 22 & 56)</p> <p>Anita Desai - A Devoted Son</p> <p>Girish Karnad - The Fire and the Rain</p> <p>Rohinton Mistry - A Fine Balance</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5

Text Books:

1. Tagore, Rabindranath. Gitanjali. BradenBooks,2000.
2. King, Bruce. Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan. Dom Moraes. Oxford UP, 1991.
3. Kalam, A.P.J. Abdul. Turning Points: A Journey through Challenges India. Harper Collins, 2016
4. Rushdie, Salman. Imaginary Homelands. Penguin Book,1991.
5. Lahari, Jhumpa. Interpreter of Maladies. Houghton Mifflin, 2017.
6. Divakaruni, Chitra Banerjee. Arranged Marriage. Penguin, 2017.
7. Narayan.R.K. Malgudi Days. Indian Thought Publications,2000.
8. Currimbhoy, Asif. The Dumb Dancer. WritersWorkshop,1992.
9. Dattani, Mahesh. Tara. Orient Longman,1995.
10. Gosh, Amitav. The Calcutta Chromosome.Penguin,2009

Reference Books:

1. Iyengar, K.R Srinivasa. Indian Writing in English. Sterling Publishing Private Limited,2005.
2. Das, Kamala. Summer in Calcutta. Everett Press,1965.
3. Nehru, Jawaharlal. Glimpses of World History. PenguinBook,2004.
4. Desai, Anita. Games at Twilight and Other Stories. PenguinBook,1983.
5. Karnad, Girish. The Fire and Rain. Oxford University Press,1988.
6. Mistry, Rohinton. A Fine Balance. Faber & Faber,2008.

Web References

1. <https://allpoetry.com/Village-Song>
2. <https://www.poemhunter.com/poem/dawn-at-puri/>
3. https://www.goodreads.com/book/show/5211.A_Fine_Balance
4. <https://www.semanticscholar.org/paper/The-Dumb-Dancer%3A-A-Quest-for-Identity-Kiran/9c30fcde5d87b65264fa8d8fedd56395f1a577f8>

Pedagogy : Seminar, Quiz, Assignment

Course Designer : Dr.P.Helan Jona

Signature of the course Designer

Signature of the HOD

Semester – I	Internal Marks:25		External Marks :75	
COURSE CODE	COURSE TITLE	CATEGORY	Hrs/Week	CREDITS
22PEN1CC4	Black Women’s Writing in English Literature	Core Course IV	6	4

Course Objectives:

- To develop a greater understanding of the various genres of writings by black women writers from varied cultures.
- To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities, leading to both conflict and community empowerment.
- To begin to understand the unique aspects of African American literary theory.
- To gain a fuller and richer understanding of black women’s literature, particularly representations of black women within the American literary and cultural imagination.

Course Outcomes

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

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	CognitiveLevel
CO1	Analyse the narrative forms of oral traditions, signifying, folklore, and music, making African American literature unique in its approach.	K1,K2, K3,K4
CO2	Classify the principal works, authors and genres of Black Women’s Writing.	K1,K2, K3,K4
CO3	Evaluate the unique features of Black women’s literature and to recognize characteristics of African American literary history	K1,K2,K3, K4,K5
CO4	Determine the theoretical concepts of race, racism, and racialization in the creation of an ethnic literature.	K1,K2,K3, K4,K5
CO5	Formulate views on ethnic identity and racial identity by individuals and groups in different contexts to gain knowledge and competency for higher prospects	K1,K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	2	3	3	3
CO3	3	3	2	3	3	2	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no correlation.

Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Historical context–Early Black Women writers and Major Themes-The Literature of Slavery, Freedom and its abolition - Harlem Renaissance - Literature of the civil right sand Black Power era – Contemporary Black Women writers.</p> <p>Margaret walker - Lineage</p> <p>Audre Lorde - A Woman Speaks</p> <p>Maya Angelou - Caged Bird</p> <p>Key Concept: Racial oppression - Freedom/Captivity - Happiness/Sorrow- Imagery - Religion Culture – Racism – Religion - Slavery – War – Freedom - Equality.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>Margo Jefferson - Scenes from a Life in Negroland</p> <p>Toni Morrison - The Color Fetish</p> <p>Key Concepts: Captivity, war and equality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>Toni Cade Bambara – Happy Birthday</p> <p>Alice Moore Dunbar Nelson - The Goodness of St. Rocque</p> <p>Key concepts: Desperation – Identity - Social and Economic Problems</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Zora Neale Hurston - Color Struck</p> <p>Pearl Cleage - Blues for an Alabama Sky</p> <p>Key Concepts: Harlem Renaissance - Great Depression - Economic Hardships - Reproductive Rights -Homosexuality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Paule Marshall - Praisesong for the Widow</p> <p>Chimamanda Ngozi Adichie - Half of a Yellow Sun</p> <p>Key Concepts: Culture, Materialism, loss of identity, Slave trade</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self Study for Enrichment (Not to be included for End Semester Examination)</p> <p>Barbara Christian’s -Black Feminist Criticism</p> <p>Margaret Walker – I Want to Write</p> <p>Bell Hooks - Love as the Practice of Freedom (1994)</p> <p>Nafissa Thompson - Heads of the Coloured People (2018)</p> <p>Lorraine Hansberry - A Raisin in the Sun (1959)</p> <p>Toni Morrison – Tar Baby (1981)</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Walker, Margaret. *"Lineage" from This is My Century: New and Collected Poems*. University of Georgia Press, 1989.
2. Lorde, Audre. *"A Woman Speaks" The Collected Poems of Audre Lorde* W. W. Norton and Company Inc., 1997.
3. Angelou, Maya. *Caged Bird, The Complete Collected Poems*. Random House, First Ed., 1994.
4. Jefferson, Margo. *Negroland: A Memoir*. Pantheon Books, 2015.
5. Morrison, Toni. *The Origin of Others*. Harvard University Press, 2017.
6. Bambara, Toni Cade. *Gorilla, My Love*. Random House, 1960.
7. Dunbar, Alice Moore. *The Goodness of St. Rocque, and Other Stories*. Public domain, 1996.
8. Cleage, Pearl. *Blues for an Alabama Sky*. Dramatists Play Service Inc., 1983.
9. Hurston, Zora Neale. *Color Struck*. Rutgers University Press, 1926.
10. Marshall, Paule. *Praisesong for the Widow*. Penguin Books, 1983.
11. Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*. Harper Collins Publishers, 2006.

Reference Books:

1. Carby, Hazel. *Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist*. Oxford University Press, 1987.
2. Routledge. *Routledge Handbook of African Literature*. first Edited by Moradewun Adejunmobi, Carli Coetzee, 2019.

Web References:

1. <https://www.google.com/MargaretWalker/I+Want+to+Write>
2. <https://www.google.com/AliceMooreDunbarNelsonGorilla+My+Love+Sweet+Town>
3. <https://www.google.com/Lorraine+Hansberry-+A+Raisin+in+the+Sunhttps://scalar.lehigh.edu/toni-morrison/tar-baby-1981-overview-and-links>
4. https://www.researchgate.net/publication/338712372_Routledge_Handbook_of_African_Literature_Edited_by_Moradewun_Adejunmobi_and_Carli_Coetzee_Chapter

Pedagogy : Quiz, Seminar, Assignment

Course Designers : Dr. Prema Joshua & Dr. R. Vanitha

Signature of the course Designers

Signature of the HOD

Semester I	InternalMarks:25		ExternalMarks:75	
ELECTIVE COURSE I	COURSE TITLE	CATEGORY	Hrs / Week	CREDITS
22PEN1EC1A	Rhetoric and Stylistics	Elective Course I	6	4

Course Objective

- To develop conversance of the learners in English Rhetoric and Stylistic.
- To apply the acquired rhetoric skills, linguistics knowledge and Style in analysis of the language.
- Enables the learners to study and to be familiar with future trends in Language.

Prerequisites

- Primary understanding in the art of writing and an interest for listening to discourses combined with an intermediate knowledge about the Contemporary topic in Stylistics in English Language.

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
CO1	Analyze the concepts of Stylistics and the Science of Rhetoric.	K1,K2, K3,K4
CO2	Examine the elements of Rhetoric and elaborate the five canons of Rhetoric writing.	K1,K2, K3,K4
CO3	Determine and assess the acquired skills with the levels and theories in Stylistics	K1,K2,K3, K4,K5
CO4	Compare and evaluate contemporary topics in Stylistics	K1,K2,K3, K4,K5
CO5	Construct the contrastive analysis of literature with emerging trends in Stylistics to enhance competency for better prospects and career opportunities.	K1,K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	2	3	3
CO2	2	3	3	3	3	2	3	2	3	3
CO3	3	3	3	3	3	2	3	2	3	2
CO4	3	3	3	2	3	2	3	3	3	3
CO5	3	3	3	3	3	2	3	2	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no correlation.

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>The Science of Rhetoric Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative-Rhetorical Situation: Grammar, Logic, Aesthetics, and Ethics – 5 Canons of rhetoric writing. Key Concepts: Logic, Aesthetics, Inventive, Arrangement, Style, Memory, Delivery.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>Discourse Topic Sentence, Paragraph Unity: Coherence and flow, Methods of Developing Paragraphs, Discourse. Four Kinds of Discourse: Exposition, Argumentation, Description, Narration. Key Concepts: Comparison, Concession, Emphasis, Parallelism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>Stylistics The Linguistic Levels of foregrounding in Stylistics, Stylistics speech acts and impoliteness theory, Stylistics point of view and modality, Speech and thought presentation in stylistics. Key Concepts: Formalist Stylistics, Metaphor and Metonymy, Rhetoric and Poetics, Schema, Script, and Frame Theory</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>IV- Contemporary topics in Stylistics Pedagogical Stylistics, Feminist Stylistics, Critical Stylistics. Key Concepts: Feminist Stylistics, Point of View and Modality, Speech and Thought Presentation, Text World Theory.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Emerging trends in Stylistics Creative Writing and Stylistics, Stylistics and Film, Stylistics and hypertext Fiction. Practical Work: Creative Writing. Key Concepts: Cognitive Poetics, Drama and Performance, Rhetoric and Poetics, Narratology, Stylistics and Film.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self Study for Enrichment (Not to be included for End Semester Examination) Art of Discourse. Discourse Analysis; Elements of Grammar and Transformation of Sentences. Metaphor and Stylistics. Stylistics and Translation. Stylistics, Emotion and Neuroscience.</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Weston, Anthony. *A Rulebook for Arguments*. Hackett publication, 2009.
2. Cleanth Brooks and Robert Penn Warren. *Modern Rhetoric*. Harcourt Brace Jovanovich, 1979.
3. Paul Simpson. *Stylistics: A Resource Book for Students*. Routledge, 2nd edition, 2014.
4. Edited by Michael Burke. *The Routledge Handbook of Stylistics*. Routledge, 2014.

Reference Books:

1. Robin Wooffitt. *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction*, First Edition. SAGE, Publications Ltd, 2005.
2. Widdowson H.G., *Discourse Analysis*. Oxford University Press, 2012.

WebReferences

1. <https://rulb.org/en/article/ritorika-lingvistika-i-stilistika-obzor/>
2. <https://www.degruyter.com/document/doi/10.1515/9781614511335-014/html>
3. <https://www.thoughtco.com/stylistics-language-studies-1692000>
4. https://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore978_0190_201098-e-1008

Pedagogy : PPT, Assignment, Phonetic Transcription, Quiz and Assignment.

Course Designer : Ms. A Violet Pangaja Bai

Signature of the Course Designer

Signature of the HOD

Semester I	Internal Marks: 25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hours/ Week	CREDITS
22PEN1EC1B	European Fiction in Translation	Elective Course I	6	4

Course Objectives:

- To reveal the complex scope and the wealth and values hidden in European literature
- To expose the richness of European culture to the students
- To introduce various cultural practices followed in European Nations

Prerequisite:

- Acquire knowledge of western civilization and European cultures.

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Analyse and classify the concepts of European culture through various genres of literature	K1,K2, K3,K4
CO2	Examine the themes and forms in various fictions, poems, dramas and novels.	K1,K2, K3,K4
CO3	Evaluate the style of the European writers and their works.	K1,K2,K3, K4,K5
CO4	Compare the characters and motifs in the European literature	K1,K2,K3, K4,K5
CO5	Create to build the ideas with various European cultures, traditions and languages for progression and better prospects.	K1,K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	2	2	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Milan Kundera - The Unbearable Lightness of Being Albert Camus - The Stranger Key Words: Physical unfaithfulness, shunning, emotional faithfulness, irrationality of human actions and philosophical notion of absurdity.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
II	Orhan Pamuk - Snow Nikos Kazantzakis - Zorba the Greek Key Words: Universality of death, modernity verses religion, incredible friendship and the importance of living life to the fullest.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
III	Boris Pasternak - Doctor Zhivago Mikhail Sholokhov - And Quiet Flows the Don Key Words: Stability, communist regime, peace, acceptance, analogy, guilt, responsibility and blame.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
IV	Camilo Jose Sela -The Family of Pascual Duante Jose Saramago -The Year of the Death of Ricardo Reis Key Words: Spanish Civil War, alienation, cultural contextualization and conflict.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
V	Umberto Eco - The Name of the Rose Elias Canetti - Auto-da-Fe Key Words: Judgement, hypocrisy, dissociated intellectualism, evil, chaos and destruction.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5
VI	Self Study for Enrichment (Not to be included for End Semester Examination) Antoine de Saint-Exupéry - The Little Prince Ahmet Hamdi Tanpınar - A Mind at Peace Gunter Grass - The Tin Drum Isabel Allende - City of the Beasts Michael Ende - The Neverending Story	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5

Text Books :

1. Kundera, Milan. *The Unbearable Lightness of Being*. Faber & Faber, 2000.
2. Camus, Albert. *The Stranger*. Vintage, 1989.
3. Pamuk, Orhan. *Snow*. Vintage, 2005.
4. Kazantzakis, Nikos. *Zorba the Greek*. Faber & Faber, 1959.
5. Pasternak Boris. *Doctor Zhivago*. Pantheon, 1997.
6. Sholokhov, Mikhail. *And Quiet Flows the Don*. Penguin Press, 2017.
7. Sela, Camilo Jose. *The Family of Pascual Duarte*. BrightSummaries.com, 2018.
8. Saramago, Jose. *The Year of the Death of Ricardo Reis*. Vintage Digital, 2013.
9. Eco, Umberto. *The Name of the Rose*. Mariner Books, 2014.
10. Canetti, Elias. *Auto-da-Fe*. Farrar, Straus and Giroux, 1984

Reference Books

1. Bell, James Scott. *Write Great Fiction Plot & Structure: Techniques and Exercises for Crafting and Plot That Grips Readers from Start to Finish*. Writer's Digest Books, 2004.
2. Forster E. M. *Aspects of Novel*. Rosetta Books, 2010.

Web References:

1. https://www.msjeeler.com/uploads/1/4/0/6/1406968/milan_kundera_-_the_unbearable_lightness_of_being.pdf
2. <https://www.slps.org/site/handlers/filedownload.ashx?moduleinstanceid=27607&dataid=78367&FileName=The%20Stranger%20-%20Albert%20Camus.pdf>
3. <https://archive.org/details/snow00pamu/page/n15/mode/2up>
4. https://archive.org/stream/NikosKazantzakisZorbaTheGreek/Nikos-Kazantzakis-Zorba-the-Greek_djvu.txt
5. https://archive.org/stream/DoctorZhivago_201511/Doctor%20Zhivago_djvu.txt
6. <https://www.supersummary.com/the-tin-drum/summary/>
7. <https://www.supersummary.com/the-family-of-pascual-duarte/summary/>
8. <https://www.themodernnovel.org/europe/w-europe/portugal/saramago/reis/>
9. <https://www.docdroid.net/wIUWCoa/umberto-eco-the-name-of-the-rose-1980-pdf#page=5>
10. <https://archive.org/details/in.ernet.dli.2015.65735/page/n11/mode/2up>

Pedagogy: Role Play, Assignment, Discussion, Quiz, Seminar.

Course Designer: Dr. J. Jenifer Nancy

Signature of the course Designer

Signature of the HOD

mester I	Internal Marks:25		External Marks:75	
Elective Course I	COURSE TITLE	CATEGORY	Hours/ Week	CREDIT S
22PEN1EC1C	Technical English	Elective Course I	6	4

Course Objectives

- Given a technical paragraph identify the topic sentence, infer meanings, lexical and contextual items, and find the supporting points and transitional tags.
- Given a communication context specify the barriers to listening and deduce solutions to overcome the barriers.
- Given short conversations and monologues for listening, specify appropriate responses and construct a summary. For a given topic, introduce ideas, give opinions and justify your stance.

Prerequisite:

- Consent of the Instructor

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
CO1	Inspect the topic sentence, infer meanings, lexical and contextual items, and find the supporting points and transitional tags	K1,K2, K3,K4
CO2	Analyse the given context and specify the barriers to listening and deduce solutions to overcome the barriers	K1,K2, K3,K4
CO3	Interpret the given technical graphical representation and compose passage.	K1,K2,K3, K4,K5
CO4	Determine and Plan to prepare a 15-minute presentation using visual aids and deliver a power point presentation for a given technical topic.	K1,K2, K3, K4,K5
CO5	Construct an argumentative, descriptive, biographical or autobiographical passage	K1,K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	2	2	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	READING -Predicting the Content - Skimming the Text - Understanding the Gist -Topic Sentence and its Role Scanning Inferring Meanings: Lexical and Contextual - Note-Making.	16	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4,K5
II	WRITING -Filling Forms - Descriptive Writing - Autobiographical & Biographical Writing - Paragraph Writing -Academic Writing-Tweets - Paraphrasing-Channel Convention Essay Writing: Argumentative Writing-Poster Making- Recommendations-Dialogue Writing- Informal Letters	16	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4,K5
III	LISTENING - Importance of Listening & Empathy in Communication - Reasons for Poor , Listening - Traits of a Good Listener - Listening Mode - Note Taking - Listening to Short Dialogues - Listening to Long Conversations.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4,K5
IV	SPEAKING - Describing Places- Giving Opinions - Narration - Introducing Ideas - Justifying Opinions - Formal Conversations - Telephonic Skill - Debating - Apologizing - Extempore - Effective Presentation Strategies-Planning - Outlining & Structuring - Nuances of Delivery - Controlling Nervousness	20	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4,K5
V	Nuances of Delivery - Stage Fright-Visual Aids in Presentation- Applications of MS Power Point	20	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4,K5
VI	Self- Study for Enrichment (Not to be included for End Semester Examination) Interpreting Graphics in Technical Writing Sequencing of Sentences Reading comprehension Dictionary Skills .	-	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4,K5

TEXT BOOK

1. Dr.K.Elango, "Resonance", Cambridge University Press, New Delhi, 2013.
2. Dr.APJ Abdul Kalam "India 2020 Vision for the Millennium Brooks/Cole Publishing Company, 2002.

REFERENCE BOOKS

1. Meenakshi Raman, Sangeeta Sharma, "Technical Communication Engineers". Oxford University Press, New Delhi, 2012
2. Nagaraj Geetha "A Course in Grammar and Composition". Cambridge University Press, 2012
3. Samson T. "Innovate with English", Cambridge University Press, 2012
4. Mark Ibbotson, "Cambridge English for Engineering". Cambridge University Press, 2012.
5. B. Sai Lakshmi, "Poly Skills A Course in Communication and Life Skills". Cambridge University Press, 2012.

WEB REFERENCE

1. <https://www.udemy.com>
2. <https://www.pearson.com>

Pedagogy : Role Play, Assignment, Discussion, Quiz, Seminar.

Course Designer :Dr. P.Urmila & Dr. Rita Shanthakumar

Signature of the course Designers

Signature of the HOD