

# 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)**

<b>PEOs</b>	<b>Statements</b>
<b>PEO1</b>	<b>LEARNING ENVIRONMENT</b> 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.
<b>PEO2</b>	<b>ACADEMIC EXCELLENCE</b> 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.
<b>PEO3</b>	<b>EMPLOYABILITY</b> 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.
<b>PEO4</b>	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b> 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.
<b>PEO5</b>	<b>GREEN SUSTAINABILITY</b> 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**

<b>PO. No</b>	<b>On completion of MA English, the students will be able to</b>
<b>PO1</b>	Exhibit comprehensive knowledge in understanding the issues and problems that arise in the society and apply in life circumstances. (Social Responsibility)
<b>PO2</b>	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)
<b>PO3</b>	Perceive leadership skills through higher learning and be a visionary to achieve the target. (Professional Competence)
<b>PO4</b>	Identify appropriate resources required for research projects to explore novel ideas to gain real life experience through internships and higher studies. (Discover Innovations)
<b>PO5</b>	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**

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



## Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A Programme Structure

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)**

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

### I Semester

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						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	5	3	25	75	100
	Core Course - IV (CC)	Black Women’s Writing in English Literature	22PEN1CC4	6	5	3	25	75	100
	Discipline Specific Elective Course-I (DSE)	A. Rhetoric & Stylistics	22PEN1DSE1A	6	3	3	25	75	100
		B. European Fiction in Translation	22PEN1DSE1B						
		C. Technical English	22PEN1DSE1C						
<b>Total</b>				<b>30</b>	<b>23</b>				<b>500</b>

**15 Days INTERNSHIP during Semester Holidays**

### II Semester

II	Core Course– V (CC)	British Literature – II (1799-Present Age)	22PEN2CC5	6	5	3	25	75	100
	Core Course – VI (CC)	Translation Theory& Practice	22PEN2CC6	6	5	3	25	75	100
	Core Course – VII(CC)	American Literature	22PEN2CC7	6	5	3	25	75	100
	Core Choice Course– I (CCC)	A. Literary Theory and Criticism	22PEN2CCC1A	6	4	3	25	75	100
		B. Commonwealth Literature	22PEN2CCC1B						
		C. Skill Enhancement	22PEN2CCC1C						
	Discipline Specific Elective Course-II (DSE)	A. English Language Teaching	22PEN2DSE2A	6	3	3	25	75	100
		B. Post-Colonial Studies	22PEN2DSE2B						
		C. Branches of Linguistics	22PEN2DSE2C						
	<b>Internship</b>		22PEN2INT		<b>02</b>				
<b>Extra Credit Course</b>	<b>SWAYAM</b>		<b>As per UGC Recommendation</b>						
<b>Total</b>			<b>30</b>	<b>24</b>					<b>600</b>



## Cauvery College for Women (Autonomous), Trichy-18

PG Department of English  
M.A., Programme Structure

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)**  
**(For the Candidates admitted from the Academic year 2022-2023 onwards)**

### III Semester

<b>III</b>	Core Course– VIII (CC)	Asian Literature in English	22PEN3CC8	6	5	3	25	75	100
	Core Course – IX (CC)	Research Methodology	22PEN3CC9	6	5	3	25	75	100
	Core Course - X (CC)	Cultural Studies	22PEN3CC10	5	5	3	25	75	100
	Core Choice Course- II (CCC)	A. Cyber Security	22PGCS3CCC2A	5	4	3	25	75	100
		B. Post Modern Fiction	22PEN3CCC2B						
		C. Australian Literature	22PEN3CCC2C						
	Discipline Specific Elective Course-III (DSE)	A. English Literature for UGC Examinations	22PEN3DSE3A	5	3	3	25	75	100
		B. Single Author Study – Rabindranath Tagore	22PEN3DSE3B						
		C. Global Literature	22PEN3DSE3C						
	Generic Elective Course -I (GEC)	The Great Indian Epic literature - A Philosophical Approach	22PEN3GEC1	3	2	3	25	75	100
<b>Credit Extra Course</b>	<b>SWAYAM</b>		<b>As per UGC Recommendation</b>						
<b>Total</b>			<b>30</b>	<b>24</b>					<b>600</b>

### IV Semester

<b>IV</b>	Core Course– XI (CC)	North East Indian Literature	22PEN4CC11	6	5	3	25	75	100
	Core Course - XII (CC)	Award Winning Authors (Nobel Laureates 1913-2022)	22PEN4CC12A	6	5	3	25	75	100
	Core Choice Course– III (CCC)	A. New Literature	22PEN4CCC3A	6	4	3	25	75	100
		B. Climatic Literature	22PEN4CCC3B						
		C. Dalit Literature	22PEN4CCC3C						
	Generic Elective Course - II (GEC)	Campus to Global Connect	22PEN4GEC2	3	2	3	25	75	100
<b>Project</b>		22PEN4PW	9	5				100	
<b>Total</b>			<b>30</b>	<b>21</b>				<b>500</b>	
<b>Grand Total</b>			<b>120</b>	<b>92</b>				<b>2200</b>	



## Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A., Programme Structure

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)**

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

Sl. No	Course	No. of Courses	No of Credits	Marks
1	Core Course – (CC)	12	60	1200
2	Core Choice Course – (CCC)	3	12	300
3	Discipline Specific Elective - (DSE)	3	09	300
4	Generic Elective - (GE)	2	04	200
5	Project	1	05	100
6	Internship	1	02	100
<b>Total</b>		<b>22</b>	<b>92</b>	<b>2200</b>

<b>Signature</b>		
<b>Name &amp; Designation</b>	<b>Dr.P.Urmila PG Head</b>	<b>Dr.N.Savithri Dean of Arts</b>



# **SEMESTER I**



## Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A Programme Structure

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)**

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

### I Semester

Sem	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	5	3	25	75	100
	Core Course -IV(CC)	Black Women's Writing in English Literature	22PEN1CC4	6	5	3	25	75	100
	Discipline Specific Elective Course – I (DSE)	A. Rhetoric & Stylistics	22PEN1DSE1A	6	3	3	25	75	100
		B. European Fiction in Translation	22PEN1DSE1B						
		C. Technical English	22PEN1DSE1C						
<b>Total</b>				<b>30</b>	<b>23</b>				<b>500</b>

<b>Signature</b>		
<b>Name &amp; Designation</b>	<b>Dr. P.Urmila PG Head</b>	<b>Dr. N. Savithri Dean of Arts</b>

<b>SEMESTER - I</b>	<b>Internal Marks: 25</b>		<b>External Marks : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
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

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

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 analyze the period from 1340 to1798 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</p> <p><b>Key concepts:</b> (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, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<p>Francis Bacon - Of Boldness, Of Innovation            Richard Steele - Sir Roger's Opinion of True Wisdom</p> <p><b>Key concepts:</b> (Development of prose – difference between Bacon and Steele works – uniqueness in Samuel Johnson’s prose piece – a study on the periodicals like The Spectator, The Tatler, 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</p> <p><b>Key concepts:</b> (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</p> <p><b>Key concepts:</b> (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</p> <p><b>Key concepts:</b> (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  <b>(Not to be included for End Semester Examination)</b></p> <p>Edmund Spenser - Easter            William Cowper - Epitaph on a Hare            Samuel Pepys - The Diary of Samuel Pepys            Walter Scott - Death of the Laird’s Jock            Amphora Behan - The Rover            Horace Walpole - The Castle of Otranto</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*. Musicaicum 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*. Musicaicum 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/sirrogerdecoverl04addi/sirrogerdecoverl04addi\\_djvu.txt](https://archive.org/stream/sirrogerdecoverl04addi/sirrogerdecoverl04addi_djvu.txt)  
[https://www.bauerverlag.eu/downloads/Essays-of-Francis-](https://www.bauerverlag.eu/downloads/Essays-of-Francis-Bacon.pdf)  
[Bacon.pdfhttps://www.gutenberg.org/ebooks/4200](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

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

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	<p><b>Sonnet No:</b> 18, 55, 116, 130, 144</p> <p><b>Key Concepts:</b> Poetic Devices, Volta, Anti-Petrarchan, Psychomachia</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<p><b>COMEDY:</b> <i>The Merchant of Venice</i></p> <p><b>Key Concepts:</b> Elements of Comedy</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	<p><b>TRAGEDY:</b> <i>Macbeth</i></p> <p><b>Key Concepts:</b> Elements of Tragedy</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	<p><b>CRITICISM ON SHAKESPEARE:</b> G.Wilson Knight – “Brutus and Macbeth” Harold Bloom – “The Merchant of Venice”</p> <p><b>Key Concepts:</b> Objective correlative, Inartistic Writer</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	<p><b>TALKS ON TEDX:</b> 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”</p> <p><b>Key Concepts:</b> Humanism, Communication, Globalization, Imagination</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
VI	<p><b>Self Study for Enrichment (Not to be included for End Semester Examination)</b> 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”</p>	.	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

**Text Books:**

1. Shakespeare, William. *The Complete Works of Shakespeare*. IBH Publishing Co, 1980.
2. Bloom, Harold. Shakespeare, *The Invention of the Human*. "The Merchant of Venice". Riverhead Books, 1998.
3. Knight, G. *The Wheel of Fire*. "Brutus and Macbeth". Taylor and Francis. 2005.
4. 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](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 (CC)	6	5

#### 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

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

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	<b>UNIT – I POETRY</b> Rabindranath Tagore - Lyric–XXXV(Gitanjali) Sarojini Naidu - The Village Song Nissim Ezekiel - Marriage Jayanta Mahapatra - Dawn at Puri A.K. Ramanujan - Obituary <b>Key Concepts:</b> Anaphora, Metaphor, Apostrophe, Symbolism, Rhyme, Imagery, Personification	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<b>UNIT – II PROSE</b> A.P.J. Abdul Kalam - Turning Point: A Journey through Challenges (Chapter – 3) Salman Rushdie - Imaginary Homelands (Chapter –11.14) <b>Key Concepts:</b> Parallelism, Diction, Foreshadow, Vignette	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	<b>UNIT – III SHORT STORIES</b> Jumpa Lahiri - A Temporary Matter Chitra Banerjee Divakaruni - The Ultra Sound R.K. Narayan - Gateman’s Gift <b>Key Concepts:</b> Protagonist, Antagonist, Exposition, Denouement	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	<b>UNIT – IV DRAMA</b> Asif Currimbhoy - The Dumb Dancer Mahesh Dattani - Tara <b>Key Concepts:</b> Atmosphere, Dramatic Tension, Monologue, Three Unities	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	<b>UNIT – V FICTION</b> Amitav Ghosh - The Calcutta Chromosome Kiran Desai - The Inheritance of Loss <b>Key Concepts:</b> Cultural Materialism, Deconstruction, Postcolonialism, Feminism	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
VI	<b>SELF STUDY FOR ENRICHMENT (NOT TO BE INCLUDED FOR END SEMESTER EXAMINATION)</b> Kamala Das - My Grandmother’s House Jawaharlal Nehru - Glimpses of World History (Chapter – 22 & 56) Anita Desai - A Devoted Son Girish Karnad - The Fire and the Rain Rohinton Mistry - A Fine Balance	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

### **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](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 (CC)	6	5

### 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.

### Prerequisite

- To have knowledge of Women’s Writing and the issues they portray.

### Course Outcomes and Cognitive Level Mapping

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

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><b>INTRODUCTION TO AFRICAN AMERICAN WOMEN'S LITERATURE</b>            Historical context–Early Black Women writers and Major Themes- The Literature of Slavery, Freedom and its abolition - Harlem Renaissance - Literature of the Civil Rights and Black Power era – Contemporary Black Women writers.</p> <p><b>POETRY</b>            Margaret Walker – Lineage (1942)            Audre Lorde - A Woman Speaks (written 1984 /published 1997)            Maya Angelou - Caged Bird(1983)</p> <p><b>Key Concept:</b> Racial oppression - Freedom/Captivity - Happiness/Sorrow- Imagery - Religion Culture – Racism - Slavery – War – Freedom - Equality.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<p><b>PROSE</b>            Margo Jefferson - Scenes from a Life in Negroland (2015)            Toni Morrison - The Color Fetish (2017)</p> <p><b>Key Concepts:</b> Captivity, war and equality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	<p><b>SHORT STORIES</b>            Toni Cade Bambara – Happy Birthday (1972)            Alice Moore Dunbar Nelson - The Goodness of St. Rocque (1996)</p> <p><b>Key concepts:</b> Desperation – Identity - Social and Economic Problems</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	<p><b>DRAMA</b>            Zora Neale Hurston - Color Struck (1926)            Pearl Cleage - Blues for an Alabama sky (1995)</p> <p><b>Key Concepts:</b> Harlem Renaissance - Great Depression - Economic Hardships - Reproductive Rights -Homosexuality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	<p><b>FICTION</b>            Paule Marshall - Praisesong for the Widow (1983)            Chimamanda Ngozi Adichie - Half of a Yellow Sun(2006)</p> <p><b>Key Concepts:</b> 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  <b>(Not to be included for End Semester Examination)</b></p> <p>Barbara Christian's -Black Feminist Criticism Margaret Walker – I Want to Write            Bell Hooks - Love as the Practice of Freedom            Nafissa Thompson - Heads of the Coloured People Lorraine Hansberry - A Raisin in the Sun            Toni Morrison – Tar Baby</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](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	
COURSE CODE	COURSE TITLE	CATEGORY	Hrs / Week	CREDITS
22PEN1DSE1A	Rhetoric and Stylistics	Discipline Specific Elective Course – I (DSE)	6	3

### 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

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

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.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p><b>THE SCIENCE OF RHETORIC</b>            Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative-Rhetorical Situation: Grammar, Logic, Aesthetics, and Ethics – 5 Canons of rhetoric writing.</p> <p><b>Key Concepts:</b> Logic, Aesthetics, Inventive, Arrangement, Style, Memory, Delivery.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<p><b>DISCOURSE</b>            Topic Sentence, Paragraph Unity: Coherence and flow, Methods of Developing Paragraphs, Discourse. Four Kinds of Discourse: Exposition, Argumentation, Description, Narration.</p> <p><b>Key Concepts:</b> Comparison, Concession, Emphasis, Parallelism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	<p><b>STYLISTICS</b>            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.</p> <p><b>Key Concepts:</b> 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><b>CONTEMPORARY TOPICS IN STYLISTICS</b>            Pedagogical Stylistics, Feminist Stylistics, Critical Stylistics.</p> <p><b>Key Concepts:</b> 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><b>EMERGING TRENDS IN STYLISTICS</b>            Creative Writing and Stylistics, Stylistics and Film, Stylistics and hypertext Fiction. Practical Work: Creative Writing.</p> <p><b>Key Concepts:</b> 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  <b>(Not to be included for End Semester Examination)</b></p> <p>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/acrefore9780190201098-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
22PEN1DSE1B	European Fiction in Translation	Discipline Specific Elective Course- I (DSE)	6	3

### 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  <b>Key Words:</b> 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, K6
II	Orhan Pamuk - Snow Nikos Kazantzakis - Zorba the Greek  <b>Key Words:</b> 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, K6
III	Boris Pasternak - Doctor Zhivago Mikhail Sholokhov - And Quiet Flows the Don  <b>Key Words:</b> Stability, communist regime, peace, acceptance, analogy, guilt, responsibility and blame.	18	CO1, CO2, CO3, CO4,	K1, K2 K3, K4, K5, K6
IV	Camilo Jose Sela -The Family of Pascual Duante Jose Saramago -The Year of the Death of Ricardo Reis  <b>Key Words:</b> Spanish Civil War, alienation, cultural contextualization and conflict.	18	CO1, CO2, CO3, CO4,	K1, K2 K3, K4, K5, K6
V	Umberto Eco - The Name of the Rose Elias Canetti - Auto-da-Fe  <b>Key Words:</b> Judgement, hypocrisy, dissociated intellectualism, evil, chaos and destruction.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	<b>Self-Study for Enrichment (Not to be included for End Semester Examination)</b>  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, K6

**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.msjkeeler.com/uploads/1/4/0/6/1406968/milan\\_kundera\\_-\\_the\\_unbearable\\_lightness\\_of\\_being.pdf](https://www.msjkeeler.com/uploads/1/4/0/6/1406968/milan_kundera_-_the_unbearable_lightness_of_being.pdf)
2. <https://www.sfps.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](https://archive.org/stream/NikosKazantzakisZorbaTheGreek/Nikos-Kazantzakis-Zorba-the-Greek_djvu.txt)
5. [https://archive.org/stream/DoctorZhivago\\_201511/Doctor%20Zhivago\\_djvu.txt](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**

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hours/ Week	Credits
22PEN1DSE1C	Technical English	Discipline Specific Elective Course- I (DSE)	6	3

### 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	<b>READING</b> Predicting the Content - Skimming the Text - Understanding the Gist - Topic Sentence and its Role Scanning Inferring Meanings: Lexical and Contextual - Note-Making.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
II	<b>WRITING</b> 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	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
III	<b>LISTENING</b> 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, K6
IV	<b>SPEAKING</b> 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	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
V	<b>Nuances of Delivery - Stage Fright-Visual Aids in Presentation- Applications of MS Power Point</b>	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
VI	<b>Self- Study for Enrichment (Not to be included for End Semester Examination)</b>  Interpreting Graphics in Technical Writing Sequencing of Sentences Reading comprehension Dictionary Skills.	-	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6

## **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 Geatha "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**

<https://www.udemy.com>

<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**

# **SEMESTER II**





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

### MA- Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

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

#### II SEMESTER

Semester	Course	Title	Course Code	Inst.Hrs /Week	Credits	Exam			Total
						Exam Hrs	Marks		
							Int.	Ext.	
<b>II</b>	<b>Core Course – V (CC)</b>	British Literature – II (1799- Present Age)	<b>22PEN2CC5</b>	6	5	3	25	75	100
	<b>Core Course – VI (CC)</b>	Translation Theory & Practice	<b>22PEN2CC6</b>	6	5	3	25	75	100
	<b>Core Course – VII (CC)</b>	American Literature	<b>22PEN2CC7</b>	6	5	3	25	75	100
	<b>Core Choice Course -I (CCC)</b>	A. Literary Theory and Criticism	<b>22PEN2CCC1A</b>	6	4	3	25	75	100
		B. Commonwealth Literature	<b>22PEN2CCC1B</b>						
		C. Skill Enhancement	<b>22PEN2CCC1C</b>						
	<b>Discipline Specific Elective Course – II (DSE)</b>	A. English Language Teaching	<b>22PEN2DSE2A</b>	6	3	3	25	75	100
		B. Post-Colonial Studies	<b>22PEN2DSE2B</b>						
		C. Branches of Linguistics	<b>22PEN2DSE2C</b>						
	<b>INTERNSHIP</b>		<b>22PEN2INT</b>		2				100
<b>Total</b>			<b>30</b>	<b>24</b>				<b>600</b>	

<b>Signature</b>		
<b>Name&amp; Designation</b>	<b>Dr. P.Urmila PG Head</b>	<b>Dr. N. Savithri Dean</b>

<b>Semester II</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>Subject Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Hrs / Week</b>	<b>Credits</b>
22PEN2CC5	<b>British Literature – II (1799-Present Age)</b>	<b>Core Course-V (CC)</b>	<b>6</b>	<b>5</b>

### Course Objectives:

- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To enable the students to critically analyse research in criticism of literary and cultural texts from different historical periods and genres.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

### Pre requisite:

- Basic knowledge in Social History of England and History of English Literature with an additional knowledge of British Literature I

### Course Outcome and Cognitive Level Mapping

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
<b>CO1</b>	Compare and appreciate the traditional and modern works of literature through society.	<b>K1,K2, K3,K4</b>
<b>CO2</b>	Examine the style, theme, tone, image and symbolism used in works across.	<b>K1,K2, K3,K4</b>
<b>CO3</b>	Defend the influence of socio-historical factors and the representation of their age in the texts.	<b>K1,K2, K3,K4,K5</b>
<b>CO4</b>	Appraise the depth and diversity of British Literature before and after the World Wars	<b>K1,K2, K3,K4,K5</b>
<b>CO5</b>	Construct comparisons with various Literary Movements to deconstruct texts with greater clarity for higher learning.	<b>K1,K2, K3, K4,K5,K6</b>

### Mapping of CO with PO and PSO

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3	2	3	3	3	2
<b>CO3</b>	3	3	3	3	3	3	3	3	2	3
<b>CO4</b>	3	2	3	3	3	3	2	3	3	3
<b>CO5</b>	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><b>POETRY:</b>            Alfred Tennyson – The Charge of the Light Brigade            W.B. Yeats – Leda and the Swan            Dylan Thomas – A Letter to my Aunty            Warsan Shire – Home</p> <p><b>Key Concepts:</b> Romanticism – erotism - Abbey Theatre – Symbolism – Surrealism - Modernism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
II	<p><b>PROSE:</b>            Thomas Babington Macaulay – Minute on Education            Virginia Woolf – On a Faithful Friend</p> <p><b>Key Concepts:</b> Whiggism – Historicism – Stream of Consciousness – war - shell shock</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
III	<p><b>SHORT STORY:</b>            James Joyce– A Mother (Dubliners)Kate            Atkinson– Inner Balance</p> <p><b>Key Concepts:</b> Avant-grade movement – interior monologue– wordplay</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
IV	<p><b>DRAMA:</b>            P.B. Shelley – Prometheus Unbound            G.B. Shaw – Arms and the Man</p> <p><b>Key Concepts:</b> poetic drama – atheism – Vegetarianism – eugenics – alphabet reform</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
V	<p><b>NOVEL:</b>            George Elliot – The Mill on the Floss            Julian Barns – The Sense of an Ending</p> <p><b>Key Concepts:</b> realism - psychological insight</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
VI	<p>Self-Study for Enrichment  <b>(Not to be included for End Semester Examination)</b></p> <p>D.H. Lawrence - The Rainbow            Sarah Waters – The Paying Guests</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6

### **Text Books:**

1. Sen, S. W. B. Yeats: *Selected Poems*. Unique Publication, 2020.
2. Macaulay, Barbington Thomas. *Speeches by Lord Macaulay, With His Minute on Indian Education*. Arms Pr Inc, 1935.
3. Woolf, Virginia. *The Collected Essays of Virginia Woolf*. Ingram Short Title, 2011.
4. James, Joyce. *Dubliners*. Classy Publishing, 2011.
5. Atkinson, Kate. *Not the End of the World*. Back Bay Books, 2004.
6. Shelley, Percy Bussy. *Prometheus Unbound*. Book Jungle. 2007.
7. Shaw, George Bernard. *Arms and the Man*. Peacock Books, 2020.
8. Eliot, George. *The Mill on the Floss*. Maple Press, 2014.
9. Barnes, Julian. *The Sense of an Ending*. RHUK, 2012.

### **Reference Books:**

1. Jeffares, Alexander Norman. *A Commentary on the Collected Poems of W.B. Yeats*. Stanford University Press, 1968.
2. Lawrence, D, H. *The Rainbow*. Peacock, 2021.
3. Waters, Sarah. *The Paying Guests*. Virago Press, 2014.

### **Web References**

<https://www.doe.mass.edu/mcas/pdf/2012/250799.pdf>  
<https://www.poemhunter.com/poem/a-letter-to-my-aunt/>  
<https://www.amnesty.ie/wp-content/uploads/2016/06/home-by-warsan-shire.pdf>  
[https://barcelonareview.com/32/e\\_ka.htm](https://barcelonareview.com/32/e_ka.htm)  
<https://www.ipl.org/essay/A-Short-Story-A-Mother-Of-James-F382WJU74SJP6>  
<https://etc.usf.edu/lit2go/79/just-so-stories/1301/how-the-camel-got-his-hump/>

**Pedagogy :** Seminar, Assignment, role play and group discussion.

**Course Designer :** Dr. S. Senthilkumari

**Signature of the Course Designer**

**Signature of the HOD**

<b>Semester II</b>	<b>Internal Marks:25</b>			<b>External Marks:75</b>	
<b>Subject Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Hrs / Week</b>	<b>Credits</b>	
<b>22PEN2CC6</b>	<b>Translation Theory &amp; Practice</b>	<b>Core Course- VI (CC)</b>	<b>6</b>	<b>5</b>	

### Course Objectives:

- To understand theories of translation of various translators across the globe.
- To reinforce translation as an academic discipline of knowing various genres in different language.
- Master the technical art of applying linguistic knowledge with subject in qualitative standard.

### Pre requisite:

- Gain vast knowledge of various class and literature of different cultures, valid texts in the wide world.

### Course Outcome and Cognitive Level Mapping

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
<b>CO1</b>	Analyze translation with a profound knowledge of knowing various literature across the globe and its difficulties	<b>K1,K2, K3,K4</b>
<b>CO2</b>	Compare and evaluate the theories and its applicability in various genres.	<b>K1,K2, K3,K4,K5</b>
<b>CO3</b>	Determine the importance of Bible translation classics and texts to possess a wide knowledge of global literature.	<b>K1,K2, K3,K4, K5</b>
<b>CO4</b>	Formulate texts based on Thirukural poems, Prose, Drama by bilingual mode of interpretation through practice and research.	<b>K1,K2, K3,K4, K5,K6</b>
<b>CO5</b>	Creatively imagine to translate passages with equivalent words for higher learning and better prospects	<b>K1,K2, K3,K4, K5,K6</b>

### Mapping of CO with PO and PSO

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	3
<b>CO2</b>	2	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	2	3	3	3	3
<b>CO5</b>	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>Definition of Translation (Nida, Roman Jakobson, Susan Bassnet, Catford) – Types of Translation – Translation process – Principles-Equivalence.</p> <p>Key Concepts: Source Language, Target Language, Encoding, Decoding, Intra Lingual, Inter Lingual, Inter Semiotics.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>Brief History of Translation – Bible Translation – Period Study – Theorists (Chapman, Wyatt, Surrey, Abraham Cowley, John Dryden, Alexander Pope, Goethe, Schlegel, H.W. Longfellow, Fitzgerald, Hilarie Belloc)</p> <p>Key Concepts: Period Study, Transition of Bible, Renaissance, Post Modernism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>Expressive, Informative &amp; Vocative- Inter-linear, Intra-linear and Inter-semiotic, Formal and Dynamic Equivalence.</p> <p>Key Concepts: Levels and Strategies of various theorists, Problems of equivalence, Cognitive insight into the Process of Translation</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Linguistic, Paradigmatic, Syntagmatic and Stylistic Equivalence Transference, Transliteration and Transcreation</p> <p>Kinds of Untranslatability- Linguistic and Cultural factors - Translating literary text, Prose, Poetry, and Drama</p> <p>Key Concepts: Problems of Translators, Problems of Translation in the global world</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>A Home in the Sky -Vaasanthi The Song of Kuyil - Dr. T.N.Ramachandran</p> <p><b>Translation Practice</b></p> <p>அச்சமில்லை – பாரதியாரின் கவிதைகள் செவ்வாழை – அறிஞர் அண்ணா</p> <p>News Paper Reports</p> <p><b>Key Concepts :</b> Biography, Human Values- Love, Compassion, Passage Translation, Character Sketch, Themes, Patriotic Songs of Bharathiyar.</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>Thirukkural – Possession of Decorum</p> <p>Translation practice in poem, various chapters in Thirukural and Paragraph Translation.</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

**Text Books:**

1. Bassnet, Sussan. *Translation Studies*. London: Routledge, 1991.
2. Bassnet, Sussan & Harish Trivedi. *Post-Colonial Translation – Theory and Practice*. London: Routledge, 1999.
3. Newmark, P. *Approaches to Translation*. Oxford. Pergaman Press, 1982.
4. Nida, E. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1969
5. Ramachandran. T.N. *Four Long Poems of Mahakavi Bharathi. Tanjavur: Sain Sekkizar School of Saiva Siddanta, 2009*

**Reference Books:**

1. Collins. *Cobuild Dictionary*. New Delhi: Orient Black swan, 2014.
2. Steiner, G. *After Babel: Aspects of Language and Translation*. Oxford: University Press, 1978

**Web References**

<https://www.exoticindiaart.com/book/details/four-long-poems-of-mahakavi-bharati-tamil-text-translation-in-english-notes-and-index-naw494/>  
<https://dheivegam.com/achamillai-achamillai-bharathiyar-kavithai/>  
[https://www.valaitamil.com/sevvazhai\\_1591.html](https://www.valaitamil.com/sevvazhai_1591.html)  
<https://www.google.com/search?q=thirukural+translation&ei=RJYRY9-zHLuNseMPu72I0A0&ved=0ahUKEwjf5ZjZsfX5AhW7RmwGHbseAtoQ4dUDCA4&uact=5&oq=thirukural+translation>

**Pedagogy: Seminar, Assignment,**

**Course Designer: Ms. A. Edel Flora Mary**

**Signature of the Course Designer**

**Signature of the HOD**

Semester II	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs /Week	Credits
22PEN2CC7	American Literature	Core Course -VII (CC)	6	5

### Course Objectives:

- To have an awareness on social, cultural and political issues in American Literature.
- To analyze literary works within the contexts of different literary periods.
- Understanding of the contribution of different texts and authors to American literary tradition.

### Pre requisite:

- An understanding of History of American writers of and their writings.

### Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine to comprehend and analyze historical movements in dramatic literature, life and dreams of America as reflected in the literary works for higher learning and social outlook	K1,K2, K3,K4
CO2	Determine the issues, conflicts and themes of the various genres in contemporary poems of society and the world	K1,K2, K3,K4;K5
CO3	Evaluate and explore how literary drama reflects and shapes the perceptions of critical social issues.	K1,K2, K3,K4, K5
CO4	Construct the elements of literature such as themes, motifs, style and tone, for critical thinking.	K1,K2, K3, K4, K5,K6
CO5	Formulate critical research problems in the literary text and also analyze, evaluate and synthesis them to interpret and gain knowledge for higher learning and better prospects.	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	2	3	3
CO2	3	3	3	2	2	3	3	3	2	3
CO3	3	3	3	3	2	3	3	3	2	3
CO4	3	3	3	3	2	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><b>POETRY</b>            Edgar Allan Poe - The Raven            Emily Dickinson - I Died for Beauty - but was Scarce            Maya Angelou - Phenomenal Women</p> <p><b>Key Concepts:</b> Imaginary, Journey, Fable, Spiritual reality, antecedent, bizarre, grotesque, contradiction, recurring, wench, protrude, phenomenal, stunning</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2</b> <b>K3, K4,</b> <b>K5, K6</b>
II	<p><b>PROSE</b>            Ralph Waldo Emerson -The American Scholar.            Edgar Allan Poe - The Philosophy of Composition</p> <p><b>Key Concepts:</b> Embark, endeavors, trope, intuition, oppressed, bourgeois, civilization</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2</b> <b>K3, K4,</b> <b>K5, K6</b>
III	<p><b>SHORT STORIES</b>            William Faulkner - The Rose for Emily            Nathaniel Hawthorne - The Birth Mark.</p> <p><b>Key Concepts:</b> Femininity, oppression, racial, tyranny, violation, controversial, proletarian, religious, communist, implication, mortality, blemish, concoctions,</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2</b> <b>K3, K4,</b> <b>K5, K6</b>
IV	<p><b>DRAMA</b>            David Mamet - A Life in the Theatre.            Tennessee Williams - A Street Car Named Desire</p> <p><b>Key Concepts:</b> Industrialization, technological, identity, expressionism, realism, unrestrained, promiscuity, racism</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2</b> <b>K3, K4,</b> <b>K5, K6</b>
V	<p><b>FICTION</b>            Alice Walker - The Color Purple            Paul Beatty - The Sellout</p> <p><b>Key Concepts:</b> Conservative, organized, antithesis, insanity, disintegration, alienated, fictitious, satirical, racial, identity, isolated</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2</b> <b>K3, K4,</b> <b>K5, K6</b>
VI	<p><b>Self-Study for Enrichment</b>  <b>(Not to be included for external examination.)</b></p> <p>Ann Bradstreet - To my Dear and Loving husband            Maya Angelou - A Plagued Journey            Thoreau - Civil Disobedience            Edward Albee -Who is Afraid of Virginia Wolf.</p>	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2</b> <b>K3, K4,</b> <b>K5, K6</b>

**Text Books:**

1. The New Anthology of American Poetry Vol1. Edited by Steven Gould Axelrod, Camille Roman, Thomas Travisano, Rutgers University Press,2012.
2. The New Anthology of American Prose Edited by Steven Gould Axelrod, Camille Roman, Thomas Travisano 2000.
3. A Street Car Named Desire, Tennessee Williams, Penguin UK 2009 1 Edition.
4. Home, Springer, link.springer.com

**Reference Books:**

1. Kenneth Sacks: Understanding Emerson: The *American Scholar* and his struggle for self-Reliance Princeton, New Jersey: Princeton University Press, 2003.Second.
2. Oliver, Egbert S. American Literature.1890-1965 An Anthology.1994.
3. William, J Fisher, etall, 19<sup>th</sup> Century: An Anthology. Eurasia Publ.House. Pvt.Ltd., New Delhi. 1984.

**Web References**

1. <https://en.wikipedia.org/wiki/AmericanLiterature><https://americanliterature.com>
2. [www.poetryfoundation.org/](http://www.poetryfoundation.org/).
3. <https://www.britannica.com/topic/A-Life-in-the-Theatre>

**Pedagogy** : Group Discussion, Seminars, Quiz and Assignments.

**Course Designer** : Ms. Irudhaya Pushpam .M

Signature of the Course Designer

Signature of the HOD

<b>Semester II</b>	<b>Internal Marks:25</b>	<b>External Marks:75</b>		
<b>Subject Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Hrs / Week</b>	<b>Credits</b>
22PEN2CCC1A	Literary Theory and Criticism	Core Choice Course – I (CCC)	6	4

**Course Objectives:**

- To identify the difference and the advancement from criticism to present
- To evaluate the concept of *Base* and *Superstructure* determined by Marxist
- To appreciate various literary texts in the light of literary theories

**Pre requisite:**

- Critical knowledge of Literary Criticism and its history

**Course Outcome and Cognitive Level Mapping**

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

CO Number	CO Statement	Cognitive Level
CO1	Analyse the overall outline to literary criticism from various perspectives.	K1,K2, K3,K4
CO2	Evaluate the importance of literary theories with the text to create holistic thinking.	K1,K2, K3,K4;K5
CO3	Determine literary criticism with literary characters and works for professional growth.	K1,K2, K3,K4, K5
CO4	Formulate the core points in literary theories for critical thinking and creativity.	K1,K2, K3, K4, K5,K6
CO5	Discuss literary theory with literary themes to gain knowledge for higher learning and professional development.	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	2	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	3	2	3
CO5	3	3	3	3	2	3	2	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><b>New Criticism:</b> Wimsatt &amp; Beardsley – “The Intentional Fallacy”</p> <p><b>Marxism</b> Louis Althusser – Infrastructure and Superstructure, The State Ideological Apparatuses (<i>Ideology and Ideological State Apparatuses</i>)</p> <p><b>Key Concepts :</b>Close reading, autotelic, base, superstructure</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
II	<p><b>Structuralism:</b> Ferdinand de Saussure – Nature of the Linguistic Sign (<i>Course in General Linguistics</i>, Part one, pg no. 65 - 70)</p> <p><b>Post Structuralism:</b> Roland Barthes – “The Death of the Author”</p> <p><b>Key Concepts:</b> Sign, Binary Oppositions, Birth of reader</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
III	<p><b>Psychoanalytical Criticism</b> Geoffrey Gorer – “The Myth in Jane Austen”</p> <p><b>Reader Response Criticism:</b> Stanley Fish – “Is there a Text in this Class?”</p> <p><b>Key Concepts:</b> Unconscious, Interpretive Communities</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
IV	<p><b>Gender Studies</b> Helen Cixous – “The Laugh of the Medusa”</p> <p><b>Ecocriticism</b> William Rueckert – “Literature and Ecology: An Experiment in Ecocriticism”</p> <p><b>Key Concepts :</b> Radical Feminism, Phallogentric, Ecology</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
V	<p><b>Post-Colonial Studies</b> Chinua Achebe – “An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i>”</p> <p><b>Postmodernism</b> Michel Foucault – Seeing and Knowing</p> <p><b>Key Concepts:</b> Racism, Identity, Meta narratives</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
VI	<p><b>Self -Study for Enrichment</b> (Not to be included for external examination.)</p> <p>Elements and Traits of New Criticism, Marxism, Structuralism, Post Structuralism, Psychoanalytical Criticism, Reader Response Criticism, Gender Studies, Ecocriticism, Post-Colonial Studies, Postmodernism.</p>	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>

### **Text Books:**

1. Saussure, Ferdinand De. *Course in General Linguistics*. The Philosophical Library, Inc., 1959.
2. Richter, David H. *Falling into Theory*. Bedford/St. Martin's, 1999.
3. Scott, Wilbur. *Five Approaches of Literary Criticism*. Macmillan, 1963.
4. Foucault, Michel. *The Birth of the Clinic*. Taylor & Francis, 2003.

### **Reference Books:**

1. Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester University Press, 2009.
2. Culler, Jonathan. *Literary Theory*. OUP, 2011.
3. Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. OUP, 2001.

### **Web References**

1. [https://www.sas.upenn.edu/~cavitch/pdf-library/WimsattBeardsley\\_Intentional.pdf](https://www.sas.upenn.edu/~cavitch/pdf-library/WimsattBeardsley_Intentional.pdf)  
<http://www.csun.edu/~snk1966/Lous%20Althusser%20Ideology%20and%20Ideological%20State%20Apparatuses.pdf>
2. [Barthes-The-Death-of-the-Author.pdf \(tufts.edu\)](#)[The Laugh of the Medusa \(csudh.edu\)](#)
3. <https://static1.squarespace.com/static/5441df7ee4b02f59465d2869/t/58f2e526bf629a9dbf74f778/1492313394594/RUECKERT++Literature+and+Ecology.pdf>  
<http://ponderosaenglishkessler.weebly.com/uploads/9/5/1/5/9515361/achebe-chinua.pdf>  
<http://thowe.pbworks.com/f/lyotard.defining.postmodern.PDF>

**Pedagogy : Seminar, Group discussion and Assignment,**

**Course Designer : Ms. P.K. Durgadevi**

**Signature of the Course Designer**

**Signature of the HOD**

<b>Semester II</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>Subject Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Hrs / Week</b>	<b>Credits</b>
<b>22PEN2CCC1B</b>	<b>Commonwealth Literature</b>	<b>Core Choice Course-I (CCC)</b>	<b>6</b>	<b>4</b>

**Course Objectives:**

- To introduce learners to literary theory from the beginning of the twentieth century till now
- To help learners apply theory in the analysis of literary texts present day
- To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of literary texts

**Pre requisite:**

- Thorough knowledge in literary theories and its application to the text.

**Course Outcome and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
<b>CO1</b>	Examine the literary premises of intellectual and social background pertinent to important eras of the literary and critical theory	<b>K1,K2, K3,K4</b>
<b>CO2</b>	Determine the terms used in the criticism of literature for holistic thinking.	<b>K1,K2, K3,K4;K5</b>
<b>CO3</b>	Evaluate to Historicize and contextualize foundational theoretical and critical texts for professional growth.	<b>K1,K2, K3,K4, K5</b>
<b>CO4</b>	Formulate possible applications of critical theory to various literary texts to train them as professionals	<b>K1,K2, K3, K4, K5,K6</b>
<b>CO5</b>	Imagine students to discover their own interests in literary and critical theories creatively for higher learning and better prospects.	<b>K1,K2, K3, K4, K5, K6</b>

**Mapping of CO with PO and PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	3	3	3	3	3	3	3	3	2
<b>CO2</b>	3	2	3	3	3	3	3	3	3	2
<b>CO3</b>	3	3	3	3	3	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	2	3	3
<b>CO5</b>	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><b>POETRY</b></p> <p>E. J. Pratt - The Dying Eagle            Mariam Waddington - The Drug Addict            Charles Harper - An Aboriginal Mother's Lament            Kenneth Slessor - Gulliver            A. D. Hope - Australia</p> <p><b>Key concepts:</b> Literariness and Paraphrasing is heresy, Free play, equality</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
II	<p><b>PROSE</b></p> <p>Margaret Atwood - Nature as a Monster from Chapter 2 of Survival: A Thematic Guide to Canadian Literature            C.D Narasimhaiah - Commonwealth Literature : Heirloom of Multiple Heritage</p> <p><b>Key concepts:</b> Literature and Environment, Gender Oppression, race</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
III	<p><b>SHORT STORIES</b></p> <p>Rabindranath Tagore - Post Master            Ken Saro Wiwa - Divorcee</p> <p><b>Key concepts:</b> Base and Superstructure, Orient, Negritude, Dasein, Anxiety, Despair.</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
IV	<p><b>DRAMA</b></p> <p>Wole Soyinka - A Dance of the Forests            Manjula Padmanabhan - The Harvest</p> <p><b>Key concepts:</b> Gynocritics, Feminine, Feminist, Literature and Environment</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
V	<p><b>FICTION</b></p> <p>Michael Ondaatje - The English Patient            J.M. Coetzee - Disgrace</p> <p><b>Key concepts:</b> Disillusionment, Break from Tradition, Self Referentiality, Objective Truth</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
VI	<p><b>Self -Study for Enrichment (Not to be included for external examination.)</b></p> <p>New Criticism- Formalism- Structuralism- Deconstruction - Modernism – Postmodernism- New Historicism - Cultural Materialism- Feminism- Ecocriticism – Existentialism- Marxism- Post colonialism.            These theories can be applied to the works given above.</p>	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>

**Text Books:**

1. Narasimhaiah, C.D. *Commonwealth Literature: History and Criticism*, Anurag Jain, 1995.
2. Soyinka, Wole. *A Dance of the Forest*, Surjeet Publications, 2018.
3. Padmanaban, Manjula. *Harvest*, Aurora Metro Books, 2003.
4. Ondaatje, Michael. *The English Patient*, Vintage, 1993.
5. Koetzee, J.M. *Disgrace*, Vintage, 2000.

**Reference Books:**

1. Maity, Joydev. *Commonwealth Literature: A Comprehensive and Critical Perspective*, Notion Press, 2020.

**Web References**

1. <https://www.scribd.com/document/443622445/The-Dying-Eagle>
2. [https://canlit.ca/canlit\\_authors/miriam-waddington-2/](https://canlit.ca/canlit_authors/miriam-waddington-2/)
3. <https://www.australianculture.org/an-aboriginal-mothers-lament-charles-harpur-1853/>
4. <https://allpoetry.com/poem/8521575-Gulliver-by-Kenneth-Slessor>
5. <https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html>
6. <https://nmi.org/wp-content/uploads/PublicDomain/ThePostmaster.pdf>
7. <https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/masters/modules/resourcefiction/oil09/wiwamonthday.pdf>

**Pedagogy** : Lecture, Assignment , Seminar

**Course Designer** : Ms. G. Vijayarenganayaki

**Signature of the Course Designer**

**Signature of the HOD**



<b>Semester II</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>Subject Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Hrs / Week</b>	<b>Credits</b>
22PEN2CCC1C	Skill Enhancement	Core Choice Course – I (CCC)	6	4

#### Course Objectives:

- Learn what a group is and how individuals interact in a group
- Know why interviews are held and what they are looking for
- Have a good understanding of what your own priorities are in a job
- Appreciate the importance of etiquette for a good living.
- Examine how work attitudes relate to job performance.

#### Pre requisite:

- To make the students able and efficient communicators by helping them to be self-reflexive about English, goal oriented and be fine-tuned for career opportunities.

#### Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the text, and respond to basic comprehension questions for better critical thinking to face the challenges of the world.	K1, K2, K3, K4
CO2	Examine English grammar skills to enhance grammatical components in written and verbal communication to achieve their goal.	K1, K2, K3, K4
CO3	Interpret an idea in series logically connected sentences by describing an event such as objects, people, places, processes for conducting activities like group discussion, presentation, reporting and documentation in changing situations for growth and progression.	K1, K2, K3, K4, K5
CO4	Construct to comprehend the given passage and able to answer the linked questions for professionalism, higher learning and research.	K1, K2, K3, K4, K5.
CO5	Create interest to write creatively to enhance professionalism for holistic thinking for higher learning and better prospects.	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	2	3
CO2	2	3	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	2	3	2	2	2
CO4	2	2	3	3	3	3	2	3	3	3
CO5	2	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	<b>Group Discussion</b> Leadership and problem-solving skills Critical Thinking Collaborative Skills  <b>Key Concepts:</b> Group Dynamics, Team Building, Develops Leadership Quality.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
II	<b>Purpose of Interview</b> Before and after the Interview Do's and Don'ts in an interview Time Management Stress Management  <b>Key Concepts:</b> Interview Techniques, Body Language.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
III	<b>Preparing a Resume</b> Writing a cover Letter Framing Questions  <b>Key Concepts:</b> Placement Training, Writing Bio-data.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
IV	<b>Personality Development</b> Presentation Skills Public Speaking  <b>Key Concepts:</b> Creative Thinking, Debates	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
V	<b>Workplace Etiquette</b> Values and Ethics Culture Gender equality  <b>Key Concepts:</b> Develops Human Values, Workplace Ethics, Equality of Status.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
VI	<b>Self-Study for Enrichment</b> <b>(Not to be included for external examination.)</b>  Writing for the Digital Media Travel Writing Mock Interview Attitude Development	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>

**Text Books:**

1. How to Succeed at Interviews Paperback – 1 January 2008 by Yeung, Dr. Rob (Author)
2. Cracking the Code to a Successful Interview Pellett, Evan .2016.

**Reference Books:**

1. Co, Lina Mukhopadhyay &. *Poly skills: A course in communication skills and life skills*. Chennai: Foundation, 2012. print.
2. Seema Gupta. Corrected Manners and Etiquette, www.vspublishers.com

**Web References**

[www.udemy.com](http://www.udemy.com)  
<https://www.coursera.com/>  
[www.edx.org](http://www.edx.org)  
[www.udacity.com](http://www.udacity.com)

**Pedagogy:** Quiz, Assignment, Seminar

**Course Designer :** Ms.U.Sree Aruna

**Signature of the Course Designer**

**Signature of the HOD**

<b>Semester II</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>Subject Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Hrs /Week</b>	<b>Credits</b>
<b>22PEN2DSE2A</b>	<b>English Language Teaching</b>	<b>Discipline Specific Elective Course – II (DSE)</b>	<b>6</b>	<b>3</b>

### Course Objectives:

- To know the insights of ELT in LSRW skills and Grammar
- To be aware of the old and modern methods and approaches in ELT
- To effectively choose and apply the appropriate method in a classroom during ELT

### Pre requisite:

- To attain knowledge of English and focus on the holistic development.

### Course Outcome and Cognitive Level Mapping

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
<b>CO1</b>	Analyze the concepts of language between the theories of second language acquisition in life situations.	<b>K1, K2, K3, K4</b>
<b>CO2</b>	Determine a positive attitude towards language learning through different methods across the world.	<b>K1, K2, K3, K4, K5</b>
<b>CO3</b>	Assess the language learning strategies effectively through aptitude, objective and descriptive types of test for professional growth.	<b>K1, K2, K3, K4, K5</b>
<b>CO4</b>	Formulate the ability to consider the students' needs, language development levels, ages, intelligence types and learning styles for critical thinking and research.	<b>K1, K2, K3, K4, K5, K6</b>
<b>CO5</b>	Construct to create English Language Learning with Technologies and create an awareness of social and environmental issues for higher learning.	<b>K1, K2, K3, K4, K5, K6</b>

### Mapping of CO with PO and PSO

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	2	3	3	3	2	2	3
<b>CO2</b>	3	3	3	2	2	3	3	3	2	3
<b>CO3</b>	2	3	3	3	3	2	3	3	2	3
<b>CO4</b>	2	2	2	3	3	2	2	3	3	3
<b>CO5</b>	3	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><b>History of ELT in India/ Status and Importance of English Language</b> Principles, Aims and Objectives of Teaching English Introduction to Second Language Acquisition theories (Chomsky, Stephen Krashen, Vygotsky) Place of English in Curriculum &amp; Grammar in ELT</p> <p><b>Key Concepts:</b> Theories of Language- Growth of English Language</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
II	<p><b>Methods of Teaching</b> Need Analysis, Understanding the learning, learner. Problems Involved in ELT (Motivation and Attitude towards learning English) Communicative Method, Natural Approach, Total Physical Response, Suggestopedia.</p> <p><b>Key Concepts:</b> Types of Learning- Activity based Learning.</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
III	<p><b>Designing a Syllabus &amp; Curriculum</b> Role of materials in ELT Criteria for selection of Teaching Materials, Assumptions underlying materials in ELT Criteria for selection of tasks, activities. ICT Tools, Teaching Aids</p> <p><b>Key Concepts:</b> Avoid Grammatical Errors, Motivational Approach and Communicational Approach.</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
IV	<p><b>Teaching of different skills (LSRW)</b> Teaching of Pronunciation, Grammar, Vocabulary, Integrated skills, study skills</p> <p><b>Key Concepts:</b> Task Based Approach, Lexical Approach, Eclectic Method.</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
V	<p><b>Evaluation &amp; Assessment</b> Nature and Scope of Evaluation, Types of Tests and its Characteristics. Different aspects of teaching various components of Language. Technology in ELT.</p> <p><b>Key Concepts:</b> Creative Teaching Methodologies – Online Teaching and Learning</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>
VI	<p><b>Self-Study for Enrichment</b> (Not to be included for external examination.)</p> <p><b>ICT Methodologies</b> Applied Linguistics – History of English Education. Oral Approach and Situational Approach</p>	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2 K3, K4, K5, K6</b>

### **Text Books:**

1. Rogers & Richards. *Approaches, Methods and Techniques*. Cambridge, 2014.
2. Krishnaswamy, N and Lalitha Krishnaswamy. *Methods of Teaching English*.
3. Nagaraj, Geetha. *English Language Teaching*. New Delhi: Orient Black Swan, 2008.
4. Peter, Francis. *A Glossary of ELT Terms and Key Concepts*. *English Language Teaching*. Chennai. Shrine Print Solution, 2012. Print
5. Wood.T. Frederick, *An Outline History of The English Language*. (2<sup>nd</sup> edition). Chennai: Macmillan India Limited, 1969.Print.

### **Reference Books:**

1. Cook.V. *Second Language Learning and Language Teaching*, Oxford University Press,2008.
2. Ellis,R. *Understanding SLA*, Oxford University Press,1986.
3. Littlewood, W.*CLT: An Introduction*, Cambridge University Press 1981.
4. Prabhu, N.S.*SL Pedagogy*, Oxford University Press,1987
5. Aggarwal, J.C. *Principles, Methods and Techniques of Teaching*. New Delhi: Vikas PublishingHouse, 2009.
6. David Crystals. *Linguistics* (pages 239-243, 9-36) I.F. Wall work. *Language and Linguistics*, London: Longman House, 1995. Print.
7. Mark Arff and Janie Rees – Miller ed. *The Handbook of Linguistics*, USA: Blackwell Publishers, 2001.
8. Thornbury Scott, *An A-Z of ELT: A Dictionary of Terms and Concepts*. Underhill Adrian (Ed.) Macmillan Books for Teachers, 2006, Print.

### **Web References**

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<https://www.sli.do/>  
<https://padlet.com/>  
<https://kahoot.com/>

### **Pedagogy: Seminar, Assignment**

**Course Designer: Ms. Diana Betty Garrett**

**Signature of the Course Designer**

**Signature of the HOD**

Semester II	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs /Week	Credits
22PEN2DSE2B	Post-Colonial Studies	Discipline Specific Elective Course – II (DSE)	6	3

### Course Objectives:

- To re-assess colonial histories and Post-colonial Literatures in all their complexity and diversity.
- To promote awareness regarding post-colonial issues.
- To present a positive attitude towards complexity and diversity of post-colonial literature.

### Pre requisite:

- To have an awareness of various cultures and studies of post in Colonial Literature.

### Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze and relate the concepts of post-colonial literature in social cultural background.	K1,K2, K3,K4
CO2	Determine a positive attitude towards complexity and diversity of post-colonial literature to create a better literary world.	K1, K2, K3, K4,K5
CO3	Assess the various themes and motif of post-colonial literature for a professional outlook.	K1, K2, K3, K4, K5
CO4	Compare the various themes, characters, style and technique in post-colonial literature for research and higher learning.	K1, K2, K3,K4, K5,K6
CO5	Discuss the various issues focused in post-colonial literature for holistic thinking.	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	2	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3
CO4	3	3	3	3	2	3	2	3	3	3
CO5	2	3	3	3	3	2	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><b>INTRODUCTION</b> Post-colonial Terms, Theories and Post-Colonial Studies.</p> <p><b>Key Concepts:</b> Ambivalence, Hybridity, Hegemony</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p><b>POETRY</b> David Diop – Africa Rabindranath Tagore – Chain of Pearls Andrew Lang – Nightingale Weather Emily Davis – A Song of Winter</p> <p><b>Key Concepts:</b> Diaspora, Ideology, Features of Poetic Devices</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p><b>PROSE</b> Bill Ashcroft, Gareth Griffiths &amp; Helen Tiffin – The Empire Writes Back (Post-coloniality and Theory) Edward Said – Orientalism (Introduction)</p> <p><b>Key Concepts:</b> Social Inequality, Integration, National Identity</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p><b>DRAMA</b> Wole Soyinka – The Swamp Dwellers Ayi Kwei Armah – The Beautiful Ones are Not Yet Born</p> <p><b>Key Concepts:</b> Salvation, Aboriginal Culture, Individuality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p><b>FICTION</b> Richard Van Camp – The Lesser Blessed Jean Rhys – Wide Sargasso Sea</p> <p><b>Key Concepts:</b> Alienation, Allegiance, Hybridity</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p><b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b></p> <p>Homi Bhabha – Nation and Narration Frantz Fanon – Black Skin, White Mask Chinua Achebe – Things Fall Apart</p> <p><a href="https://www.google.com/search?q=oxford+union+speech+by+shashi+tharoor&amp;oq=oxford+union+spee&amp;aqs=chrome..69i57j0i22j30l7.6881j0j7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=oxford+union+speech+by+shashi+tharoor&amp;oq=oxford+union+spee&amp;aqs=chrome..69i57j0i22j30l7.6881j0j7&amp;sourceid=chrome&amp;ie=UTF-8</a></p>	--	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6



### **Text Books:**

1. Ashcroft. *Key concepts in Post-Colonial Studies*, Routledge Publishers 1998.
2. Donnell Margaret Joan *Anthology of Commonwealth Verse*, Blackie & Son (January 1, 1963)
3. Walsh William. *Readings in Commonwealth Literature*, Oxford University Press 1973.

### **Reference Books:**

1. Pramod K Nayar. *Post-Colonial Literature: An Introduction*, Pearson Education India 2008.
2. Childs Peter. *Post-Colonial Theory and English Literature: A Reader*, Edinburgh University Press 1999.

### **Web References**

<https://literariness.org/2016/04/06/postcolonialism/>  
<https://poemotopia.com/david-diop/africa/>  
<https://www.quora.com/What-are-the-major-themes-of-Wide-Sargasso-Sea-by-Jean-Rhys.>  
<http://www.postcolonialweb.org/poldiscourse/spivak/spivak2.html>  
<https://www.gradesaver.com/the-lesser-blessed>  
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[https://www.academia.edu/26063928/The\\_Empire\\_Writes\\_Back\\_Theory\\_and\\_Practice\\_in\\_Post-Colonial\\_Literatures\\_by\\_Bill\\_Ashcroft\\_et\\_al](https://www.academia.edu/26063928/The_Empire_Writes_Back_Theory_and_Practice_in_Post-Colonial_Literatures_by_Bill_Ashcroft_et_al)

**Pedagogy : Quiz, Assignment, Seminar**

**Course Designer : Ms.L.Samyuktha**

**Signature of the Course Designer**

**Signature of the HOD**

<b>Semester II</b>	<b>Internal Marks:25</b>	<b>External Marks:75</b>		
<b>Subject Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Hrs / Week</b>	<b>Credits</b>
<b>22PEN2DSE2C</b>	<b>Branches of Linguistics</b>	<b>Discipline Specific Elective Course – II (DSE)</b>	<b>6</b>	<b>3</b>

### Course Objectives:

- To understand the structure and branches of linguistics
- To provide an insight towards the composition of language in a methodical manner.
- To gain focus on Linguistics and its development

### Pre requisite:

- Basic knowledge on the sound, meaning, syntax, structure, and development of language

### Course Outcome and Cognitive Level Mapping

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
<b>CO1</b>	Analyze the roots and history of language thereby increasing the study of the spoken medium and of the processes of language interaction.	<b>K1, K2, K3, K4</b>
<b>CO2</b>	Examine the recent developments in language evolution over many generations connecting it with the variation and change from multiple perspectives.	<b>K1, K2, K3, K4</b>
<b>CO3</b>	Assess and derive insights of language changes noticed in the contemporary world and to assist in language research.	<b>K1, K2, K3, K4, K5</b>
<b>CO4</b>	Develop language function and cognitive systems, the relationship between language and society, the new ways of examining how the brain responds to language.	<b>K1, K2, K3, K4, K5, K6</b>
<b>CO5</b>	Estimate the language of individuals as acquired knowledge that is the product of their encounter with external social, co-operative endeavor.	<b>K1, K2, K3, K4, K5, K6</b>

### Mapping of CO with PO and PSO

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	2	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	2	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>What is Linguistics? - A short history of linguistics- The Interaction of linguistics with other disciplines</p> <p><b>Key Concepts:</b> Human Language, General characteristics of Language, Languages through time</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
II	<p>Sociolinguistics- Inter- Speaker Variation &amp; Intra- Speaker Variation- Multilingual Communities - Socio Pragmatics – Indian Stylistics</p> <p><b>Key Concepts:</b> Methodology, Ethnography, variables, Sampling the speech Community, Gender, Race, Ethnicity, Age, Social Class, Social Networks and Communities of practice.</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
III	<p>Psycholinguistics- The first wave- The Second and Third Wave</p> <p><b>Key Concepts:</b> Cognitive revolution, Experimental psycholinguistics, the rise of the machines</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
IV	<p>Neurolinguistics- Cortical Organization- Spoken word forms</p> <p><b>Key Concepts:</b> Brain mapping methods, speech perception, speech production, Printed word forms &amp; Sentences</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
V	<p>Cognitive linguistics- Philosophical stance - Constructions</p> <p><b>Key Concepts:</b> Rejection of modularity and the autonomy of language, Rejection of the autonomy of syntax hypothesis, Motivation, acquisition, Background cognition</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
VI	<p><b>Self-Study For Enrichment</b> <b>(Not to be included for End Semester Examination)</b></p> <p>Evolutionary Linguistics- Evolutionary Semantics and Pragmatics- Evolutionary phonetics, morpho syntax and phonology</p>	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>

### **Text Books:**

1. Allan, Keith, Editor. *The Routledge Handbook of Linguistics*. Routledge, 2016.
2. Thakur, Vijay Singh. *Stylistics of Indian English Fiction*. ISBN- 10- 8183871763, Jan 1 2008.

### **Reference Books:**

1. Malmkjaer, Kirsten, Editor. *The Routledge Linguistics Encyclopedia*. Third edition, Routledge, 2010.

### **Web References**

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<https://www.careers360.com/articles/branches-of-inguistics-counar>  
<https://blog.cambridgecoaching.com/what-is-linguistics-intro-to-branches-of-linguistics>  
<https://linguistics.ucsc.edu/about/what-is-linguistics.html>  
<https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/>

**Pedagogy:** Chalk and Talk, PPT, Quiz, Group Discussion, Seminar, Assignment

**Course Designer:** R. Shanthi

**Signature of the Course Designer**

**Signature of the HOD**