

**BHARATHIAR UNIVERSITY:: COIMBATORE 641 046**

**M.A. ENGLISH LITERATURE  
CHOICE BASED CREDIT SYSTEM  
(Effective from 2017-18 onwards)**

Semester	Paper	Subject	University Examination		Credit
			Duration in Hrs	Max. Marks*	
					90

**SCHEME OF EXAMINATIONS**

**Semester I**

17ENGC01	Paper-I	Chaucer and the Elizabethan Age	3	100	4
17ENGC02	Paper-II	The Neo-Classical Age	3	100	4
17ENGC03	Paper-III	The Romantic Age and The Victorian Age	3	100	4
17ENGC04	Paper-IV	Lingo –Literary Studies through Contemporary Films	3	100	4
17ENGC05	Paper-V	Language and Linguistics	3	100	4
17ENGE01	Elective -I	Thinking and Cognition	3	100	4
17ENGS01	Supportive Odd semester	Offered by other Departments	2	50	2

**Semester II**

17ENGC06	Paper-VI	20 <sup>th</sup> Century British Literature	3	100	4
17ENGC07	Paper-VII	American Literature	3	100	4
17ENGC08	Paper-VIII	Indian Writing in English and Commonwealth Literature	3	100	4
17ENGC09	Paper-IX	Reading and Writing Skills	3	100	4
17ENGE02	Elective – II	Literary Theory and Criticism	3	100	4
17ENGS02	Supportive Even semester	Offered to Other Departments	2	50	2

**Semester III**

17ENGC10	Paper-X	Research Methodology	3	100	4
17ENGC11	Paper-XI	Shakespeare	3	100	4
17ENGC12	Paper-XII	ELT and ICT	3	100	4
17ENGC13	Paper-XIII	English Language & Literature for Competitive Examinations	3	100	4
17ENGC14	Paper-XIV	Literature and Cognitive Sciences	3	100	4
17ENGE03	Elective -III	Public Speaking, Journalistic and Creative Writing	3	100	4
17ENGS01	Supportive Odd semester	Offered to other Departments	2	50	2

**Semester IV**

17ENGC15	Paper-XV	Soft Skills and Career Skills through Literature	3	100	4
17ENGC16	Paper-XVI	Contemporary Critical Theories	3	100	4
	Paper-XVI	Project Work	-	200	8

Total Marks & credits: 2,250 90

\* An internal assessment of 25% is included

**Supportive Offered to other Departments**

17ENGS01	Supportive Odd semester	Essentials of Communication Skills	2	50	2
17ENGS02	Supportive Even semester	Advanced Communication Skills	2	50	2

\* An internal assessment of 25% is included

**Additional Credit for Advanced Learners (Fourth Semester)**

	Additional Credit	Introduction to Digital Humanities	-	50	2
	Additional Credit	English for Social Purposes	-	50	2
	Additional Credit	Content Writing	-	50	2
	Additional Credit	Literature and Landscape Narratives		50	2

**ELIGIBILITY:**

A candidate who (1) has passed B.A. Degree Examination of this University with Branch XII – English as the Main subject of study or (2) is a Graduate in B.A. and B.Sc. with part II English (in four semesters), Or (3) an examination of other universities accepted by the Syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. Degree Examination of this University in this Branch in the Department of this University.

**PROGRAMME OBJECTIVES:**

- ❖ To build further linguistic and thinking capacities of students
- ❖ To enable students to design models of interpretation and explanations through strategic thinking
- ❖ To equip students with historical, literary and cultural dimensions of English studies
- ❖ To train students in extracting processes and principles from the prescribed texts
- ❖ To enable students to identify passages in texts for case study in soft/communicative/cognitive skills
- ❖ To enable students write essays demonstrative of critical thinking

**SEMESTER I -PAPER I - CHAUCER AND THE ELIZABETHAN AGE  
(17ENGC01)**

**Objectives:**

- To expose students to early English Literature and transition from middle English to the Elizabethan ethos
- To introduce students to representative texts

**Unit I**

Chaucer - Prologue to Canterbury Tales

**Unit II**

John Donne - 'Hymn to God the Father', 'Valediction forbidding mourning'  
Sir Walter Raleigh - The Nymph's reply to the Shepherd  
Robert Herrick - Delight in Disorder

**Unit III**

Dominant Poetic Forms of the Period: Sonnet, Ballad and Lyric

Samuel Daniel - Unto the boundless ocean of thy beauty .. (Sonnet I from Delia)  
Spenser - 'Prothalamion', Happy ye leaves ... (Amoretti sonnet I)  
Surrey - 'Of Soote Season'  
Wyatt - 'I find no peace and all my war is done'  
Sidney - Loving in Truth .. (Sonnet I from Astrophel and Stella)  
Marlowe - 'The Passionate Shepherd to his love'  
Ballads - 'Sir Patrick Spenser'; 'The Wife of the Usher's well'

#### Unit IV

Marlowe	- Dr.Faustus
Ben Jonson	- Tale of a Tub
John Webster	- The White Devil

#### Unit V

Francis Bacon	- ‘Of Ambition’, ‘Of Truth ‘Of Studies’, ‘Of Friendship’
The Gospel According to St.Luke	(King James’ Authorized Version)

#### References

1. Muir, Kenneth. *Introduction to Elizabethan Literature*. New York: Random House, 1967. Print.
2. Kershaw, Arnold. *An Introduction to Elizabethan Literature*. London: A.H. Stockwell, 1929. Print.
3. Saintsbury, George. *A History of Elizabethan Literature*. London: Library of Alexandria. Print.
4. Robertson, John .M. *Elizabethan Literature*. Forgotten books, 2015. Print.
5. Brown, Georgia E. *Redefining Elizabethan Literature*. Cambridge, U.K.: Cambridge, 2004. Print.

### SEMESTER I -PAPER II - THE NEO-CLASSICAL AGE (17ENGC02)

#### Objectives:

- To expose students to the shift in Classical tradition in literary and political terms
- To enable students to perceive and appreciate experimentation in literary forms
- To train the students to analyze the trends in literary expression of the period

#### Unit I

Milton	- Paradise Lost Book II
--------	-------------------------

#### Unit II

Marvell	- To His Coy Mistress
Dryden	- Mac Flecknoe
Pope	- Epistle to Dr. Arbuthnot

#### Unit III

Goldsmith	- She Stoops to Conquer
Sheridan	- Rivals

#### Unit IV

Johnson	- Life of Milton
Addison	- From the Coverley Papers: 1. Sir Roger at the Theatre 2. Sir Roger’s Opinion of True Wisdom
Jonathan Swift	- The Battle of the Books

### Unit V

Daniel Defoe	-	Moll Flanders
Jonathan Swift	-	Gulliver's Travels (Book IV)

### Reference

1. Tillotson, Geoffrey, Paul Fussell, and Marshall Waingrow. *Eighteenth-century English Literature*. New York: Harcourt, Brace & World, 1969. Print.
2. Richetti, John J. *The Cambridge History of English Literature, 1660-1780*. Cambridge: Cambridge UP, 2005. Print.
3. Cousins, A. D., and Geoff Payne. *Home and Nation in British Literature from the English to the French Revolutions*. Print.
4. Levine, Joseph M. *The Battle of the Books: History and Literature in the Augustan Age*. Ithaca, NY: Cornell UP, 1991. Print.
5. Anderson, Howard, Samuel Holt. Monk, and John S. Shea. *Studies in Criticism and Aesthetics, 1660-1800; Essays in Honor of Samuel Holt Monk*. Minneapolis: U of Minnesota, 1967. Print.

## **SEMESTER I - PAPER III -THE ROMANTIC AGE AND THE VICTORIAN AGE (17ENGC03)**

### **Objectives:**

- To expose students to the impact of ever changing trends brought about by social and scientific developments
- To enable them to identify and analyze diverse literary devices
- To enable them comprehend and explain the dialectic between Neo Classicism and Romanticism

### **Unit I**

Coleridge	-	Dejection: An Ode, Frost at Midnight
Shelley	-	Ode to the West Wind
Wordsworth	-	Resolution and Independence
Keats	-	Ode on a Grecian urn
Blake	-	The Lamb
Byron	-	When We two parted, She walks in Beauty

### **Unit II**

Tennyson	-	The lady of Shallot
Browning	-	Andrea del Sarto
Arnold	-	Dover Beach
D.G.Rosseti	-	The Last Confession
Francis Thompson	-	The Hound of Heaven
Elizabeth Barret Browning	-	Yet Love, mere love...(Sonnet X)

### Unit III

Charles Lamb	-	Dream Children: A Reverie
Arnold	-	Sweetness and Light
William Hazlitt	-	My First Acquaintance with Poets
Carlyle	-	On Shakespeare (The Hero as Poet)

### Unit IV

Wilde	-	Importance of Being Earnest
J.M.Syngé	-	Riders to the Sea

### UNIT V

Jane Austen	-	Sense and Sensibility
Emily Bronte	-	Wuthering Heights
Charles Dickens	-	Great Expectations

### References

1. Breen, Jennifer, and Mary Noble. *Romantic Literature*. London: Arnold, 2002. Print.
2. Curran, Stuart. *The Cambridge Companion to British Romanticism*. Cambridge: Cambridge UP, 1993. Print.
3. Sitter, John E. *The Cambridge Introduction to Eighteenth-century Poetry*. Cambridge: Cambridge UP, 2011. Print.
4. Amigoni, David. *Victorian Literature*. Edinburgh: Edinburgh UP, 2011. Print.
5. Moran, Maureen. *Victorian Literature and Culture*. London: Continuum, 2006. Print.
6. Elton, Oliver. *A Survey of English Literature, 1780-1830*. London: E. Arnold, 1961. Print.
7. *A Catalogue of 18th and 19th Century English Literature*. London: Pickering & Chatto,. Print

## **SEMESTER I –PAPER IV- LINGO –LITERARY STUDIES THROUGH CONTEMPORARY FILMS (17ENGC04) SYLLABUS**

### **Aims and objectives**

1. Enhancing the English pronunciation
2. Learning contemporary jargons, slangs and dialects
3. Enriching the mainstream cultural awareness
4. Introducing modern technologies and its diversified usages
5. Exploring to new environment and location
6. Creating language learning process in fun and novel way

### **Scope of the film based curriculum**

It employs two channels—sound and image—and it is culturally ambiguous, blurring distinctions between art, entertainment and mass communication. This course is prepared to view films and art and read works of literature intellectually, artistically, critically, and analytically and be able to express these ideas both orally and in written form, and

demonstrate a knowledge of the history, conventions and practices of these industries and their interrelation to each other.

### **Movies chosen for the course**

1. Sherlock Holmes
2. Sound of music
3. Waterloo bridge
4. A Beautiful mind
5. Divergent
6. My Fair Lady
7. Harry Potter and the Goblet of Fire
8. The Frozen
9. Life of Pi
10. English Vinglish

### **Teaching and testing**

1. Analyze various film techniques and genres to attain a greater understanding and appreciation of the artistic quality of film.
2. Analyze various literary techniques and genres to attain a greater understanding and appreciation of the artistic quality of literature.
3. Analyze various art techniques and genres to attain a greater understanding and appreciation of the artistic quality of visual works.
4. Demonstrate an understanding of the impact that history, politics and technology have had and continue to have upon the film, art and literature produced.
5. Express the way that society impacts films, art and literature and the way films, art and literature impact society.
6. Explain the ways that film, art and literature influence and are influenced by each other.
7. Come to conclusions about the roles of film, art and literature in society and determine their responsibilities to society and to each other.

### **Film and understanding students' perspectives**

1. The student will read/view tests with understanding and appreciation, reacting to and analyzing what he or she has read/seen, by the date(s) they are to be discussed.
2. The student will participate actively to lectures and discussions, asking/submitted questions for clarification on ideas or issues, if needed.
3. The student will participate in discussion, offering his or her insights about the literature or asking the class or instructor for clarification on material he or she does not completely understand.

4. The student will integrate and cite accurately information of other writers, critics, or scholars, using those other opinions, beliefs and /or observations to support his or her own opinions, beliefs and/or observations.
5. The student will synthesize lecture, discussion and text materials to come to a more solid world view on the impact these arts have and have had upon history, society, and the art world and vice versa.
6. Students will respect each other's personal beliefs and be committed to helping each other learn more about the course information and themselves. Students will help each other become more confident in his or her own unique personal voice and see the authority in his or her own personal experience.

### References

1. Bergen, Sondra L. *The Postmodern Sensibility of the Beat Generation: A Cultural Study through Literature and Film*. 1999. Print.
2. Stam, Robert. *Literature Through Film: Realism, Magic, and the Art of Adaptation*. Wiley, 2004. Print.
3. Donald, James, and Michael Renov, eds. *The Sage Handbook of Film Studies*. SAGE, 2008. Print.
4. Leitch, Thomas. *Film Adaptation and Its Discontents: From "Gone with the Wind" to "The Passion of the Christ"* Baltimore, Md.: Johns Hopkins U, 2009. Print.
5. Tomarken, Edward. *Filmspeak: How to Understand Literary Theory by Watching Movies*. Bloomsbury, 2012. Print.

## **SEMESTER I - PAPER V – LANGUAGE AND LINGUISTICS (17ENGC05) SYLLABUS**

### **Objectives:**

To enable students to know and form ideas on

- Growth and development of English
- Its structural, grammatical and functional aspects
- Language's links with society, culture and literature

### **Unit I**

#### **The History of English Language**

The Descent of the English Language. The Old English Period : The Middle English Period; The Renaissance & After; The Growth of Vocabulary, Change of Meaning, The Evolution of Standard English.

**F.T.Wood : An Outline History of English language**

### **Unit II**

#### **Phonology**

Transcription , The Syllable, Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.

**T.Balasubramanian : A Text book of English Phonetics for Indian students**



### Unit III

#### Levels of Linguistic Analysis

Morphology, Semantics and Pragmatics, Discourse Analysis.

**George Yule : The Study of Language, Second Edition, Cambridge University Press, 1996.**

### Unit IV

Sociolinguistics

Language varieties, language, society and culture

Computational Linguistics

Language and Machine

**George Yule : The Study of Language, Second Edition, OUP, 1996.**

**Verma and Krishnaswamy : Modern Linguistics**

**Unit 27 Modern Applied Linguistics**

### Unit V

**‘Language and Literature’**

(From Modern Applied Linguistics)

**N.Krishnaswamy et al-Macmillan (PP. 133-186)**

#### References

1. Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heinemann Educational, 1969. Print.
2. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 1981. Print.
3. Trask, R. L., and Peter Stockwell. *Language and Linguistics: The Key Concepts*. Abingdon: Routledge, 2007. Print.
4. Palmer, F. R. *Grammar*. Harmondsworth: Penguin, 1971. Print.

#### **ELECTIVE I: SEMESTER I - THINKING AND COGNITION (17ENGE01)**

#### **Objectives:**

- To orient students to form perspectives on thinking and cognition
- To enable students to reflect on their own thinking and cognitive processes and develop skills.

#### **Unit I: “Introduction to Thinking and Cognition” - pp. 1-50**

Thinking and Cognition.

- Self Study: Metacognition and Theory of Mind by Eleonora Papaleon Liou Lauca – Cambridge Scholar publisher

**Unit II:**

The Six-Thinking Hats Method (Edward De Bono)

- Self Study: Applied Metacognition – Timothy J.Perfect, Bennett L.Schwartz – Cambridge University Press

**Unit III:**

**“Cognitive Psychological Foundations of Narrative Experiences” – pp. 33-52**

Richard J.Gerrig and Giovanna Egidi in Narrative Theory and the Cognitive Sciences

Ed.David Herman, CSLI Publications

- Self Study: Psychology of Intelligence Analysis – Richards J. Heuer, Jr. Center of the study of Intelligence/ Center Intelligence Agency 1999

**Unit IV:**

**“Multiple Intelligences” – pp. 113-124**

**Unit V:**

- **“Neuro Linguistic Programming” – pp. 125-131**

Approaches and Methods in Language Teaching

- Richards and Rodgers, Cambridge University Press

References:

1. Mayer, Richard E. *Thinking, Problem Solving, Cognition*. New York: W.H. Freeman, 1983. Print.
2. Kruse, C. G. *Thinking about Cognition: Concepts, Targets, and Therapeutics*. Amsterdam: IOS, 2006. Print.
3. Bruner, Jerome S. *A Study of Thinking*. New York: Wiley, 1956. Print.
4. *Approaches and Methods in Language Teaching*
5. *Richards and Rodgers, Cambridge University Press*

**SEMESTER II - PAPER VI - 20<sup>th</sup> CENTURY BRITISH LITERATURE (17ENGC06)**

**Objectives:**

- To sensitize students to the momentous changes in the 20<sup>th</sup> century, especially, literature
- To enable them to understand experimental and innovative techniques used in literature
- To make clear the idea that changes in human experience demand changes in mode of expression

**Unit I**

T.S.Eliot	-	The Love Song of J.Alfred Prufrock
W.B.Yeats	-	Easter 1916
Ted Hughes	-	The Thought Fox, Hawk Roosting
Philip Larkin	-	Next Please, Mr.Bleany

**Unit II**

Hopkins	-	The Wreck of the Deutschland
Carol Ann Duffy	-	Mrs.Lazarus
Rubert Brooke	-	Soldier
Wilfred Owen	-	Anthem for the Doomed Youth

**Unit III**

Harold Pinter	-	Birthday Party
Osborne	-	Look Back in Anger
Caryl Churchill	-	Top Girls

**Unit IV**

Orwell	-	Politics and the English Language
D.H.Lawrence	-	Why the Novel Matters?

**Unit V**

Woolf	-	Mrs.Dalloway
Kingley Amis	-	Lucky Jim

References

1. Temple, Ruth Zabriskie., and Martin Tucker. *Twentieth Century British Literature: A Reference Guide and Bibliography*. New York: F. Ungar Pub., 1968. Print.
2. Kermode, Frank, and John Hollander. *Modern British Literature*. New York: Oxford UP, 1973. Print.
3. Sauerberg, Lars Ole. *Intercultural Voices in Contemporary British Literature: The Implosion of Empire*. Houndmills, Basingstoke, Hampshire: Palgrave, 2001. Print.
4. Ivory, James Maurice. *Identity and Narrative Metamorphoses in Twentieth-century British Literature*. Lewiston, NY: Edwin Mellen, 2000. Print.

**SEMESTER II - PAPER VII - AMERICAN LITERATURE (17ENGC07)**

**Objectives:**

- To help students build knowledge levels needed to form a perspective in American Literature
- To enable them to develop an idea of how literature in US evolved

**Unit I**

Walt Whitman	-	Passage to India
Emily Dickinson	-	I Heard a Fly Buzz when I died
		Because I could not Stop for Death

**Unit II**

Frost	-	Stopping by Woods on a Snowy Evening
Sylvia Plath	-	Daddy
E.E.Cummings	-	The Eagle

**Unit III**

O'Neill	-	Beyond the Horizon
Tennessee Williams	-	Glass Menagerie

**Unit IV**

Emerson	-	Self-Reliance
Thoreau	-	Walden (Chapters 1, 2, 17)

**Unit V**

Herman Melville	-	Moby Dick
John Steinbeck	-	Grapes of Wrath
Thomas Pynchon	-	Gravity's Rainbow

References:

1. Kunitz, Stanley, and Howard Haycraft. *American Authors, 1600-1900: A Biographical Dictionary of American Literature*. New York: The H.W. Wilson Company, 1938. Print.
2. Hart, James David. *The Oxford Companion to American Literature*. New York: Oxford UP, 1983. Print.
3. Ross, Donald. *Companion to American Literature: Historical and Cultural Background*. New York: Peter Lang, 2000. Print.
4. Bradley, Sculley, Richmond C. Beatty, and E H. Long. *The American Tradition in Literature*. New York: Norton, 1967. Print.

**SEMESTER II -PAPER VIII - INDIAN WRITING IN ENGLISH AND  
COMMONWEALTH LITERATURE (17ENGC08)**

**Objectives:**

- To enable students to form an overview of literatures in Commonwealth Nations
- To help students capture the tenor and manner of expression in writings by non-native user of English

**Unit I**

Aurobindo	-	Stone Goddess Is this the End
A.K.Ramanujan	-	A River
James Macaulay	-	From the Time Discovery of Australia
F.R.Scott	-	Canadian Authors Meet
Abioseh Nicol	-	The Continent that lies within us

**Unit II**

Tagore	-	Gitanjali
Dereck Walott	-	Ruins of a great house

**Unit III**

Girish Karnad	-	Tughlaq
Wole Soyinka	-	The Lion and the Jewel

**Unit IV**

Nehru	-	From Nehru's <u>An Auto biography</u>
Chinua Achebe	-	The Novelist as a Teacher
Rajagopalachari	-	The Tree Speaks

**Unit V**

J.M.Coetzee	-	Disgrace
Arundati Roy	-	God of Small things
Markus Zusak	-	The Book Thief

References:

1. *Aspects of Commonwealth Literature*. London: U of London, Institute of Commonwealth Studies, 1990. Print.
2. Narasimhaiah, C. D. *Commonwealth Literature: Problems of Response*. Madras: Macmillan India, 1981. Print.
3. Press, John. *Commonwealth Literature: Unity and Diversity in a Common Culture*. London: Heinemann, 1965. Print.
4. Smith, Rowland. *Postcolonizing the Commonwealth: Studies in Literature and Culture*. Waterloo: Wilfrid Laurier UP, 2000. Print.
5. Mehrotra, Arvind K. *A Concise History of Indian Literature in English*. Basingstoke: Palgrave Macmillan, 2009. Print.
6. Srinivasa, Iyengar K. R. *Indian Writing in English*. London: Asia Pub. House, 1962. Print.

**SEMESTER II - PAPER IX – READING AND WRITING SKILLS (17ENGC09)**  
**SYLLABUS**

**Objectives:**

- To introduce students the basic perspectives to reading
- To orient students on different theories, approaches and techniques of reading
- To introduce students the basics of writing
- To equip students in academic writing

**Unit – I**

Reading a conceptual definition- reading in the complexity of language skills – importance of reading – reading in English and its special relevance to India – traditional approaches to reading – reading and ICT– the process, purposes and pedagogy of reading – reading speed and comprehension – types of reading – different perceptions of reading – factors effecting reading – reading research.

## **Unit – II**

Vocabulary Development Strategies — Methods of remembering words– Active Reading Strategy –skilled reading scanning— reading with a purpose – making predictions about reading – Surveying a chapter — understanding text structure – making inferences – reading graphics — reading critically

## **Unit – III**

### **Assessment :**

Effective study reading skills: SQ3R technique - skimming, scanning, rapid reading – reading comprehension measures.

## **Unit – IV**

Diaries – Diary of a Young Girl – Anne Frank

## **Unit – V**

Travelogue Writing – Motorcycle Diaries – Che Guevera

## **References:**

- Developing Reading Skills –Franwise Grellet Cambridge Language Teaching Library
- Ways of Reading 2<sup>nd</sup> Edition, Martin Montgomery and Sara Mills
- Scientific Studies of Reading- Richard Lenezky and John.P.Sabatini Lawrence Erlbaum Associates
- Reading Across the life Span – Steven R.Yussn M.Cecil Smith, Springer – veglag
- Handbook of reading research, vol II
- Rebecca Barr and P.David Pearson Lawrence Erlbaum Associates
- Thinking and Learning Skills Vol-I – relating instruction to research – Judith.W.Segal and Robert Glaser Lawrence, Erlbaum Associates
- Research Based methods of Reading instruction – Sharon Vaughn Sylvia Linan – Thompson ASCD publications
- Teaching reading comprehension to students with learning Difficulties – Janette K.Khingner and Alison Boardman the Gvilfood press
- Study Reading – Second edition – Eric H.G.lendinging and Beverly Holmstrom-Cambridge University Press
- Effective Reading – Reading skills for advanced students – Simon Greenall and Michael swan – Cambridge University Press
- Focus on Reading – Lois Lowry – Saddleback Educational Publishing
- Professional writing skills: A self- paced training program –Janis Fisher Chan, Diane Lutovich-1997
- Effective writing: Writing skills for intermediate students of American English - Jean Withrow, Cambridge university press

- On Writing Well : The Classic Guide to Writing Non-Fiction – William Zinnesser, 30<sup>th</sup> anniversary edition

**SEMESTER II – ELECTIVE - II LITERARY THEORY AND CRITICISM  
(17ENGE02)**

- To introduce students to one of the most enabling forms of literary study
- To train students to analyze literary writings, based on ever evolving traditions of criticism
- To sensitize students to transition from Humanistic to Modern to Postmodern critical traditions
- To enable students comprehend dominance of theory in the Postmodern phase

**Unit I**

Introduction to classical criticism. Plato, Aristotle, Horace, Longinus and Sanskrit aesthetics :Rasa, Dhvani, Literary genres, names and features of poetics, theme and technique of plot construction, other aspects of criticism

**Unit II**

Johnson - Preface to Shakespeare  
William Wordsworth - Preface to Lyrical Ballads

**Unit III**

Arnold - Study of Poetry  
T.S.Eliot - Tradition and the Individual Talent

**Unit IV**

Cleanth Brooks - The Language of Paradox  
Northrop Frye - Archetypes of Literature

**Unit V**

I.A.Richards - Four Kinds of Meaning  
Roland Barthes - Death of the Author

References:

1. Schoenberg, Thomas J, and Lawrence J. Trudeau. *Twentieth-century Literary Criticism: Volume 213*. Detroit: Gale, 2009. Print.
2. Wimsatt, William K. *Literary Criticism*. London: Routledge & Kegan Paul, 1970. Print.
3. Trilling, Lionel. *Literary Criticism: An Introductory Reader*. New York: Holt, Rinehart, and Winston, 1970. Print.
4. Rees, C.J Van. *Literary Theory and Criticism: Conceptions of Literature and Their Application*. S.l.: S.n., 1986. Print.

5. Ramaswamy, S., and V. S. Seturaman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Bombay: MacMillan of India, 1977. Print.

6. Groden, Michael, and Martin Kreiswirth. *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins UP, 1994. Print.

### **SEMESTER III - PAPER X - RESEARCH METHODOLOGY (17ENGC10) SYLLABUS**

#### **Objectives:**

- To introduce the art and science of research
- To train the students in the basics of research and research writing

#### **Unit I**

Research and Writing

#### **Unit II**

Plagiarism and Academic Integrity

#### **Unit III**

The Mechanics of Writing

#### **Unit IV**

The Format of the Research Paper

#### **Unit V**

Documentation: Preparing the List of Works

Documentation: Citing Sources in the Text

#### **Prescribed Text:**

MLA Handbook for Writers of Research Papers – Joseph Gibaldi– Eighth Edition

Research Methods and Techniques - Kothari

### **SEMESTER III - PAPER XI - SHAKESPEARE (17ENGC11)**

#### **Objectives:**

- To enable students to establish Shakespeare's importance to English Literature and Language
- To enable them to identify communicative strategies in the prescribed plays
- To orient them to a concrete understanding of his 'Universality' which means his ability to communicate to all sections of society and all times
- To train them to recognize and appreciate his skills as a Wordsmith



**Unit I:**

Othello  
King Lear

**Unit II:**

Much ado about Nothing  
Merchant of Venice

**Unit III:**

Henry IV Part I  
Tempest

**Unit IV:**

Sonnet 18, 30,55,60 and 130

**Unit V :**

1. Elizabethan Theatre and Audience
2. Literary Criticism and Approaches – Shakespeare’s works (18<sup>th</sup> to Early 20<sup>th</sup> century)
3. Shakespeare’s Style- Linguistics Analysis.
4. Shakespearean Tragedy –A.C Bradley

**References:**

1. Granville-Barker, Harley, and G B. Harrison. *A Companion to Shakespeare Studies*. New York: Macmillan Co, 1934. Print.
2. Wells, Stanley. *The Cambridge Companion to Shakespeare Studies*. Cambridge [Cambridgeshire: Cambridge UP, 1986. Print.
3. Bradley, A. C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth - the Original Classic ..* Place of Publication Not Identified: Emereo Pty Limited, 2012. Print.
4. Tomlinson, Thomas Brian. *A Study of Elizabethan and Jacobean Tragedy*. Cambridge: U, 1964. Print.
5. Taylor, Michael. *Shakespeare Criticism in the Twentieth Century*. Oxford: Oxford UP, 2001. Print.
6. Giddens, Eugene. *How to Read a Shakespearean Play Text*. Cambridge: Cambridge UP, 2011. Print.

**SEMESTER III - PAPER XII - ELT and ICT (17ENGC12)**

**Objectives:**

- To equip students on the historical knowledge on ELT
- To orient students with different perspectives to ELT and to infer meaning from the text
- To enable students in understanding how English language evolved from multiple Contexts
- To orient students on Blend possibilities in ELT
- To provide hands on training in English Language Teaching

**Unit I:**

**Major language trends in Twentieth Century Language Teaching**

1. A brief history of Language Teaching
2. Attitudinal Changes in Language and Communication
3. From English to Englishes
4. Language Ethics

**Unit II:**

1. Competency- based Language Teaching
2. Communicative Language Teaching
3. Content- based instructions
4. Task-based Language Teaching
5. Blended Teaching method

**Unit III:**

1. English for specific purposes / social purposes
2. Teaching English in multilingual societies
3. Research in Second language acquisition
4. Teaching large classes and mixed ability classes
5. Strategies and techniques for effective self study

**Unit IV:**

1. Using Technology – Internet, Mobile, Smart Classroom, web resources, ipod
2. e-content development, e-publishing- education-portal.com
3. Writing Blog and websites
4. Free online services- MOOC,Edx,Coursera
5. Internet of Things(IOT), Social media , mobility, analytics and Cloud (SMAC)

**Unit V:**

**Practical**

1. Using oral approach or situational Language Teaching
2. Content-based instruction
3. Teaching any one of LSRW skills
4. Voice and accent training using software
5. Teaching practice – Extension activity

**References:**

1. Approaches and Methods in Language Teaching  
Jack.C.Richards and Theodore Rodgers
2. Teacher Knowledge Test  
Cambridge University Press
3. A history of English Language, Teaching, Second Edition A.P.R Howett with  
H.G.Widdowson

4. Developments in English for Specific Norms: A multi-disciplinary approach. Cambridge, England. Dudley – Evans.T. and St. John.M.J.(1998) Cambridge University Press.

**SEMESTER III -PAPER XIII - ENGLISH LANGUAGE & LITERATURE FOR  
COMPETITIVE EXAMINATIONS (17ENGC13)**

**Objectives :**

- To train the students to prepare for competitive examinations
- To train the students to gain indepth knowledge in Literature
- To train the students in literary interpretation.

**UNIT I**

Chaucer to Shakespeare  
Jacobean to Restoration

Augustan age to Eighteenth Century Literature

The Routledge History of Literature in English. Britain and Ireland, Ronald Carter & John McRae

**UNIT II**

Romantic and Victorian Periods  
Modern British Literature  
Contemporary British Literature

The Routledge History of Literature in English. Britain and Ireland, Ronald Carter & John McRae

**UNIT III**

American and Non- British Literatures  
African, Australian, Canadian Literatures  
European and Latin American Literatures

(Material will be prepared by the Department)

**UNIT IV**

Indian Writing in English and English Translation  
English Language Teaching

(Material will be prepared by the Department)

**UNIT V**

Literary Theory and Criticism  
Rhetoric and Prosody

(Material will be prepared by the Department)

**References:**

1. The Routledge History of Literature in English. Britain and Ireland, Ronald Carter & John McRae.
2. 20<sup>th</sup> Century Literary Criticism. A Reader, David Lodge: Longman Publishers.
3. Modern Criticism and Theory. A Reader, David Lodge and Nigel Wood: Pearson Publishers.
4. A History of Literary Criticism. Harry Blamires: Macmillan Publishers.

**Suggested Reading**

1. Wimsatt, William, Jr. and Cleanth Brooks. Literary Criticism: A Short History, New Delhi: Oxford & IBH, 1974.
2. Scott, Wilber. Five Approaches to Literature.
3. Richards I. A. Principles of Literary Criticism, New Delhi: Allied
4. A Reader's Guide to Contemporary Literary Theory, Fifth Edition. Raman Selden, Peter Widdowson & Peter Brooker: Pearson & Longman Publishers
5. Literary Theory: An Anthology, Second Edition. Ed. Julie Rivkin & Michael Ryan: Blackwell Publishers.
6. A Short History of English Literature. Harry Blamires, 2<sup>nd</sup> Edition.
7. Dictionary of Literary Terms & Literary Theory. J. A. Cuddon: Penguin Books
8. Atwood, Margaret Survival: A Thematic Guide to Canadian Literature(1972).
9. New, W. H. A History of Canadian Literature. Second Edition (1989).
10. Hutcheon, Linda. The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction. Oxford University Press, 1992.

**SEMESTER III - PAPER XIV - LITERATURE & COGNITIVE SCIENCES**

**(17ENGC14)**

**SYLLABUS**

**Preamble:**

The world is unanimous in declaring the value of reading and its benefits to individuals and society. Yet, in the recent decades it has become an activity more avoided than adopted. Even English majors stay away from classics in literature out of a sense of utilitarianism. In the context of fast paced life where instant, readymade objects seem the only reasonable choice, there is a tendency to prioritise immediate gain over the long-term ones. Capacities and strengths accrue while reading great works of literature and they cannot be expected to manifest themselves on an instant basis. Hence, the interface between the reader and the text has to be subjected to rationalization and subsequent justification.

Humanistic reading of literature was torn to shreds in the later half of the 20<sup>th</sup> century so much so that defending it has become a matter of acute intellectual embarrassment. But such reading has stayed alive and its importance is demonstrated by studies in the field of "Cognitive

Sciences” and this paper is designed to give the students orientation in current studies in this field which connect Literature, Cognition and Neurosciences.

**Objectives:**

- To enhance the metacognitive awareness while reading and comprehending literary texts
- To promote a working perspective on the interfaces between literature and life
- To recognize experiential parallels between literature and life
- To identify and enable the use of reasoning skills
- To form perspectives on affect-reason dialectic interface
- To orient students in inductive and deductive reasoning
- To identify the neural bases for cognitive functions traceable in literature

**Unit I**

**Reading and Memory**

1. The Story and Science of the Reading Brain- Maryanne Wolf , Harper Collins Publishers
2. The Sense of an Ending - Julian Barnes

**Unit II**

**Affect & Cognition in Dreams**

1. “States of Consciousness: Dreams, Literature and the Neurochemistry of the Brain” – Isabel Jaen – [www.cognitivecircle.org/ct&lit](http://www.cognitivecircle.org/ct&lit)
2. ‘Kubla Khan’ – ST Coleridge

**Unit III**

**Emotion Intelligence and Moral Cognition**

1. The Brain and Emotional Intelligence: New Insights – Daniel Goleman
2. “Theory of Mind and Moral Cognition: Exploring the Connections”- Joshua Knobe- [www.unc.edu/knobe/](http://www.unc.edu/knobe/)
3. “The Neural Basis of Human Moral Cognition”– Jorge Moll, Roland Zahn Ricardo de Olivera – Souza, Frank Krueger and Jordan Crafman – [www.hss.caltech.edu/stevelmoll.pdf](http://www.hss.caltech.edu/stevelmoll.pdf)
4. Fahrenheit 451 – Ray Bradbury – Publisher: Del Rey, 2011

**Unit IV**

**Emergence of Culture**

1. Reading Human Nature: Literary Darwinism in Theory and Practice – Joseph Carroll
2. “A Silent Emergence of Culture: The Social Tuning effect”- Gariy Shteynberg – [www.gsb.stanford.edu](http://www.gsb.stanford.edu)
3. Purple Hibiscus – Chimimanda Ngozi Adichie

## Unit V

### Epiphanies and Characteristics

1. Peak experiences – Abraham Maslow – Penguin
2. “The Golden Flow of the Now moment” – [www.kristopher](http://www.kristopher.com) Raphael.com
3. Excerpts from ‘Wings of Fire’ related to the concept of flow
4. Miss Brill- Catherine Mansfield
5. “Discovery: The Eureka! Moment Revisited” by Robert P. Crease [www.winstonbrill.com](http://www.winstonbrill.com)
6. “Self actualization – The Maslow Theory” – sushinisen.hubpages.com
7. Seize the Day - Saul Bellow
8. Renaissance Man ( Movie)– Speech from Henry V
9. Dead Poets Society ( Movie)– Final tribute of students to Mr. Keating

### References:

- The Brain and Emotional Intelligence – New Insights, - Daniel Goleman, Morethansound Publishers.
- Elements of Moral Cognition: Rawls’ Linguistic Analogy and the Cognitive Science of Moral and Legal Judgement – John Mikhail , Cambridge University Press.
- Origins of the Modern Mind Three origins in the evolution of Culture and Cognition – M.Donald ,Harvard University Press
- Toward a Psychology of Being – Abraham Maslow, John Wiley & Sons Inc.
- Literature and Cognition- Jerry R. Hobbs, The University of Chicago Press.
- Cognition and Representation in Literature: The Psychology of Literary Narratives –Janos Laszlo, Akademiai Kiado
- Shakespeare and Cognition: Aristotle’s Legacy and Shakespearean Drama: Webbing the Invisible- Arthur F. Kinney, Routledge.
- Between Literature and Science: Poe, LEM and Explorations in Aesthetics, Cognitive Science, and Literary Knowledge - Peter Swirski, McGill-Queen's University Press
- Cognitive Stylistics: Language and Cognition in Text Analysis (Linguistic Approaches to Literature), Elena Somino, Jonathan Culpeper, John Benjamin’s Publishing co.
- The Tell Tale Brain: A Neuroscientist’s Quest for What Makes Us Human, V.S.Ramachandran, WW Norton & Company.
- The Brain That Changes Itself, Norman Doidge, Penguin Books
- Looking For Spinoza, Antanio Damasio, Vintage Books.
- Descartes Error, Antanio Damasio, Harper Perennial.
- A Brief Tour of Human Consciousness: From Impostor Poodles to purple Numbers, V.S.Ramachandran,Pi Press.

- The Emerging Mind, V.S.Ramachandran,BBC/ Profile Books.
- Encyclopedia of the Human Brain, V.S.Ramachandran, Academic Press.
- Phantoms in the Brain, V.S.Ramachandran, William Morrow.

**SEMESTER III - ELECTIVE III - PUBLIC SPEAKING, JOURNALISTIC AND  
CREATIVE WRITING (17ENGE03)**

**Unit I :**

Introduction to Public Speaking

Audience, Context, Speaker, Speech Planning Process, Speech making process, Speech effectiveness

**Unit II :**

Developing Confidence through the Speech Planning Process

Understanding Public Speaking Apprehension

Signs of Speech Apprehension, Causes of Speech Apprehension, Idea level of Apprehension

Overcoming Public Speaking Apprehension

General methods, Specific techniques

Confidence through Effective Public Speaking

Step 1 : Select appropriate speech goal

Step 2 : Understand audience

Step 3 : Gather and Evaluate information

Step 4 : Organize and develop ideas into speech outline

Step 5 : Choose appropriate visual aids

Step 6 : Practise the wording and delivery of speech

**Unit III :**

Informative Speaking

Characteristics : Intellectual stimulation, Creativity, Emphasis to aid Memory

Methods of Informing : Description, Definition, Comparison and Contrast, Narration, Demonstration

(Rudolff F.Verderber and Kathleen S. Verderber, The Challenge of Effective Speaking, Thomson Wadsworth 13<sup>th</sup> ed., 2006, Unit I : pp 1-12, Unit II : pp 23-31, Unit III : pp 215-239).

**Unit IV :**

Journalistic Writing  
Sports column  
Film Review

**Unit V :**

Creative Writing  
Short Story  
Advertisement

**Major Aspects :**

- Emotional
- Rational
- Psychological
- Aesthetic
- Compositional
- Sociological

References:

1. Lucas, Stephen. *The Art of Public Speaking*. Boston: McGraw Hill, 2001. Print.
2. Budzik, Mary F, and Simon Basher. *Creative Writing*. N.p., 2013. Print.
3. Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-centered Approach*. Boston: Allyn & Bacon, 2000. Print.
4. Osborn, Michael, and Suzanne Osborn. *Public Speaking*. Boston, MA: Houghton Mifflin, 1991. Print.
5. Knight, Robert M. *Journalistic Writing: Building the Skills, Honing the Craft*. Portland, Or.: Marion Street, 2010. Print.

**SEMESTER IV-PAPER XV - SOFT SKILLS AND CAREER SKILLS THROUGH  
LITERATURE**

**(17ENGC15)**

**Objectives:**

- To train students in study of character/ human behaviour
- To use characters from classics/their behaviour as parallels to reflect and introspect on their own behaviour
- To enable them in the use of right effects and develop skills in bringing personal emotions under the scanner of cognition
- To train them in the use of characters / interactions from literature and other areas listed as case studies
  - To orient students in the basics of literary interpretation
  - To train the students in writing book reviews, design and preparation of user manuals and ads
  - To train students in the basics of copy editing
  - To give them practical orientation in copy editing



### Unit I

- Book Review - Novel, Drama, Collection (Articles/Essays)  
(A book review to be written by every student on a book of his /her choice from the categories mentioned))
- User Manual - Mobile Phone, Mixie, Automobile, Car/Two wheeler  
(Each student to design steps for any one operation in the categories mentioned)
- Advertising - Academic Programme, Dress, Computer  
(Each student to design an ad in the categories mentioned on a product/ program of his / her choice)
- Technical Writing - (Basics of Technical Writing; Effective Technical Writing)

### Unit II

#### Introduction to Copy Editing

What is copy editing?-Typescripts : hard-copy, electronic and camera-ready- Capturing the text electronically-Typescripts corrected by the author-Author-generated camera-ready copy and print-ready files--Copy editing on-screen-- Briefing the designer-- Various legal aspects- Writing to the author- Numbering systems-Marking up the typescript-Copyright permissions and acknowledgements- Jacket and cover copy- Proof correction symbols (PP 479 - 484)

**From Butcher's Copy-editing, CAMBRIDGE PP. 1-116**

### Unit III

#### Soft Skills -

- Responsibility / Altruism - Sydney Carton in A Tale of Two Cities
- Self - esteem - Shakespeare, Coriolanus, Coriolanus
- Critical Thinking - Arthur Canon Doyle, The Hound Of Baskervilles, Sherlock Holmes

### Unit IV

- Integrity / Honesty - George Eliott, Silas Marner, Silas Marner
- Self-Management - Anita Desai, Village By the Sea, Hari, Lila
- Self Exploration - Rama Mehta, Inside the Haveli- Geeta.

### Unit V

#### Soft Skills Through

1. Movies
2. Commercials - Rin - Self Confidence, Boost - Motivation, Airtel - Team Work, Surf Excel - Altruism

3. Popular Literature – *Immortals of Meluha*
4. Comics

References:

1. Hill, Knox C. *Interpreting Literature: History, Drama and Fiction, Philosophy, Rhetoric*. Chicago: U of Chicago P, 1966. Print.
2. Reichl, Susanne. *Cognitive Principles, Critical Practice: Reading Literature at University*. Göttingen: V & R Unipress, 2009. Print.
3. Peck, John, and Martin Coyle. *Practical Criticism*. Basingstoke: Macmillan, 1995. Print.
4. Cranford, Robert J. *Copy Editing Workbook*. New York: Holt, Rinehart and Winston, 1967. Print.
5. Judd, Karen. *Copyediting: A Practical Guide*. Place of Publication Not Identified: Axso, 2001. Print.

**SEMESTER IV-PAPER XVI - CONTEMPORARY CRITICAL THEORIES (17ENGC16)**

The course aims at familiarizing students with contemporary issues in literary theory and criticism. The course focuses on introducing the recent developments in complex critical theories. Culture studies, ecological theories, political theories will be introduced.

**Unit I: Structuralism ,Poststructuralism and Reader Response theories**

- i) Tzvetan Todorov - Structural Analysis of Narrative
- ii) J. Hillis Miller - Derrida and Literature
- iii) Wolfgang Iser - Interaction between Text and Reader

**Unit II: Psychoanalysis and Hermeneutics**

- i) Peter Brooks - The idea of Psycho Analytic Criticism
- ii) Michael Foucault - Subjectivity and Truth

**Unit III: Marxist Criticism, Feminist Criticism and Postcolonialism**

- i) Terry Eagleton - Capitalism, Modernism ,Post Colonialism
- ii) Elaine Showalter - Towards Feminist Poetics
- iii) Homi K Bhaba - The Post Colonial and the Post Modern (From the Location of Culture)

**Unit IV: Cultural Studies and Digital Humanities**

- i) Stuart Hall: Cultural Identity and Diaspora.
- ii) Stuart Moulthrop: You Say You Want a Revolution? Hypertext and the Laws of Media

**UNIT V : Eco Criticism and Cognitive Literary Criticism : An introduction**

( Chapters 35 & 36 of Literary Theory and Criticism An oxford Guide, ed. By Patricia Waugh)

References:

1. Allen, Amy. *The Politics of Our Selves - Power, Autonomy and Gender In: Contemporary Critical Theory*. New York: COLUMBIA UP, 2012. Print.
2. Steele, Meili. *Contemporary Critical Theory: From Hermeneutics to Cultural Studies*. Columbia, SC: U of South Carolina, 1996. Print.
3. Marshall, Donald G. *Contemporary Critical Theory: A Selective Bibliography*. New York: Modern Language Association of America, 1993. Print.
4. Moran, Charles, and Elizabeth Penfield. *Conversations: Contemporary Critical Theory and the Teaching of Literature*. Urbana: National Council of Teachers of English, 1990. Print.
5. Leitch, Vincent B. *Literary Criticism in the 21st Century: Theory Renaissance*.
6. Castle, Gregory. *The Blackwell Guide to Literary Theory*. Malden, MA: Blackwell, 2007. Print.

### **PROJECT WORK**

**Objectives:**

- To introduce students to the art of research

Based on the project work the students are to be tested for their ability to

- Identify and state the research problem
- Conduct survey
- Select relevant data from primary sources
- Make intelligent inferences
- Use logic and analysis
- Design model of interpretation and apply it

### **SUPPORTIVE PAPER (ODD SEMESTER)**

#### **ESSENTIALS OF COMMUNICATION SKILLS (17ENGS01) SYLLABUS**

**Objectives :**

- To provide recap of grammar learnt at school
- To sensitize students to processes and behavior in communication
- To train students to perform well in Group Discussions and Interviews

#### **Unit I**

##### **Recap of Grammar I**

- Parts of Speech
- Active and Passive Voice

#### **Unit II**

##### **Recap of Grammar II**

- Tense Forms
- Simple, Compound and Complex Sentence

**Unit III**

Introduction to Communication – LSRW

**Unit IV**

Group Discussion

**Unit V**

Interview Skills

**SUPPORTIVE PAPER (EVEN SEMESTER)  
ADVANCED COMMUNICATION SKILLS  
SYLLABUS**

**(17ENGS02)**

**Objectives:**

- To refresh basic grammar skills
- To hone listening skills
- To provide practice in pronunciation and spoken tasks

**Unit I**

- Subject-Verb Agreement
- Active and Passive Voice
- Prepositions

**Unit II**

- Why and How We Listen
- What People Say
- What People Mean
- How People Speak
- How People Organize Speech

**Unit III**

- The Syllable
- Word Stress
- Problem Sounds
- Reducing Mother Tongue Interference

**Unit IV**

- The Art of Small Talk
- A Casual Conversation

**Unit V**

- Types of Calls
- Telephone Etiquette

**ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)**  
**SEMESTER IV -PAPER I - INTRODUCTION TO DIGITAL HUMANITIES**

**Unit I**

History of humanities computing-linguistics meets exact sciences- marking texts of different dimensions-classification and its structures.

**Unit II**

Text encoding- electronic texts: audiences and purposes-modelling - stylistic analysis and authorship studies- preparation and analysis of linguistic corpora

**Unit III**

Electronic scholarly editing - textual analysis- thematic research collections- digital resources.

**Unit IV**

Cognitive stylistics and literary imagination-multi variant narratives- speculative computing-robotic poetics- designing sustainable projects -conversion of primary sources- text tools

**Unit V**

What is digital humanities and what is it doing in English departments- the humanities done digitally- humanistic theory and digital scholarship

**ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)**  
**SEMESTER IV -PAPER II -ENGLISH FOR SOCIAL PURPOSE**

**UNIT I**

A Mini – story, Will the World come to an End? , Noah Today, Mass Extinction, A Poem about Climate Change, No One is Happy!.

**UNIT II**

“The Happy Man’s Shirt”- Italian Folktale- Retold, Polluting the World, Can Earth be Earth?, Animal Farm, Tree Huggers.

**UNIT III**

Dialogue of a Man and a Tree, Rivers, Waters, Global Warming and Climate Change, Ants Hold Key to Fighting Global Warming?.

**UNIT IV**

Pushing the Earth Towards Sixth Mass Extinction, Mountains, Forests, Wanted Seas and Oceans, Saving Marine Life, Urbanization, Are we too Late?, Career: Are You Game for Wildlife Studies?.

**UNIT V**

The Kite Runner

Khaled Hosseini

**Reference Book:**

Krishnaswamy N, Lalitha Krishnaswamy, B S Valke, *Eco English: Learning English through Environmental Issues- An Integrated Interactive Anthology*. Bloomsbury Publishing. 2015. Print.

**ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)  
SEMESTER IV -PAPER III - CONTENT WRITING**

**Unit I**

Technical writing- Categories of documents

**Unit II**

Content Writing: Process and guidelines- document design aspects

**Unit III**

Expressional basics -Content Writing Essentials

**Unit IV**

Advanced Expression- ethical norms in Content Writing

**Unit V**

Digital tools - Audience and Style

**ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)  
SEMESTER IV -PAPER IV - CONTENT WRITING  
LITERATURE AND LANDSCAPE NARRATIVES**

**OBJECTIVES:**

- To familiarize learners with various dimensions of non-verbal communication
- To recognize nature, culture, ethnicity, architecture, paintings, music as non-verbal texts
- To develop an awareness on environmental activism through language and literature

**COURSE CONTENT:**

**Unit I**

**Nature as Non-verbal text**

Physical Environment, Mixing member, nature studies and spiritual philosophies

**Unit II**

**Culture as Non-verbal text Unit III**

Cultural cConventions, Ethnicity, Customs,Rituls, Symbols, Festival and Iconography, Totems, Taboos, Tatttoos, Clothing and Personal Appearance

**Unit III**

**Space as Non-verbal text**

Socio-Cultural and Gender Dynamics of Space; Space and Non-Verbal Communications; Domestic and Public Spaces; Urban and rural scapes

#### **Unit IV**

##### **Art us as Non-verbal text**

##### **Painting, dance (folk, classical and popular), street play**

#### **Unit V**

##### **Music Narratives**

Note: To facilitate discussions in the classrooms, an indicative case studies list of architectural sites/temples/paintings is provided below architecture

- a) Architecture – Chinese: Great Wall, South Asian: Taj Mahal, Hotel Taj (Mumbai), Red Fort, Group of Monuments - Mahabalipuram
- b) Paintings: Da Vinci, Michelangelo, Raja Ravi Verma
- c) Dance & Music: Bhangra, Nautanki

##### **References:**1. How I became a Tree – Sumana Roy

2. Things fall apart - Chinua Achebe
3. Barnard, Malcolm. Fashion as Communication. London: Routledge,2002
4. Defrancisco, Victoria Pruin, Catherins Helan Palczeniski. Communicating Gender Diversity. Sage, 2007
5. Reading Images. London: Routledge, 2006
6. Music and Narrative since 1900 Edited by Micheal L. Klein and Nicholas Reyland,2013.

\*\*\*\*\*