

**Objectives:**

- Enhancing basic skills to become a good communicator.
- Recognize and overcome barriers for effective communication. Speak confidently
- Enable the learners to develop the skills efficiently and effectively with the help of language lab.
- To familiarize the students with various situations of English use.
- To enhance learner's fluency through communicative speaking activities

**Course Outcomes:**

*By the end of the course the learner will be able to :*

- Use grammar effectively in writing and speaking.
- Demonstrate the use of good vocabulary
- Demonstrate an understating of writing skills
- Acquire ability to use Soft Skills in professional and daily life.
- Confidently use the tools of communication skills

**I. UNIT: Listening Skills:**

What is Communication- Types of Communication - Importance of Listening

Types of Listening - Barriers to Listening - Effective Listening

**II. UNIT: Speaking Skills**

Sounds of English: Vowels and Consonants - Word Accent -. Intonation

**III. UNIT: Grammar**

Tenses, Articles, Reported Speech - Words often confused

American & British English – Difference in spellings-pronunciation-conversation

(With reading exercises) -

#### **IV. UNIT: Writing**

Punctuation -.Spelling -. Paragraph Writing -Essays Writing -Point of View

#### **V. UNIT: Soft Skills**

SWOC - Attitude - Emotional Intelligence - Telephone Etiquette -  
Interpersonal Skills

#### **REFERENCES:**

1. Communication & Soft Skills- Volume 2- Published by Orient BlackSwan Private  
Limited

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ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM  
II SEMESTER **A COURSE IN READING & WRITING SKILLS**  
LE- 2016, 2017,2018 **SYLLABUS**  
(w.e.f:2020-2021 "AH" Admitted Batch)

Marks:100

**Objectives:**

- Grasping the meaning of words and phrases in contexts
- Distinguishing statement of facts from beliefs, hypothesis from expression of probabilities, uncertainties etc....
- Understanding the logical relationship between statements.
- Inferring from information in a passage – causes, reasons, general results, conclusions, opinions, specific instances and general statements

**Course Outcomes**

*By the end of the course the learner will be able to :*

- Use reading skills effectively
- Comprehend different texts
- Interpret different types of texts
- Analyse what is being read
- Build up a repository of active vocabulary
- Use good writing strategies
- Write well for any purpose
- Improve writing skills independently for future needs

**I. UNIT**

**Prose :** 1. How to Avoid Foolish Opinions Bertrand Russell

**Skills :** 2. Vocabulary: Conversion of Words

3. One Word Substitutes

4. Collocations

**II. UNIT**

**Prose :** 1. The Doll's House Katherine Mansfield

**Poetry :** 2. Ode to the West Wind P B Shelley

**Non-Detailed Text :** 3. Florence Nightingale Abrar Mohsin

**Skills :** 4. Skimming and Scanning

### **III. UNIT**

**Prose** : 1. The Night Train at Deoli Ruskin Bond

**Poetry** :2. Upagupta Rabindranath Tagore

**Skills** : 3. Reading Comprehension

4. Note Making/Taking

### **IV. UNIT**

**Poetry**: 1. Coromandel Fishers Sarojini Naidu

**Skills**: 2. Expansion of Ideas

3. Notices, Agendas and Minutes

### **V.UNIT**

**Non-Detailed Text** : 1. An Astrologer's Day R K Narayan

**Skills** : 2. Curriculum Vitae and Resume

3. Letters

4. E-Correspondence

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**St. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM  
GENERAL ENGLISH**

**III SEMESTER                                  A Course in Conversational Skills    Time: 4hrs/Week**  
**LE 3016,3017,3018                                  SYLLABUS                                  Marks: 100**  
**(w.e.f:2020-2021 Admitted Batch)**

**Objectives:**

- Distinguishing statement of facts from beliefs, hypothesis from expression of probabilities, uncertainties etc....
- Understanding the logical relationship between statements.
- Inferring from information in a passage – causes, reasons, general results, conclusions, opinions, specific instances and general statements

**Course Outcomes:**

*By the end of the course the learner will be able to:*

- Speak fluently in English
- Participate confidently in any social interaction
- Face any professional discourse
- Demonstrate critical thinking
- Enhance conversational skills by observing the professional interviews

**I. UNIT**

**Speech :**                                  **1. Tryst with Destiny Jawaharlal Nehru**  
**Skills :**    **2. Greetings**  
    **3. Introductions**

**II. UNIT**

**Speech :**                                  **1. Yes, We Can Barack Obama**  
**Interview :**                              **2. A Leader Should Know How to Manage  
    Failure Dr.A.P.J. Abdul Kalam/ India  
    Knowledge at Wharton**  
**Skills :**    **3. Requests**

**III. UNIT**

**Interview :**                              **1. Nelson Mandela's Interview With Larry  
    King**  
**Skills :**    **2. Asking and Giving Information**  
    **3. Agreeing and Disagreeing**

**IV. UNIT**

**Interview :**                              **1. JRD Tata's Interview With T.N.Ninan**  
**Skills :**    **2. Dialogue Building**  
    **3. Giving Instructions/Directions**

## **V. UNIT**

**Speech :**

**1. You've Got to Find What You Love Steve  
Jobs**

**Skills :**

**2. Debates**

**3. Descriptions**

**4. Role Play**

**ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM**  
**I SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 6HRS**  
**ELL-1203(4) An Introduction to English Literature (600-1500) Marks :100**  
(w.e.f:2021 - 2022 Admitted batch **SYLLABUS**)

**OBJECTIVES:** To enable the students to

- Be introduced to Literature through representative selections.
- Familiarize with the important literary movements of during the Classical age.
- Develop sensitivity to the literary texts of Middle & Renaissance Periods
- Appreciate and enjoy the works prescribed in terms of ideas, languages etc.

**Course Outcomes:**

After going through the course, the learner would be able to

- Know about works of Old, Middle English and Renaissance periods
- Review the aspects of different literary genres, forms and terms
- Identify the characteristics in Poetry, Drama and Literary Criticism
- Interpret literature of these periods critically

**Unit – I**

**History of English Literature: Middle English & Renaissance Period**

**Unit- II**

**Introduction to Genres, Literary**

**Forms & Terms : Poetry, Drama, Criticism, Ballad Epic, Romance, Lyric, Ode, Elegy, Pastoral Elegy, Sonnet, Mystery/Miracle Plays, Morality Play, Rhyme, Meter, Metaphysical Conceit.**

**Unit-III**

**Poetry (Detailed Study) : Chaucer: Controlling the Tongue  
Edmund Spenser: One day I Wrote Her Name**

**Unit- IV**

**Drama (Detailed Study) : Christopher Marlowe: Dr Faustus**

**Unit- V**

**Literary Criticism : Aristotle's Poetics – Section -I**

**References:**

Baugh, A. C. 1., & Cable, T. (2013). A history of the English language. 6th ed.,  
Authorized British  
ed. Abingdon: Routledge.

William Grimes, "A Pilgrimage Through Medieval History (Whatever Happened to That Poet?)",  
New York Times, 19 January 2005

Jonathan H. Hys, "Geoffrey Chaucer Chronology: His Life and Times," Geoffrey Chaucer

Chronology, <http://home.gwu.edu/~jhsy/chaucer-chron.html>, Accessed 29 September 2009.





**ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM  
II SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 6HRS**

ELL- 2202 **An Introduction to Elizabethan & Jacobean Literature (1500-1660) Marks :100**  
(w.e.f: 2021 - 2022 Admitted batch **SYLLABUS**)

**OBJECTIVES:** To enable the students to

- Be introduced to Literature through representative selections.
- Familiarize with the important literary movements of during the Elizabethan Era.
- Develop sensitivity to the literary texts of Jacobean Period
- Appreciate and enjoy the works prescribed in terms of ideas, languages etc.

**Course Outcomes:**

After going through the course, the learner would be able to

- Identify the features of Elizabethan and Jacobean periods
- Review the aspects of romantic comedy, and the evolution of prose as a genre
- Distinguish the characteristics that evolved in Poetry, Drama, Prose and Literary Criticism
- Assess literature of these periods critically

**Unit-I**

**History of English Literature: Elizabethan & Jacobean (16<sup>th</sup> & 17<sup>th</sup> Century**  
**Genre, Literary Forms: Simile, Metaphor, Personification, Alliteration, Apostrophe, Hyperbole, Allegory, Allusion, Anti-Climax, irony, Blank Verse, Tragedy, Comedy, Tragi-comedy, Romantic Comedy, Chronicle Play, Masque, Comedy of humours, Farce.**

**Unit- II**

**Poetry (Detailed Study): John Donne: For Whom the Bell Tolls**  
**Ben Jonson: It is not Growing Like a Tree**

**Unit- III**

**Drama (Detailed Study) William Shakespeare: Macbeth**

**Unit- IV**

**Prose; Francis Bacon : Of Superstition**  
**Of Parents and Children**

**Unit- V**

**Literary Criticism: Sir Philip Sidney: An Apology for Poetry**

**References:**

- Baugh, A. C. 1., & Cable, T. (2013). A history of the English language. 6th ed., Authorized British ed. Abingdon: Routledge
- Bentley, G.E. (1961). Shakespeare: A Biographical Handbook. New Haven: Yale University Press. ISBN 978-0-313-25042-2. OCLC 356416.
- Cercignani, Fausto (1981). Shakespeare's Works and Elizabethan Pronunciation. Oxford: Clarendon Press. ISBN 978-0-19-811937-1.



**ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM**  
**III SEMESTER                      ENGLISH LANGUAGE AND LITERATURE                      TIME 6HRS**  
**ELL-3203    An Introduction to Restoration and Augustan Literature (1660-1750) Marks 100**  
**(w.e.f:2020-2021 Admitted batch                      SYLLABUS**

**OBJECTIVES:** To enable the students to

1. Be introduced to World Literature through representative selections.
2. Familiarize with the important literary movements of during the Augustan age.
3. Develop sensitivity to the literary texts of Restoration Period
4. Appreciate and enjoy the works prescribed in terms of ideas, languages etc.

**COURSE OUTCOMES:**

- **Know about the features of Restoration and Augustan periods**
- **Recognize the aspects of different literary genres, forms and terms**
- **Identify the characteristics in literature that reflected the changing trends in society**
- **Interpret literature of these periods critically**

**Unit-I**

**History of English Literature:    Restoration and Augustan  
Periods (17th & 18th Centuries)**

**Literary Forms & Terms:            Satire, mock-epic, heroic couplet,  
epistle, heroic tragedy, comedy of manners,  
genteel comedy, sentimental comedy,  
periodical essay,**

**Unit-II**

**Poetry (Detailed Study):            Jonathan Swift:    The Place of the Damned  
John Bunyan:      Upon the Disobedient Child**

**Unit-III**

**Drama (Detailed Study):            William Congreve: The Way of the World**

**Unit-IV**

**Prose (Detailed-Study):            Addison and Steele: A Lady's Diary,  
Advice in Love**

**Unit-V**

**Literary Criticism                  :            Samuel Johnson: Preface to Shakespeare**

**References :**

1. Coe G.E.B. (1980) Practical English Prose and Verse, Orient Longman Ltd, Calcutta.
2. Long, William, J. (1978) English Literature: Its History And Its Significance, Kalyani Publishers, New Delhi.
3. Brooks, Purser and Warren (1975) An Approach to Literature V.Ed. Prentic – Hall, Inc. Englewood Cliffs, New Jersey



**ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM**

IV SEMESTER

**ENGLISH LANGUAGE AND LITERATURE**

TIME 6HRS

ELL 4203

**An Introduction to Romantic & Victorian 1757-1901**

MARKS:100

(w.e.f:2020-2021 Admitted batch

**SYLLABUS**

**Paper-IV**

**OBJECTIVES:** To enable the students to

1. Be introduced to the Romantic Period through representative selections.
2. Familiarize with the important literary movements of the Literature and the impact of on the works.
3. Develop sensitivity to the literary texts of Ages
4. Appreciate and enjoy the works prescribed in terms of ideas, languages etc.

**Course Outcomes:**

After going through the course, the learner would be able to

- Relate the features of Romantic and Victorian periods
- Analyze the characteristics in Poetry, Drama, Prose and Literary Criticism
- Compare and evaluate literature of these periods critically

**Unit- I**

**History of English Literature: Romantic and Victorian Periods**

**Literary Forms & Terms : Biography, Autobiography, Melodrama, Historical Novel, Sentimental Novel, Gothic Novel, Regional Novel, Flat Character, Round Character, Protagonist, Antagonist.**

**Unit-II**

**Poetry (Detailed Study) : William Wordsworth : Daffodils  
Christina Rossetti : A Birthday  
Elizabeth Barret Browning: The Lady's Yes**

**Unit-III**

**Drama (Detailed Study) : Oliver Goldsmith: She Stoops to Conquer**

**Unit-IV**

**Fiction (Non-Detailed Study) : Jane Austen : Pride and Prejudice**

**Unit- V**

**Literary Criticism**

**(Non-Detailed Study) : Mathew Arnold : The Study of Poetry**

**REFERENCES:**

1. Long, William, J.(1978) English Literature : Its History and Its significance, Kalyani Publishers, New Delhi .
2. Lobban J.H (1910) Goldsmith – Selected Essays, Cambridge University Press London.
3. Lockitt C.H (1949) the Art of the Essayist, Orient Longman Ltd.
4. Manuel. M (1972) English Prose and Poetry, Macmillan ISSD Press, Madras.
5. David Green (1974) the Winged Word, Macmillan India Ltd, Madras.
6. Cleanth Brooks, John Thibaut Purser, Robert Penn Warren (1975) an Approach to Literature, Prentice Hall Inc, New Jersey.
7. Milford H.S. (1928) The Oxford Book of English Romantic Verse, The University Press, Oxford , London.



**ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM**

IV SEMESTER

**ENGLISH LANGUAGE AND LITERATURE**

TIME 6HRS

ELL 4204 (4)

**GLIMPSES OF WORLD LITERATURE**

MARKS:100

(w.e.f:2020-2021 Admitted batch

**SYLLABUS**

**Paper-V**

**OBJECTIVES:** To enable the students to

1. Be introduced to World Literature through representative selections.
2. Familiarize with the important literary movements of the World Literature and the impact of World Wars on writers of contemporary world.
3. Develop sensitivity to the literary texts of Modern Age
4. Appreciate and enjoy the works prescribed in terms of ideas, languages etc.

**COURSE OUTCOMES:**

- Understand the aspects of literature from all over the world.
- Demonstrate awareness of diverse social, critical, historical and cultural perspectives by reading and responding to the range of literary texts of the period.
- Identify and make relevant connections between texts of various historical periods of the age.
- Analyze what makes the artists. respond in different contexts.
- Interpret how different forms contribute to reflect life across the world.
- Write well-developed and effective organized essays, including in-class and research-based activities.

**POETRY (Detailed Study)**

1. How I Taught Myself to live simply: Anna Akhmatova (1889-1966)
2. The Sacred Way A.D Hope (1907-2000)
3. Caged Bird : Maya Angelou (1928-2014)

**DRAMA (Detailed Study)**

Silence The Court is in Session! : Vijay Tendulkar (1928-2008)

**FICTION (Non-detailed Study)**

The Grass is Singing : Doris Lessing (1919-2013)

**SHORT STORY (Non-Detailed Study)**

I Stand Here Ironing : Tillie Olsen ( 1912-2007)  
A Beneficiary : Nadine Gordimer (1923- 2014)

**LITERARY CRITICISM: (Non-Detailed study)**

1. What is Commonwealth Literature? : A.D. McKenzie
2. An Image of Africa: Racism in Conrad's Heart of darkness : Chinua Achebe

**METHODOLOGY:****POETRY:**

1. In the first stage, an introduction is given on the Modern Age and the impact of Wars on the poets of the Modern Age.
2. In the second stage, each poem is read out in class and studied in detail to enable the students to appreciate the poem.

**DRAMA:**

1. Introduction to the plays.
2. The plays are read in the class and analyzed.

**FICTION:**

1. An introduction is given on the novel
2. Students are asked to read a few chapters for every class and the novel is discussed in the class.

**References:**

1. Coe G.E.B. (1980) Practical English Prose and Verse, Orient Longman Ltd, Calcutta.
2. Long, William, J. (1978) English Literature: Its History And Its Significance, Kalyani Publishers, New Delhi.
3. Brooks, Purser and Warren (1975) An Approach to Literature V.Ed. Prentic – Hall, Inc. Englewood Cliffs, New Jersey.
4. Lief, Leonard & Jame F. light (1969) The Modern Age, Holt, Rine Hart & Wiston, New York.
5. Thomas, D.M. (1975) Poetry in Crosslight, Longman, London, New York.
6. Thomas, C.T (1979), Twentieth Century Verse: An Anglo-American Anthology, Macmillan India, Madras.
7. Laurence, Perrine (1966) Story & Structure, II Ed. Hartcourt Brace & World, Inc. New York.
8. Cassill R.V. (1978) The Norton Anthology of Short Fiction, WW. Norton & Co.



w.e.f 2019-2022 Admitted batch

**PAPER- V**

**OBJECTIVES:** To enable the students to

- introduce students to contemporary British Literature through representative selections.
- sensitize the students to the literary texts of Contemporary British Literature.
- facilitate the students to discover the common literary trends among the different genres of Contemporary British Literature.
- Make the students acquire a critical consciousness of Contemporary British thinking and society.

**COURSE OUTCOMES:**

- Learn to raise significant questions, gather relevant Evidences and reach well-reasoned conclusions.
- Identify the cause of wars and effect on the literature.
- Compare and contrast the different literary figures and texts from various periods till 20th century
- Understand and value good human actions, motivations and appreciate differences especially in work areas.
- Effectively communicate and introduce ideas related to modern works in research.

**POETRY (Detailed Study)**

<b>THOMAS HARDY (1840-1928)</b>	The Darkling Thrush
<b>WILLIAM BUTLER YEATS (1865 – 1935)</b>	The Second Coming Leda and the Swan
<b>THOMAS STEARNS ELIOT (1888 – 1965)</b>	The Hollow Men
<b>ROBERT GRAVES (1895-1985)</b>	Recalling War
<b>PHILIP LARKIN (1922-1985)</b>	Church Going
<b>STEPHEN SPENDER (1909 – 1995)</b>	An Elementary School Classroom in a Slum
<b>TED HUGHES (1930 – 1998)</b>	The Thought Fox

**SHORT STORIES (Non-Detailed Study)**

<b>D.H LAWRENCE (1885-1930)</b>	The Rocking Horse Winner
<b>FRANK O' CONNOR (1903 – 1966)</b>	Guests of Nation
<b>GRAHAM GREENE (1904 – 1991)</b>	The Destroyers

**DRAMA (Both Detailed Study)**

<b>JOHN OSBORNE (1929-1994)</b>	Look Back in Anger
<b>HAROLD PINTER (1930-2008)</b>	The Birthday Party

**FICTION (Non-Detailed Study)**

<b>GEORGE ORWELL (1903-1950)</b>	Burmese Days
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## **METHODOLOGY:**

### **POETRY:**

1. In the first stage poems are read out and answer are elicited from students through simple questions.
2. In the second stage the poems are studied in detail to learn the deeper meaning of the poems.

### **DRAMA:**

The play is studied in detail, eliciting answers from students in the course of reading the play. Discussions - Drama – Theme and other relevant features.

### **FICTION AND SHORT STORIES:**

Students are asked to read the prescribed stories and be prepared for discussions in class. Assignments on certain topics of the novel are given necessary biographical details of writers are either elicited from discussion or given by the teacher

## **REFERENCES:**

1. Brooks, Purser and Warren (1975) An Approach to Literature V.Ed. Prentic – Hall, Inc. Englewood Cliffs, New Jersey.
2. Lief, Leonard & Jame F.light (1969) The Modern Age, Holt, Rine Hart & Wiston, New York.
3. Thomas, D.M. (1975) Poetry in Crosslight, Longman, London, New York.
4. Thomas, C.T (1979), Twentieth Century Verse: An Anglo American Anthology, Mcmillan India, Madras.
5. Laurence, Perrine (1966) Story & Structure, IIEd. Hartcourt Brace & World, Inc. New York.
6. Cassill, R.V. (1978) The Norton Anthology of Short Fiction, WW.Norton & Co.
7. Ford Maddox, Ford. (2010). The Good Solider. Wordsworth Editions Ltd.,

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**OBJECTIVES:** To enable the students to

- acquaint themselves with a wide range of Indian Writing in English and its various forms both in the Pre and Post Independence literature.
- relate easily to the texts owing to their cultural familiarity
- familiarize the students with the Indian Idiom.

**COURSE OUTCOMES:**

- Recall the history of Indian writings and its origins.
- Classify and acquaint with the knowledge of the characteristics of various literary genres related to Indian writings in English.
- Identify the use of 'Indianism' in Indian writing in English relating to texts and their contexts.
- Compare and contrast pre- and post- Independence and explore the peculiarities in Indian style of writings.
- Evaluate the concepts aesthetic writings for future exploration

**POETRY (Detailed Study)**

<b>HENRY LOUIS VIVIAN DEROZIO (1809 – 1877)</b>	To the Pupils of the Hindu College
<b>RABINDRANATH TAGORE (1861-1941)</b>	Leave this Chanting
<b>SAROJINI NAIDU (1879-1949)</b>	The Indian Gipsy
<b>SHIV.K.KUMAR (1921)</b>	Pilgrimage
<b>NISSIM EZEKIEL (1924-2004)</b>	Poet Lover, Bird Watcher
<b>JAYANT MAHAPATRA (1928)</b>	Evening Landscape by the River
<b>A.K.RAMANUJAN (1929-1993)</b>	Of Mother Among Other Things
<b>KAMALA DAS (1934-2009)</b>	An Introduction
<b>GEIVE PATEL (1940)</b>	On Killing a Tree
<b>AGHA SHAHID ALI (1949-2001)</b>	Postcard from Kashmir
<b>PRITISH NANDY (1951)</b>	Calcutta, If You Must Exile Me
<b>MEENA ALEXANDER (1951)</b>	House of a Thousand Doors

**SHORT STORIES (Non-Detailed Study)**

<b>PREMCHAND (1880-1936)</b>	The Shroud
<b>MULK RAJ ANAND (1905)</b>	The Signature Pair of Mustachios
<b>R.K.NARAYAN (1907-2001)</b>	The Judge
<b>KEKI DARUWALLA (1937)</b>	Love Across the Salt Desert

**DRAMA**

<b>MAHESH DATTANI (1958)</b>	Seven Steps Around the Fire (Detailed Study)
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**FICTION Non-Detailed Study)**

<b>ANITA NAIR (1966)</b>	Ladies Coupe'
<b>R.K. NARAYAN</b>	<i>Man Eater of Malgudi</i>

## REFERENCES :

1. Gokak, V.K.(1992), The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, New Delhi.
2. Paranjape Makarand (1993) Indian Poetry in English, Macmillan India Ltd., Madras.
3. Paranjape Makarand (1993) Sarojini Naidu : Selected Poetry and Prose, Indus, New Delhi.
4. Rubin David. Et al. (2012), The Oxford India, Premchand, Oxford Publishers, New Delhi.
5. Sidhwa Bapsi. Ed., (2005), City of Sin and Splendour : Writings on Lahore, Penguin; India, New Delhi.
6. Peeradina Saleem ed. (1987), Contemporary Indian Poetry in English: An Assessment and Selection. Macmillan, Madras.
7. Nair Anita (2001), Ladies Coupe', Penguin Publisher.
8. Wilson Anil (1992), A Collection of Short Stories, Indian University Press.
9. Dalrymple William (2011), The Age of Kali: Indian Travels and Encounters, Penguin
10. Dattani Mahesh (2000), Collected Plays (English), Penguin.
11. Naik.M.K.(1979), Aspects of Indian Writing in English , Macmillan India, Madras.
12. Muse India Issue 59: Jan-Feb 2015. ISSN 0975-1815

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**OBJECTIVES:** To enable the students to

- Develop an awareness of the literature of the United States through a selective study.
- Appreciate and enjoy the Americanness in terms of ideas, language etc.
- Familiarize the students with important literary movements of American Renaissance.

**COURSE:**

**POETRY (Detailed Study)**

**EDGAR ALLAN POE (1809-1849)** 1. Ulalume

**WALT WHITMAN (1819 – 1892)** 2. Crossing Brooklyn Ferry

**EMILY DICKINSON (1830 – 1886)** 3. Felt a Funeral in My Brain

4. Death Sets a Thing Significant

**SHORT STORIES**

**NATHANIEL HAWTHORNE (1804-1864)** 1. The Birthmark

**Edura Welty**

2. The Worn Path

**DRAMA**

**EUGENE O' NEILL (1888-1953)**

Desire Under the Elms (Detailed Study)

**FICTION**

**F.SCOTT FITZGERALD (1920-1940)** The Great Gatsby

**REFERENCE:**

1. Mabbot, Ollive Thomas(1969), The Collected works of Edgar Allan Poe.
2. Cassil, R.V. (1978) Norton Anthology of Short Fiction, W W.Norton & Co.
3. Thomas, C.T (1979), Twentieth Century Verse : An Anglo American Anthology, Mcmillan India, Madras.
4. Dickinson, Emily (1994) selected Poems X Edition. Aarti Book Centre Educational Publishers, New Delhi.
5. Raichura, Suresh (2006), Sylvia Plath:Selected Poems IV Edition. Rama Bros. India Pvt Ltd. New Delhi.
6. Vendler, Helen (1959), Voices & Visions: The Poet in America. Tata McGraw-Hill Publishing Co. Ltd.
7. O'Neill, Eugene (1970) Five Plays, Penguin, New York.
8. Fitzgerald, F.Scott (2013) The Great Gatsby, Picador. USA.







**OBJECTIVES:** To enable the students to

- Develop an awareness of the Age of industrialism in American literature through a selective study.
- Appreciate the period of Renaissance in terms of ideas, language etc.
- Familiarize the students with the period which gave rise to regional writings of American Literature.

**COURSE:**

**POETRY (Detailed Study)**

**EMILY DICKINSON (1830 – 1886)** A Bird Came Down the Walk

**ROBERT FROST (1875-1963)**

1. After Apple Picking
2. The Road Not Taken
3. Design 'In White'

**SHORT STORIES**

**John Cheever** 1. The Enormous Radio.

**FLANNERY O' CONNOR (1925-1964)** 2. The Geranium

**DRAMA**

**Tennessee Williams:** *A Street Car Named Desire* (Detailed Study)

**FICTION**

**Mark Twain** :The Adventures of Huckleberry Finn

**REFERENCE:**

1. O'Connor, Flannery (2006), The Complete stories of Flannery O' Connor. Farrar, Straus & Giroux, New York.
2. Cassil, R.V. (1978) Norton Anthology of Short Fiction, W W.Norton& Co.
3. Thomas, C.T (1979), Twentieth Century Verse : An Anglo American Anthology, McmillanIndia, Madras.
4. Dickinson, Emily (1994) selected Poems X Edition. Aarti Book Centre Educational Publishers, New Delhi.
5. Raichura, Suresh (2006), Sylvia Plath:Selected Poems IV Edition. Rama Bros. India Pvt Ltd. New Delhi.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM  
VI SEMESTER ENGLISH LANGUAGE & LITERATURE UNDER CBCS  
Time: 5Hrs/Week. ELL A-3 6201(4) AMERICAN LITERATURE -III Max Marks: 100  
w.e.f:2015-2016 ('AC' Batch) PAPER-VIII (CLUSTER) A-3

**OBJECTIVES:** To enable the students to

- Develop an insight with the modern period in American Literature through a selective study.
- Appreciate the Harlem Renaissance in terms of ideas, language etc.
- Familiarize the students with Contemporary American Literature.

**COURSE:**

**POETRY (Detailed Study)**

**WALLACE STEVENS (1879-1955)** Sunday Morning

**LANGSTON HUGHES (1902-1967)** The Negro Speaks of River

**RITA DOVE (1952)** Ludwig Van Beethoven's Return to Vienna

**AMY LOWELL (1874-1925)** A Japanese Wood Carving

**SHORT STORIES**

**CYNTHIA OZICK (1928)** The Shawl

**O'Henry** : *After Twenty Years*

**DRAMA**

**Arthur Miller** : *The Death of a Salesman (Detailed Study)*

**FICTION**

**Herman Melville** : Moby Dick

**REFERENCE:**

1. Cassil, R.V. (1978) Norton Anthology of Short Fiction, W W.Norton & Co.
2. Thomas, C.T (1979), Twentieth Century Verse : An Anglo American Anthology, McmillanIndia, Madras.
3. Raichura, Suresh (2006), Sylvia Plath: Selected Poems IV Edition. Rama Bros. India Pvt Ltd. New Delhi.
4. Vendler, Helen (1959), Voices & Visions: The Poet in America. Tata McGraw-Hill Publishing Co. Ltd.

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**St. Joseph's College For Women (Autonomous) Visakhapatnam**  
**B.A English Language and Literature under CBCS**  
**Syllabus Effective from 2015-16 Admitted**

SEMESTER:VI                      COMMONWEALTH LITERATURE                      6hrs/week  
ELL C-1 6201(4)                      PAPER: VIII CLUSTER C-1                      Marks: 100

**OBJECTIVES:** To enable the students to

- introduce students to world literature through representative selections.
- sensitize the students to the literary texts of Literature.
- facilitate the students to discover the common literary trends among the different genres of world literature.
- Make the students acquire a critical consciousness of world thinking and society.

**COURSE OUTCOMES:**

- Recall the different writers of Commonwealth literature.
- Demonstrate knowledge of major literary movements figures and works of Commonwealth literature.
- Understanding the connections among the literary works of the period.
- Interpret major works/ writers of Commonwealth literature within historical and social contexts.
- ***Evaluate the texts and style of writings of genres of the period for further use.***

- |   |          |   |
|---|----------|---|
| 1 | Poetry : | Chinua Achebe: Refugee Mother and Child (Detailed)<br>Christopher Okigbo: Watermaid ( Detailed) |
| 2 | Drama:   | Athol Fugard: Hello and Goodbye (Detailed Study)  |
| 3 | Novel 1; | V.S.Naipaul: A House for Mr. Biswas   |
| 4 | Novel 2: | Nadine Gordimer: July's People  |

References:

1. Leela Gandhi: *The Post Colonial Theory* (1998)
2. Bill Ashcroft (Ed): *The Empire Writes Back*(London: Routledge.1989)
3. C.D.Narasimhaiah: *Awakened Conscience*(1978)







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**B.A English Language and Literature under CBCS**  
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SEMESTER:VI                      COMMONWEALTH LITERATURE                      6hrs/week  
ELL C-2 6201(4)                      PAPER: VIII CLUSTER C-2                      Marks: 100

**OBJECTIVES:** To enable the students to

- introduce students to world literature through representative selections.
- sensitize the students to the literary texts of Literature.
- facilitate the students to discover the common literary trends among the different genres of world literature.
- Make the students acquire a critical consciousness of world thinking and society.

**COURSE OUTCOMES:**

- Understanding the connections among the literary work's /writers of the period.
- Analyze the Commonwealth literary works and their relation to society and interpret the works/ in relation to social contexts.
- Critically appreciate the literary devices used in the works.
- Evaluate creative writings of the writers in the Commonwealth Literature.
- ***Utilize the different forms of narrative techniques in creative writing.***

1	Poetry :	A.D.Hope:	Australia,	(Detailed study)
			The Death of the Bird	(Detailed study)
2.	Drama:	Ray Lawler :	Summer of the Seventeenth Doll	(Detailed)
3	Novel 1	Chinua Achebe:	Things Fall Apart	
4	Novel 2	Alan Paton:	Cry the Beloved Country	

References:

1. Leela Gandhi: *The Post Colonial Theory* (1998)
2. Bill Ashcroft (Ed): *The Empire Writes Back*(London: Routledge.1989)
3. C.D.Narasimhaiah: *Awakened Conscience*(1978)





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B.A English Language and Literature under CBCS  
Syllabus Effective from 2015-16 Admitted

SEMESTER:VI  
ELL C-3 6201 (4)

**COMMONWEALTH LITERATURE**  
PAPER: VIII CLUSTER C-3

6hrs/week  
Max Marks: 100

**OBJECTIVES:** To enable the students to

- introduce students to world literature through representative selections.
- sensitize the students to the literary texts of Literature.
- facilitate the students to discover the common literary trends among the different genres of world literature.
- Make the students acquire a critical consciousness of world thinking and society.

**COURSE OUTCOMES:**

- Recall the historical background of Commonwealth Literature.
- Understanding the lives of Aboriginals and interpret Literary texts to life situations.
- Evaluate the narrative style of writing in fiction in comparison with other Literary movement writers.
- Critically appreciate the comparison of the works of the same writer, or other writers of the Era.
- **Acquire creative skills in writing a review on the works of Commonwealth Literature.**

- |            |                    |                                       |
|------------|--------------------|---------------------------------------|
| 1. Poetry: | Margaret Atwood:   | In the Secular Night (Detailed study) |
|            | Rosemary Sullivan: | The Fugitive Heart (Detailed study)   |
| 2. Drama   | Wole Soyinka:      | The Dance of Forests (Detailed study) |
| 3. Novel 1 | ZakesMda:          | Rachel's Blue                         |
| 4. Novel2  | BuchiEmecheta:     | A Kind of Marriage                    |

References:

1. Leela Gandhi: *The Post Colonial Theory* (1998)
2. Bill Ashcroft (Ed): *The Empire Writes Back*(London: Routledge.1989)
3. C.D.Narasimhaiah: *Awakened Conscience*(1978)