

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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B. EXTENSIVE READING:

The book prescribed for extensive reading to be read by students mainly outside the class and the students will be tested for evidence of having read the book through a short-written test in class.

C. WRITTEN COMMUNICATION

METHODOLOGY

To enable learners, develop the skills efficiently and effectively, students are grouped according to their varied language abilities and placed in different sections / three levels as Advance, Higher and Basic. Interactive procedure promoted through various problem-solving activities / exercises will be an integral part of the classroom methodology

Writing Skills

Some written samples of the learners will be used through reformulation exercises for teaching grammar and vocabulary in a communicative context. The text will cover the following areas.

Advanced and Higher English Streams:

1. Report Writing

Techniques of writing Reports,
Press Notes

2. Essay Writing

- Organizing the essay
- Developing outlines into essays
- Towards free essay writing

** ** **

COURSE : There are three components in this course

A. Intensive Reading B. Extensive Reading C. Written Communication

A. INTENSIVE READING:

OBJECTIVES:

The Intensive Reading program deals with texts (Prose Passages / Poems) that are examined in detail in class through close questioning and group discussion. The objectives of the program are to develop the following reading abilities required for rapid and precise understanding of written materials.

1. Grasping the meaning of words and phrases in contexts
2. Distinguishing statement of facts from beliefs, hypothesis from expression of probabilities, uncertainties etc...
3. Understanding the logical relationship between statements.
4. Inferring from information in a passage – causes, reasons, general results, conclusions, opinions, specific instances and general statements.
5. Scanning to locate specific details skimming passages to identify general ideas and information.
6. Understanding the meaning of poems.

To develop the above skills of the following selected texts along with the exercises will be used.

COURSE OUTCOMES:

- Awareness of correct usage of English Vocabulary and speaking skills.
- Enhance the skill of reading comprehensively.
- Cultivate a value-added life to face challenges.
- Analyze the different genres in English Language and Literature
- **Develop language to become a good communicator.**

POETRY:

1 Once Upon A Time

- Gabriel Okara (1921-)

2. Digging

- Seamus Heaney (1939-2013)

PROSE:

1. Shyness My Shield -M.K. Gandhi (1869-1948)
2. Why people Really Love Technology
An Interview with Genevieve Bell - Alexis Madrigal (1982-)

SHORT STORIES

1. The Interpreter of Maladies - Jhumpa Lahiri (1967-)
2. My Beloved Charioteer - Shashi Deshpande (1938-)

DRAMA

1. Kanyasulkam (Act-1 & 2) - Gurajada Appa Rao (1862-1915)

B. EXTENSIVE READING:

The book prescribed for extensive reading to be read by students mainly outside the class and the students will be tested for evidence of having read the book through a short-written test in class.

C. WRITTEN COMMUNICATION

METHODOLOGY

To enable learners, develop the skills efficiently and effectively, students are grouped according to their varied language abilities and placed in different sections / three levels as Advance, Higher and Basic. Interactive procedure promoted through various problem-solving activities / exercises will be an integral part of the classroom methodology

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Press Notes

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- Organizing the essay
- Developing outlines into essays
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COURSE : There are three components in this course

A. Intensive Reading B. Extensive Reading C. Written Communication

A. INTENSIVE READING:

OBJECTIVES:

The Intensive Reading program deals with texts (Prose Passages / Poems) that are examined in detail in class through close questioning and group discussion. The objectives of the program are to develop the following reading abilities required for rapid and precise understanding of written materials.

1. Grasping the meaning of words and phrases in contexts
2. Distinguishing statement of facts from beliefs, hypothesis from expression of probabilities, uncertainties etc...
3. Understanding the logical relationship between statements.
4. Inferring from information in a passage – causes, reasons, general results, conclusions, opinions, specific instances and general statements.
5. Scanning to locate specific details skimming passages to identify general ideas and information.
6. Understanding the meaning of poems.

To develop the above skills of the following selected texts along with the exercises will be used.

COURSE OUTCOMES:

- Recall the writers of Modern English period
- Awareness of correct usage of English Vocabulary and speaking skills
- Attain and enhance competence in the four modes of literacy
- **Enhance the skill of reading comprehensively**
- Study the formation of new words

POETRY:

- | | |
|--------------------|-----------------------------|
| 1 Once Upon A Time | - Gabriel Okara (1921-) |
| 2. Digging | - Seamus Heaney (1939-2013) |

PROSE:

- | | |
|--|----------------------------|
| 1. Shyness My Shield | -M.K. Gandhi (1869-1948) |
| 2. Why people Really Love Technology
An Interview with Genevieve Bell | - Alexis Madrigal (1982-) |

SHORT STORIES

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B. EXTENSIVE READING:

The book prescribed for extensive reading to be read by students mainly outside the class and the students will be tested for evidence of having read the book through a short-written test in class.

C. WRITTEN COMMUNICATION

METHODOLOGY

To enable learners, develop the skills efficiently and effectively, students are grouped according to their varied language abilities and placed in different sections / three levels as Advance, Higher and Basic. Interactive procedure promoted through various problem-solving activities / exercises will be an integral part of the classroom methodology

Writing Skills

Some written samples of the learners will be used through reformulation exercises for teaching grammar and vocabulary in a communicative context. The text will cover the following areas.

Basic English Streams

1. Paragraph Writing
 - a. Topic Sentence in a paragraph
 - b. Constructing a paragraph
 - c. Coherence in a paragraph
2. Letter Writing
 - a. Writing Applications and Resumes
 - b. Making Inquires
 - c. Placing orders
 - d. Writing E-mails

OBJECTIVES: To enable the students to

- become familiar with plays of William Shakespeare and the poems of the other writers of the Elizabethan and Miltonic Age.
- respond to various literary works with knowledge of socio-cultural background.
- Do extended reading of the poems of the same period for purpose of comparative study and for deepening their knowledge of the prescribed authors.

COURSE OUTCOMES:

- Recall the history of English Literature and inculcate their aesthetic sense and love for English.
- Understand the Context of Elizabethan Reign/ Golden era and appreciate globe theatre.
- Identify the difference between Shakespeare and other writers.
- Compare & Contrast the different genres /writers within the age.
- ***Familiarize with dramatic art and techniques and later may adopt their performing art as vocation***

I. POETRY : (Detailed Study)

- | | | |
|--------------------------------------|---|--|
| 1. Christopher Marlowe (1564-1593) | - | 1. Dr. Faustus (Act V Sc. iii Lines 66-131) |
| 2. William Shakespeare (1564 – 1616) | - | 2. Sonnet 18 |
| 3. John Donne (1572 – 1631) | - | 3. Holy Sonnet X |
| | - | 4. The Good Morrow |
| 4. George Herbert (1593-1633) | - | 5. Peace |
| 5. Andrew Marvell (1621 – 1678) | - | 6. To his Coy Mistress |
| 6. John Milton (1608 – 1674) | - | 7. On His Blindness |
| | | 8. Paradise Lost (Book IX Lines 549-612)
(Eve's surprise at the serpent's Ability to speak) |
| | | 9. On His Having Arrived at the Age of Twenty-Three |

- II. DRAMA :** a. Detailed Study : Macbeth William Shakespeare
 b. Non-detailed Study : As You Like It William Shakespeare

III. METHODOLOGY :

POETRY : 1. In the first stage poems are read out so as to elicit answers from the students.

2. In the second stage, poems are studied in detail to learn the deeper meaning to the poems.

DRAMA : 1. Macbeth will be studied in detail in class, eliciting answers from students.

2. As You Like It --students read it and discuss the text in a few classes and further Analysis by the teacher is done to enable them to understand it better.

REFERENCES :

1. Long, William J.(1978) English Literature – Its History and its Significance. Kalyani Publishers, New Delhi.
2. Bradley, A.C.(1905). Shakespearean Tragedy. Macmillan Publishers Ltd., London.
3. Phillips, Aune 1966. Milton's Minor Poems, London University, Tutorial Press Ltd.
4. Dustor, P.E. and Dustoor, Homal P, 1963, The Poet's Pen, Oxford University Press, London.
5. Stein, Arnold 1962 , John Donne's Lyrics University of Minnesota Press, Minneapolis, Oxford University Press, Great Britain.

OBJECTIVES : To enable the students to

1. study the changes and additions in the English language since language is not static.
2. understand the past and contemporary literary texts – especially now-a-days when close reading of the texts is called for.
3. study linguistics for help in proper articulation through the study of phonetics, transcription and scansion.
4. provide skills necessary for those training to be teachers of English either at the primary or at the secondary level.

COURSE OUTCOMES:

- Define the concepts and laws in language and linguistics and understand the impact of language changes from old to modern.
- Demonstrate illustrations and create awareness as how language and meaning are shaped by culture and content
- Analyze and apply with confidence intricate complex and unfamiliar linguistic phenomenon.
- Communicate clearly and effectively with specialists and general public in the future endeavors.
- **Evaluate sensitivity and perceptiveness concerning aspects of social, cultural and political realities where language plays an important role and relate the linguistic issues.**

1. INTRODUCTION:

- What is Language?
- The characteristic features of language.

2. Origin of Language – Theories

- The bow-wow theory.
- The ding-dong theory.
- The pooh-pooh theory
- The gesture theory

3. The Descent of the English Language.

- The Indo-European family of language
- The place of English in the family of languages
- The important Germanic features
 - a. the series of sound changes – the first sound shift or Germanic consonant shift or Grimms Law and Verner's law.
 - b. the Verbal system
 - c. the Teutonic accent.

4. The Old English (Anglo – Saxon) Period 600-1100

- History – the invasion by the Angles, Saxons and Jutes
- Dialects and reasons for the supremacy of the West Saxon dialect
- Characteristic features of Old English
 - Celtic
 - Latin
 - Norse or Danish (Scandinavian)
- Gradation
- Mutation
- Grammar

5. The Middle English Period – 1100 - 1500

- History – the invasion by the Norman French
- Dialects and reasons for the supremacy of the East Midland dialect
- Influences of Norman French
- Medieval scholarship and learning
- Science of Astrology

- Crusades
- Chaucer
- Use of Surnames
- Changes in Pronunciation
- Spelling And Additions to the vocabulary

6. The Renaissance and After

- History – Renaissance and Reformation
- Translation of the Bible and its influence
- Inkhorn terms
- Influences –
 - Spenser
 - Shakespeare
 - Milton
 - Printing Press
- Vocabulary
- Pronunciation
- Spelling – Johnson’s dictionary
- Grammatical changes

7. The Evolution of Standard English .

8. The Growth of vocabulary – Word Creation Methods.

- By Imitation or Onomatopoeia
- An Older word is given a new significance or its meaning is extended
- A word which is normally one part of speech is used as another.
- By the addition of suffixes or prefixes
- By Abbreviation
- By Syncopation
- By Telescoping
- By Metanalysis
- Portmanteau words
- Words manufactured from Initials
- Back – Formation
- Corruption or Misunderstanding
- False Etymology
- Slang terms, with the lapse of time, come to be accepted into the literary vocabulary as ‘good English’.
- Words derived from Proper and Personal Names.
- Two other words are combined
- Conscious and Deliberate coinages
- Words taken direct from foreign languages
- Freak formations.

9. Change of Meaning :

- Generalisation
- Specialisation
- Extension or Transference followed by differentiation of Meaning.
- Association of ideas
- Polarisation or Colouring
- Loss of Distinctive Colouring
- Metaphorical Application
- Euphemism
- Prudery
- Reversal of Meaning
- Popular Misunderstanding
- Proper Names become ordinary parts of speech

10. Slang, Cant, Jargon

11. American English

12. Differences between British English and American English

13. English as a World language – Future of English.

TEXT BOOK : Wood, F.T.1964. An Outline History of the English Language – Macmillan and company Ltd., Madras

1. Potter, Simeon 1950. Our Language. Hazell Walim & Viney Ltd. Great Britain.
2. Francis, W. Nelson 1967 . The English Language, An Introduction The English University Press Ltd., London
3. Baugh, Albert C, 1968. A History of the English Language. Allied Publishers Limited, New Delhi.
4. Jespersen Otto – 1938. Growth and Structure of Language. Tenth Edition, Oxford University Press, New York.
5. Wren, C.L. 1993. The English Language. Methuen and Co. Ltd London.

LINGUISTICS

1. Introduction :

- Definition and Meaning of Linguistics
- Characteristics
- Uses
- Differences between speech and writing. Truths regarding language.
- Obstacles to Linguistic analysis .

2. Speech Mechanism :

- a. The Air Stream Mechanisms
- b. Organs of Speech and their functions
The speech Event – The processes involved; Language variation
- c. **Definitions :** Phoneme, Phonetics, Phonetic transcription and its uses, Morpheme, Morphology, Morphophonology, syntax, Synthetic Language and Analytical language.
- d. The syllable
- e. The classification and Description of Speech Sounds
 1. Consonants
 2. Vowels
 3. Diphthongs
- f. Phonetic Transcription and I.P.A (practice of prose passages of three or four sentences and simple dialogues for transcription).
- g. Problems faced by the Indian speakers of English
- h. Nazalization
- i. Similitude
Assimilation -Elision -Juncture
Allophonic Variation

3. Intonation :

- Pitch
- Tune / Tone shape – Kinetic – Static
 - a. Falling tune / glide down
 - b. Rising tune / glide up
 - c. The falling – rising tune / dive

Tone groups and Tonic

- Tone groups, breath groups, sense groups
- nucleus.

4. Stress :

Word stress – rules

Sentence stress – Primary stress, Secondary stress.

5. Rhythm and Accent :

- Definition
- Content words
- Structure words
- Stress – timed Rhythm; Syllable – timed Rhythm
- Strong and weak forms

6. Interpretation of Literature through reading aloud focusing on aspects such as-*assonance*, *alliteration*, *onomatopoeia*, *enjambment* and *rhyme*.

7. Scansion :

- Meter
 - a. Stress, wrenched accent
 - b. foot, verse
 - c. Strong stress meter; Quantitative meter
 - d. Catalectic – truncated
 - e. Acatalectic

METHODOLOGY :

Teaching

- Lecture method
- Diagrammatic representation of the tables or charts
- Using over-head projector
- Using a tape-recorder to hear B.B.C Recorded dialogues
- Reading aloud by the student for practice in scansion
- Using Language Lab.

REFERENCES :

1. Gimson, A.C.1980. An Introduction to the Pronunciation of English – Third Edition – Edward Arnold Ltd. London.
2. Balasubramanian, T.1981. A Text Book of English Phonetics for Indian Students Macmillan Indian Limited. Madras.
3. O'Connor J.D. 1980 . Better English Pronunciation. Second Edition. Cambridge University Press, Cambridge.
4. Jones, Daniel 1997 . English Pronouncing Dictionary. Fifteenth Edition. Cambridge University Press. United Kingdom.
5. Abrams, M.H. 1971. A Glossary of Literary Terms. Third Edition. Holt, Rinehart and Winston, Inc. New York.

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

III SEMESTER

ENGLISH LANGUAGE AND LITERATURE

6 Hrs/Week

ELL 3202 (4)

NEOCLASSICAL AND ROMANTIC AGE

Max. Marks: 100

w.e.f 2019-2022 Admitted Batch

OBJECTIVES: To enable the students to –

1. Become acquainted with Neoclassical and Romantic Age through representative selections.
2. Familiarize them with the important movements like the French Revolution and Industrial Revolution and its impact on poets.
3. Sensitize the students to the literary texts of Neoclassical and Romantic Age.
4. Appreciate and enjoy the works prescribed in terms of ideas, language, love for nature etc.

COURSE OUTCOMES:

- Label and Illustrate the basic principles of Neo-classicism and Romanticism
- Identify Socio-historical and political conditions and explain how these affect individual texts.
- Compare and assess Literary works from Neo-Classical to Romantic age.
- Foster Critical insight and develop critical imagination
- **Utilize and apply the knowledge for the future learning**

POETRY: (Detailed Study)

- | | |
|---|-------------------------------------|
| 1. Absalom and Achitophel (Lines 533-568) | - John Dryden (1631 – 1700) |
| 2. Essay on Man: Epistle II Lines. 1 – 18 | - Alexander Pope (1688 – 1744) |
| 3. Elegy Written on a Country churchyard | - Thomas Gray (1716 – 1771) |
| 4. Ode to Evening | - William Collins (1721 – 1759) |
| 5. The Tyger | - William Blake (1757 – 1827) |
| 6. I Wandered Lonely As a cloud (Daffodils) | - William Wordsworth (1770 – 1850) |
| 7. Kubla Khan | - S. Taylor Coleridge (1772 – 1834) |
| 8. The Cloud | - P.B. Shelley (1790 – 1821) |
| 9. Ode on a Grecian Urn | - John Keats (1795 – 1821) |

PROSE : (Non-Detailed Study)

- | | |
|-------------------------------|----------------------------------|
| 1. Mischiefs of Party Spirit. | - Joseph Addison (1672 – 1719) |
| 2. On Ghosts and Apparitions | - Joseph Addison (1672 – 1719) |
| 3. Spectator Club | - Richard Steele (1672 – 1729) |
| 4. Rural Manners | - Richard Steele (1672 – 1729) |
| 5. English Pride | - Oliver Goldsmith (1728 – 1774) |
| 6. Dream Children: A Reverie | - Charles Lamb (1775 – 1834) |
| 7. My Relations | - Charles Lamb (1775 – 1834) |
| 8. The Indian Jugglers | - William Hazlitt (1778 – 1830) |

FICTION :

- Jane Austen : Emma (Detailed Study)
Mary Shelley : Frankenstein (Non-Detailed Study)

METHODOLOGY

POETRY :

1. In the first stage, the impact of the French Revolution and Industrial Revolution on literature is discussed in class.
2. In the second stage, each poem is read out in class and studied in detail to enable the students to appreciate the poems with a few leading questions.

PROSE :

1. Prose Writings – Periodical Essays
2. Essays are either read in class or done in detail with a few leading questions .

FICTION :

1. An introduction is given to Jane Austen, the period in which she wrote and the characteristic features of her novels.
2. The students are asked to read a few chapters for every class and the chapters are discussed in class.

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.

OBJECTIVES: To enable the students to

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

COURSE OUTCOMES:

- 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 texts of wide range of genres, including poetry drama, fiction and even movies.
- Write well-developed and effective organized essays, including in-class and research-based activities.
- **Undertake further study with the discipline**

POETRY: (Detailed Study)

- | | |
|-----------------------|--|
| 1. How do I love Thee | - Elizabeth Barrett Browning (1809-1861) |
| 2. A Farewell | - Alfred Tennyson (1809-1892) |
| 3. My last Duchess | - Robert Browning (1812-1889) |
| 4. Dover Beach | - Matthew Arnold (1822-1888) |
| 5. The Man He Killed | - Thomas Hardy (1840-1928) |
| 6. The Wind hover | - Gerard Manley Hopkins (1844-1889) |
| 7. Futility | - Wilfred Owen (1893-1918) |

DRAMA: (Both Detailed Study)

- | | |
|----------------------------------|-------------------------------------|
| Arms and the Men | - G.B. Shaw (1856-1950) |
| The Playboy of the Western World | - John Millington Synge (1871-1909) |

FICTION: (Non-Detailed)

- | | |
|----------------------|------------------------------|
| A Tale of Two Cities | -Charles Dickens (1812-1870) |
|----------------------|------------------------------|

METHODOLOGY:

POETRY:

1. In the first stage, an introduction is given to the Victorian Age and Modern Age and the impact of World War I 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 Charles Dickens and his works.
2. Students are asked to read a few chapters for every class and the novel is discussed in the class.

REFERENCES:

1. Long, William, J. (1978) English Literature: Its History And Its Significance, Kalyani Publishers, New Delhi.
2. David, green (1974) The Winged word, Macmillan India Ltd, Madras.
3. Gardner W.H Mackenzie N.H (1970) The poems of Gerard Manely Hopkins, Oxford University, London.
4. Lucas F.L, Ridley Mr.Auden W.H. Bluden E.G, Macneice.L, Wolfe. H, Charlton. H.V.Garrod W.H, (1941) Eight Poets, Oxford University Press, London.
5. Brooks, Cleanth, Purser, John Thibaut Warren, Robert Penn (1996) An Approach to literature, Prentice Hall Inc, New Jersey.
6. Coe G.E.B. (1980) Practical English Prose and Verse, Orient Longman Ltd, Calcutta.

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

THOMAS HARDY (1840-1928)	The Darkling Thrush
WILLIAM BUTLER YEATS (1865 – 1935)	A Prayer for my Daughter Leda and the Swan
THOMAS STEARNS ELIOT (1888 – 1965)	A Rhapsody on a Windy Night
ROBERT GRAVES (1895-1985)	Recalling War

SHORT STORIES

VIRGINIA WOOLF (1882 – 1941)	1. Kew Gardens'
JOSEPH CONRAD (1857 – 1924)	2. The Inn of Two Witches

ONE – ACT PLAYS

LAWRENCE HOUSMEN (1865 – 1956)	1. The New – Hangman
ALAN ALEXANDER MILNE (1882 – 1956)	2. Wurzel Flummery

DRAMA

ARNOLD WESKER (1932)	Roots
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FICTION

FORD MADDOX FORD (1873 – 1939)	The Good Soldier
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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.,

** ** **

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:

- Demonstrate a working knowledge of international fiction, poetry, drama from 20th century.
- Identify the distinct features of drama and one act play of the 20th century
- Identify and describe the literary characteristics of contemporary drama emphasizing on the changing approaches to theatres as well as social, cultural and implications in representative plays.
- Interpret and communicate the ideas related to literary genres of the short stories during class and group activities. CO8: Compose a working knowledge of plays from Ibsen to the present.
- ***Develop a piece of work and contribute to literature.***

POETRY

JOHN BETJEMAN (1906 – 1986)

Slough

STEPHEN SPENDER (1909 – 1995)

Ultimo Ratio Regum

An Elementary School Classroom in a Slum

TED HUGHES (1930 – 1998)

The Thought Fox

SHORT STORIES

FRANK O' CONNOR (1903 – 1966)

Guests of Nation

Graham Green (1904 – 1991)

The Destructors

ONE – ACT PLAYS

HAROLD BRIGHOUSE (1882 – 1958) 1. Dye – Hard

SAMUEL BECKETT (1906 – 1990) 2. Act Without Minds: A Mime for One Player

DRAMA

OSCAR WILDE:

The Importance of Being Earnest

FICTION

D. H. Lawrence : Sons and Lovers

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.

** ** **

OBJECTIVES: To enable the students to

- become familiar with the different literary forms and devices.
 - apply the techniques to a given passage or a poem.
- The paper is divided into 3 parts. POETRY, FICTION AND DRAMA.
Each is divided into a) Theory and b) Practical work.

COURSE OUTCOMES:

- **Extend the ability to read and analyze and compare the genres.**
- **Applying literary terms themselves in analyzing prose and poetry and other genres.**
- **Acquaint with practical training in appreciating the texts individually.**
- **Interpret critically any given text on their own and build an acquaintance to glossary of literary terms.**
- *Apply the literary techniques to writing and in communication.*

SECTION – I (POETRY)

THEORY : What is poetry? Different types of poems (only definitions), Elements of poetry – Imagery, Content, Tone, Rhyme, Rhythm – Literary Devices used in poems – Figures of speech – Simile – metaphor – Personification – Allegory – Symbol – Alliteration – Assonance – Irony.

PRACTICAL: Student will be given poems and asked to analyse them with critical questions. Two poems with the same theme will be given for comparison.

SECTION – II (DRAMA)

THEORY: Different kinds of Drama – Tragedy – Comedy – One Act Play (only definitions) – Elements of Drama – Plot – Character – Foreshadowing – Climax – Denouement – Devices – Dramatic Irony – Soliloquies.

PRACTICAL: A 'Scene' from a play is given and students are asked to analyse it with critical questions.

SECTION – III (FICTION & SHORT STORIES)

THEORY:

I. Types of Fiction : Definitions only

- | | |
|---|---------------------------|
| i. The Early Novels – (18 th Century Novels) | ix. Humorous |
| ii. Picaresque Novels | x. War |
| iii. Adventure Novels | xi. Western |
| iv. Horror, Macabre & Gothic | xii. Satirical |
| v. Crime & Detection-Whodunit | xiii. Romance |
| vi. Mystery | xiv. Saga |
| vii. Historical | xv. Animal |
| viii. Spy and Espionage | xvi. Psychological |
| | xvii. Scientific Fiction. |

II. Techniques of Narration :

- i. Autobiographical Method
- ii. Epistolary method
- iii. Eye of God Method
- iv. Stream of Consciousness Method
- v. Mixed method
- vi. Personal authorial Interruption
- vii. Flash Back Method.

III. Difference between a Novel and Short Story:

IV. Elements of Novel :

- i. Plot
- ii. Setting
- iii. Dramatis Personae
- iv. Dialogue
- v. Criticism of Life.

PRACTICAL: A passage from a novel is given and students are asked to analyse it for character analysis, language and narrative technique etc.

REFERENCES:

1. Prasad B. 1967, Background to the study of English Literature. Macmillan India Ltd.
2. Hudson, Henry William. 1979. An introduction to the Study of Literature. Ninth Edition, New Delhi.
3. Abrams, M.H. 1971. A Glossary of Literary Terms. Third Edition Cornell University, Holt, Rinehart and Winston, Inc, New York.
4. Brooks, Cleanth and Warren, Penn Robert. 1976. Understanding Poetry Fourth Edition. Holt, Rinehart and Winston, New York.
5. Hatlen, Theodore W. 1967. Drama, Principles and Plays. Meredith Publishing Company. New York.
6. Wilson, Raymond. 1966. Poems to Compare, Macmillan St. Martin Press, New York.
7. Mayhead, Robin, 1965. Understanding Literature, Cambridge University press, Great Britain.
8. Irmischer, William F. 1975. The Nature of Literature, Writing of Literary Topics Holt, Rinehart and Winston, Inc. New York.
9. Rees, R. J. 1973. English Literature An introduction for Foreign Reader Macmillan Education Limited. London.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
Semester VI English Language and Literature under CBCS Time 5hrs/week

ELL E-2 6201(4) Glimpses of World Literature Max. Marks 100
w.e.f 2015-16 AC Batch Paper-VII: (Elective) VII-B

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 world literature in their cultural and historical context and sensitize literary texts.**
- **Facilitate the students to discover the common literary trends among the different genres of world literature.**
- **Analyze the attitudes and values of a text and observe their impact of readers.**
- **Acquire a critical consciousness of the world.**
- ***Developing of critical thinking and reading skills so as to enable the students to create original ideas.***

Poetry : Wole Soyinka: Telephone Conversation (Detailed study)
Drama Girish Karnad: Tughlaq (Detailed study)
Novel1 Dostoyevsky: Crime and Punishment
Novel2 Doris Lessing: The Grass is Singing
Short Story Nadine Gordimer: My Son's Story

METHODOLOGY:

POETRY:

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

DRAMA:

The play is studied in detail, eliciting answers from students during 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.

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 OUTCOMES:

- Recall the different genres of British and compare with American Literature
- Demonstrate knowledge of major literary movements figures and works and Exploring American Literary tradition.
- Utilize literary texts to life situations and explore American Literary tradition.
- Analyze early American writers/works and their representation of human experience.
- ***Employ knowledge of literary traditions to produce imaginative writings.***

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.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
VI SEMESTER ENGLISH LANGUAGE & LITERATURE UNDER CBCS Time: 5/Week.
ELL A-2 6201(4) AMERICAN LITERATURE -2
Max 100
w.e.f:2015-2016 ('AC' Batch) PAPER-VIII (CLUSTER) A-2

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 OUTCOMES:

- Define the major conventions, themes of Puritans and early American Literature.
- Illustrate the major themes of abolition literature and slave narratives.
- Analyze the historical context in the given literary work.
- Inculcate analytical skills for critical engagement with the texts.
- ***Apply the early works with individual works of the writers as a comparative study for research.***

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, 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.

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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 OUTCOMES:

- Identify and read to interpret and evaluate assigned literary works.
- Classify and acquaint with the knowledge of the characteristics of various literary genres in the later Contemporary American Literature.
- Compare and contrast American literary works/writers to world literature
- Develop analytical skills and critical thinking through reading discussion and written assignments.
- ***Adapt the knowledge of American Literature in the classrooms of our work areas.***

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, Mcmillan India, 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.

** ** **

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)

HENRY LOUIS VIVIAN DEROZIO (1809 – 1877) To the Pupils of the Hindu College

RABINDRANATH TAGORE (1861-1941) Leave this Chanting

SAROJINI NAIDU (1879-1949) The Indian Gipsy

SHIV.K.KUMAR (1921) Pilgrimage

PROSE

VED MEHTA (1934) An Extract from a House Divided

SHORT STORIES

PREMCHAND (1880-1936) The Shroud

MULK RAJ ANAND (1905) The Signature Pair of Mustachios

DRAMA

MAHESH DATTANI (1958) Seven Steps Around the Fire (Detailed Study)

FICTION

ANITA NAIR (1966) Ladies Coupe'

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.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) , VISAKHAPATNAM
VI SEMESTER **ENGLISH LANGUAGE & LITERATURE** 5 Hrs/Week
ELL B2 6201(4) **INDIAN WRITING IN ENGLISH -2** ax. Marks : 100
w.e.f 2015-2016 ('AC batch) PAPER-VIII (CLUSTER) B-2

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:

- Define the major conventions, themes of Indian writing in English.
- Illustrate the major themes of literary works dealing with.
- Understanding the modernization diaspora and India's quest for identity.
- Apply the early works with individual works of the writers as a comparative study.
- ***Appreciate the culture and utilize it to spread it through writing.***

POETRY (Detailed Study)

NISSIM EZEKIEL (1924-2004)	Poet Lover, Bird Watcher
JAYANT MAHAPATRA (1928)	Evening Landscape by the River
A.K.RAMANUJAN (1929-1993)	Of Mother Among Other Things
KAMALA DAS (1934-2009)	An Introduction

PROSE

WILLIAM DALRYMPLE (1965)	The City of Widows
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SHORT STORY

R.K.NARAYAN (1907-2001)	The Judge
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DRAMA

Vijay Tendulkar:	1. <i>Silence the Court is in Session</i>
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(Detailed study)

2. *Kanyadan*

FICTION

Mulk Raj Anand:	<i>The Untouchable</i>
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References:

1. K.R.S Iyengar: *Indian Writing in English*, 1985.
2. C.D.Narasimhaiah: *The Swan and the Eagle*, 1969.
3. William Walsh: *Indian Literature in English*, 1990.
4. Gokak, V.K.(1992), *The Golden Treasury of Indo-Anglian Poetry*, Sahitya Akademi, New Delhi.
5. Paranjape Makarand (1993) *Indian Poetry in English*, Macmillan India Ltd., Madras.
6. paranjape Makarand (1993) Sarojini Naidu : *Selected Poetry and Prose*, Indus, New Delhi.
- 7, Rubin David. Et al. (2012), *The Oxford India, Premchand*, Oxford Publishers, New Delhi.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) , VISAKHAPATNAM
VI SEMESTER **ENGLISH LANGUAGE & LITERATURE** 5 Hrs/Week
ELL B-3 6201(4) **INDIAN WRITING IN ENGLISH -III** Max. Marks : 100
w.e.f 2015-2016 ('AC batch) PAPER-VIII (CLUSTER) B-3

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:

- Demonstrate knowledge of major literary movements figures and works of Indian Writings
- Analyze early Indian writers//works and their representation of human experience.
- Interpret major works/ writers of Indian writers within historical and social contexts.
- Evaluate the texts and style of Indian English and explore Indian Literary tradition.
- Undertake this discipline for further study.

POETRY (Detailed Study)

GEIVE PATEL (1940)	On Killing a Tree
AGHA SHAHID ALI (1949-2001)	Postcard from Kashmir
PRITISH NANDY (1951)	Calcutta, If You Must Exile Me
MEENA ALEXANDER (1951)	House of a Thousand Doors

SHORT STORY

KEKI DARUWALLA (1937)	Love Across the Salt Desert
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DRAMA

Rabindranath Tagore:	<i>The Post Office (Detailed study)</i>
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FICTION

R.K.Narayan:	<i>Man Eater of Malgudi</i>
Raja Rao:	<i>Kanthapura</i>

References:

1. K.R.S Iyengar: *Indian Writing in English*, 1985.
2. C.D.Narasimhaiah: *The Swan and the Eagle*, 1969.
- 3 . William Walsh: *Indian Literature in English*, 1990.
4. Gokak, V.K.(1992), *The Golden Treasury of Indo-Anglian Poetry*, Sahitya Akademi, New Delhi.

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)
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)

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-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)*

ST. Joseph's College For Women (Autonomous) Visakhapatnam
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)