

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 BOOKS :

1. Baugh, A. C. 1., & Cable, T. (2013). A history of the English language. 6th ed., Authorized British
2. ed. Abingdon: Routledge.
3. William Grimes, "A Pilgrimage Through Medieval History (Whatever Happened to That Poet?)",
4. New York Times, 19 January 2005
5. Jonathan H. Hys, "Geoffrey Chaucer Chronology: His Life and Times," Geoffrey Chaucer
6. Chronology, <http://home.gwu.edu/~jhsy/chaucer-chron.html>, Accessed 29 September 2009.

(w.e.f:2020-2021 Admitted batch)**SYLLABUS**

OBJECTIVES: To enable the students to

- Be introduced to Romantic Period through representative selections.
- Familiarize with the important literary movements of the Literature and the impact of on the works.
- Develop sensitivity to the literary texts of Ages
- 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 : Jane Austen : Pride and Prejudice

UNIT- V

LITERARY CRITICISM : Mathew Arnold : The Study of Poetry

REFERENCE BOOKS:

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.

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. 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
- 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.
- Interpret the ways that led to the formation of Standard English
- Understand the characteristic features of different ages

UNIT- I: Indo-European Family of Languages, Grimm's Law, Verner's Law and First Sound Shift

UNIT- II: Old English, Middle English and Modern English

UNIT- III: Various Influences on the English language—Latin, French and Scandinavian

UNIT- IV: Change of Meaning, Word Formation, Standard English

UNIT-V: English across the World—British American, GIE

REFERENCES:

1. Wood, F.T.1964. An Outline History of the English Language – Macmillan and company Ltd., Madras
2. Potter, Simeon 1950. Our Language. Hazell Walim & Viney Ltd. Great Britain.
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.

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.

OBJECTIVES: To enable the students to

- Acquire Language Skills for effective communication.
- Analyse events for authentic reporting
- Demonstrate speaking for media

OUTCOMES: At the end of the course the students will be able to:

- Write with confidence
- Use Correct Grammar, Punctuation and Appropriate Style
- Differentiate between various types of media writing
- Gather and synthesize information from authentic sources
- Use digital resources for media writing

UNIT-I

1. Good Writing Skills
(Vocabulary, Basic Grammar, Expansion and Optimization)
2. Resources for Writing(Dictionary, Thesaurus and Encyclopaedia)

UNIT-II

1. Proof reading, Punctuation and Style
2. Types of Media Writing
(Information, Description, Persuasion and Editorial Writing &Feature Writing)

UNIT-III

1. Writing for Specialized Areas: Sports, Culture, Entertainment, Cuisine etc.
2. Collecting News and Identifying Sources

UNIT-IV

1. Media Writing and Translation
2. Media Writing and Social Responsibility

UNIT-V

1. The Role of Technology in Media Writing (Blogging, Podcasts, Social Media and Collaboration in Writing)
2. Digital Resources for Writing (Online Dictionaries, Inbuilt and Online Spell-Checkers, Grammar-Checkers and Google Resources)

Resources for Further Reading:

1. Usha Raman. Writing for the Media. Oxford University Press, New Delhi, 2010
2. Brian Carroll. Writing for Digital Media. Routledge, New York, 2010.
3. Liz Hamp-Lyons, Ben Heasley. Study Writing. CambridgeUniversityPress,2006
4. Writing in the Media Environment.<https://www.jprof.com/lecture-notes/writing-in-the-media-environment/>
5. Different Types of Media Writing.<https://blog.copify.com/post/different-types-of-media-writing>
6. Media Writing Skills and Characteristics.<https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>

Co-Curricular Activities (15Hours including Unit tests etc.):**A). Mandatory:**

1. **For Teachers:** The teacher will train students in practical skills in writing for the media for not less than 10 hours and assign activities. The teacher will guide the learners to identify different current subjects to write for the media to demonstrate their knowledge.
2. **For Students:** Learners will conduct practicum in writing for the media (News Papers, News Magazines, Journals and College Magazines, Script Writing for Radio and Short Films) for 10 hours. The learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in at least 10 pages as guided by the teacher.
3. Max. Marks for Fieldwork/ProjectworkandReport:05.
4. The Teacher will suggest a format for the Report on the Field-work
5. Max. Marks for Periodical InternalAssessment:20

b) Suggested

1. The Learners will work along with an expert or assistant expert in the field.
2. Assignments may be given to the learners to identify journalistic processes.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on news processing.
4. Different types of media writing maybe discussed.
The learners may been couraged to make presentations on the related topics.

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.

OUTCOMES:

- Understand and define the art of Creative Writing
- Identify different literary genres
- Review the published works of others
- Deliver presentations on the literary works
- Demonstrate the creative writing skills

UNIT- I:

1. Understanding Creative Writing
2. Characteristics of Good Writing

UNIT- II:

1. Understanding Fiction : Novel and Short Story
(**Plot, Character, Theme and Narrative Technique:** A Tale of Two Cities –by Charles Dickens;
Visual Description, Point of View and Setting: 'The Black Cat' –by Edgar AllenPoe)
2. Understanding Prose
(**Language and Style:** Francis Bacon's 'Of Studies';
Persuasiveness, Readability and Argument: 'The Power of Prayer' –by APJ AbdulKalam)

UNIT- III:

1. Understanding Poetry
(**Figurative Language:** 'Endless Time'–by Rabindranath Tagore;
Imagery, Tone &language: 'Elegy Written in a Country Churchyard'-by Thomas Gray;
'The Lovers of the Poor'-by Gwen dolyn Brooks)
2. Mechanics of Poetry

UNIT- IV:

1. Writing a Memoir
2. Writing Reviews

UNIT- V:

1. Writing a Short Story
2. Writing Different Types of Essays

Resources for Further Reading:

1. Stephen King. On Writing: A Memoir of the Craft. Scribner, 2010.
2. Alice La Plante. The Making of a Story: A Norton Guide to Writing Fiction and Non-Fiction. W.W.Norton, New York. 2009
3. Tara Mokhtari. The Bloomsbury Introduction to Creative Writing. Bloomsbury Academic, London, 2015.
4. Philip Seargeant & Bill Greenwell. From Language to Creative Writing: An Introduction. Bloomsbury Academic, London, 2013.
5. Tips for Creative Writing: <https://www.lexico.com/grammar/top-tips-for-creative-writing>
6. Creative Writing: Simple Definition and Tips: <https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html>
7. Weekly Writing Prompts: <https://blog.reedsy.com/creative-writing-prompts/>
8. Decolonising Creative Writing: <https://scroll.in/article/999215/decolonising-creative-writing-its-about-not-conforming-to-techniques-of-the-western-canon>

Co-Curricular Activities(15Hours):**A). Mandatory:**

- 1. For Teachers:** The teacher shall train students in practical skills in creative writing and literary appreciation for not less than 10 hours and assign activities to demonstrate their knowledge.
- 2. For Students:** The learners will conduct practicum in creative writing and literary appreciation for not less than 10 hours. The Learners will discuss the findings among themselves and prepare individual hand-written Field work/Project work Report of the activity in 10 pages as guided by the teacher.
- 3. Max. Marks for Field work/Project work and Report: 05.**
- 4. The Teacher will suggest a format for the Fieldwork/Project work Report**
- 5. Max. Marks for Periodical Internal Assessment: 20**

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learner's to demonstrate the skills in literary appreciation.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on creative writing and literary appreciation.
4. Different types of genres may be discussed.
5. The learner's may be encouraged to make presentations on the related topics.