

COURSE: There are three components in this course

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

OBJECTIVES:

The learner will be able to: Grasping the meaning of words and phrases in contexts

- Distinguishing statements of facts from beliefs, hypothesis from the 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.
- Scanning to locate specific details and skimming passages to identify general ideas and information.
- Understanding the meaning of poems.

Outcomes:

- Use relevant vocabulary in everyday communication.
- Acquire the ability to use Soft Skills in professional and daily life.
- Confidently use the Skills of Communication

UNIT – I : Listening Skills:

- a. Importance of Listening
- b. Types of Listening
- c. Barriers to Listening
- d. Effective Listening

UNIT – II: Phonetics:

- e. Sounds of English: Vowels and Consonants
- f. Syllable
- g. Word Stress
- h. Intonation

UNIT – III: Grammar:

- i. Concord
- j. Articles
- k. Prepositions
- l. Tenses
- m. Question tags

UNIT- IV: Speaking Skills:

- n. Greetings & Introduction
- o. Asking and Giving Information
- p. Yes, We Can - Barack Obama
- q. Agreeing/ Disagreeing
- r. A Leader Should Know How to Manage Failure Dr. A.P.J. Abdul Kalam

UNIT – V: Soft Skills

- s. SWOC
- t. Attitude
- u. Emotional Intelligence
- v. Netiquette
- w. Interpersonal Skills

References:

1. Soft Skills, Dr. Alex (New Delhi: S. Chand & Company Ltd) 2009.
2. Interpersonal Skills Training, Philip Burnard (New Delhi: Viva Books Private Ltd)
3. Soft Skills for Everyone, Jeff Butterfield (New Delhi: Cengage Learning India Pvt Ltd) 2012
4. Emotional Intelligence, Daniel Goleman (London: Bloomsbury Publishing) 1996
5. A Text Book of English Phonetics for Indian Students, Balasubramanian
6. A Handbook for English Language Labor, E. Suresh Kumar, P. Sreehari
7. Communication Skills (2nd Edition), Sanjay Kumar & PushpLata, Oxford University Press, 2016.

Activities:

Make the students listen to news excerpts.

Watch interviews and speeches on YouTube.

Role plays on formal and informal conversations.

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:

Writing Skills

Some writing samples of the learners will be used through reformulation exercises for teaching grammar and vocabulary in a communicative context.

METHODOLOGY

To enable learners, to 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 procedures promoted through various problem-solving activities / exercises will be an integral part of the classroom methodology

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
I SEMESTER **GENERAL ENGLISH** Time:4 hrs/wk
LE 1011(3) **A COURSE IN COMMUNICATION & SOFT SKILLS** Marks:100
w.e.f 2023-2024 (Admitted batch) **HIGHER ENGLISH**

COURSE: There are three components in this course

A. Intensive Reading B. Extensive Reading C. Written Communicate Objectives:

The learner will be able to:

- Grasping the meaning of words and phrases in context.
- Distinguishing statements of facts from beliefs, hypotheses, expressions of probabilities, uncertainties, etc...
- Understanding the logical relationships between statements.

Outcomes:

- Use relevant vocabulary in everyday communication.
- Acquire the ability to use Soft Skills in professional and daily life.
- Confidently use the Skills of Communication

I. UNIT: Listening Skills

- a. Importance of Listening
- b. Types of Listening
- c. Barriers to Listening
- d. Effective Listening

II. UNIT: Phonetics

- a. Sounds of English: Vowels and Consonants
- b. Syllable
- c. Word Stress
- d. Intonation

III. UNIT: Grammar

- a. Concord
- b. Articles
- c. Prepositions
- d. Tenses
- e. Question tags

IV. UNIT: Speaking Skills

- a. Greetings & Introduction
- b. Asking and Giving Information
- c. Yes, We Can - Barack Obama
- d. Agreeing/ Disagreeing
- e. A Leader Should Know How to Manage Failure Dr. A.P.J. Abdul Kalam

V. UNIT: Soft Skills

- a. SWOC
- b. Attitude
- c. Emotional Intelligence
- d. Netiquette
- e. Interpersonal Skills

REFERENCES:

1. Soft Skills, Dr. Alex (New Delhi: S. Chand & Company Ltd) 2009.
2. Interpersonal Skills Training, Philip Burnard (New Delhi: Viva Books Private Ltd)
3. Soft Skills for Everyone, Jeff Butterfield (New Delhi: Cengage Learning India Pvt Ltd) 2012
4. Emotional Intelligence, Daniel Goleman (London: Bloomsbury Publishing) 1996

ACTIVITIES:

Make the students listen to news excerpts. Watch interviews and speeches on YouTube.

Role plays on formal and informal conversations.

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:

Paragraph Writing:

METHODOLOGY:

To enable learners, to 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 procedures promoted through various problem-solving activities / exercises will be an integral part of the classroom methodology.

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ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
I SEMESTER **GENERAL ENGLISH** Time:4 hrs/wk
LE 1012 (3) **A COURSE IN COMMUNICATION & SOFT SKILLS** Marks:100
w.e.f 2023-2024 (Admitted batch) **BASIC ENGLISH**

COURSE: There are three components in this course

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

Objectives:

The learner will be able to:

- Understand the importance of listening and practice effective listening.
- Use grammar effectively for accuracy in writing and speaking.
- Use relevant vocabulary in everyday communication.
- Acquire the ability to use Soft Skills in professional and daily life.
- Confidently use the skills of communication

Outcomes:

- Use relevant vocabulary in everyday communication.
- Acquire the ability to use Soft Skills in professional and daily life.
- Confidently use the Skills of Communication

UNIT – I: Listening Skills

- a. Importance of Listening
- b. Types of Listening
- c. Barriers to Listening
- d. Effective Listening

UNIT – II: Phonetics

- e. Sounds of English: Vowels and Consonants
- f. Syllable
- g. Word Stress
- h. Intonation

UNIT – III: Grammar

- i. Concord
- j. Articles
- k. Prepositions
- l. Tenses
- m. Question tags

UNIT - IV: Speaking Skills

- n. Greetings & Introduction
- o. Asking and Giving Information
- p. Yes, We Can - Barack Obama
- q. Agreeing/ Disagreeing
- r. A Leader Should Know How to Manage Failure Dr. A.P.J. Abdul Kalam

UNIT – V: Soft Skills

- s. SWOC
- t. Attitude
- u. Emotional Intelligence
- v. Netiquette
- w. Interpersonal Skills

References:

1. Soft Skills, Dr. Alex (New Delhi: S. Chand & Company Ltd) 2009.
2. Interpersonal Skills Training, Philip Burnard (New Delhi: Viva Books Private Ltd)
3. Soft Skills for Everyone, Jeff Butterfield (New Delhi: Cengage Learning India Pvt Ltd) 2012
4. Emotional Intelligence, Daniel Goleman (London: Bloomsbury Publishing) 1996

Activities:

Make the students listen to news excerpts.

Watch interviews and speeches on

YouTube.

Role plays on formal and informal conversations.

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:
The practice of Sounds and words****METHODOLOGY**

To enable learners, to 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 procedures promoted through various problem-solving activities / exercises will be an integral part of the classroom methodology

OBJECTIVES:

The learner will be able to:

- Employ reading skills to enhance comprehension effectively.
- Develop a bank of active vocabulary through continuous learning.

OUTCOMES: Develop personalized writing strategies for academic proficiency.

- Cultivate writing skills for future applications.
- Strengthen communicative competence by leveraging acquired reading and writing skills.

I. UNIT

Poetry Skills:
 :1. Ulysses - Alfred Lord Tennyson
 :2. Vocabulary: Conversion of Words
 :3. One Word Substitutes
 :4. Collocations

II. UNIT

Prose :1. The Best Investment I Ever Made A.J.Cronin
Non-Detailed Text Skills :2. Florence Nightingale Abrar Mohsin
 : 3. Skimming and Scanning

III. UNIT

Prose :1. The Night Train at Deoli Ruskin Bond
Poetry Skills :2. Stopping by Woods on a Snowy Evening Robert Frost
 :3. Reading Comprehension (TopDown, Bottom Up and Schema Theory)
 :4. Note Making/ Taking

IV.UNIT

Poetry Skills :1.Night of the Scorpion Nissim Ezekiel
 :2. Expansion of Ideas
 :3. Notices, Agendas, and Minutes

V.UNIT

Non-Detailed Text Skills: : 1. An Astrologer's Day RK Narayan
 :2. Curriculum Vitae and Resume
 :3. Letters
 :4. E-Correspondence

REFERENCES:

1. Communication Skills (2nd Edition), Sanjay Kumar &PushpLata, Oxford University Press, 2016.
2. The New Oxford Guide to Writing, Thomas. S. Kane,
3. Reading Skills: How to Read Better and Faster- Speed Reading, Reading Comprehension & Accelerated Learning (2nd Edition), Nick Bell.
4. English Vocabulary in Use: Upper Intermediate, Cambridge University Press.

ACTIVITIES:

- Facilitate a debate session on current events to foster critical thinking and communication skills.
- Assign a project where students summarize and present research articles from reputable sources.
- Initiate a storytelling session, allowing students to narrate news stories in their own words.
- Arrange a peer-review session for students to evaluate and provide constructive feedback on each other's written work.

OBJECTIVES:

The learner will be able to:

- Use reading skills for effective comprehension.
- Build up a repository of active vocabulary.

OUTCOMES:

- Own writing strategies in academic skills.
- Enable writing skills for future purposes.
- Enhance communicative competence through Reading and Writingskills acquired.

I. UNIT

Poetry Skills:
 :1. Ulysses - Alfred Lord Tennyson
 :2. Vocabulary: Conversion of Words
 :3. One Word Substitutes
 :4. Collocations

II. UNIT

Prose Non-Detailed Text Skills:
 :1. The Best Investment I Ever Made A.J.Cronin
 :2. Florence Nightingale Abrar Mohsin
 : 3. Skimming and Scanning

III. UNIT

Prose Poetry Skills:
 :1. The Night Train at Deoli Ruskin Bond
 :2. Stopping by Woods on a Snowy Evening Robert Frost
 :3. Reading Comprehension (Top Down, Bottom Up and Schema Theory)
 :4. Note Making/ Taking

IV. UNIT

Poetry Skills:
 :1. Night of the Scorpion Nissim Ezekiel
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V. UNIT

Non-Detailed Text Skills:
 : 1. An Astrologer's Day RK Narayan
 :2. Curriculum Vitae and Resume
 :3. Letters
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REFERENCES:

1. Communication Skills (2nd Edition), Sanjay Kumar & PushpLata, Oxford University Press, 2016.
2. The New Oxford Guide to Writing, Thomas. S. Kane,
3. Reading Skills: How to Read Better and Faster- Speed Reading, Reading Comprehension & Accelerated Learning (2nd Edition), Nick Bell.
4. English Vocabulary in Use: Upper Intermediate, Cambridge University Press.

ACTIVITIES:

- Request students to create a sample cover letter along with the model resume.
- Organize a vocabulary challenge with synonyms and antonyms.
- Conduct a word association exercise to enhance collocation awareness.
- Encourage students to analyze editorials and extract key points for discussion.

OBJECTIVES:

The learner will be able to:

- Get better at understanding by practicing reading regularly.
- Learn and remember more words to expand your vocabulary.

OUTCOMES:

- Find ways that work best for you when writing for school assignments.
- Practice writing now so you can be better at it for things you'll do later.
- Learn how to speak and write well by practicing what you've learned from reading and writing.

I. UNIT:

Poetry	:1. Ulysses -	Alfred Lord Tennyson
Skills:	2. Vocabulary: Conversion of Words	
	:3. One Word Substitutes	
	:4. Collocations	

II. UNIT:

Prose	:1. The Best Investment I Ever Made	A.J.Cronin
Non-Detailed Text	:2. Florence Nightingale	Abrar Mohsin
Skills	: 3. Skimming and Scanning	

III. UNIT:

Prose	:1. The Night Train at Deoli	Ruskin Bond
Poetry	:2. Stopping by Woods on a Snowy Evening	Robert Frost
Skills	:3. Reading Comprehension (TopDown, Bottom Up and Schema Theory)	
	:4. Note Making/ Taking	

IV.UNIT

Poetry	:1.Night of the Scorpion	Nissim Ezekiel
Skills	:2. Expansion of Ideas	
	:3. Notices, Agendas, and Minutes	

V.UNIT

Non-Detailed Text	: 1. An Astrologer's Day	RK Narayan
Skills:	2. Curriculum Vitae and Resume	
	: 3. Letters	
	: 4. E-Correspondence	

REFERENCES:

1. Communication Skills (2nd Edition), Sanjay Kumar &PushpLata, Oxford UniversityPress, 2016.
2. The New Oxford Guide to Writing, Thomas. S. Kane,
3. Reading Skills: How to Read Better and Faster- Speed Reading, Reading Comprehension & Accelerated Learning (2nd Edition), Nick Bell.
4. English Vocabulary in Use: Upper Intermediate, Cambridge University Press.

ACTIVITIES:

- Ask the students to prepare a model resume.
- Quiz on one-word substitutes.
- Collocation pair activity.
- Ask the students to read news clippings and make notes.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
II SEMESTER **ENGLISH LANGUAGE AND LITERATURE** Time:5hrs/week
ELL-Ma1-2201(4) **AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**
w.e.f AK 2023-2024 (Admitted batch) **SYLLABUS** Marks:100

OBJECTIVES: To enable the students to

- Be introduced to Literature through representative selections.
- Familiarize with the important literary movements of the Classical Age.
- Develop sensitivity to the literary texts of the 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 of 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, Alliteration, Elegy, Sonnet, Mystery/Miracle Plays, Morality Play

UNIT – III:

Poetry (Detailed Study) : Chaucer: Controlling the Tongue
Edmund Spenser: Sonnet 73 (*Lyke as a Byrd*) from Amoretti

UNIT – IV:

Drama (Detailed Study): Christopher Marlowe: *The Jew of Malta*

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.

M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

Stephen. *Renaissance Self-Fashioning. 1980. From More to Shakespeare*. Chicago: University of Chicago Press.

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OBJECTIVES: To enable the students to

- Be introduced to Literature through representative selections.
- Familiarize with the important literary movements of the Elizabethan Era.
- Identify the characteristics of poetry, drama, and literary criticism.
- 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 the Elizabethan period
- 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 the literature of these periods critically

UNIT-I:

History of Elizabethan Literature: Literary Characteristics, Major Themes & Writers of Elizabethan Theatre

UNIT-II:

Genre, Literary Forms: Simile, Metaphor, Personification, Allegory, Tragedy, Comedy, Tragi-comedy, Romantic Comedy, Chronicle Play, Masque, Three Unities

UNIT- III:

Poetry (Detailed Study): Sonnet 116 (Let me not to the Marriage of True Minds), All the world's a stage (Poetic excerpt from As You Like It)

UNIT- IV:

Drama (Detailed Study) William Shakespeare: Othello

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.

OBJECTIVES:

- Distinguishing statements 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

:

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

Job Skills:

2. Debates

3. Descriptions

4. Role Play

REFERENCES BOOKS:

- Albrecht, T.L. and M.B. Adelman, eds, 1987a, Communicating social support, Newbury Park, CA: Sage.

Activities:

Presenting Seminars and conducting Mock Interviews

OBJECTIVES:

- Distinguishing statements 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/
ndia Knowledge at Wharton
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
Job Skills: 2. Debates
3. Descriptions
4. Role Play

REFERENCES BOOKS:

- Albrecht, T.L. and M.B. Adelman, eds, 1987a, Communicating social support, Newbury Park, CA: Sage.

Activities:

Practicing Interview skills

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

REFERENCES BOOKS:

- Albrecht, T.L. and M.B. Adelman, eds, 1987a, Communicating social support, Newbury Park, CA: Sage.

Activities:

Practicing speaking fluently and enhancing reading skills

(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 be encouraged to make presentations on the related topics.

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.

Objectives:

- To be provided with an insight into the classics in British poetry from the Renaissance to the Victorian Age

Outcomes:

- The students would be acquainted with the key concepts and trends in British poetry during the period of their foundation, consolidation and expansion.
- The students would be able to appreciate and analyze the various thematic and stylistic aspects in the works of the poets of the period.

UNIT – I

John Keats: Ode on Grecian Urn, Ode to a Nightingale, Ode to *Autumn*.

Shelley: Ode to Skylark, Ode to *West Wind*.

UNIT II

John Milton : *Paradise Lost Book- I*

UNIT III

John Donne : *The Sun Rising, The Ecstasy.*

Alexander Pope : *The Rape of The Lock*

Unit - IV

W. B. Yeats : *Sailing to Byzantium, A Prayer for My Daughter, The Second Coming*

Unit - V

T. S. Eliot : *The Waste Land*

Resources for Further Reading:

- Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
- Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.
- Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
- Lewis, C. S. 1942. *A Preface to Paradise Lost*. Oxford: Oxford University Press.
- Vendler, Helen. 1983. *The Odes of John Keats*. Cambridge: Harvard University Press
- T S Eliot. 1921. *Poetry and Prose: The Chap Book*. Poetry Book shop London

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

VII SEMESTER
ELL 7202

ENGLISH LANGUAGE AND LITERATURE
Elizabethan Drama & Romantic Poetry

TIME 5HRS
Marks:100

(w.e.f:2023 - 2024 Admitted batch

SYLLABUS

Objective:

- To be acquainted with the different forms of Fiction and Non-Fiction.

Outcomes:

- The students would be provided an insight into the classics of the Elizabethan Age to the Victorian Age
- The students would be acquainted with the key concepts and trends in British literature concerning Fiction and Non-Fiction.
- The students would be able to appreciate and analyze the various thematic and stylistic aspects in the works of prose writers.

Unit – I

Thomas Kyd : *The Spanish Tragedy*

Unit- II

Shakespeare : *Hamlet*

Unit- III

John Webster : *The White Devil*

Unit – IV

John Keats : Ode on Grecian Urn, Ode to a Nightingale, Ode to *Autumn*.
Shelley : Ozymandias

Unit – V

S.T.Coleridge : *Kubla Khan*

William Wordsworth : *Tintern Abbey*

Resources for Further Reading:

- [Chambers, E. K.](#) 1923, *The Elizabethan Stage*. 4 Volumes, Oxford, Clarendon Press.
- Stephen. *Renaissance Self-Fashioning. 1980. From More to Shakespeare*. Chicago: University of Chicago Press.
- Vendler, Helen. 1983. *The Odes of John Keats*. Cambridge: Harvard University Press.
- T S Eliot. 1921. *Poetry and Prose: The Chap Book*. Poetry Book shop London.
- M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning.

(w.e.f:2023 - 2024 Admitted batch SYLLABUS

Objectives;

- To be acquainted with the major literary movements including the Modern and Post-Modern periods

Outcomes:

- The students would be acquainted with the key concepts and trends in British Prose works after the advent of the modern age of industrial and technological development.
- The students would be able to appreciate and analyze the various thematic and stylistic aspects in the works of the Prose writers of the period.

Unit – I

Francis Bacon :Select Essays
(*Of Truth ,Of Marriage and Single Life, Of Friendship.*)

Charles Lamb : From *Essays of Elia*, Dream Children: A Reverie
A Dissertation upon a Roast Pig

Unit - II

Mrs. Virginia Woolf :*A Room of One's Own*

Unit – III

Somerset Maugham : Stories from *Cosmopolitan* (*Mayhew, German Harry, The Happy Man , The Dream, In A Strange Land and The Luncheon*)

Unit – IV

Charles Dickens : *Great Expectations*

Unit - V

D.H. Lawrence : *Sons and Lovers*

Resources for Further Reading:

- Fulton H. 1962. Anderson. *Francis Bacon: His Career and His Thought*. Southern California Press.
- Jill Krave.1999. Stone.*Humanism and Early Modern Philosophy*.
- Katherine Anthony. 1945. [*The Lambs: A Story of Pre-Victorian England*](#).

(w.e.f:2023 - 2024 Admitted batch **SYLLABUS**

Objectives:

- To introduce corrective measures to eliminate grammatical errors in speaking and writing.

Outcomes

- The students would be able to understand theoretical and conceptual understanding of the elements of grammar.
- The students would be able to enhance their ability to write accurately and fluently.
- The students would familiarize the learners with English sounds through listening.

Unit I

Remedial Grammar – An Introduction

Introduction to grammar (what is grammar, its importance etc); different approaches to grammar: traditional, generative, transformative, and communicative.

Forms & functions of nouns, pronouns, prepositions.

Unit II

Verbs (transitive & intransitive, regular & irregular), tense & aspect, auxiliaries (primary & modal), negatives, questions, agreement & concord.

Unit-III

Writing skills

Mechanics of writing – features and sub-skills linguistic and discourse

Academic Writing / Technical Writing / Content Writing

Unit – IV

Introduction to Phonetics

The syllable and consonant clusters

Word accent and rhythm

Unit –V

Intonation in connected speech

Transcription of words and short sentences with primary stress and tonic accent.

Resources for Further Reading:

- Leech, G. & J. Svartvik (2002) A Communicative Grammar of English. Pearson, India.
- Balasubramanian, T. (2013) A Textbook of English Phonetics for Indian Students, 2nd Ed., Macmillan, New Delhi.
- Raman, M. & S. Sharma (2011) Communication Skills, OUP, New Delhi, India.

(w.e.f:2023 - 2024 Admitted batch **SYLLABUS**

Objectives:

- To be equipped with theoretical knowledge of communication types and process.

OUTCOMES

- The students would be able to explain the synthesis of verbal and non-verbal communication to communicate effectively and learn the functions of language in various contexts.
- The students would be able to gain knowledge of the four basic language skills and use them effectively in communication.
- The students would be able to gain insight into the different types of vocabulary and be capable of differentiating between the different types of meaning.
- The students would be able to understand that grammar can be seen as a flexible and useful tool for better language usage.

Unit-I

Theories of Language and Language-Learning-Behaviorism, Cognitivism, Structural, Interactive.

Unit-II

Different Approaches and Methods in Language Teaching : The Grammar Translation Method and The Direct Method.

Unit-III

Curriculum and Syllabus: Difference between Curriculum and Syllabus; Different Types of syllabuses

Unit-IV

Teaching of Language Skills: Listening, Speaking, Reading and Writing.

Unit-V

Testing and Evaluation; Types of Tests.

Resources for Further Reading:

- Penny Ur. 1996.*A Course in Language Teaching*. New Delhi, Oxford University Press.
- Keith Johnson. 1966.*Language Teaching and skill Learning*. Oxford: Blackwell Publishers.
- Brumfit, C.J.K. Johnson (1994). *The Communicative Approach to Language Teaching*. New Delhi, Oxford: Oxford University Press.
- Richards, Jack C. Theodore S. Rodgers, 1995.*Approaches and Methods in Language Teaching*. New Delhi, Cambridge University Press.

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

**VIII SEMESTER
ELL 8201**

**ENGLISH LANGUAGE AND LITERATURE
Indian Writing in English**

**TIME 5HRS
Marks: 100**

(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**

Objective:

- To be equipped with theoretical knowledge of Indian English style and registers

Outcomes:

- The students would be able to gain knowledge in four genres i.e., Poetry, Drama, Fiction, Prose writings
- The students would be able to gain insight into the features of Indian English and how it is different from the main stream of British literature.
- The students would be able to understand the background knowledge of Indian Culture and literary traditions.

Unit-I

Toru Dutt : *Our Casuarina Tree*
Sarojini Naidu : *The Temple*

Unit-II

Nissim Ezekiel : (i) *Poet, Lover, Bird Watcher* (ii) *Enterprise*
Aurobindo. : *Thought the Paraclete*
A. K. Ramanujan : *The Strider*

Unit-III

Rabindranath Tagore : *Chitra*
GirishKarnad : *Hayavadana*

Unit-IV

Mulk Raj Anand : *Untouchable*
R.K. Narayan : *A Tiger for Malgudi.*
Anita Desai : *Fire on the Mountain*

Unit-V

Raja Rao : *Cow of the Barricades*- Short Story.
Anitha Desai : *A Devoted Son*
Jumpa Lahari : *This Blessed House*

Resources for Further Reading:

- Iyengar, K. R. 1962. *Indian Writing in English*. New Delhi, Sterling Publishers.
- Mukherjee, Meenakshi. 1971. *The Twice Born Fiction*. New Delhi, Arnold Heinemann.
- Naik, M. K. 2006. *A History of Indian English Literature*. New Delhi, Sahitya Akademi.

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

**VIII SEMESTER
ELL 8202**

**ENGLISH LANGUAGE AND LITERATURE
American Literature**

**TIME 5HRS
Marks: 100**

(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**

Objective:

- To enable the students to understand the genres of American Literature

Outcomes:

- The students would be able to understand the contribution of American poets, prose writers, and novelists to American literature, specifically, and to world literature in general.
- The students would be able to analyze and re-interpret the prescribed literary works in the context of their contemporary society

Unit-I

Walt Whitman : *When Lilacs last in the Dooryard Bloomed*
Robert Frost : *Stopping by Woods, Mending Wall.*

Unit-II

Arthur Miller : *Death of a Salesman*

Unit-III

R.W. Emerson : *The American Scholar*
Henry David Thoreau : *Walden*

Unit-IV

Mark Twain : *Adventures of Huckleberry Finn*

Unit-V

Ernest Hemingway : *The Old Man and the Sea*

Resources for Further Reading:

- Egbert S. Oliver ed., 2001 ed. *An Anthology: American Literature. 1890-1965.* New Delhi: Eurasia Publishing House (Pvt) Ltd.
- Mohan Ramanan ed., 1996. *Four centuries of American Literature.* Chennai: Macmillan India Ltd.
- Walker, Marshall. 1988. *The Literature of United States of America.* NY:Macmillan Education.
- Fisher, William J. 1970. *American Literature of the Nineteenth Century: An Anthology.* New Delhi: Eurasia publishing house Pvt. Ltd.
- Ellman, Richard. 1976. *The New Oxford Book of American Verse.* New York: OUP.

(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**

Objective:

- To enable the students to be acquainted with colonial encounters

Outcomes:

- The students would be able to understand the contribution of poets, prose writers and novelists from the Commonwealth countries to literature.
- The students would be able to analyze and re-interpret the prescribed literary works in the context of their cultural heritage and contemporary society

Unit-I

Raja Rao : *Kanthapura.*

Unit-II

Chinua Achebe : *Things Fall Apart*
Wole Soyinka : *A Dance of Forests*

Unit-III

Ngugi Wa Thiong'o : *A Grain of Wheat*

Unit-IV

V. S. Naipaul : *A House for Mr. Biswas*

Unit-V

J.M. Coetzee : *Waiting for the Barbarians.*

Resources for Further Reading:

- Ania Loomba. 2016. *Colonialism and Post Colonialism.* Routledge.
- Elleke Boehmer. 2014. *Colonial and Post Colonial Literature – Migrant Metaphors-* Oxford University Press.
- Prem Podder & David Johnson. 2005. *A Historical Companion to Post Colonial Literature in English..*

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

VIII SEMESTER
ELL 8204

ENGLISH LANGUAGE AND LITERATURE
English Language Teaching-II

TIME 5HRS
Marks: 100

(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**

Objective:

- To understand English as a link language in India

Outcomes:

- The students would be able to differentiate between acquiring First language and learning second language
- The students would be able to understand purpose of teaching English in India
- The students would be able to understand first language, second language and foreign language
- The students would be able to understand language learning theories
- The students would be able to understand hurdles to learn second languages

Unit-I

Objectives of Teaching English. Role of English in India: Distinction between First Language and Second Language;

Unit-II

Acquisition vs Learning; Second/Foreign Language Learning

Unit-III

Teaching Practice: Techniques of Micro-Teaching. Team Teaching, Peer Group Interaction.

Unit-IV

Teaching Prose, Poetry, Supplementary Reader and Composition

Unit-V

Bridge Courses and Remedial Courses.

Resources for Further Reading:

- C.J. Brumfit & R.A. Carter. 1985. *Language and Literature Teaching: From Practice to Principle*. Cambridge University Press.
- R. Quirk & H. Widdowson. 1985. *English in the World: Teaching and Learning the Language and Literatures*. Cambridge University Press.
- Geetha Nagaraj. 1996. *English Language Teaching: Approaches, Methods and Techniques*. Orient Longman Kolkata.
- M.L. Tickoo. 2003. *Teaching and Learning English*. Orient Longman, New Delhi.

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

**VIII SEMESTER
ELL 8205**

**ENGLISH LANGUAGE AND LITERATURE
Functional English -II**

**TIME 5HRS
Marks: 100**

(w.e.f:2023 - 2024 Admitted batch

SYLLABUS

Objective:

- To enhance their English language proficiency in social and work situations, particularly in spoken interaction

Outcomes:

- The students would be able to train themselves in script writing and announcing for different purposes
- The students would be able to learn the fundamentals of business correspondence.
- The students would be able to equip students with better employability skills.

Unit- I

Business & communication

Importance of communication in business

Communication types (downward, upward, horizontal, diagonal)

Unit – II

Business English

Features& formats of business letters- types of letters (inquiry, quotation, complaint, adjustment, collection, cover letter, interview letter, appointment letter)

Unit – III

Basics of Soft Skills

Non Verbal Communication

Time management and stress management

Decision Making and Problem Solving Skills

Unit – IV

English in Print Media

Writing for the media Role of Journalism - Journalistic Writing v/s Creative Writing

Print media contents: News writing and news structure

Report writing

Unit – V

English in Electronic Media

Role of Radio and TV as means of communication at the rural/urban levels, at the local/regional/national levels.

Resources for Further Reading:

- RC, Bhatia. Business Communication. New Delhi: ANE Books, 2008
- MallikaNawal. Business Communication
- Raman, M. & S. Sharma (2011) Communication Skills, OUP, New Delhi, India.
- Ravindran, R. K. (2000) Media in Develop Publishers, Delhi.