

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.

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

St. Joseph's College For Women (Autonomous), Visakhapatnam

II SEMESTER

w.e.f 2023-2024(Admitted Batch)
LE 2010

GENERAL ENGLISH

A Course in Reading & Writing
Advanced English S-1

4hrs/wk

Marks: 100

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

: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 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.

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

II SEMESTER

w.e.f 2023-2024(Admitted Batch)
LE 2011

GENERAL ENGLISH

A Course in Reading & Writing
Higher English S-2

4hrs/wk

Marks: 100

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 Writing skills acquired.

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 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.

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

II SEMESTER

w.e.f 2023-2024(Admitted Batch)
LE 2012

GENERAL ENGLISH

A Course in Reading & Writing
Basic English S-3

4hrs/wk
Marks: 100

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 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:

- 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 4HRS
ELL-Ma1 2201 An Introduction to English Literature (600-1500) Marks:100
(w.e.f:2023 - 2024 Admitted Batch **SYLLABUS**
PAPER-I

OBJECTIVES: To enable the students to

- Introduce students to the foundational periods of English literature – Old English, Middle English, and Renaissance.
- Enable learners to understand major literary genres, forms, and movements of the early English period.
- Provide critical insights into key texts of the age and develop literary appreciation.
- Lay the foundation for the historical, cultural, and philosophical growth of English literature

Course Outcomes:

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

- Identify the major phases and features of English literature from 600 to 1500 CE.
- Demonstrate knowledge of major genres like poetry, drama, ballad, and criticism from early English literature.
- Critically analyse selected literary texts from Chaucer, Spenser, Marlowe, and Sidney.
- Appreciate the historical, thematic, and stylistic dimensions of early English literature.

Unit I

- Overview of the Old English (Anglo-Saxon) Period
- Features of the Middle English Period
- Renaissance and Humanism – Early stirrings of literary revival

Unit II

- Poetry, Drama, Ballad, Epic
- Literary Devices: Alliteration, Elegy, Sonnet
- Medieval Drama: Mystery Plays, Miracle Plays, Morality Plays

Unit III (Detailed Study)

- Geoffrey Chaucer – Controlling the Tongue (excerpt)
- Edmund Spenser – Sonnet 73 (Lyke as a Byrd) from Amoretti

Unit IV (Detailed Study)

- Christopher Marlowe – The Jew of Malta

Unit V

- Aristotle – Poetics (Elements of Tragedy)

Suggested Classroom Activities

- Prepare a historical timeline of literary periods from 600–1500
- Group discussion on the cultural and linguistic evolution
- Literary genre chart-making by student groups
- Audio-visual presentations on medieval drama and its enactment
- Group poetry recitations with meaning explanations
- Write a modern version of a medieval sonnet or ballad
- Enactment of selected scenes from *The Jew of Malta*
- Debate on the moral dilemmas and character traits in Marlowe's play
- Role play: Philip Sidney justifying poetry to critics of his age
- Pair activity: Identify and interpret literary terms in critical writing

References

- Core Textbooks:
- David Daiches. *A Critical History of English Literature*. Allied Publishers.
- H.J.C. Grierson. *A History of English Poetry*. Cambridge University Press.
- M.S. Naagarajan. *English Literary Criticism and Theory*. Orient Blackswan.
- M.H. Abrams. *A Glossary of Literary Terms*. Cengage Learning.
- Additional Readings:
- Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press.
- Terry Eagleton. *How to Read a Poem*. Oxford: Blackwell.
- Stephen Greenblatt. *Renaissance Self-Fashioning: From More to Shakespeare*. University of Chicago Press.
- Online Resources:
- BBC History of English Literature (Interactive Timelines)
- Open Learn & NPTEL Lectures on Medieval English Literature
- British Library Archives – Early English Manuscripts

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
II SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma2 2201 An Introduction to Elizabethan Literature (1558-1603) Marks:100
(w.e.f:2023 - 2024 Admitted batch **SYLLABUS**
PAPER-II

OBJECTIVES: To enable the students to

- Introduce the students to the rich literary landscape of the Elizabethan period.
- Familiarize them with important literary forms, themes, and critical terminology.
- Enable critical appreciation of Elizabethan poetry, drama, and literary criticism.
- Encourage a deeper understanding of Shakespearean and Aristotelian literary excellence.

Course Outcomes:

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

- Understand the historical, cultural, and literary significance of the Elizabethan age.
- Demonstrate knowledge of major genres like tragedy, comedy, masque, allegory, and personification.
- Critically appreciate key texts by Shakespeare and Aristotle.
- Analyse and present the core aesthetic features of Elizabethan drama and poetic tradition.

Unit I

- Literary Characteristics of the Elizabethan Age
- Major Themes and Notable Writers
- Growth of Elizabethan Theatre – Companies, Audience, Performance Style

Unit II

- Figures of Speech: Simile, Metaphor, Allegory, Personification
- Drama Forms: Tragedy, Comedy, Tragi-Comedy, Chronicle Play
- Dramatic Conventions: The Three Unities, Masque

Unit III (Detailed Study)

- William Shakespeare – Sonnet 116 (“Let me not to the marriage of true minds”)
- William Shakespeare – “All the World’s a Stage” (from As You Like It)

Unit IV (Detailed Study)

- William Shakespeare – Othello

Unit V

- Sir Philip Sidney – An Apology for Poetry (selected passages)

Suggested Classroom Activities

- Timeline chart of major writers and events in Elizabethan Literature
- Group discussion on themes like power, love, revenge, and renaissance ideals
- Identify literary devices in selected texts
- Write a short masque or personified allegory in groups
- Group recitation and meaning interpretation of Shakespeare's sonnets
- Enact the "Seven Ages of Man" with visuals
- Stage selected scenes from Hamlet
- Debate: Hamlet – Procrastinator or Philosopher?
- Concept mapping of Aristotle's theory of tragedy
- Create posters of tragic elements in Hamlet matching Aristotle's Poetics

References

- **Core Textbooks:**
 - M.S. Naagarajan. English Literary Criticism & Theory. Orient Blackswan.
 - M.H. Abrams. A Glossary of Literary Terms. Cengage Learning.
 - E.K. Chambers. The Elizabethan Stage. 4 Vols., Oxford: Clarendon Press.

Additional Readings:

- Peter Barry. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press.
- David Daiches. A Critical History of English Literature. Allied Publishers.
- Andrew Sanders. The Short Oxford History of English Literature. Oxford University Press.

Online Resources:

- British Council Shakespeare Resources
- MIT Shakespeare Archive – Full Texts and Study Guides
- BBC Bitesize on Elizabethan Drama

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
III SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma1 3201 An Introduction to Jacobean Literature (1603-1625) Marks:100
(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**
PAPER--1

OBJECTIVES: To enable the students to

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

Course Outcomes:

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

- Know the background of the Jacobean Period and review aspects of different literary genres, forms, and terms
- Identify the characteristics of poetry
- Analyze the features of prose in the prescribed texts
- Applying the various dramatic elements in the given texts
- Critically appreciate the literary works of critics of the age.

Unit – I

History of English Literature: Characteristics, Major themes & writers
Literary Genres--- Irony, Blank Verse, Comedy of Humours, Metaphysical Conceit, Aphoristic Style, Apostrophe, Allusion, Revenge Tragedy

Unit-II

Poetry (Detailed Study) : John Donne: The Flea
John Milton: On His Blindness

Unit-III

Prose (Non-Detailed) : Francis Bacon: Of Studies, Of Superstition

Unit- IV

Drama (Detailed Study) : John Webster: The White Devil

Unit- V

Literary Criticism (Non-Detailed) : Andrew Marvell: On Mr. Milton's Paradise Lost

References:

- 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.
M.S.Naagarajan. 2006. English Literary Criticism & Theory.
Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
M H Abrams. 2015. Glossary of Literary Terms. Cengage learning

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
III SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma2 3201 An Introduction to Restoration Literature (1660-1689) Marks:100
(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**
PAPER-II

OBJECTIVES: To enable the students to

- Be introduced to Literature through representative selections.
- Familiarize with the important literary movements of the Restoration Age.
- Develop sensitivity to the literary texts of the period concerned
- Appreciate and enjoy the works prescribed in terms of ideas, languages, etc.

Course Outcomes:

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

- Know the background of the Restoration Period and review aspects of different literary genres, forms, and terms
- Recognize the aspects of poetry
- Apply the features of prose in the prescribed texts
- Analyze the various satirical dramatic elements in the given texts
- Critically appreciate the literary works of critics of the age.

Unit – I

History of English Literature: Characteristics, Major themes & writers
Literary Genres--- Farce, Comedy of Manners, Satire, Gentle Comedy, Periodical essay, Memoir

Unit-II

Poetry (Detailed Study) : Andrew Marvell: To His Coy Mistress
John Bunyan: Upon the Disobedient Child

Unit-III

Prose (Non-Detailed) : Joseph Addison: Advice in Love
Richard Steele: The club at the Trumpet

Unit- IV

Poetic Drama (Detailed Study) : John Dryden: Absalom and Achitophel
(Lines I to 500)

Unit- V (Non-Detailed)

Literary Criticism : John Dryden: Essay of Dramatic Poesie

Reference:

- 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.
- M.S.Naagarajan. 2006. English Literary Criticism & Theory.
- Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
- M H Abrams. 2015. Glossary of Literary Terms. Cengage learning

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
III SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma3 3201 An Introduction to Augustan Literature (1700-1750) Marks:100
(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**
PAPER-III

OBJECTIVES: To enable the students to

- Be introduced to Literature through the Augustan period
- Familiarize with the important literary movements of the Augustan Age.
- Develop sensitivity to the literary texts of the period concerned
- Appreciate and enjoy the works prescribed in terms of ideas, languages, etc.

Course Outcomes:

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

- Know the background of the Augustan Period and review aspects of different literary genres, forms, and terms
- Identify the characteristics of poetry
- Analyze the features of prose in the prescribed texts
- Applying the various dramatic elements in the given texts
- Critically appreciate the literary works of critics of the age.

Unit – I

History of English Literature: Characteristics, Major themes & writers
Literary Genres--- Mock Epic, Heroic Tragedy, Heroic Couplet, Sentimental Comedy, Epistles, Biography, Autobiography.

Unit-II

Poetry (Detailed Study) : Alexander Pope: The Rape of the Lock (Canto-I)

Unit-III

Prose (Non-Detailed) : Daniel Defoe: Robinson Crusoe

Unit- IV

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

Unit- V

Literary Criticism (Non-Detailed): Samuel Johnson: Preface to Shakespeare

References:

- 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.
M.S.Naagarajan.2006. English Literary Criticism & Theory.
Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
M H Abrams. 2015. Glossary of Literary Terms. Cengage learning

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
III SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma4 3201 An Introduction to Romantic Literature (1798-1837) Marks:100
(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**
PAPER-IV

OBJECTIVES: To enable the students to

- Be introduced to Literature through the Romantic period
- Familiarize with the important literary movements of the Romantic Age.
- Develop sensitivity to the literary texts of the period concerned
- Appreciate and enjoy the works prescribed in terms of ideas, languages, etc.

Course Outcomes:

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

- Relate the features of the Romantic Period
- Identify the characteristics of nature poetry
- Understand the concepts of social class in the Romantic period
- Analyze the features of prose in the prescribed texts
- Critically appreciate the literary works of critics of the age.

Unit – I

History of English Literature: Characteristics, Major themes & writers
Literary Genres--- Ode, Lyric, Hyperbole, Pastoral Elegy, Imagery, Symbolism, Point of View

Unit-II

Poetry (Detailed) : William Wordsworth: The Solitary Reaper
John Keats: Ode on a Grecian Urn

Unit-III

Fiction (Detailed) : Jane Austen: Pride and Prejudice

Unit- IV

Prose (Non-Detailed) : Charles Lamb: Dream Children: A Reverie

Unit- V

Literary Criticism (Non-Detailed): Samuel Taylor Coleridge: Biographia Literaria

References:

- 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.
T S Eliot. 1921. Poetry and Prose: The Chap Book. Poetry Book shop London
M.S.Naagarajan. 2006. English Literary Criticism & Theory.
Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
IV SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma1 4201 An Introduction to Victorian Literature (1837-1900) Marks:100
(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**
PAPER-I

OBJECTIVES: To enable the students to

- Be introduced to Literature through the Victorian period
- Familiarize with the important literary movements of the Age.
- Develop sensitivity to the literary texts of the period concerned
- Appreciate and enjoy the works prescribed regarding ideas, languages, etc.

Course Outcomes:

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

- Identify the influences of Victorian society on its literary period.
- Analyze the characteristics of poetry,
- Understand the drama with the progression of age.
- Acquaint the social life of the age
- Critically appreciate the literary texts of the period.

Unit – I

**History of English Literature:
Literary Genres---**

Characteristics, Major themes & writers
Gothic Novel, Melodrama, Historical Novel,
Sentimental Novel, Regional Novel, Flat
Character, Round Character, Dramatic Monologue

Unit-II

Poetry (Detailed Study)

: Robert Browning: My Last Duchess
Elizabeth Barrett Browning: Patience Taught by
Nature

Unit-III

Drama (Detailed Study)

: Oscar Wilde: The Importance of Being Earnest

Unit- IV

Fiction (Non- Detailed Study)

: Charles Dickens: David Copperfield

Unit- V

Literary Criticism (Non-Detailed):

Mathew Arnold: Function of Criticism,
Touchstone Method

References:

- 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.
M.S.Naagarajan. 2006. English Literary Criticism & Theory.
Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural
Theory, Manchester University Press, Manchester.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
IV SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma2 4201 An Introduction to Modern Literature (1900-1940) Marks:100
(w.e.f:2023 - 2024 Admitted batch **SYLLABUS**
PAPER-II

OBJECTIVES: To enable the students to

- Be introduced to Literature through the modern period
- Familiarize with the important literary movements of the Age.
- Develop sensitivity to the literary texts of the period concerned
- Appreciate and enjoy the works prescribed regarding ideas, languages, etc.

Course Outcomes:

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

- Relate the features of the Modern Period
- Identify the characteristics of modern poetry
- Understand the concepts of life in a modern drama
- Analyze the features of prose in the prescribed texts
- Critically appreciate the literary works of critics of the age.

Unit – I

History of English Literature:
Literary Genres---

Characteristics, Major themes & writers
Absurd Drama, Existentialism, Stream of
Consciousness, Naturalism, Realism, Surrealism

Unit-II

Poetry (Detailed)

: W.B. Yeats: Sailing to Byzantium
T.S. Eliot: Journey of the Magi

Unit-III

Drama (Detailed)

: Samuel Beckett: Waiting for Godot

Unit- IV

Fiction (Non-Detailed)

: D.H. Lawrence: The Rainbow

Unit- V

Literary Criticism (Non-Detailed): T.S. Eliot: Traditional and Individual Talent

References:

Daiches, David. 2014 ed. History of English Literature. (4 Volumes). CUP. Eagleton, Terry. 2007. How to Read a Poem. Oxford: Blackwell.
T S Eliot. 1921. Poetry and Prose: The Chap Book. Poetry Book shop London
M.S.Naagarajan.2006. English Literary Criticism & Theory.
Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
IV SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma3 4201 Glimpses of World Literature Marks:100
(w.e.f:2023 - 2024 Admitted batch) **SYLLABUS**
PAPER--III

OBJECTIVES: To enable the students to

- Be introduced to Literature through representative selections.
- Familiarize with the important literary movements of the Age.
- Develop sensitivity to the literary texts of the period concerned
- Appreciate and enjoy the works prescribed in terms of ideas, languages, etc.

Course Outcomes:

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

- Know the background and aspects of poetry in African literature
- Identify the elements of drama in Indian writing
- Analyze the features of prose in the prescribed texts
- Apply the thematic concerns of the prescribed short stories
- Critically appreciate the literary works of critics of the age.

Unit – I

Poetry (Detailed Study) : Gabriel Okara: Once Upon a Time
Maya Angelou: Caged Bird

Unit-II

Drama (Detailed Study) : Vijay Tendulkar's Silence! The Court is in Session

Unit- III

Fiction (Non-Detailed Study) : Fyodor Dostoevsky: Crime and Punishment

Unit- IV

Short Story (Non-Detailed Study) : O Henry: The Last Leaf
Tillie Olsen: I Stand Here Ironing

Unit- V

Literary Criticism (Non-Detailed) : I.A. Richards: Four Kinds of Meaning

References:

- 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.
- M.S.Naagarajan.2006. English Literary Criticism & Theory.
- Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
- M H Abrams. 2015. Glossary of Literary Terms. Cengage learning

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
V SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-E3-5203(4) WRITING FOR MEDIA Marks:100
(w.e.f:2020 Admitted batch) **SYLLABUS**
PAPER-I

OBJECTIVES: To enable the students to

- Write with confidence

Course Outcomes:

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

- 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
- Write articles for the media

Unit-I

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

Unit-II

1. Proofreading, 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 Resourc

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. Cambridge University Press, 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/>

Activities:

- 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.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|----------------|---------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
V SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-E3-5204(4) Creative Writing and Literary Appreciation Marks:100
(w.e.f:2020 - Admitted batch)
SYLLABUS
PAPER-II

OBJECTIVES: To enable the students to

- Understand and define the art of Creative Writing

Course Outcomes:

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

- Identify different literary genres
- Review the published works of others
- Deliver presentations on the literary works
- Demonstrate the creative writing skills
- Evaluate the prose and fiction

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 Truth';

Persuasiveness, Readability and Argument: 'The Power of Prayer' –by APJ Abdul Kalam)

Unit-III

1. Understanding Poetry
(Figurative Language: 'Endless Time' –by Rabindranath Tagore;

Imagery and Metre: 'Elegy Written in a Country Churchyard' -by Thomas Gray;

Tone: 'The Lovers of the Poor' -by Gwendolyn 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 LaPlante. 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>

Activities:

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 Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|-----------------------|----------------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

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.

(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.