

Suggested Classroom Activities (Unit-wise)

Unit I

- Speaking activity: My village/town .

Unit II

- Story telling and letter writing.

Unit III

- JAM and reading comprehension

Unit IV

- Listening to TED Talks and dialogue writing

Unit V

- Phonetics practice with minimal pairs, stress marking, and reading aloud.
- Read passages following stress and intonation
- Write stories based on pictures facilitated.

Suggested Reference Books and Resources

1. Board of Editors. English for Life. Orient BlackSwan.
2. Raymond Murphy. Essential Grammar in Use. Cambridge University Press.
3. T. Balasubramanian. A Textbook of English Phonetics for Indian Students. Macmillan.
4. Greta Thunberg's UN Speech (Open Educational Resource)
5. Mulk Raj Anand. The Lost Child.
6. Sarojini Naidu. The Bird of Time.
7. Nissim Ezekiel. Collected Poems.
8. Rabindranath Tagore. Gitanjali.
9. School of Barbiana. Letter to a Teacher.

Unit-wise Suggested Activities:

Unit I

- Vocabulary games
- Role-play

Unit II

- Presentation on a dream job.
- Group Discussion

Unit III

- Debate on EMI
- Report Writing college events

Unit IV

- Presentation using ppt (charts/photos)
- Preparing notes from a short lecture/podcast

Unit V

- Drafting a Notice and Agenda for a student meeting
- Vocabulary Quiz

Reference Books:

- Fluency in English – Part II, Board of Editors, Orient BlackSwan
 - Effective Technical Communication by M. Ashraf Rizvi (McGraw Hill)
 - English Grammar in Use by Raymond Murphy (Cambridge)
 - Professional Communication by Aruna Koneru (McGraw Hill)
 - Selected Stories by R.K. Narayan (Indian Thought Publications)
 - Collected Essays of A.G. Gardiner
 - Collected Poems by Rudyard Kipling
 - The Gift of the Magi and Other Stories by O. Henry
 - Selected Speeches of Swami Vivekananda
 - Short Stories by Sudha Murty (Penguin India)
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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
I SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma1-1201 An Introduction to English Literature (600-1500) Marks:100
(w.e.f:2025 - 2026 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
I SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma2-1201 An Introduction to Elizabethan Literature (1558-1603)

Marks:100

(w.e.f:2025 - 2026 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
II SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma1 2202 An Introduction to Jacobean Literature (1603-1625) Marks:100
(w.e.f:2025 - 2026 Admitted batch **SYLLABUS**
PAPER-I

OBJECTIVES: To enable the students to

- To introduce the features of Jacobean literature.
- To analyze literary genres, forms, and terms of the period.
- To identify characteristics of poetry, prose, drama, and literary criticism.
- To offer a detailed understanding of the literary texts.
- To understand the evolution of prose as a literary genre.

Course Outcomes:

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

- Learners will be able to describe the main features and historical background of Jacobean literature.
- They will understand and analyse the significant literary forms of the period including metaphysical poetry, prose, and drama.
- They will critically engage with prescribed literary texts and identify their themes, language, and literary devices.
- They will be able to appreciate the development of literary criticism in the Jacobean era.

Unit I

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

Unit II

- Poetry — John Donne: The Flea
- John Milton: On his Blindness

Unit III

- Prose — Francis Bacon: Of Studies, Of Superstition

Unit IV

- Drama — John Webster: The White Devil

Unit V

- Literary Criticism — Andrew Marvell: On Mr. Milton's Paradise Lost

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.
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- 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.
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- 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 2202 An Introduction to the Restoration Literature (1660-1689) Marks:100
(w.e.f:2025 - 2026 Admitted batch) **SYLLABUS**
PAPER-II

OBJECTIVES: To enable the students to

- Introduce the key features and characteristics of Restoration literature in its socio-political and cultural context.
- Familiarize students with the important literary genres and forms that emerged and flourished during the period.
- Explore the representative texts of poetry, prose, drama, and criticism through analytical and interpretive frameworks.
- Examine the transition from Puritan ideals to the Restoration ethos of wit, satire, and urbanity.

Course Outcomes:

- After going through the course, the learner will be able to
- Describe the historical background and literary trends of the Restoration period.
- Identify the unique characteristics of Restoration comedy, satire, and periodical prose.
- Critically appreciate the literary texts of poets like Andrew Marvell and John Bunyan, essayists like Addison and Steele, and dramatists like Dryden.
- Explain key literary terms such as Comedy of Manners, Periodical Essay, and Satire with textual illustrations.
- Demonstrate enhanced analytical, discussion, and presentation skills in the context of English literary studies.

Unit I

- History of Restoration Literature – Characteristics, Major Themes & Writers
- Literary Genres – Farce, Comedy of Manners, Satire, Gentle Comedy, Periodical Essay, Memoir

Unit II (Poetry)

- Andrew Marvell – To His Coy Mistress
- John Bunyan – Upon the Disobedient Child

Unit III (Prose)

- Joseph Addison – Advice in Love
- Richard Steele – The Club at the Trumpet

Unit IV

- Drama:
- John Dryden – Absalom and Achitophel

Unit V

- Literary Criticism:
- John Dryden – Essay of Dramatic Poesie

Suggested Classroom Activities

- Timeline creation of Restoration literary and political events.
- Genre-matching activities with text examples.
- Poster-making on features of Comedy of Manners and Satire.
- Poem recitation with tone and style analysis.
- Creative writing: students write a short poem in the style of Marvell or Bunyan.
- Discussion on metaphysical vs Restoration poetic traits.
- Enactment of prose dialogues from Addison and Steele.
- Group reading of essays and paraphrasing sessions.
- Essay writing on wit and morality in periodical prose.
- Role-play or dramatic reading of scenes from Absalom and Achitophel.
- Mind-mapping Dryden's characters and their political parallels.
- Viewing video clips or documentaries on Restoration theatre.
- Debate on Classicism vs Modernity in Essay of Dramatic Poesie.
- Text-based analysis of critical ideas.
- Panel discussion on Dryden's contribution to literary criticism.

References Core

Texts

- Daiches, David. A Critical History of English Literature. Bombay: Allied Publishers, 1979.
- Grierson, H.J.C. A History of English Poetry. CUP, 2014.
- Daiches, David. History of English Literature (4 Volumes). CUP, 2014.
- Eagleton, Terry. How to Read a Poem. Oxford: Blackwell, 2007.

Supplementary Texts

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

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-Ma1-5201 WRITING FOR MEDIA Marks:100
(w.e.f:2025 - 2026 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-Ma2-5201 Creative Writing and Literary Appreciation Marks:100
(w.e.f:2025 - 2026 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

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
V SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma3-5201 TEACHING ENGLISH ONLINE Marks:100
(w.e.f:2025 - 2026 Admitted batch) **SYLLABUS**
PAPER-III

OBJECTIVES: To enable the students to

- Understand online Teaching of English

Course Outcomes:

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

- Acquire skills in teaching online
- Identify online resources for teaching
- Conduct classes online
- Use Technology for evaluating students' performance
- Understand the various methods of online teaching tools

Unit-I

1. Contextualizing the Online Teaching of English
(The learners, the context, the content)
2. Types of Online Teaching
(Self-learning, Guided Learning, Blended Learning, Flipped Classroom etc.)

Unit-II

1. Course Planning
(Course Modalities, Timelines and Chunking)
2. Lesson Planning
(Course Content, Materials, Additional Inputs)

Unit-III

1. Types of Online Teaching Platforms
(LMS, Moodle, Google Classroom, Zoom, Cisco-WebEx, Google Meet, etc.)
2. Online Classroom Management
(Break-up Rooms, Chat Boxes, Polling/ Voting, Interaction)

Unit-IV

1. Online Educational Resources (Copyright, Creating Own Resources)
2. Collaboration

Unit-V

1. Mobile Learning
2. Online Evaluation

Resources for Further Reading:

1. Virendra Mishra et al. English Language Teaching Skills. Cambridge University Press, 2020
2. N.Krishna Swamy & Lalitha Krishna Swamy. Methods of Teaching English. Trinity Press, 2014.
3. Navita Arora. English Language Teaching. MacGraw Hill, 2012
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
5. Cambridge Assessment English: <https://www.cambridgeenglish.org/blog/12-tips-for-teaching-an-online-english-class/>
6. Online English Resources for Teachers: <https://www.britishcouncil.org.br/en/programmes/english/resources-teachers>

Activities:

1. **For Teachers:** After completing practical training in the course, the teacher will assign teaching activities to each student on online Teaching of English. The students will demonstrate different skills in Teaching English online for not less than 10 hours in any teaching environment (School/ College/Peer Group/ JKC/ Adults in a Village) under the supervision of the teacher.
2. **For Students:** Each student will conduct practicum in online teaching of English in a teaching environment (School/ College/Peer Group/ JKC/ Adults in a Village) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written 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

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
V SEMESTER ENGLISH LANGUAGE AND LITERATURE TIME 4HRS
ELL-Ma4-5201 English For Journalism & Advertising (Print Media) Marks:100
(w.e.f:2025 - 2026 Admitted batch SYLLABUS
PAPER-IV

OBJECTIVES: To enable the students to

- Understand the Principles of Journalism

Course Outcomes:

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

- Acquire Language Skills for effective communication
- Identify online resources for personal improvement
- Demonstrate Speaking Skills for the media
- Analyse events for authentic reporting

Unit-I

1. Principles of Journalism:
(Gathering Information, Verifying Facts, Reporting the Events, Impacting People)
2. Use of English in News Papers (Simple, Formal, Concise and Impersonal)

Unit-II

1. Print Media : (Different Types of Newspapers, Magazines and Periodicals)
2. English Language for Journalism: (Specific Use of Tenses, Vocabulary, Agreeing and Disagreeing, Reported Speech)

Unit-III

1. Journalism as a Social Memoir
2. Style Guide and Proofreading

Unit-IV

1. Writing for the Media
2. Advertising and Its Lexical Features

Unit-V

1. Speaking Skills for the Media
2. Journalism in the Digital Age

Resources for Further Reading:

1. Wynford Hicks. English for Journalists (Media Skills). 4th Edition, Routledge, 2013.
2. Crawford Gillan, Sir Harold Evans. Essential English for Journalists, Editors and Writers. Random House, 2010.
3. Sylee Gore. English for Marketing & Advertising. Oxford University Press, USA, 2008
4. Angela Goddard. The Language of Advertising: Written Texts. Routledge, 1998
5. Bill Kovach and Tom Rosenstiel. The Elements of Journalism. Crown Publishers, New York, 2007
6. The Guardian-News Writing:
<https://www.theguardian.com/books/2008/sep/25/writing.journalism.news>
7. Indian Institute of Mass Communication
http://iimc.nic.in/content/44_1_JournalismEnglish.aspx
8. American Press Association
<https://americanpressassociation.com/principles-of-journalism/>
9. Thought Co. Advertising Vocabulary for English Learners:
<https://www.thoughtco.com/advertising-vocabulary-1210143>

Activities:

1. **For Teachers:** The teacher shall train students in practical skills in media and advertising for not less than 10 hours and assign activities to students. The groups will identify different journalistic environments (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) to demonstrate their knowledge.
2. **For Students:** Each Learner will conduct practicum in journalistic and advertising environment (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a 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