

**St Xavier's College (Autonomous), Ahmedabad**

**BA English Syllabus (June 2022 onwards)**

**Program Specific Outcomes**

A student completing this program will be able to:

PSO 1: Imbibe moral and human values through studying English language and literature.

PSO 2: Make special use of language for expression.

PSO 3: To make accurate use of English language in their respective field and communicate effectively.

PSO 4: Get acquainted with the language, poetical style, and diction to interpret any literary text.

PSO 5: Achieve proficiency in English language to increase chances for employability.

**Semester I**

**Introduction to Literature**

**Course Code: EN-1501/EN-1101**

**No. of Credits: 04**

**Learning Hours: 60 hrs**

What to know	1. Identify the various ages/eras in the history of English literature, starting from 450 AD to 2021 AD, along with the salient features, major figures, and works of each era.
	2. Distinguish the technical meaning of 'literature' from its general meaning, and list the main characteristics of literature and its usefulness as a subject in college.
How to know	3. Analyse examples of sonnet, ballad, elegy, and lyric to critically appreciate poetry.
	4. Examine a 20 <sup>th</sup> century play to identify the sociocultural and political issues addressed by G. B. Shaw.
	5. Develop criteria for critical evaluation of literary works.

What will be able to do?	
	6. Categorise literary works according to their place in the history of English literature and appraise them.

### **Unit-1: Introduction to the Meaning of Literature**

Prescribed text: R. J. Rees: 'What Is Literature?' in An Introduction to English Literature

### **Unit-2: Introduction to the History of Literature (Overview of the History of Poetry)**

1. Keats: La Belle Dame Sans Merci
2. Tennyson: Tears, Idle Tears
3. Shelley: Ozymandias
4. Shakespeare: To Me Fair Friend
5. Milton: On His Blindness

#### **Recommended Texts:**

1. Pramod Nayar: *A Short History of English Literature*;
2. Michael Alexander: *A History of English Literature*;
3. RJ Rees: *An Introduction to the Study of Literature*

### **Unit-3: Introduction to the History of Literature (Overview of the History of Drama)**

G.B. Shaw: *Pygmalion*

### **Unit-4: Acquaintances**

1. Geoffrey Chaucer: *The Canterbury Tales*
2. Christopher Marlowe: *Dr. Faustus*
3. William Shakespeare: *Hamlet*
4. John Webster: *The White Devil*
5. William Congreve: *The Way of the World*

6. S.T. Coleridge: *The Rime of the Ancient Mariner*
7. George Eliot: *Adam Bede*
8. Charles Dickens: *Hard Times*
9. Virginia Woolf: *Mrs. Dalloway*
10. T.S. Eliot: “Love Song of J. Alfred Prufrock”

### Semester I

#### Elective Paper: Literary Forms: The One Act Play and the Short Story Course Code: EN-1502/EN-1102

No. of Credits: 04

Learning Hours: 60 hrs

What to know	The students will <b>describe</b> and <b>distinguish</b> both the literary forms.
	Students will <b>identify</b> and <b>discuss</b> the salient features of One act plays and short stories.
How to know	Students will <b>apply</b> their familiarity with the salient features of One act plays and short stories to <b>analyse</b> some selected samples prescribed in the syllabus.
	Students will <b>develop</b> their understanding about the general characteristics of One act plays and Short stories and operate them on some other samples.
What will be able to do?	Students will <b>analyze</b> the prescribed texts, critically appreciate them and come up with their own interpretation.
	Students will <b>express</b> their opinions on the present literary forms and use logical argument and participate in classroom discussion, presentations and writing academic essays for different purposes (assignments, examination).

### Unit-1: The One Act Play

Prescribed text: R.J. Rees: An Introduction to English Literature

### Unit-2: One-Act Plays

1. WW Jacobs: *The Monkey's Paw*
2. Margaret Wood: *Day of Atonement*

### Unit-3: The Short Story

Prescribed text: R.J. Rees: An Introduction to English Literature

### Unit-4: Selected short stories

1. Ernest Hemingway: "The Short and Happy Life of Francis Macomber"
2. Saki: "Mrs. Packletide's Tiger"
3. Khushwant Singh: "Mark of Vishnu"
4. Rabindranath Tagore: "Kabuliwallah"

### First Year: Semester I

#### EN-1103: Remedial Grammar

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. Students will identify corrective measures to eliminate grammatical errors in speaking and writing so as to complement accurate and fluent communication.
	2. Students will describe and interpret various concepts of the nature of English grammar (spoken and written) and its elements.
How to know	3. Students will solve communicative activities and exercises based on the application of form-focussed patterns in form of.
	4. Students will analyse authentic language samples to understand the dynamic structure of the English language.

What will be able to do?	5. Students will be able to distinguish and apply their conceptual understanding of English grammar to real life use of English for communication.
	6. Students will use forms and structures in English to form accurate messages in spoken as well as written language.

## Course content

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

**Unit II** Articles & determiners. Forms & functions of nouns, pronouns, prepositions.

**Unit III** Verbs (transitive & intransitive, regular & irregular), tense & aspect, auxiliaries (primary & modal), negatives

**Unit IV** Questions, Forms & functions of adjectives, Forms and functions of adverbs, Concord.

## Mode of examination:

Written exam: 70 marks

## Prescribed Texts:

Quirk, Greenbaum, Leech and Svartvik's *A Comprehensive Grammar of English*.

## Reference books:

Michael Swan (2016) *Practical English Usage* (International Edition) OUP

Scott Thornbury *Natural Grammar*

Leech, G. & J. Svartvik (2002) *A Communicative Grammar of English*. Pearson, India.

Pandey J. H. (2008) *Complete Grammar*, Shree Book Centre, Mumbai, India.

Murphy, R. (2009) *Intermediate English Grammar*. Cambridge Univ. Press, India.

Hewings, M. (2011) *Advanced English Grammar*. Cambridge Univ. Press, India.

Wren, P. C. & H. Martin (2000) *High School English Grammar and Composition*, S. Chand & Co, New Delhi.

**Paper 1104 Introduction to Phonetics**

**EN-1104: Introduction to Phonetics**

**No. of Credits: 04**

**Learning Hours: 60 hrs**

What to know	Students will <b>recognize</b> English sound symbols and <b>repeat</b> and <b>reproduce</b> the English sounds.
	Students will <b>discuss</b> and <b>distinguish</b> different English sounds and <b>associate</b> them with sounds of different languages or their specific mother tongues.
How to know	Students will <b>classify</b> the English sounds and <b>manipulate</b> them while using them in their speech or conversing with others.
	Students will <b>develop</b> their English speaking skills by practicing them in various contexts.
What will be able to do?	Students will <b>specify</b> and <b>explain</b> the sounds of English language and <b>determine</b> their <b>understanding</b> for the same in oral and written format.
	Students will <b>recognize</b> and <b>rewrite</b> phonemic transcription of words and sentences.

## Objectives

1. To familiarise the learners with English sounds through listening.
2. To enable the learners to achieve accuracy in oral production by encouraging the use of a pronunciation dictionary (*Oxford Advanced Learners' Dictionary*).
3. To enable the learners to achieve an optimum level of intelligibility and fluency in speech.

## Course Content

**Unit I** Introduction to linguistics and speech sounds (Ch. 2, 3, 4 and 5)

**Unit II** Description and classification of vowels (Ch. 7 & 10)

**Unit III** Description and classification of consonants (Ch. 6 & 11)

**Unit IV** Introduction to phonetic symbols, phonology & minimal pairs (Ch. 1 & 8)

## Mode of Examination:

Written: **40 marks** (all are to be objective type questions.)  
Viva voce: **30 marks** (course based questions, reading/listening comprehension)

## Reference books:

1. Balasubramanian, T. (2013) *A Textbook of English Phonetics for Indian Students*, 2<sup>nd</sup> Ed., Macmillan, New Delhi.
2. Sethi, J. and P. V. Dhamija (2007) *A Course in Phonetics and Spoken English*, 2<sup>nd</sup> Ed., Prentice Hall, New Delhi.
3. *Oxford Advanced Learner's Dictionary*, 8<sup>th</sup> Ed., Oxford, 2010.
4. Jones, Daniel: *English Pronouncing Dictionary*.

## Semester I

### Elective Paper: Aspects of Indian Literature [for Gujarati Medium Students] Course Code: EN-1201

**No. of Credits: 02**

**Learning Hours: 30hrs**

What to know	1. Students will appreciate and discuss the stories added in the syllabus
	2. Students will learn writing different types of idioms
How to know	3. Student will analyse several proverbs and one-word substitutes
What will be able to do?	4. Students will be able to read texts looking into various aspects of plot, setting, themes, characters etc
	5. Students will be able to acquaint themselves with several Indian literary works

### Unit-1: Famous Indian Stories (MG Narasimha Murthy, Orient BlackSwan, 2009)

1. Tagore: "Kabuliwallah"
2. RK Narayan: "Sweets for Angels"

3. Mulk Raj Anand: “The Gold Watch”

**Unit-2: Famous Indian Stories (MG Narasimha Murthy, Orient BlackSwan, 2009)**

1. MastiVenkateshaIyengar: “The Curds-Seller”

2. RomilaThapar: “The Spell”

**Unit-3: General Language Skills: Reading – Inferring meaning from context / Linking Ideas / Predicting Content / Skimming / Scanning,**

**Unit-4: Basic Writing – Writing about routines, descriptions, Note making, Writing letters**

**Prescribed Texts**

Harrison, Richard *Academic Skills* Students Book Level 1 (New Headway Series) OUP Chapter 1-5

**Semester II**

**The Elizabethan Age**

**Course Code: EN-2501/EN-2101**

**No. of Credits: 4**

**Learning Hours: 60**

What to know	The students will <b>describe</b> the social and political history of the Elizabethan age.
	Students will <b>identify</b> and <b>discuss</b> the salient literary features of the Elizabethan age.
How to know	Students will critically <b>analyse</b> <i>The Merchant of Venice</i> deliberating on racial and religious discrimination.
	Students will <b>develop</b> their understanding about various literary works of the Elizabethan age.
What will be	Students will <b>analyze</b> the prescribed texts, critically appreciate them and come up with their own interpretation.



able to do?	
	Students will <b>express</b> their opinions on the present literary forms and use logical argument and participate in classroom discussion, presentations and writing academic essays for different purposes (assignments, examination).

### **Unit-1: Social and Political History: Literature and Culture**

Prescribed text: Pramod Nayar: A Short History of English Literature

### **Unit-2: Literary Features of English Literature, Metaphysical Poetry**

Prescribed text: Pramod Nayar: A Short History of English Literature

### **Unit-3: William Shakespeare: *The Merchant of Venice***

#### **Unit-4: Detailed acquaintances:**

1. William Shakespeare: *Othello*
2. William Shakespeare: *King Lear*
3. William Shakespeare: *Much Ado about Nothing*
4. Ben Jonson: *Volpone*
5. John Webster: *The Duchess of Malfi*
6. Thomas Middleton: *The Changeling*
7. Christopher Marlowe: "Hero and Leander"
8. Phillip Sidney: *Arcadia*
9. Edmund Spenser: "The Faerie Queene"
10. 10.Thomas Nashe: *The Unfortunate Traveller*

#### **Semester I**

#### **Literary Form: Lyrical and Narrative Poetry**

**Course Code: EN-2502/EN-2102**

**No. of Credits: 04**

**Learning Hours: 60hrs**

What to know	Students will <b>identify</b> both the poetry forms in English literature i.e. Lyrical and Narrative poetry.
	Students will <b>outline</b> and <b>summarise</b> the salient features of both poetry forms and <b>recite</b> as well as <b>explain</b> them.
How to know	Students will <b>apply</b> their understanding of lyrical and narrative poetry and <b>operate</b> them on some prescribed poems using techniques of reading and reciting poetry.
	Students will <b>apply</b> the learning to a few specific poems of both the poetry forms.
What will be able to do?	Students will <b>appreciate and criticize</b> the prescribed poems.
	Students will <b>integrate</b> their learning and opinions on different poems by <b>proposing</b> arguments in context of classroom discussion, and writing academic essays come up with some unique interpretations.

### **Unit-1: Sonnets and Lyrics**

1. John Donne: "Death Be Not Proud"
2. William Wordsworth: "Upon Westminster Bridge"
3. George Herbert: "Love (III)"
4. Matthew Arnold: "Dover Beach"

### **Unit-2: Ode and Elegy**

1. Thomas Gray: "Elegy Written in a Country Churchyard"

2. Shelly: “Ode to the West Wind”

### Unit-3: Ballad

1. Thomas Campbell: “Lord Ullin’s Daughter”
2. Walter Scott: “Lochinvar”

### Unit-4: Acquaintances: Metres (Iambic, Trochaic, etc)

“Ode to Skylark”  
 Shakespearean Sonnets  
 “Sohrab and Rostum”  
 “Prothalamion”  
 “Lucy” Poems  
 “Ulysses”  
 “Strange Meeting”

#### Prescribed Texts:

1. R.J. Rees: *A Short Introduction to English Literature*
2. A. Preminger: *Princeton Encyclopaedia of Poetry and Poetics*

### First Year: Semester II

#### Paper 2103 Writing Skills

#### EN-2103: Writing Skills

**No. of Credits: 04**

**Learning Hours: 60 hrs**

What to know	1. Learning will distinguish between the major classifications of writing namely general writing as against other specific genres of writing.
	2. Learners will develop conceptual and practical understanding of writing skills in multiple genres like academic writing, general writing, technical writing, creative writing, etc and various sub-skills of writing like summarizing, paraphrasing, quoting, formality, informality, etc.
How to know	3. Students will write multiple drafts of assignments representative of the various genres of writing focussed upon in the syllabus.
	4. Students will evaluate write-ups by engaging in peer correction and peer feedback.

What will be able to do?	5. Students will identify and evaluate the various genres of writing according to their purpose and format.
	6. Students will create write ups that are coherent, cohesive and may be narrowed down to a central thesis as an organic and formal foundation.

## Objectives

1. To make learners familiar with the sub-skills of writing.
2. To enhance learners' writing skills.
3. To train learners in the use of specific formats of the written discourse.

## Course content

**Unit I** Mechanics of writing – features and sub-skills linguistic and discorsal writings (cohesion, coherence, style, context and content, aesthetic function of language, literal and figurative language).

**Unit II** Academic Writing / Technical Writing / Content Writing

**Unit III** Story writing based on given outline.

**Unit IV** Social Media (emails, blogs etc)

## Mode of Examination:

Written exam: 70 marks

## Reference books:

1. Raman, M. & S. Sharma (2011) *Communication Skills*, OUP, New Delhi, India.
  2. Lata, P. & S. Kumar (2011) *Communication Skills*, OUP, New Delhi, India.
  3. Pandey J. H. (2008) *Complete Grammar*, Shree Book Centre, Mumbai, India.
  4. Wren, P. C. & H. Martin (2000) *High School English Grammar and Composition*, S. Chand & Co., New Delhi.
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**Paper 2104 Introduction to Phonetics**

**EN-2104: Introduction to Phonetics**

**No. of Credits: 04**

**Learning Hours: 60 hrs**

What to know	Students will <b>recognize</b> English sound symbols and <b>repeat</b> and <b>reproduce</b> the English sounds.
	Students will <b>discuss</b> and <b>distinguish</b> different English sounds and <b>associate</b> them with sounds of different languages or their specific mother tongues.
How to know	Students will <b>classify</b> the English sounds and <b>manipulate</b> them while using them in their speech or conversing with others.
	Students will <b>develop</b> their English speaking skills by practicing them in various contexts.
What will be able to do?	Students will <b>specify</b> and <b>explain</b> the sounds of English language and <b>determine</b> their <b>understanding</b> for the same in oral and written format.
	Students will <b>recognize</b> and <b>rewrite</b> phonemic transcription of words and sentences.

## Course content

**Unit I** The syllable and consonant clusters (Ch. 9 & 12)

**Unit II** Word accent and rhythm (Ch. 14 & 15)

**Unit III** Intonation in connected speech, Assimilation and Elision (Ch. 16 & 17)

**Unit IV** Transcription of words and short sentences with primary stress and tonic accent

## Mode of Examination:

Written: **40 marks** (all are to be objective type questions.)  
Viva voce: **30 marks** (course based questions, reading/listening comprehension)

## Reference books:

Jones, Daniel: *English Pronouncing Dictionary*.  
Same as those suggested above for semester 3.

## Semester I

**Elective Paper: World Literature [for Gujarati Medium only] Course**  
**Code: EN-2201**

**No. of Credits: 02**

**Learning Hours: 30hrs**

What to know	1. Students will appreciate and discuss the stories added in the syllabus
	2. Students will learn precis writing
How to know	3. Students will analyse several elements of stories and observe the narrative style of different writers.
	4. Students will understand several proverbs
What will be able to do?	5. Students will be able to read texts looking into various aspects of plot, setting, themes, characters etc

### Units-1 and 2:

1. Charles Dickens: Oliver Twist (abridged. OUP edition)

### Unit 3: Writing a summary

**Unit 4: Language Skills** – Reading and analyzing information, Writing descriptions, summaries, reports

### Prescribed Text:

Harrison, Richard *Academic Skills* Students Book Level 1 (New Headway Series) OUP Chapter 6-10

### Semester III

### Restoration and Augustan Literature

Course code: EN-3501/EN-3101

Total Credits: 04

Total Teaching Hours: 60hrs

What to know	1. The students will be able to understand the socio-political scenarios that influenced the late 17 <sup>th</sup> century and 18 <sup>th</sup> century England.
	2. The students will examine the different literary genres that were prevalent during the Restoration and Augustan Age.
How to know	3. The students will discuss the evolution of different genres of literature during the Restoration and Augustan Age.
	4. The students will relate the general characteristics of Restoration and Augustan drama to a specific text.
What will be able to do?	5. The students will be able to examine and bring forth the social, political, scientific and literary scenarios of Restoration and Augustan Age through discussions, presentations and written examinations.

**Unit-1:**

Socio-political and literary characteristics of Restoration and the Augustan Age

**Unit-2:**

Restoration Drama (Tragedy and Comedy), Restoration Poetry and Prose

**Unit-3:**

Sheridan: *The School for Scandal*

**Unit 4: Detailed Acquaintances (200 words): (7 marks in the final exam)**

*All for Love, Absalom and Achitophel, The Dunciad, Essay of Dramatic Poesie, Pilgrim's Progress, Robinson Crusoe, Pamela, A Tale of a Tub, Tom Jones, The Way of the World,*

**Prescribed Text:**

Pramod Nayar: A History of English Literature

**Recommended Text:**

Michael Alexander: A History of English Literature

**Semester III**

**Literary Form: Tragedy**

**Course code: EN-3502/EN-3102**

**Total Credits: 04**

**Total Teaching Hours: 60hrs**

What to know	1. Students will identify the various definitions, characteristics and history of tragedy in English literature.
	2. Students will classify the major types of tragedies in English.
How to know	3. Students will analyse representative texts of tragedy.
	4. Students will critically read and apply the theoretical conventions of writing tragedies to fictional texts.
What will be able to do?	5. Students will critically read English tragedies within their socio-political, moral and critical context.
	6. Students will integrate their understanding of English tragedies to develop their own view towards the manifestation of social, individual and psychological conflicts.

**Unit-1**

Definition and Characteristics, Ruth Scodel: *An Introduction to Greek Tragedy* Chapter I and II and Sewall, Richard B. and Conversi, Leonard W. "Tragedy". Encyclopedia Britannica

**Unit-2**



**Unit-3**

**Shakespeare: *Othello***

**Unit-4 Detailed Acquaintances (arrange chronologically)**

*Agamemnon, Oedipus Rex, A Woman Killed with Kindness, The Spanish Tragedy, Dr. Faustus, Hamlet, Murder in the Cathedral, Ghosts: A Domestic Tragedy in Three Acts, Riders to the Sea, The Crucible*

**Prescribed Text**

1. R.J. Rees: An Introduction to the Study of English Literature;
2. M. H. Abrams: A Glossary of Literary Terms
3. Lucas: Tragedy

**Recommended Text**

1. Oxford A Very Short Introduction to Tragedy

**Semester III  
Literary Criticism**

**Course code: EN 3503**

**Total Credits: 04**

**Total Teaching Hours: 60hrs**

What to know	1. Identify the salient features of Literary Criticism.
	2. Describe the various stages in the development of Literary Criticism.
How to know	3. Read and discuss excerpts from selected works of Plato and Aristotle.
	4. Distinguish selected literary terms and examine their evolution in the history of English literature.

What will be able to do?	5. Apply the principles of literary criticism to selected literary texts and critique them from a specific critical perspective.
	6. Assess the strengths and limitations of Classical critics and examine their relevance to contemporary literary studies.

**Unit-1:**

Plato's *Republic* Book X

**Unit-2:**

Aristotle's *Poetics* Book I-VIII

**Unit-3:**

Sydney's "An Apology for Poetry"

**Unit-4:**

Literary Terms: Classicism, Realism, Naturalism , New criticism, Aestheticism

**Prescribed Text**

1. Plato: *Republic* (Selections identified from Book X)
2. Aristotle: *Poetics* (Selections identified)

**Recommended Text:**

1. David Daiches; Wimsatt and Brooks

*Paper 3103 Conversational Skills*

**EN-3103: Conversational Skills**

**No. of Credits: 04**

**Learning Hours: 60 hrs**

	7. Students will be able to define the meaning nature and scope of Conversational Skills.
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What to know	8. Students will be able to identify and summarise the salient features of Script Writing.
How to know	1. Students will apply their familiarity with the salient features of script writing to analyse selected situation using techniques of narration.
	2. Students will relate the general characteristics of script writing and presentation to a real-life situation.
What will be able to do?	1. Students will be able to present script write up or presentation on selected topics in oral and written formats.
	2. Students will present their write up using logical arguments in context of classroom discussion, presentations and academic essays.

## Objectives

1. To introduce different social situations to learners for developing their conversational skills.
2. To enhance learners English language proficiency in social and work situations, particularly in spoken interaction.
3. To make learners aware of the special features of the format and style of informal communication through various modes.

## Course content

**Unit I** Mode - face to face (interaction in formal and informal situations): greetings, replying to greetings, introducing others, welcoming, bidding farewell, appearing in an interview, talking about oneself (strengths and weakness, likes and dislikes, future plans, describing one's family etc.).

**Unit II** Telephonic interactions: taking messages, making appointments, making enquiries regarding travel/hotel bookings, apologising, complaining, giving information etc.

**Unit III** Mode - face to face: public address/presentation through role play, simulation etc. Describing products and services, describing processes, answering trade enquiries, persuading people, giving opinions, presenting arguments, explaining, proposing, presenting a product (e.g. household appliances) or services (e.g. facilities provided by your hotel or company)

## Mode of examination

Written: **40 marks**

**Viva voce: 30 marks** (public speaking, debate, ex tempore, presentations, reading and listening comprehension)

## Reference books:

1. Kumar, K. J. (2012) *Mass Communication in India*, 4<sup>th</sup> Ed., Jaico Publishing House, Mumbai.
2. Ravindran, R. K. (2000) *Media in Development Arena*, Indian Publishers, Delhi.
3. Raman, M. & S. Sharma (2011) *Communication Skills*, OUP, New Delhi, India.

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## Paper 3104 Radio and Television

### EN-3104: Radio and Television

No. of Credits: **04**

Learning Hours: **60 hrs**

What to know	The students will <b>describe</b> and <b>associate</b> the basics of communication skills with reference to Radio and Television broadcasting.
	Students will <b>extend</b> their understanding about the nuisances of quality of voice, problems in vocal delivery in general and Radio and Television broadcasting in particular.
How to know	Students will <b>demonstrate</b> their learning through <b>analyzing</b> some samples of Radio and Television broadcasting and <b>examine</b> them to show competence.
	Students will <b>relate</b> the characteristics of broadcasting with some authentic set of examples of broadcasting.
What will be able to do?	Students will <b>compare</b> and <b>appreciate</b> genuine delivery and prepare broadcasting copy and mark them for better delivery.
	Students will <b>categorize</b> different copies and the way they are delivered as per their genre and requirements and will be able to <b>reconstruct, relate</b> and <b>reorganize</b> their understanding in the form of peer discussions, classroom practice and writing scripts or marking them for broadcasting or delivery.

## Objectives

1. To acquaint learners with the different mechanisms of Radio and TV broadcasting
2. To train learners in script writing and announcing for different purposes.

## Course content

**Unit I** Voice anatomy and voice production. Evaluation of voice - problems of voice quality, problems in vocal delivery, and problems in breathing. Evaluation of speech: deviations in the categories of sounds, sloppy diction, regionalism, cluttering and rate problems. Language and the broadcaster. Regional and social dialects. Foreign accent.

**Unit II** Introduction to broadcasting, concept of mass communication: its status and a brief introduction to its different mediums (radio, TV etc.). Autonomy of the media, social responsibilities of the media. Concept of audience, types of audiences. Feedback and its importance, market-based and research-based feedback.

**Unit III** Role of Radio and TV as means of communication at the rural/urban levels, at the local/regional/national levels. Concept of Network Societies. Expansion of Radio and TV network in India (Educational TV, Satellite TV, Doordarshan). AIR and FM radio broadcasts.

## Mode of examination

Written: **40 marks**

Viva voce: **30 marks** (course based questions, news reading, general viva)

## Reference books:

1. *Broadcast Voice Handbook: How to Polish Your On-air Delivery* by Ann S Utterback (3rd edition)
2. *Television and Radio Announcing* by Stuart Hyde (12th edition)
3. *Broadcast Announcing Work text* by A R. Stephenson and et.al. (2nd edition)
4. *The Cambridge Encyclopedia of the English Language* by David Crystal (2nd edition)
5. *Mass Communication in India* by Kumar K J. (4th edition)

## Semester IV

**The History of English Literature: The Romantic Age**

**Course Code: EN-4501/EN-4101**

**Total Credits: 04**

**Total Teaching Hours: 60hrs**

	What to know	1. Students will identify the various definitions, characteristics and history of Romanticism in English literature.
		2. Students will classify the major genres of Romantic literature in English.
	How to know	3. Students will analyse representative romantic texts.
		4. Students will critically read and apply the theoretical conventions of writing romantic poetry to fictional texts.
	What will be able to do?	5. Students will critically read English Romantic fiction within their socio-political, moral and critical context.
		6. Students will integrate their understanding of English Romantic fiction to develop their own view towards the manifestation of social, individual and psychological struggles.

### **Unit-1:**

1. Socio-Political and Literary Characteristics;
2. Novelists: Austen and Scott;
3. The Personal Essay: Lamb, Hazlitt

### **Unit-2:**

Poetry: Byron, Wordsworth, Coleridge, Shelley, Keats

### **Unit-3:**

Coleridge: *The Rime of the Ancient Mariner* and Shelley: "The Masque of Anarchy"

### **Unit-4:**

Detailed Acquaintances: *The Prelude*, *Biographia Literaria*, *Adonais*, *The Defence of Poesy*, *Don Juan*, *The Eve of St. Agnes*, *Waverley*, *Essays of Elia*, *Pride and Prejudice*, *Confessions of an English Opium Eater*

**Prescribed Texts:**

1. Pramod Nayar: A History of English Literature
2. Recommended Text: Michael Alexander: A History of English Literature

**Semester IV**

**Indian Writing in English and Translation**

**Course Code: EN-4502/EN-4102**

**Total Credits: 04**

**Total Teaching Hours: 60hrs**

What to know	1. Identify the important historical and literary landmarks in the history of Indian English literature.
	2. Distinguish the chief characteristics of Indian English literature as an important branch in postcolonial literature.
How to know	3. Recognise the unique impact of British colonisation on Indian English literature on the basis of its development from 1850s to 1940s.
	4. Inspect the distinctly unique Indian traits in poetry and novels in English, written by Indian authors.
What will be able to do?	5. Appraise Indian English literature’s reciprocal relationship with India’s colonial and postcolonial histories.
	6. Evaluate Indian novel as the most developed literary genre in Indian English literature in the Gandhian era.

**Unit-1:**

History of Indian writing in English and Translation

**Unit-2:**

“Our Caesurina Tree”, “A Love Poem to a Wife”, “Purdah I” and “The Night of the Scorpion”

**Unit-3:**

*The Guide* by R. K. Narayan

**Unit-4:**

Detailed Acquaintances: *The Autobiography of an Unknown Indian, Untouchable, The Discovery of India, The Walled City, My Story, Samskara, Train to Pakistan, Nagamandala, In Custody*

**Prescribed Texts:**

1. M.K. Naik: *A History of Indian English Literature* (specified sections)

**Recommended Texts:**

*Indian Writing in English* by K. R. Srinivasa Iyengar

*Illustrated History of Indian Literature in English* by A. K. Mehrotra

**Semester IV****Academic Writing and Web Content Writing**

**Course Code: EN-4503**

**Total Credits: 04**

**Total Teaching Hours: 60hrs**

What to know	1. Identify the elements involved in academic research, its types, and importance in graduate studies.
	2. Distinguish academic writing from general writing and the conventions of MLA 9 reference style from other styles.
	3. Illustrate the structure of the five-paragraph essay, explaining the importance of Introduction, Body paragraphs, and Conclusion in academic essays.



How to know	
	4. Develop an outline with a CARS model introduction and a list of primary and secondary sources.
What will be able to do?	5. Learn proofreading
	6. To understand the techniques of web-content writing

### **Unit-1:**

Introduction to Academic Writing

### **Unit-2:**

Academic Writing: Paragraph styles and Five-paragraph essay

### **Unit-3:**

Web-Content Writing (basic techniques)

### **Unit-4:**

Editing (basic principles of proofreading)

### **Prescribed Text**

1. Rees
2. Daiches
3. Wimsatt and Brooks

### **Second Year: Semester IV**

*Paper 4103 Conversational Skills*

**EN-4103: Conversational Skills**

**No. of Credits: 04**

## Learning Hours: 60 hrs

What to know	1. Students will identify corrective measures to deal with communication errors in speaking and writing so as to complement accurate and fluent communication.
	2. Students will describe and interpret various concepts of the nature of Communication (spoken and written) and its elements.
How to know	3. Students will solve communicative activities and exercises based on the application of form-focussed patterns in form of.
	4. Students will analyse communicative competence to deal with the dynamic structure of life situations.
What will be able to do?	5. Students will be able to distinguish and apply their conceptual understanding of Communication skills to real life use of English for communication.
	6. Students will use forms and structures in English to form accurate messages in spoken as well as written language.

## Course content

**Unit I** Introduction to communication, communication and society, need for communication, communication and language, defining communication, types of communication, interpersonal communication, group communication, mass communication, organisational communication, barriers to communication.

**Unit II** Types of interviews. Interview as a means of collecting information. Interview in relation to purpose, situation, interest, and taste. Writing questions for interviews. Conducting/facing an interview. Group discussions.

**Unit III** Theory of anchoring, anchoring at various functions/occasions: inaugural, annual, valedictory, entertainment programme, fashion shows, awards ceremony, etc.

**Unit IV** Presentation Skills, power point presentations (do's and don'ts).

## Mode of examination

Written: **40 marks**

Viva voce: **30 marks** (public speaking, debate, ex tempore, presentations, reading and listening comprehension)

## Reference books:

Same as those suggested above for Semester 3.

**Paper 4104 Radio and Television**

**EN-4104: Radio and Television**

**No. of Credits: 04**

**Learning Hours: 60 hrs**

What to know	The students will <b>describe</b> and <b>associate</b> the basics of communication skills with reference to Radio and Television broadcasting.
	Students will <b>extend</b> their understanding about the nuisances of quality of voice, problems in vocal delivery in general and Radio and Television broadcasting in particular.
How to know	Students will <b>demonstrate</b> their learning through <b>analyzing</b> some samples of Radio and Television broadcasting and <b>examine</b> them to show competence.
	Students will <b>relate</b> the characteristics of broadcasting with some authentic set of examples of broadcasting.
What will be able to do?	Students will <b>compare</b> and <b>appreciate</b> genuine delivery and prepare broadcasting copy and mark them for better delivery.
	Students will <b>categorize</b> different copies and the way they are delivered as per their genre and requirements and will be able to <b>reconstruct, relate</b> and <b>reorganize</b> their understanding in the form of peer discussions, classroom practice and writing scripts or marking them for broadcasting or delivery.

**Course content**

**Unit I** Understanding the message. Finding key words, mood, pace, purpose of a script. Communicating the message v/s merely reading the script. Marking the copy. Genuine delivery, style of broadcasting.

**Unit II** Ad-libbing. Aspects of gait, dress sense, grace and demeanour. Nuances: gestures, energy, body language.

**Unit III** Introduction to New Age Media. Internet, websites, social media (pros and cons), emails, blogs.

**Mode of examination**

Written: **40 marks**

Viva voce: **30 marks** (course based questions, news reading, general viva)

**Reference books:**

1. *Broadcast Voice Handbook: How to Polish Your On-air Delivery* by Ann S Utterback (3rd edition)
2. *Television and Radio Announcing* by Stuart Hyde (12th edition)
3. *Broadcast Announcing Work text* by A R. Stephenson and et.al. (2nd edition)
4. *The Cambridge Encyclopedia of the English Language* by David Crystal (2nd edition)
5. *Mass Communication in India* by Kumar K J. (4th edition)

**Semester V**

**EN 5501: Victorian literature**

**Total Credits: 04**

**Total Teaching Hours: 60hrs**

What to know	1. The students will familiarize themselves with the literature of the Victorian Age.
	2. The students will understand the different characteristics of poetry and novels by examining famous Victorian poets and novelists.
How to know	3. The students will relate the general characteristics of Victorian Age with poetry and novels of that age.
What will be able to do?	4. The students will be able to explain the literary features of the Victorian Age through presentations, discussions and texts.
	5. The students will be able to critically evaluate the literary characteristics of the Victorian Age.

Unit	Title/Author/Topic	Text
I	A. Literary Features	Pramod Nayar: <i>Short History</i>
	B. Victorian poets: Arnold, Tennyson, Browning	<i>of English Literature</i>
II	Victorian novelists: Dickens, Gaskell, Hardy, Brontes	
III	Eliot: <i>The Mill on the Floss</i>	
IV	Acquaintances:	
	1. <i>The Princess</i>	
	2. <i>Barchester Towers</i>	
	3. <i>Sonnets from the Portuguese</i>	
	4. <i>The Origin of Species</i>	
	5. <i>North and South</i>	
	6. <i>The Ring and the Book</i>	
	7. <i>Unto This Last</i>	
	8. <i>Jane Eyre</i>	
	9. <i>Wuthering Heights</i>	
	10. <i>Atlanta in Calydon</i>	

### Semester V

**EN 5502: The Novel Form**

**Total Credits: 04**

**Total Teaching Hours: 60**

What to know	1. Identify and recognize the characteristics and structure of the Novel form.
	2. Distinguish and explain different types of novel.
How to know	3. Assess mastery in integral components of a novel such as plot, setting, themes, characters, etc.
	4. Analyse a novel and situate it in a socio-historical context.
What will be able to do?	5. Determine the type of any novel by assessing its general characteristics.
	6. Critique the merit of any novel from genre-specific perspectives and revise the value of canonically approved texts in the current context.

Unit	Title/Author/Topic	Text
I	Introduction, Definitions, Characteristics, Structure Growth, Development and Types	Prescribed Texts: R.J. Rees, Mikhail Bakhtin's <i>Discourse in a Novel</i>  W H Hudson's <i>Introduction to Literature</i>  Recommended:
		Ian Watt: <i>The Rise of the Novel</i> ,
		Forester: <i>Aspects of the Novel</i>
II	Austen: <i>Pride and Prejudice</i>	
III	Salman Rushdie: <i>The Moor's Last Sigh</i>	
IV	Acquaintances:	
	1. <i>Ulysses</i>	
	2. <i>The Color Purple</i>	
	3. <i>To the Lighthouse</i>	
	4. <i>Brave New World</i>	
	5. <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	
	6. <i>Tristram Shandy</i>	
	7. <i>The Moonstone</i>	
	8. <i>The Murder of Roger Ackroyd</i>	
	9. <i>Sons and Lovers</i>	
	10. <i>The Heart of Modlothian</i>	

## Semester V

### EN 5503: Literary Criticism

**Total Credits: 04**

**Total Teaching Hours: 60**

What to know	1. Students will be able to define the meaning, nature and scope of Criticism.
	2. Students will be able to identify and understand the salient features of Criticism.

How to know	1. Students will apply their familiarity with the salient features of Criticism to understand selected works using techniques of Criticism.
	2. Students will relate the general characteristics of Criticism to a specific text.
What will be able to do?	5. Students will be able to explain the meaning of texts in the light of criticism.
	6. Students will express their opinions on the meaning on literature using Criticism theory in context of classroom interaction.

Unit	Title/Author/Topic	Text		
I	Dr. Johnson: "Preface to Shakespeare"	Enright	and	Chickera;
	Wordsworth: "Preface to Lyrical Ballads"	Recommended:		Daiches;
	Coleridge: <i>Biographia Literaria</i>	Wimsatt and Brooks		
II	Arnold: "The Study of Poetry"	Das and Mohanty		
	Eliot: "Metaphysical poets"			
	Leavis: "Introduction" to <i>The Great Tradition</i>			
III	Prosody (recognizing the metre, types of rhyme, basic definitions)			
IV	Acquaintances: MH Abrams			
	1. Expressionism			
	2. Formalism			
	3. Surrealism			
	4. Humanism			
	5. Imagism			
	6. Reader Response			

Semester V

EN 5504: Indian Literature in English

Total Credits: 04

**Total Teaching Hours: 60**

What to know	1. Summarise texts with specific details about plot, characters, themes, setting, etc.
	2. Identify the genre-related characteristics of all prescribed texts.
How to know	3. Analyse texts as well as compare them within specific genres.
	4. Critically appraise prescribed texts in group and individually.
What will be able to do?	5. Assess the literary, socio-historical, and political features of Indian literature in English.
	6. Interpret literary texts from critical perspectives and justify their assertions with textual evidence.

Unit	Title/Author/Topic	Text		
I	Karnad: <i>Hayavadana</i>			
II	Malik Sajjad: <i>Munnu</i>			
III	Ruskin Bond: "The Eyes Are Not Here"	<i>Petals: Prose and Poetry</i>		
	Mahashweta Devi: "Draupadi"	(Macmillan)		
	Melwani: "Eight Rupees"			
	Chitre: "The Felling of the Banyan Tree"			
	Naidu: "Songs of Radha: The Quest"			
	Eunice D'Souza: <i>Marriages are Made</i>			
	Meena Kandasamy: <i>Becoming a Brahmin</i>			
IV	Acquaintances:			

1. *Beans on Toast*
2. *Coolie*



3. *The Golden Gate*
4. *Time to Change*
5. *The Glass Palace*
6. *Situation in Delhi*
7. *The Story of my Life: A Hijra Life Story*
8. *The Wreck*
9. *The Tattered Blanket*
10. *Dance like a Man*

## Semester V

### EN 5505A: Introduction to English Language

**Total Credits: 04**

**Total Teaching Hours: 60**

What to know	1. Students will describe and discuss the historical development and nature of English as a language.
	2. Students will identify the features of sounds of English with additional focus on the phoneme, syllable and prosodic features.
How to know	3. Students will classify the sounds of English by listening to authentic examples.
	4. Students will demonstrate their understanding of English sounds through phonetic transcription.
What will be able to do?	5. Students will produce English sounds accurately so as to communicate intelligibly.
	6. Students will phonetically transcribe words and develop understanding of the etymology of select words.

Unit	Title/Author/Topic	Text
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				Balasubramaniam (2 <sup>nd</sup> ed), C.L. Wrenn: <i>The English Language</i> , David Crystal: <i>English as a Global Language</i>
I	English Language:			
	General Considerations			
	General Character of English			
	The Indo-European Family of Languages			
II				
	Linguistic Notes:			
	1. Easter	13. Album	25. Camouflage	
	2. Gospel	14. Bonus	26. Chef	
	3. Pauper	15. Dilemma	27. Garage	
	4. Memento	16. Allah	28. Facade	
	5. Telephone	17. Church	29. Clientele	
	6. Atom	18. Ego	30. Boycott	
	7. Volcano	19. Justice	31. O.K	
	8. Mosquito	20. Sandwich	32. Robot	
	9. Assassin	21. Amateur	33. Restaurant	
	10. Broadcast	22. Bungalow	34. Menu	
	11. Circus	23. Juggernaut	35. Status Quo	
	12. Vacuum	24. Boomerang		
III	Phonetics and Spoken English			
	Introduction			
	The Speech Mechanism			
	The Description of Speech Sounds			
	The Phoneme, the Syllable and Prosodic Features			
IV	Acquaintances: Transcription			

Semester V

EN 5505B: Literature and Gender (For Functional English Students)

Total Credits: 04

**Total Teaching Hours: 60**

Unit	Title/Author/Topic	Text
I	Menon: <i>Seeing like a Feminist</i>	
II		
III	Deshpande: <i>The Dark Holds No Terrors</i>	
IV	Acquaintances:	
	1. <i>The Second Sex</i>	
	2. <i>Sexual Politics</i>	
	3. <i>A Literature of Their Own</i>	
	4. <i>In Search of Our Mothers' Gardens</i>	
	5. <i>Women Writing in India</i> (Vol. I, Introduction)	
	6. <i>Gender Trouble</i>	
	7. 'Under Western Eyes'	
	8. <i>Sexual/Textual Politics</i>	

## Semester VI

**EN 6501: Modern Age (1900-1965)**

**Total Credits: 04**

**Total Teaching Hours: 60**

What to know	1. Students will identify the various definitions, characteristics and history of Modern Age in English literature.
	2. Students will classify the major types of works of Modern Age in English.
How to know	3. Students will analyse representative texts of Modern Age
	4. Students will critically read and understand the diachronic structure of history through the lens of Modern age
What will be able to do?	5. Students will critically read Modern Age within their socio-political, moral and critical context.

	6. Students will integrate their understanding of Modern Age to develop their own view towards the manifestation of social, individual and psychological conflicts.

Unit	Title/Author/Topic	Text
I	History and Literary Characteristics	
	Early Novelists: Conrad, Woolf, Lawrence	
II	A. Modernist Poetry and War Poetry	
	B. Theatre of the Absurd	
	C. Drama of Ideas	
III	T. S. Eliot: "Prufrock", W. B. Yeats: "The Second Coming" and W. H. Auden: "The Unknown Citizen"	
IV	Acquaintances:	
	1. <i>The Golden Bowl</i>	
	2. <i>Lord Jim</i>	
	3. <i>The Doctor's Dilemma</i>	
	4. "Counter-Attack"	
	5. <i>Shakespearean Tragedy</i>	
	6. <i>Playboy of the Western World</i>	
	7. <i>The Rainbow</i>	
	8. "The Waste Land"	
	9. <i>A Portrait of the Artist as a Young Man</i>	
	10. <i>Heart of the Matter</i>	

**Semester VI**

**EN 6502: Comedy Form**

**Total Credits: 04**

**Total Teaching Hours: 60**

What to know	1. Students will delineate of different types of comedies.
	2. Students will identify the literary, cultural, historical, political influence of comedies on the literary and political / social world.
	3. Students will analyze the theme and setting of a representative comedy.

How to know		
	4. Students will apply narrative techniques to critically appreciate a fictional text.	
What will be able to do?	5. Students will read texts of comedy based on aspects of plot, setting, themes, characters etc	
	6. Students will appraise their immediate political / cultural context through the lens of historical texts of comedy.	
<b>Unit</b>	<b>Title/Author/Topic</b>	<b>Text</b>
I	Introduction, Definition, Characteristics	Rees: <i>An Introduction</i> ; Casebook; Andrew Scott <i>Comedy (New Critical Idiom)</i> and Eric Weitz: <i>The Cambridge Introduction to Comedy (Selected Chapters)</i>
II	History, Types, Theories of Laughter	
III	<b>Wilde: <i>The Importance of Being Earnest</i></b>	
IV	Acquaintances:	
	1. <i>As You Like It</i>	
	2. <i>A Midsummer Night's Dream</i>	
	3. <i>Volpone</i>	
	4. <i>The Shoemaker's Holiday</i>	
	5. <i>The School for Scandal</i>	
	6. <i>Marriage a la Mode</i>	
	7. <i>The Birthday Party</i>	
	8. <i>Who's Afraid of Virginia Woolf</i>	
	9. <i>How to Get Rid of It</i>	
	10. <i>Arms and the Man</i>	

## Semester VI

### EN 6503: Literary Criticism and Theory

**Total Credits: 04**

**Total Teaching Hours: 60**

	1. Identify the salient features of prominent 20 <sup>th</sup> century movements of criticism and theory.
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What to know	
	2. Describe the various stages in the development of Literary Criticism and theory in the 20 <sup>th</sup> century.
How to know	3. Read and discuss excerpts from selected works of I. A. Richards and Northrop Frye.
	4. Distinguish selected literary terms of Structuralism and Post Structuralism and examine their evolution in the history of English literature.
What will be able to do?	5. Draw connections in the development of critical movements around the world.
	6. Assess the strengths and limitations of 20 <sup>th</sup> century critics and examine their relevance to contemporary literary studies.

Unit	Title/Author/Topic	Text
I	Richards: 'On Metaphor'	
	Frye: selections from <i>The Anatomy of Criticism</i>	
II	Structuralism	<i>Contemporary Literary And Cultural Theory: From Structuralism To Ecocriticism</i> by Pramod K. Nayar
III	Post-structuralism	<i>Contemporary Literary And Cultural Theory: From Structuralism To Ecocriticism</i> by Pramod K. Nayar
IV	Acquaintances: (M H Abrams)	
	1. Queer Theory	
	2. Cultural Studies	
	3. Marxist Criticism	
	4. Magic Realism	
	5. Dialogic Criticism	
	6. Psychological Criticism	

**Semester VI**

**EN 6504A: American Literature**

**Total Credits: 04**

**Total Teaching Hours: 60**

What to know	1. To aware students about the social, historical, literary and cultural elements of the changes in American literature.
	2. To identify and describe distinct literary characteristics of American literature.
How to know	3. To introduce students to the canonical American literary works.
	4. To help students demonstrate knowledge of the development of characteristic forms or styles of expression during different American historical periods.
What will be able to do?	5. To introduce students to prominent American literary poetical works and drama.

Unit	Title/Author/Topic	Text
I	History	<i>A Brief History of American Literature</i> by Richard Gray
II	Harper Lee: <i>To Kill a Mockingbird</i>	

III	Frost: 'Departmental', 'Death of a	
	Hired Man', 'Home Burial',	
	'Mending Wall'	
	Walt Whitman <i>Songs of Myself Part I Book III: Poem I and II</i>	
IV	Acquaintances:	
	1. <i>The Scarlet Letter</i>	
	2. <i>Moby Dick</i>	
	3. <i>The Great Gatsby</i>	
	4. <i>Beloved</i>	
	5. <i>Collected Poems of Emily Dickinson</i>	
	6. <i>For Whom the Bell Tolls</i>	
	7. <i>The Glass Menagerie</i>	
	8. <i>Leaves of Grass</i>	
	9. <i>Uncle Tom's Cabin</i>	
	10. <i>Death of a Salesman</i>	

### Semester VI

#### EN 6504B: Commonwealth Literature

**Total Credits: 04**

**Total Teaching Hours: 60**

Unit	Title/Author/Topic	Text
I	Appiah: 'Is the Post in Postmodern the Post- in Postcolonial?'	
II	Atwood: <i>Surfacing</i>	
III	Dangarembge: <i>Nervous Conditions</i>	
IV	Acquaintances:	
	1. <i>Solid Mandala</i>	
	2. <i>A House for Mr. Biswas</i>	
	3. <i>Disgrace</i>	
	4. <i>Donnalley's</i>	
	5. <i>Burger's Daughter</i>	
	6. <i>When the Rain Clouds Gather</i>	
	7. <i>The Empire Writes Back</i>	
	8. <i>The Stone Angel</i>	
	9. <i>The Grass is Singing</i>	
	10. <i>Things Fall Apart</i>	

### Semester VI

#### EN 6505A: English Language Teaching and Spoken English

**Total Credits: 04**

**Total Teaching Hours: 60**



What to know	1. Students will describe and apply basic principles of Second Language Acquisition, Methods of Teaching and Material Development in context of English as a second language.
	2. Students will distinguish features of word stress, connected speech as well as factors influencing the international intelligibility of Indian English.
How to know	3. Students will analyse communicative tasks of learning English as a second language.
	4. Students to conduct tasks of English learning in real classroom contexts.
What will be able to do?	5. Students will evaluate tasks of English from point of view of theoretical and practical effectiveness.
	6. Students will contrast Indian English with other types of Englishes so as to appraise its international intelligibility.

Unit	Title/Author/Topic	Text	
I	Second Language Acquisition: Basic Principles and Concepts	Richards and Rogers <i>Approaches and Methods, Techniques and Principles in Language Teaching</i> by Diane Larsen-Freeman  <i>English Language Teaching: Approaches</i>	
II	Methods of teaching English	<i>Methodologies</i> Navita Arora	and
	Digital Portfolio (use of ICT in learning exercise for language competency)		
III	Second Language Research : Key Areas  Factors affecting the international intelligibility of Indian English and suggestions for improvement	<i>Spoken English: A Manual of Speech and Phonetics</i>	RK
		Bhansal and JB Harrison	

		<p>Ellis, Rod. Reprint 2002. The Study of Second Language Acquisition. Oxford: Oxford University Press.</p> <p>Carter, R. &amp; D. Nunan. 2001. The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press</p>	
<b>IV</b>	<b>Viva Voce</b>		

## Semester VI

### EN 6505B: Women's Writing (For Functional English students)

**Total Credits: 04**

**Total Teaching Hours: 60**

Unit	Title/Author/Topic		Text
I	Woolf: A Room of One's Own (Women and Writing)		
II	Showalter: Feminist Criticism in the (Women's Writing and Women's Language)	Wilderness	
III	hooks: <i>Yearning</i>		
IV	Acquaintances:		
	1. <i>I Know Why the Caged Bird Sings</i>		
	2. <i>Small Remedies</i>		
	3. <i>The God of Small Things</i>		
	4. <i>Purdah</i>		
	5. <i>Desirable Daughters</i>		
	6. <i>The Bell Jar</i>		
	7. <i>The Color Purple</i>		
	8. <i>Almanac of the Dead</i>		
	9. <i>The Blade Hill</i>		
	10. <i>Sula</i>		