

FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

I SEMESTER MULTI-DISCIPLINARY COURSE

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | BA ENGLISH LANGUAGE AND LITERATURE HONOURS | | | | |
| Course Code | ENG1FM105 | | | | |
| Course Title | Introducing Print and Digital Narratives | | | | |
| Type of Course | MULTI-DISCIPLINARY COURSE (MDC) | | | | |
| Semester | 1 | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth. | | | | |
| Course Summary | The course is designed primarily for the generation of digital natives and their diverse interests. Specifically, the course aims to generate an aesthetic and humane sensibility that will equip learners to appreciate and accept various forms of life and art while focusing on philosophical/political questions about life in general and marginalised communities, in particular. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|-------------------------|----------------------------|--|
| CO 1 | Critically appreciate literary and artistic creations through simple and popular works. | U, E | C, M | Comprehension/Vocabulary Building Exercises/ JAM/ Discussion/ Presentation/ Mock Interview/ Personal Narration/ Role Play/ Assignments |
| CO 2 | Critically evaluate the different multi-media narratives. | A, E | P, C | Review/Presentation/ Digital Content Creation/Assignments |
| CO 3 | Contextualise a social/political phenomenon in a larger frame and analyse its implications in the light of an inclusive social, philosophical and environmental awareness created by the course. | An, E | P, M | Assignments/ / Reporting/ JAM/Discussion/Presentation |
| CO 4 | Promote the cultivation of egalitarian principles and democratic ideals that foster acceptance of diversity, while simultaneously fostering heightened consciousness of environmental issues. | U,Ap | F, M | Debates/ Panel discussions/News Reporting/Analysis of contemporary events |
| CO 5 | Identify the features of the various literary and visual media genres like Folk songs, Pop songs, Flash fiction, Animation shorts, Reels, Graphic narratives, Shortfilms, documentaries, Stand Up comedies etc. | U,C | P, M | Create/Differentiate/Compare between the different genres. |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hours | Marks |
|--------|-----------------|--|-------|-------|
| I | SONGS AND POEMS | | 8 | 10 |
| | 1 | Spring Day- BTS Album https://youtu.be/xEeFrLSkMm8?si=y-17dGMjdVrp_FXR | 2 | |
| | 2 | I Write the Land- Najwan Darwish https://www.worldliteraturetoday.org/2021/summer/three-poems-palestine-najwan-darwish | 2 | |
| | 3 | Why Does the Peacock Perch on My Door Peg Cry?- Gujarati Folk Song https://youtu.be/GHbd8Gj0h2g?si=NTOnwAXM8r3AqexJ | 2 | |
| | 4 | Text- Carol Ann Duffy https://closeenoughtoread.wordpress.com/2012/10/04/carol-ann-duffy-text/ | 2 | |
| | | <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Group activity: Learners can recite/perform poems of their choice and discuss the literary and political relevance of the same. 2. Compare songs and poems in the learners' mother tongues with the ones prescribed so that the cultural and linguistic variables can be identified and related. 3. Collect more poems and songs and prepare an appreciation of each. 4. Collect folk songs from the learner's locality. | | |

| | | | | |
|------------|--|---|-----------|-----------|
| II | NON-FICTION | | 11 | 15 |
| | 5 | A Muslim Deity in a Hindu Temple- <i>The Courtesan, the Mahatma & the Italian Brahmin: Tales from Indian History</i> -Manu S. Pillai-pp.24-28. | 3 | |
| | 6 | Advice to Youth (Excerpt from the paragraph on ‘Lies’)- Mark Twain https://english.ntcu.edu.tw/download.php?dir=news&filename=249559d70d6a50da7797f6aecc3c7aa7.pdf&title=3-Advice%20to%20Youth | 2 | |
| | 7 | My Birth is My Fatal Accident: Rohit Vemula’s Searing Letter is an Indictment of Social Prejudices- <i>The Wire</i> Staff https://thewire.in/caste/rohith-vemula-letter-a-powerful-indictment-of-social-prejudices | 3 | |
| | 8 | Our Flowery Fantasy- Sumana Roy https://epaper.indianexpress.com/c/75022966 | 3 | |
| | Suggested Activities: <ol style="list-style-type: none"> 1. Group activity: Stage a theatrical adaptation of the legend narrated in the text, ‘A Muslim Deity in a Hindu Temple’. 2. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures. 3. Use 10 new words from the given texts in sentences of your own. 4. Watch the movie, <i>Laapataa Ladies</i> (Dir. Kiran Rao) and discuss its characteristic features in groups of 5 learners. | | | |
| III | STORIES | | 9 | 15 |
| | 9 | The Rock- Gracy (Trans. V. C. Haris) Indian Literature. May- June 1993 | 2 | |
| | 10 | The Cop and the Anthem- O Henry https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf | 2 | |
| | 11 | Graphic Narratives <ol style="list-style-type: none"> a) Nahi Bol Payi, Bas Nahi Bol Payi (‘Couldn’t Say, Just Couldn’t Say)- Sanjana https://www.instagram.com/ttt_official/reel/C4BEtGdsLcx/ b) How to Choke Myself in the Ugly Kitchen- Naoko Fujimoto https://www.naokofujimoto.com/gallery-of-graphic-poems.html | 4 | |
| | 12 | Sticks (Flash Fiction)- George Saunders https://www.unm.edu/~gmartin/535/Sticks.htm | 1 | |
| | | Suggested Activities: | | |

| | | | | |
|----|----------------------|---|----------|-----------|
| | | <ol style="list-style-type: none"> 1. Group activity: Stage a theatrical adaptation of either of the short stories for study. 2. Discuss other translated stories from Malayalam to English. 3. Look up other graphic narratives and discuss them in class. 4. Group exercise: Create a story/short video script. | | |
| IV | DOCU- FICTION | | 8 | 10 |
| | 13 | <i>New Normal</i> - Dir. Monisha Mohan Menon https://www.youtube.com/watch?v=7_VGS71GF64 | 2 | |
| | 14 | Comedian Trashes India's Fair Skin Obsession - Brut India https://www.youtube.com/watch?v=b9yTmNFde5s | 2 | |
| | 15 | Women's Football in India- DW Documentary https://www.youtube.com/watch?v=jPiz_y1dG3o | 2 | |
| | 16 | <i>Hair Love</i> - Matthew A. Cherry et al. https://www.youtube.com/watch?v=kNw8V_Fkw28 | 2 | |
| | | Suggested Activities: <ol style="list-style-type: none"> 1. Group activity: Divide the class into groups and each group may attempt to make a short film on a topic of their choice. 2. Discuss the different changes in today's society with reference to various new normals. 3. Identify various elements of visual language. 4. Create a Stand-up comedy. | | |
| V | OPEN-ENDED | | 9 | |

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. Gao Chaodab Nahi ('We Will Not Leave Our Village')
<https://www.youtube.com/watch?v=8M5aeMpzOLU>
2. The Times They Are A- Changin- Bob Dylan
<https://www.youtube.com/watch?v=uc5lyJDiyEI>
3. World's Greatest Short Stories- Ed. James Daley
4. Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales- Laura Lane & Ellen Haun

5. Purl- Dir- Kristen Lester
https://www.youtube.com/results?search_query=purl
6. Too Tight?-wawawiwacomics
https://www.instagram.com/wawawiwacomics/p/C4IrzZPMLhV/?img_index=1
7. 5 Women Bikers Breaking Stereotypes One Ride at a Time- Namrata Ganguly
<https://www.herzindagi.com/society-culture/women-bikers-breaking-stereotypes-one-ride-at-a-time-article-205290>
8. Stories in your Pocket: How to Write Flash Fiction- David Gaffney
<https://www.theguardian.com/books/2012/may/14/how-to-write-flash-fiction>
9. Poisoned Bread: Translations from Modern Marathi Dalit Literature- Ed. Arjun Dangle
10. What is Climate Change? - The Climate Question (Podcast)- BBC World Service
<https://www.youtube.com/watch?v=SLEenW2UiUw>

Mapping of COs with PSOs and POs:

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|-------------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|------|------|
| CO 1 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 2 | 2 | - |
| CO 2 | 3 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 1 | 1 |
| CO 3 | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 3 | 3 | 1 |
| CO 4 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | - |
| CO 5 | 2 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 1 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

| | Quiz/ Discussion/ Seminar (10%) | Internal Exam (10%) | Assignment (10%) | End Semester Exam (70%) |
|-----------------|------------------------------------|------------------------|---------------------|----------------------------|
| CO 1 | ✓ | ✓ | ✓ | ✓ |
| CO 2 | ✓ | ✓ | ✓ | ✓ |
| CO 3 | ✓ | ✓ | ✓ | ✓ |
| CO 4 | ✓ | ✓ | ✓ | ✓ |
| CO 5 | ✓ | ✓ | ✓ | ✓ |