

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA



DEGREE OF B. A. FUNCTIONAL ENGLISH

BACHELOR OF ARTS IN FUNCTIONAL ENGLISH

**(CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR UNDERGRADUATE
CURRICULUM)**

UNDER THE FACULTY OF ENGLISH

SYLLABUS

(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2019 – '20 ONWARDS)

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CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA - 680125, KERALA, INDIA

JUNE, 2019

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Programme Specific Outcome

B.A. in Functional English is the Advanced Level English Programme with an interactive approach. This programme concentrates on Application of English in major areas - Media, Business, Translation, Creative writing, Advertising, Film, Sports and Entertainment, basic language skill - LSRW (Listening, Speaking, Reading and Writing), Fostering human values through exposure to major works of literature in English and stimulating self-exploration and self expression, Moulding a generation of techno-savvy student competent in tapping ICT for generation of knowledge, Providing support for IELTS, TOEFL and other international language testing system.

B.A. Functional English course has been designed for candidates keeping in view the role of English as a major language of international communication in worldwide. A multi-focal academic course aims at equipping the candidates with excellent and professional communicative skill in different applications of English Language.

Scope

English as the lingua franca to link people from different geographical and cultural backgrounds and has become all the more inevitable with the advent of the digital era and the internet. A sound knowledge and practical skills in English are now considered as a real barometer of education.

BA in Functional English opens up a variety of opportunities for the learners because they will get enough orientations to choose from many a channel to pursue their higher studies/future careers. After completing the program, the learners can opt for masters in English language/literature/communicative English/Linguistics/ELT or can channelize their tastes to mass communication /media studies because the program includes courses in these disciplines. The courses like Business English, Advertising Theory and Practice, Creative Writing and ELT have many practical elements to kindle learners' tastes to find great careers in teaching/the corporate sector.

This course is apt for those who have aptitude and specific taste in getting practical and professional exposure to many domains where English is a must for success.

Higher Studies Options

- Master of Arts in English and Communicative Studies
- Master of Arts in Communicative English
- Master of Arts in English Literature
- Master of Arts in Computational linguistics
- Masters in Mass Communication/Journalism
- Masters in Linguistics/ELT/culture studies/translation studies

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1. Core Courses

Sl. No	Code	Title	Hrs/ week	Credit	Sem.
1	FEN1B01	Communication Skills in English	6	5	1
2	FEN2B02	Advanced English Grammar	6	4	2
3	FEN3B03	Language and Technology	4	4	3
4	FEN3B04	Applied Phonetics	5	4	3
5	FEN4B05	Fundamentals of Linguistics	5	4	4
6	FEN4B06	Business English	5	4	4
7	FEN5B07	Translation Studies	5	4	5
8	FEN5B08	Print Media	5	4	5
9	FEN5B09	Theatre for Communication	5	4	5
10	FEN5B10	Contemporary Literary Theory	5	4	5
11	FEN6B11	English Language Teaching	5	4	6
12	FEN6B12	Electronic Media	5	4	6
13	FEN6B13	Creative Writing	5	4	6
14	FEN6B14	Film Studies	5	4	6
15	FEN6B15	Elective 1 – Language for Advertising: Theory and Practice Or	3	4	6
16	FEN6B16	Elective 2 – Women Studies			
17	FEN6B17	Project	2	2	5&6
Total				63	

2. Complementary Courses

Complementary Courses provide learners with openings to disciplines ancillary to core Courses. They give opportunities to explore areas contiguous to Functional English and also of reciprocal interest. They enable the students to broaden and enrich the knowledge and skill they acquire studying functional English. The two Complementary Courses are **Literatures in English** and **Cultural Studies**. They are **Type I** and **Type II** respectively and colleges have the freedom to choose either of them to be **Type I** or **Type II**

Sl. No.	Code	Title	Hrs/week	Credit	Semester
1	FEN1(2) CO1	Literatures in English: From Chaucer to the Present	6	4	1
2	FEN4(3) CO1	Literatures in English: American & Post Colonial	6	4	4
3	FEN1(2) CO2	Cultural Studies: Perspectives in Culture	6	4	2
4	FEN4(3) CO2	Cultural Studies: Cultural Spaces	6	4	3

3. Open Courses

Open Course offers chances for any undergraduate students in an institution to take a course of their own choice, from other disciplines in the same institution. The course has 2 credits and it comes in the 5th semester.

Sl. No	Code	Title	Hrs/week	Credit	semester
1	FEN5DO1	English for Competitive Examinations	2	3	5
2	FEN5DO2	Language for advertising: theory and practice			
3	FEN5DO3	Language for professional Success			

4. Internal Assessment Framework*

Item	Marks /20	Marks/15
Assignments	4	3
Test Paper(s)/ Viva voce	8	6
Seminar/Presentation	4	3
Classroom participation based on attendance	4	3
Total	20	15

**Performative/skill-oriented assessment is to be preferred to theoretical knowledge checking in all courses, mandatorily in courses like FEN1B01, FEN3B04, FEN5B09 and FEN6B13.*

Split up of marks for test papers/viva voce

Range of Marks in test paper	Out of 8 (Maximum internal marks is 20)	Out of 6 (Maximum internal marks is 15)
Less than 35%	1	1
35% - 45%	2	2
45% - 55%	3	3
55% - 65%	4	4
65% -85%	6	5
85% -100%	8	6

Split up of marks for Classroom Participation

Range of Marks in test paper	Range of CRP Out of 4 (Maximum internal marks is 20)	Out of 3 (Maximum internal marks is 15)
50% ≤ CRP <75%	1	1
75% ≤ CRP <85%	2	2
85 % and above	4	3

5. External Assessment Framework

End Semester Test Design of Courses with 80 Marks

Sl. No	Question type	No. of Questions	Marks/ Question	Total Marks
	Short answers (2/3 sentences)	15	2	Ceiling 25
	Paragraph/problem type	8	5	Ceiling 35
	Essay Type	2 out of 4	10	20
Total				80
Time				2.5 hrs

End Semester Test Design of Courses with 60 Marks

Question type	No. of Questions	Marks/ Question	Total Marks
Short answers (2-4 sentences)	12	2	Ceiling 20
Paragraph/problem/application type	7	5	Ceiling 30
Essay Type	1 out of 2	10	10
Total	60		
Time	2 hrs		

To Question Setters:

- Questions should be assessing both lower order and higher order skills of learners.
- Questions to assess application and analytical skills of learners should get enough weight.
- Questions addressing the comprehension level of learners have to be minimal.

6. Detailed Course Outlines

SEMESTER I

FEN1B01 – COMMUNICATION SKILLS IN ENGLISH

Contact Hours per Week: 6 hrs

Number of Credits: 5

Objectives

- To develop confidence to respond in English during situation where the use of English is imperative
- To develop fluency in actual conversation in the English language.

- To develop the speech skills necessary for confident and intelligent participation in group discussion and to make formal and extempore speeches in English.
- To develop the skills related to teamwork and to take up team leader roles in society as well as in future workplace.

Course Outline

Module I: Communication Theory

Communication- Brief History of Human Communication-Meaning- Importance and Process- Characteristics of Communication-Objectives –Types of Communication-Verbal & Non-Verbal Communication- Models of Communication and Modeling: Linear Model & Transactional Model- Communication Competence.

Module II: Day-to-day English

At a restaurant-ordering, offering, polite questions- **At a bus stop**- making requests, enquiring, giving suggestions, asking for directions-**At a hospital**-seeking help, giving instructions- **At a school/college**-encouraging, expressing probability, obligations.

(Enough oral drills in diverse realistic situations, both in pairs and groups, have to be done to ensure maximum performative skills of learners)

Module III: Oral communication skills

Presentations Skills (pair/single)- specific language/expressions for starting a presentation- introducing a point-listing idea-comparing and contrasting-concluding a topic. **Mock TV News Reading**-pitch-intonation, rhythm-**Preparing and presenting short skits**-enacting scenes from dramas. **Preparing and delivering speeches**-welcome, inaugural, presidential and vote of thanks- extempore speeches-**Evaluating oral presentations**.

(Learners have to be sensitized and exposed to the language/expressions used in these different contexts. They also have to be given adequate practice to improve their performative abilities in English)

Module IV: English for Discussion/Debating Skills

Group Discussion- (controlled, guided and free) guidelines-polite expressions for disagreeing, agreeing, adding, interrupting, suggesting-**Mock Press Conference**-Polite expressions for seeking/ expressing opinions in formal contexts- **Demonstration**- (language focused like cookery show, introducing a product, its function etc.) vocabulary and structures used in this.

References

Core Texts

1. Taylor, Grant. Situational Conversational Practice. New Delhi: Tata Mc Graw Hill, 1975.
2. Sunitha K.S, Annie Pothan & Sumitha Joy. Communication Skills for English Conversation Practice: A

Suggested reading

1. Kennedy, Chris and Rod Bolitho. English for Specific Purpose. London: Macmillan, 1984.
2. Gaber, Don. How to Start a Conversation and Make Friends. New Delhi: Sudha Publication. 1994.
3. Thomson, Neil. Communication and Language: A Handbook of Theory and Practice. Palgrave Macmillan, 2003
4. Practice Workbook - Premanand M E & Prasanth V G et al. *Nuts and Bolts of English*. Dept. of English, 2017. ISBN 978-81-920171-3-6

SEMESTER II

FEN2B02 – ADVANCED ENGLISH GRAMMAR

Contact Hours per Week: 6 hrs

Number of Credits: 4

Objectives

- To enable the students to use English correctly and confidently in writing and speech.
- To foster communicative competence by improving grammatical skills.
- To introduce learners to the advanced areas of English grammar and usage.

Course Outline

Module I

Parts of Speech-Sentence Structure (NP, VP)-Verbs (regular and irregular)-Auxiliary Verbs- primary, modal and semi-modal-Pronouns -personal, reflexive, emphatic, demonstrative, indefinite.

Module II

Time and Tense-Articles-Reporting-Tag Questions-Passive/active Voice

Module III

Comparison of adjectives-Concord-Sentence types based on clauses.

Module IV

Conjunctions (coordinating and subordinating)-Prepositions-Conditional sentences and wishes- common errors.

References

Core reading

1. Betty Azar. *Understanding and Using English Grammar*. Longman
2. David Green. *Contemporary English Grammar, structures and composition*. Trinity

Suggested reading

1. UR. Penny, *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: CUP, 2008.
2. Hewings, Martin. *Advanced Grammar In Use*. New Delhi: CUP, 2008.
3. Leech, Geoffrey, and Jan Svartvick. *A Communicative Grammar of English*. London: Longman 1998
4. E-book available at www.englishskillsone.com

SEMESTER III

FEN3B03 – LANGUAGE AND TECHNOLOGY

Contact Hours per Week: 4 hrs

Number of Credits: 4

Objectives

- To help learners understand the impact of communication technology on English and its pedagogy.
- To expose them to the practical ways of using the internet for better acquisition of LSRW.
- To help learner integrate smartphones to English Language education effectively.
- To keep learners abreast of recent trends in instructional technology.

Course Outline

Module-I. Digital Learning

Software and Types-FOSS-OER Commons-Project Gutenberg-Swayam-E(PG) Pathshala- Inflibnet- MOOC- Khan Academy-**Presentation software and educational potential- characteristics of an Ideal PPT presentation. (Students have to be encouraged to do free online courses and due internal marks can be awarded. Students have to be exposed to utilities of these softwares in language labs and assignments to prepare PPT slides on topics related to ICT and ELL are positively recommended)**

Module-II. Internet and linguistic impacts

World Wide Web-its impact on English-NetSpeak-features of NetSpeak-The language of Emails- hypertexts and interactivity-virtual libraries-online dictionaries-e-zines-webinars-the linguistic future of the internet.

Module III. Internet for LSRW

Learning and teaching in the cyber era-sites/programmes for English Language Learners (www.bbc.co.uk/learningenglish / www.learningenglish.voanews.com / www.esl-lab.com/ www.eslpdf.com/ www.englishbanana.com)-student publishing-wikis and blogs-podcasts- vodcasts.

(Students have to be given homework which makes them explore the customized language programmes telecast on the site)

Module IV. Smartphones as educative tools

Potential uses of smartphones in English classrooms-Useful mobile applications for English language learning and teaching (LEB English/VOA English/great poetry/Hello Talk English/English conversation/word web)- Mobile Learning Management Systems (MLMS)-Edmodo and Schoology- M-testing.

(Practical sessions to explore the utilities and functions of the Apps for learning and teaching have to be given)

References

Core Reading

1. Crystal David (2004) The Language and the Internet. CUP
2. Warschauer, Mark & Shetzer, Heidi (2003) Internet for English Teaching: Virginia

Suggested Reading/e-resources

1. www.bbc.co.uk/learningenglish , www.learningenglish.voanews.com / www.esl-lab.com/
2. www.eslpdf.com/www.englishbanana.com, E-book available at www.englishskillsone.com

SEMESTER III

FEN3B04 – APPLIED PHONETICS

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To identify distinctive English sounds, its production and the varied phonetic symbols.
- To provide learners listening and comprehension skills on internationally acceptable English.
- To make learners achieve a mastery over English pronunciation
- To give an understanding of phonetics.

Course Outline

Module I: Introduction to speech mechanism

Speech Mechanism-Organs of Speech

Module II: English Sound System

Phonemes – Consonants and Vowels-Classification of sounds – Cardinal Vowels, Diphthongs and Triphthongs-allophones and allophonic Variations.

(transcription practice at word/sentence level is to be done in the classroom)

Module III

Supra-segmentals-Syllable-Stress and Rhythm – Intonation – Juncture-Elision and Assimilation- Homonyms and Homophones.

(learners have to be sensitized to supra-segmental features with the help of language labs/smart phones/mobile apps, preferably using native speakers audio/video clips)

Module IV: Major varieties of English

Differences between British and American varieties (Vowels - Consonants - Stress related dissimilarities)

Vocabulary variations-GIE and its characteristics.

(leaner have to exposed to the accent variations with the help of language labs/digital devices/mobile apps)

References

Core Reading

1. Balasubramanian, T. A Textbook of English Phonetics for Indian Students.
2. Syamala V. A Textbook of English Phonetics and Structure for Indian Students.

Suggested Reading

1. Damodar, G., Prema Kumari D., Ratna Shiela Mani K., SaiLakshmy, B., (Gen. Ed. Rajagopal Book for Practice in the Spoken Mode, Foundation Books ,2006.
2. P. Kiranmai Dutt, Geetha Rajeevan, Basic Communication Skills, CUP India 2007 (Part 1 only)
3. V. Sasikumar, P. Kiranmai Dutt, Geetha Rajeevan, A Course In Listening & Speaking I, CUP India 2005.
4. O 'Connor, J.D. Better English Pronunciation.Cambridge: Cambridge University Press, 2008.

SEMESTER IV

FEN4B05 – FUNDAMENTALS OF LINGUISTICS

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To introduce the basic concepts of Linguistics and to familiarize the students with the fundamentals of modern linguistics
- To familiarize the students with the origin and development of language with special reference to English
- To provide a brief historical survey of the development of Modern Linguistics
- To develop in them the ability to do intensive reading for identifying specific Information

Course Outline

Module-I. Understanding language

Language-definition(s)-origin-characteristics-language and culture-limitations of animal communication-ethnologue- language death.

Module-II. Linguistics and key concepts

Linguistics-definition(s)-nature and scope-phonetics and phonology-langue and parole-synchrony versus diachrony-paradigmatic and syntegmatic relationships-signifier and signified-competence/i- language and performance/e-language-binarity-ambiguity.

Module III. Grammar of words and sentences

Semantics-meanings and connotations-word formation processes-traditional and modern approaches to grammar-form and function-grammaticality and acceptability-TG Grammar-IC Analysis –corpus grammar and pedagogy- spoken grammar and written grammar.

Module IV. Language and recent trends

Socio-linguistics-code switching and code mixing-language variations-New Englishes-the linguistic characteristics of New Englishes-corpus linguistics-pragmatics-lexicology-Americanisation.

References

Core Reading

1. Bauer Laurie (2007) The Linguistics Student's Handbook.
2. EUP Yule, George (2010). The Study of Language. CUP

Suggested Reading

1. Thornbury Scott (2002) How to teach grammar. Longman
2. Anne O'keeffe & Michael McCarthy (2007) From Corpus to classroom: Language use and language teaching. CUP
3. Varga, Laszlo (2010). Introduction to English Linguistics. ELU
4. Geoffrey, Leech; Smith & Mair (2009) Changes in Contemporary English. CUP

SEMESTER IV

FEN4B06 – BUSINESS ENGLISH

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To help students to learn the fundamentals of business correspondence.

- To get practical knowledge in business correspondence.
- To equip students with better employability skills.

Course Outline

Module I: Business & communication

Importance of communication in business-7Cs of effective communication-communication types (downward, upward, horizontal, diagonal) kinds of presentations in business (monologue, guided, sales) effective presentation strategies & structure-body language-negotiation skills.

Module II: Business correspondence

Types of correspondence-its importance in business-elements, features& formats of business letters- types of letters (inquiry, quotation, complaint, adjustment, collection, cover letter, interview letter, appointment letter)

(Written practice and assignments to ensure the letter drafting skills of learners have to be given)

Module III: Official Correspondence

Drafting Emails (features & dos and don'ts)- office memorandum-office orders- office circulars minutes of meetings-writing reports.

(Classroom works and assignments to ensure the writing skills of learners have to be given)

Module IV : Interviews & Meetings

Before, during and after interviews-types of interview questions-interviewer's questioning styles frequent question types in interviews.

Chairing a meeting- polite ways of stating and asking for opinions- asking for/giving clarifications- ending the meeting.

(mock interviews and meetings have to be held and the students need to be asked to prepare reports/minutes of those events)

References

Core Reading

1. RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008
2. Mallika Nawal. *Business Communication*

Suggested reading

1. Blundel C.A & Middle Miss. NMG. *Career: English for Business and Commercial World*. New York: OUP, 2009
2. K K, Lakshmi & KK, Ramachandran. *Business Communication*. New Delhi: Mac Millian, 2007

3. Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

4. E-book available at www.englishskillsone.com

SEMESTER V

FEN5B07 – TRANSLATION STUDIES

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To make students familiar with the basic theories of translation and to enable them to translate different types of texts from their mother tongue to English and vice versa.
- To make the study of language inter-lingual by initiating the students to translate texts from regional languages into English and from English into regional languages.
- To equip the students for the profession of translator in diverse fields by imparting training in translation.

Course Outline

Module I: Basic concepts

Basic concepts and a brief history of translation studies-translation types: (partial, full, literal, free, word-for-word, sense-for-sense, interlingual, interlingual and intersemiotic)- equivalence-untranslatability- technology and translation.

Module II: Translating poetry

Translation of poetry-basic issues-translation as recreation/transcreation -translation competence- **Text for translation: The Tiger by William Blake.**

Practices in translating short poetry texts from English to mother tongue and vice versa-peer analysis and discussions.

Module III: Translating prose

Translation of Prose-issues of styles and registers-transliteration-translation as intercultural communication.

Text for Practice: On Doors by Christopher Morley

Practices in translating short prose texts from English to mother tongue and vice versa-peer analysis and discussions.

Module IV: Translating drama

Translating Drama—Issue of dramatic diction and performability-translator as cultural mediator- translating text in context- Translating news reports/articles-oral translation/real-time human translation-major issues.

Text for Practice: Ghosts (A few dialogues from Act-III) by Henrik Ibsen

Practices in translating short dramatic scenes/articles/real time speech from English to mother tongue and vice versa-peer analysis and discussions.

References

Core Reading:

1. The Routledge companion to Translation Studies edited by Jeremy Munday
2. Susan Bassnett. *Translation Studies*

Suggested Reading

1. Introducing Translation Studies: Theories and applications by Jeremy Munday
2. J. C. Catford. *A Linguistic Theory of Translation*
3. Nida Eugene. *Theory and Practice of Translation*
4. Roman Jakobson. *On Linguistic Aspect of Translation*
5. Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Longman, 2006.

SEMESTER V

FEN5B08 – PRINT MEDIA

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To create in the student an awareness of the basic theories and concepts related to communication and to give them basic training in writing for the newspaper.
- To introduce mass media and their characteristics to students.
- To familiarize them with the history and fundamentals of print media
- To familiarize them with the characteristics of print media content and be a stepping stone for the student to be a print media professional.

Course Outline

Module I: History of Indian Journalism

The Age of Print-The beginning of Indian Journalism- Firm roots with British Raj and spread of English journalism- The Press and the Freedom Movement- recent developments.

Module II: Introduction to Mass media.

Importance of Mass Media-Functions-Variety of mass media and their characteristics- Print media:

newspaper, magazine, books. Electronic media: TV, Radio, Films. The New Media- the Internet-Media Convergence-Media ethics- 'media world' v/s native culture.

Module III: Writing for the media

Role of Journalism-Journalistic Writing vs Creative Writing-Print media contents: News writing and news structure-; leads and types of leads –Report writing; News Agencies- Feature writing – Structure and types Editorial–Review writing (Book/ Film)- The People's Voice- Letters to the Editor.

(Sessions to analyse language and contents of sample news/reports/leads have to be incorporated)

Module IV: Journalistic English

Writing captions & headlines (language, tense, voice and style)-rules of editing- Proofreading and symbols, standards in editing-designing, artwork, pagination.

Journalistic Glossary to be introduced: Banner, Headline, bleed, blooper, barker, byline, credit line, dateline, deadline, gravure, gutter, jump line, nameplate, masthead, offset, op-ed, tombstone, tabloid, stringer, dummy, freelance, news agency, beat, breaking news, scoop, new journalism, precision journalism, style Book, citizen journalist, investigative journalism, sting operation, yellow journalism.

Field Work: Students have to visit a newspaper production unit and prepare a report based on their observations.

Practical work: Students have to publish a full-fledged newspaper and due weight can be given for this in internal assessment.

References

Core Reading

1. Seema Hasan. Mass Communication: Principles and Concepts; CBS Publishers.
2. Essential English for Journalists, editors and writers- Harold Evans

Suggested Reading

1. Kundra, G. C. *History of Journalism in India*. (2004).
2. Moitra, Mohit. *A History of Indian Journalism*, Hardcover. (1969).
3. Mencher, Melvin. *Basic News Writing*. Dubaque: William C. Brown Co.,1983.
4. Premanand, M.E. *Textbook on Media Studies* (2012)
5. E-book available at www.englishskillsone.com

SEMESTER V

FEN5B09 – THEATRE FOR COMMUNICATION

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To impart a general critical understanding of the history of theatre and performance as a powerful medium of creative communication practice
- To introduce the students to modern theatre practice with special focus on the proactive and interactive potential of drama and theatre.
- To stimulate creative exploration of ideas and expression of these ideas through dramatic forms and theatre conventions

Course Outline

Module I History and Evolution of Drama

Drama as a performing art - Drama as a tool for social criticism – Theatre – Introduction to theatres such as Absurd, Epic, Street, Cruelty, Anger, Feminist, Ritualistic, and Poor. Genres: Tragedy, Comedy, Tragi-Comedy, Farce and Melodrama, Masque, One-Act Play.

Module II

Aristotle's observations of drama –elements of tragedy-Contributions of important ancient Greek playwrights: Aeschylus, Sophocles, and Euripides- Important contributors in twentieth century theatre: Constantine Stanislavski- Psycho- physical system, Augusto Boal- The Theatre of the Oppressed.

Module III: List of Plays for Practicals

Script writing-adaptation and editing of prescribed plays/scenes by teams of students- Rehearsals for final presentation.

Tagore: Chandalika- (Act II)

G B Shaw: Pygmalion (Act-III)

Shakespeare: Merchant of Venice (The Trial scene) Henrik Ibsen: A Doll's House (Act -III)

Fritz Karinthy: Refund (Adapted by Percival Wilde)

(students have to read the works assigned to them and adapt/edit/rewrite the original text for enacting the scenes/acts and get the text approved by the teacher concerned)

Module IV: Practicals

Final production of the play/act/scene by each group.

The groups present the plays/acts/scene adapted and edited by them in front of the whole class. This should be followed by an interactive feedback session with the teacher, the faculty, peer group members from the same class and others in the audience, if any.

Weight: After the performance, weight for the Internals (Practicals) should be given according to the following priority (to each group, and to each member of the group):

- i. Effective communication of the story through the play.
- ii. Clarity in articulation and fluency.
- iii. Confidence and body language.
- iv. Verbal and non-verbal performance.
- v. Costumes, light, sound, and settings need not be given any weightage, as the emphasis is more on theatre as communication.

(Theatre workshops involving local theatre groups or resource persons can be organized for adequate exposure to theatre arts.)

References

Core Text

1. Sreerekha, N. *Reading Drama*. New Delhi: Oxford University Press, 2011.

Recommended Texts

1. N. Fraser, *Theatre History Explained*, Crowood Press, 2004
2. M. Wallis & S. Shepherd, *Studying plays*, London & New York, Hodder Education, 2002.
3. Williams Raymond. *Drama from Ibsen To Brecht* Penguin books, 1968
4. O. Brockett. *A History of the Theatre*. Allen and Bacon, 1991.

SEMESTER V

FEN5B10 – CONTEMPORARY LITERARY THEORY

Contact Hours per Week: 6 hrs

Number of Credits: 4

Objectives

- To initiate students into 20th Century Literary Theories and Critical approaches
- To provide them exposure to diverse theoretical practices and its applications
- To make the students familiarize with contemporary theories and theoreticians
- To provide a larger framework of theory to enhance the taste of research

Course Outline

Module- I

New Criticism (Irony, Paradox, Ambiguity, Affective Fallacy, Intentional Fallacy, Tension)

Russian Formalism : (De-familiarization, Metaphor, Metonymy)

Structuralism (Signified, Signifier, Binary Opposition, Langue and Parole)

Module-II

Post-structuralism (Deconstruction, Aporia, Logocentrism, Binary Opposition)

Feminism (Patriarchy, Woman as Reader, Woman as Writer)

Module-III

Marxism (Class Consciousness, Hegemony, Ideology)

New Historicism (History of Textuality, Textuality of History)

Module-IV

Psychoanalysis (Id, Ego, Super ego, Condensation, Displacement, Latent Content and Manifested Content, Jouissance)

Eco-Criticism (Green studies, deep ecology, ecopoetics, biopolitics)

Queer Theory (LGBTIQ)

References

1. Beginning Theory---Peter Barry
2. Glossary of Literary Terms—MH Abrams
3. Literary Theory: A Practical Introduction---Michael Ryan

SEMESTER VI

FEN5B11 – ENGLISH LANGUAGE TEACHING

Contact Hours per Week: 6 hrs

Number of Credits: 4

Objectives

- To help learners understand the basic principles underlying the practice of teaching English as a second language.
- To expose them to the practical ways of teaching English language using different methods.
- To help learner develop a taste for teaching English effectively.
- To develop in learners ability for critical reflections on their own and fellow-learners 'method of teaching English.

Course Outline

Module-I. Introduction to ELT

Basic glossary-(L1/L2, ESL/EFL, TESOL, CALL, ICT, CLT, EAP, ESP, ELL, PPP, TBL, IELTS/TOEFL, PT, AT, CE)-Receptive and Productive Skills-Acquisition and Learning-English as an international Language-reasons for its spread-World Englishes-the history of ELE in India-GIE-the future of English(es).

Module-II. ELT Principles and Practices

Learning theories-behaviourism, cognitivism, constructivism- Defining approach -Structural, Lexical, and Communicative approaches -defining method- Grammar Translation, Direct, CLT, Bilingual methods-Task Based Learning and Teaching- Post-method Concept.

(Practical ways of teaching a single language component using different approaches/methods have to be demonstrated in the classroom)

Module III. From Theory to Practice

Lesson planning-teaching grammar, vocabulary and pronunciation-Integrating skills-Peer teaching/Micro-teaching.

(Practical peer/microteaching by students is to be done in the class and it can be alternative to tests meant for internal assessment)

Module IV. Language Testing and Evaluation

Testing and teaching-Types of tests-Characteristics of a good test- Test Items

References

Core reading

1. Harmer, Jeremy (2001) The Practice of English language Teaching. Orient Longman
2. Nagaraj, Geetha (2010) English Language Teaching: Approaches Methods and Techniques. Orient Black swan

Suggested reading

1. McKay, Sandra (2002) Teaching English as an International Language. OUP
2. Larsen, Freeman and Anderson (2011) Techniques and Principles in Language Teaching. OUP
3. Peter, Jason. (2006) English to the World: Teaching Methodology Made Easy. August Publishing
4. Nunan, D (2003) Practical of English language Teaching. New York. McGraw Hill.
5. Kumaravadivelu (2006) Understanding Language Teaching: from Method to Post method. Lawrence Associates

SEMESTER VI

FEN6B12 – ELECTRONIC MEDIA

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To give the students basic training in writing for electronic media such as radio and TV and the Internet.
- To equip the learners with the practical skills needed to work in electronic media

Course Outline

Module I: Electronic Media

Definition, types, characteristics of broadcast writing, immediacy, conversational style, clarity.-brief History of Radio, TV and New Media – DD-AIR

Module II: Radio

Radio as mass medium - Radio programme formats-Bulletins, documentaries, drama, commercials, phone in programmes- New trends - FM - Bands – radio Jockeys-Radio scripting techniques- Guidelines for good radio script-Radio recording techniques-community radio.

Module III: Television

Television as a mass medium –television broadcasting- new trends: Cable, DTH, IPTV, HDTV- Internet TV- Writing for television-TV programme formats-news, talks, interviews, -soap operas, cookery shows, reality shows-Basics of TV programme Production.

(Practices/presentations in different programme formats have to be assigned to students)

Module IV: New Media

Online Journalism-Media convergence –information superhighway –global village-advantages and disadvantages of new media- writing for web-E-Journal-Blogging- Introduction to Advertising and public relations.

Field Work : Students have to visit a TV/Radio broadcasting station to gain practical knowledge.(Study Tour)

References

Core Reading

1. Seema Hasan. Mass Communication: Principles and Concepts; CBS Publishers.
2. A Guide to Journalism and Mass Communication- Majime Books

Suggested Reading

1. White, Ted. *Broadcast News Writing, Reporting and Production*
2. Feldman Tony. *An Introduction to Digital Media* (Blueprint series) Paperback., 1996
3. Vilanilam. J. V. *Mass Communication in India*. Sage publications: New Delhi, 2005
4. Griffith David. *A Crash Course in Screenwriting*. Glasgow: Scottish Screen
5. Lewis Richard L. *Digital Media: An Introduction*
6. M. L. Stein, Susan F. Paterno & R. Christopher Burnett. *News Writer's Handbook*. Blackwell, 2006.
7. E-book available at www.englishskillsone.com

SEMESTER VI

FEN6B13 – CREATIVE WRITING

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To familiarize the learners with all the basic concepts and components of different genres of creative writing.
- To ignite their creative writing talents through controlled and free practice.
- To develop their critical and analytical skills in appreciating works written by peers.

Course Outline

Module I: Introduction

Introduction to creative writing-writing as an art-voice-creating a world-defamiliarisation-imagination- words as images-preparing for publication-plagiarism and intellectual property rights.

Module II: Writing poetry

Writing Poetry: analyzing elements of poetry: figures of speech-diction-rhythm and verse forms-major poetic forms with examples. (poetry writing sessions and critical peer analyses of the poems have to be done in the class)

Text for analysis: Ulysses by Tennyson (<https://www.poetryfoundation.org/poems/45392/ulysses>)

Module III: Writing fiction

Writing Fiction: analyzing elements of fiction – different genres and types – narrations and techniques/ points of view- introducing a character. (Short story writing sessions and critical peer analyses of the stories have to be done in the class)

Text for analysis: The Looking Glass by Anton Chekhov (<https://americanliterature.com/100-great-short-stories>)

Module IV: Writing drama

Writing Drama: analyzing components of drama-mechanics of writing dialogues- basic divisions- screenplays- components of travelogues and memoirs (dramatic scene/screenplay/travelogue writing sessions and critical analyses have to be done in the class)

Text for analysis: ILE , a play in one-act by Eugene O'Neill ,(<http://www.one-act-plays.com/dramas/ile.html>)

**The student's writings during the course have to be compiled and brought out as a magazine.*

**Popular pieces of literature have to be taken up for analysis in each module*

References

Core Reading

1. An Introduction to the Study of Literature – Hudson
2. The Routledge Creative writing Coursebook-Paul Mills
3. The Oxford essential Guide to writing-Thomas S Kane

Suggested Reading

1. The Cambridge introduction to creative writing-David Morley
2. A glossary of literary terms M H Abrams
3. Creative Writing: A beginner's Manuel- Dev, Marwah & Pal (pearson)

SEMESTER VI

FEN6B14 – FILM STUDIES

Contact Hours per Week: 5 hrs

Number of Credits: 4

Objectives

- To introduce students to film studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form.
- To prepare the students to find an entry point to the higher level of understanding of contemporary film theories.

Course Outline

Module I: Introduction

Introduction to the basic concepts of Film Theory and major theoretical positions on cinema- Basic concept of Representation- Idea of 'Text' and 'Authorship'- Introduction to the film theories of Sergei Eisenstein, Andre Bazin, auteur theory, Christian Metz and Laura Mulvey- Introduction to Film Semiotics

Module II: Major movements and film genres

The silent era, classic, Hollywood cinema, Realism and Neo-Realism in Cinema, French New wave, Indian Cinema, Soviet Montage. **The Major Genres-Narrative, avant-garde, documentary-Other genres- thriller, melodrama, musical, horror-western, fantasy animation, film noir, expressionist, historical, mythological, road movies**

Module III: Basic terminology of film making

Mise en scene, long takes, deep focus, shots (close up, medium shot, long shot)-Editing- Chronological editing, cross cutting, montage, continuity editing, continuity cuts, m jump cuts, match cuts, 30-degree rule, 180-degree rule, The production, distribution and reception of films; censorship

Module IV: Film texts and case studies of Classic Cinema

- a. Satyajit Ray: —What is Wrong with Indian Films|| (From *Our Films Their Films*)
- b. V C Harris: —Engendering Popular Cinema in Malayalam|| (From *Women in Malayalam Cinema: Naturalizing Gender Hierarchies*. Ed. Meena T Pillai)

References

Case Studies of Classic Cinema

1. *Modern Times* Silent Cinema
2. *Sound of Music*- Musical
3. *Psycho*- Thriller
4. *Yavanika*-Malayalam film
5. *Bicycle Thieves*-Italian Neo-Realism

Suggested Films

1. Life is Beautiful (Roberto Benigni)
2. Shawshank Redemption (Frank Darabont)
3. Seven Samurai (Akira Kurosawa)
4. Anantharam (Adoor Gopalakrishnan)

The student will be capable of analyzing and making a critical evaluation of these Movies.

Suggested Reading

1. *Introduction to Major Film Theories*- J D Andrew
2. *Film Theory: An Introduction* – R Lapstey and M Westlake
3. *Film Theory and Criticism* – Mast & Cohen
4. *Eisenstein Reader*- ed. Richard Tylor

5. *What is Cinema*, vol II – Andre Bazin
6. *New Vocabularies in Film Semiotics*- R Stendal
7. *Film Language: A Semiotics of Cinema* (C Metz)
8. Peter Wollon's analysis of *North by North-West* (*Readings and Writings*)
9. *The Point-of-View Shots* (Edward Banigen)
10. *Teach Yourself Film Studies*- Warren Buckland
11. *A History of Film*- Virginia Wright Wexman
12. *Key Concepts in Cinema Studies*- Susan Heyward

ELECTIVE – 1

SEMESTER VI

FEN6B15 – LANGUAGE FOR ADVERTISING: THEORY & PRACTICE

Contact Hours per Week: 3 hrs

Number of Credits: 4

Objectives

- To gain an understanding of the role of advertising within the corporate world.
- To examine communication and advertising theories and their relationship with consumer behaviour.
- To develop knowledge of advertising strategy and planning.
- To examine the importance and use of creativity in advertising.

Course Outline

Module I

Advertising as a Process: four components: the advertiser, the advertisement, the ad agency and the mass media. Ad. Agency: structure, function and characteristics of a good ad agency--Media selection criteria--Client satisfaction.

Module II

Advertisement types: Product, Service, Industrial, Institutional, Public Service

Media wise category: Print media ads, Electronic media ads (Radio, TV and Film) and New Media ads. Non-Mass Media ads: Graffiti, Billboards, fliers, novelties etc.

Module III

Copy writing, copy creativity, copy structure, text: Headline, slogan, body copy Copy style, Credibility, readability. Qualities of a good copy writer. Visualization of Advertisements: typography, Illustration, logo,

trademarks, themes, graphics, appeals, animation, special effects and basic principles of designing.

(Practice in copy writing, visualization and analyzing textual and visual effects of advertisements have to done in classrooms)

References

Core Text

1. Vilanilam and Varghese. Advertising Basics! A Resource Guide for Beginners. Response books – a Division of Sage Publications, NewDelhi, 2004.

Suggested Reading:

1. Aitchinson J. Cutting Edge Copy Writing. Prentice Hall, Singapre, 2001
2. Twitehell, J B. Twenty Ads that shook the World. Crown Publication (Random), 2000.
3. Vilanilam J. V: More Effective Communication: A Manual for Professionals. New Delhi, Response Books/Sage, 2000.
4. Nylen, D W, Advertising: Planning, Implementation and Control, 4th Edition, Cincinnati, OH: South Western Publishing Co. 1993.

ELECTIVE – 2

SEMESTER VI

FEN6B16 – WOMEN STUDIES

Contact Hours per Week: 3 hrs

Number of Credits: 4

Objectives

- To introduce students to experiences unique to women and to the fundamental precepts of the feminist movement
- To identify the polyphonic quality of women's voices.

Course Outline

Module 1: Poetry

1. Kamala Das: An Introduction
2. Amy Lowell: Vintage
3. Sappho: To Anactoria in Lydia
4. Inez Hernandez Avila: To Other Women Who Were Ugly Once
5. Emily Dickinson: She rose to his requirements

Module II: Fiction

1. Clarice Lispector : Preciousness
2. Alice Walker: The Flowers

Module III: Drama

Caryl Churchill: Top Girls

References

Suggested Reading

1. Kamala Bhasin---What is Patriarchy?
2. Nivedita Menon--Seeing like A Feminist
3. Naomi Wolf--Beauty Myth
4. Alice Walker ---Color Purple
5. Caryl Churchill---Vinegar Tom
6. Deepa Mehta's films---Earth, Fire, Water
7. Rina Das' Film---The village Rockster

SEMESTER V & VI

FEN6B17 – PROJECT WORK

Contact Hours per Week: 2 hrs

Number of Credits: 2

Objectives

- This is entirely devoted to a project which is to be worked on and completed by the student by the end of the sixth semester.

Learning Outcome

The project is expected to be a specimen document that reflects the student's competence in and mastery of English, ingenuity and workmanship. It provides space to the student's expression of her/his talent, potential and skill in creating his own artifact/product based on the knowledge and art he had acquired through the three-year programme.

The course offers a wide range of topics related to diverse functions of English such as Translation, Media writing, advertisements, investigative journalism and the like.

Course Outline

Project Work

The student can make his/her choice of topic at the beginning of the 5th semester. The necessary ambience to prepare the student for the project work is to be created in the initial phase of this semester. Apart from the allotted hours, all possible materials like books, language lab etc. are to be fully utilized.

Project Guide

Every student will have a member of faculty as Project Guide. The Project Guide is the facilitator who should

- (1) Diagnose the difficulties and provide the remediation.
- (2) Continuously evaluate the progress
- (3) Give scaffolding/support wherever necessary
- (4) Promote divergent thinking
- (5) Facilitate reference/data collection,

The Project:

The expected length of the project is 6000 words.

(Two or three small projects from the same area can be undertaken.)

Choice of Subject:

The student can select any subject related to the areas covered in the Program. A few examples are given below:

1. Media Writing
2. An analytical study on a specific aspect of media or a recent trend in print or electronic media such as
 - a) The representation of women in a particular cartoon strip in a particular newspaper within a specific period.
 - b) A comparative study of the different approaches followed by different newspapers while reporting on the same news event.
 - c) A critical analysis of the layout of a particular newspaper
 - d) The demographic features of the audience who participate (make phone calls/ send letters/email) in a television/radio program within a particular period of time.
3. Conduct a small scale survey on the effect of media among different demographic categories. Examples:
 - a) The reach and effect of *Vayalum Veedum* programme of Akashvani among farmers in a particular area.
 - b) The newspaper readership pattern among a particular group. E.g:- Teenagers.
4. Prepare script for a one-hour documentary for a TV channel/radio
5. Prepare a series of features for a newspaper on a topic which has scope for investigative reporting.
6. Prepare script for two or three episodes of a half hour TV program.
7. News Interview: Report of a topic of current interest based on interviews of eminent persons in politics/literature etc.
8. Advertisements

II. Translation

1. Translation of literary works in Malayalam/Hindi to English.
2. Translation of Screen plays/scripts for Radio or TV

Format

I. Media Writings

Introduction—Relevance of the study

Objectives

Classified/grouped data (with specimen documents/paper cuttings)

Analysis

Findings

Conclusion

Appendix

II. Translation

Preface: Relevance of the text translated

Method of translation employed (Semitic/Communicative etc)

Problems faced in translating the text.

Introduction: Original work—its author—its status—impact-critical evaluation and other relevant factors-

Translation—chapter wise Appendix Bibliography/webliography

Guidelines for the Evaluation of Project

1. Project Evaluation- Regular

- Evaluation of the Project Report shall be done under Mark System. The evaluation of the project will be done at two stages:
 - a) Internal Assessment (supervising teachers will assess the project and award internal Marks)
 - b) External evaluation (external examiner appointed by the University)
 - c) Grade for the project will be awarded to candidates, combining the internal and external marks.
- 3. The internal to external components is to be taken in the ratio 1:4. Assessment of different components may be taken as below.

(internal (20% of total)	External (80% of total)	
Components	% of Internal marks	Criteria
Originality	20	Relevance of the topic, statement of objectives
Methodology	20	Reference/presentation/quality of analysis/use of tools

Scheme/organisation of report	30	Findings/recommendations
Viva voce	30	Knowledge/language/accuracy/presentation skills

4. External Examiners will be appointed by the University from the list of VI Semester Board of Examiners in consultation with the Chairperson of the Board.
5. The Chairman of the VI semester examination should form and coordinate the evaluation teams and their work.
6. Internal Assessment should be completed 2 weeks before the last working day of VI Semester.
7. Internal Assessment marks should be published in the Department.
8. In the case of Courses with practical examination, project evaluation shall be done along with practical examinations.
9. The Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines for the smooth conduct of the evaluation of project.

2. Pass conditions

- Submission of the Project Report and presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if she/ he fails to submit the Project Report for external evaluation.
- The student should get a minimum P Grade in aggregate of External and Internal.
- There shall be no improvement chance for the Marks obtained in the Project Report.
- * In the extent of student failing to obtain a minimum of Pass Grade, the project work may be re-done and a new Internal mark may be submitted by the Parent Department. External examination may be conducted along with the subsequent batch.

COMPLEMENTARY COURSES

SEMESTER I & II

FEN1(2)C01 – LITERATURES IN ENGLISH: COURSE I: From Chaucer to the Present

Contact Hours per Week: 6 hrs

Number of Credits: 4

Objectives

- To create in the student an overall perspective of the History of English Literature; ages and movements that have become milestones in the history of literature—the major writers and their work.
- To make the student understand the transitions in language effected through literature.

Course Outline

Module I

Early English Poetry, Geoffrey Chaucer. (Prescribed Text, First 20 lines of *Prologue to Canterbury Tales*)

Elizabethan Age and its Features.

(Renaissance, Reformation, the new learning, discovery, spirit of adventure)

Prescribed Text: William Shakespeare, The Opening Scene of *King Lear*.

Francis Bacon, *Of Studies*.

Jacobean Era and its Political and Literary Characteristics.

(Grim humour, moral corruption, violence, counter-reformation)

Prescribed Texts: John Donne, *Sun Rising*. John Webster *The Duchess of Malfi* - Act IV

Restoration, its literary features.

Prescribed Text: John Dryden, *Alexander's Feast*.

Module II: Augustan Literature and its features.

(Restoration, new morality, coffee houses, neo-classicism, age of reason, satire, Poetic Diction)

Prescribed texts: Sir Richard Steele, *Spectator Club*.

Jonathan Swift *Gulliver's Travel's (Part One)*

Romanticism, its major features and authors.

(liberation of the self, return to nature, subjectivity, rustic life, imagination, language of common man)

Prescribed texts: William Wordsworth, *Rainbow*

Byron: *She Walks in Beauty*

P. B. Shelley, *Ozymandias*.

Module III

Victorian Age, Social and Literary Characteristics; Major Authors. (Tennyson, Arnold, Browning, Charles Dickens, George Eliot, Emily Bronte)

Prescribed Texts: Robert Browning, *My Last Duchess*.

Charles Lamb, *Dream Children*.

Mathew Arnold: *Dover Beach*

Modernism, its literary features and prominent figures (Imagism, World War, symbolism, the Lost Generation, allusion, New Criticism)

Prescribed Texts: T. S. Eliot, *Journey of Magi*.

W B Yeats: *Circus Animal's Desertion*

J. M Synge, *Riders to the Sea*.

Module-IV

Post 1940 Literature, Second World War and its impact on Literature. (revival of Romanticism, Surrealism, Movement poetry, Absurd literature,)

Prescribed texts: Dylan Thomas, *Do not go Gentle into that Good Night*

Philip Larkin, *Ambulances*.

Ted Hughes *Thought Fox*

Harold Pinter, *Room*.

References

Core Books:

Core texts mentioned in the modules.

Books for Reference

1. Crompton & Ricket. *History of English Literature*
2. Long, William J. *English Literature: Its History and its Significance*, ed. Kalyani Publishers, New Delhi
3. M. H. Abrams. *A Glossary of Literary Terms*, Harcourt Publishers, New Delhi, 2001.
4. John Peck and Martin Coyle. *A Brief History of English Literature*, Palgrave, 2008

SEMESTER III & IV

FEN4(3)C01 – LITERATURES IN ENGLISH: COURSE II: American and Post-Colonial

Contact Hours per Week: 6 hrs

Number of Credits: 4

Course Outline

Module-I

- A) Introduction to Postcolonialism – (Colonialism, Imperialism, Post-colonialism, Diaspora, History, Nationalism)
- B) Leading 20th century Post-Colonial thinkers
- 1) Franz Fanon (National Consciousness, Identity)
 - 2) Edward Said (Concept of Orientalism)
 - 3) Homi Babha (Hybridity, Ambivalence, Mimicry, Diaspora)
 - 4) Gayatri Chakravarty Spivak (Subalternity, Representation)

Module-II

Poems:

Gabriel Okara: Mystic Drum

Margaret Atwood: This is a Photograph of me Kamala Das: Nani

David Diop: Africa

Nissim Ezekiel: Goodbye Party to Miss Pushpa T S

(blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/ -)

Drama:

Vijay Tendulkar- *Silence! The Court is in Session* – Act I

Story:

O V Vijayan- *After Hanging*

Module-III

A brief historical survey of the movements and concerns of American Literature (Transcendentalism, American Romanticism, Civil War, Beat Generation, Confessionalism, Womanism)

Module-IV

Poetry

“Success is counted Sweetest”/ Emily Dickinson

—Anecdote of the Jar/ Wallace Stevens

—My Papa’s Waltz/ Theodore Roethke.

—Anyone Lived in a Pretty How town/ E. E. Cummings

—Tulips/ Sylvia Plath

—Dream Deferred/ Langston Hughes

Fiction and Drama

—Gift of Magill/ O. Henry.

—Old Man and the Sea/ Earnest Hemingway.

—The Hairy Ape/ Eugene O'Neil

References

Further Reading

- 1) Colonialism/Post Colonialism – Ania Loomba
- 2) Colonial and Post Colonial Literature IIInd Edition – Elleke Boehmer
- 3) Literary theory (The basics) – Hans Bertens
- 4) Beginning Theory by Peter Barry
- 5) Empire Writes Back: Bill Ashcroft, Gareth Griffiths and Helen Tiffin.

Reference:

1. Bonglke, Rangrao (Ed) Contemporary American Literature: Poetry, Fiction, Drama and Criticism. New Delhi: Atlantic Publishers, 2002.
2. Iyengar, Sreenivasa K.R. *Indian Writing in English*, Delhi: Sterling, 1984
- 3 Naik, M.K. *A History of Indian English* Delhi: Sahitya Literature Academy, 1982
4. Naik, M. K. (Ed). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav Publications, 1984.
5. Mathiessew, F.O. American Literature up to Nineteenth Century
6. Collins-An Introduction to American Literature.

COMPLEMENTARY COURSES II

SEMESTER I & II

FEN1(2)C02 – CULTURAL STUDIES: COURSE I: Perspectives in Culture

Contact Hours per Week: 6 hrs

Number of Credits: 4

Objectives

- To enable the student to analyse and explain major theories that both influenced and came out of Cultural Studies and its approach to 'high' and popular culture.
- To equip the student to apply one or more concepts of cultural studies to unique research problems.
- To demonstrate the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students.

Course Outline

Module 1

Cultural Studies: An Introduction

1. Culture,
2. Popular Culture,
3. Production and Consumption of Culture
4. Power/Culture
5. Origin of Cultural Studies

Module 2

Methods of Cultural Studies

1. Methods of Cultural Studies
2. Language and Discourse
3. Identity
4. Audience and Reception Studies

Module 3

Major Theories

Introduce briefly so as to understand the concept

1. Structuralism
2. Post Structuralism
3. Marxism

Module 4

Major Theories

1. Feminism
2. Queer Theory
3. Post-Colonial Theory

References

1. Glossary of Literary Terms—MH
2. Abrams Beginning Theory—Peter Barry
3. An Introduction to Cultural Studies—Pramod K Nayar

Core Text: Pramod K Nayar. *An Introduction to Cultural Studies*. Viva Books, New Delhi

SEMESTER III & IV

FEN4(3)C02 – CULTURAL STUDIES: COURSE II: Cultural Spaces

Contact Hours per Week: 6 hrs

Number of Credits: 4

Course Outline

Module 1: Locations of Culture

Introduce briefly so as to understand the concept.

1. Modernity
2. Postmodernity
3. Globalization
4. The Nation State
5. New Social Movements
6. Fundamentalism

Module 2: The Culture Industry: Key areas to be Introduced

1. Product of Consumption
2. The Spaces of Consumption I: The Mall
3. The Spaces of Consumption II: Online Shopping

Module 3: Select Terms and Issues

Gender, Site, Race, Class, Ideology, Cyberspace,

Module 4: Select Terms and Issues

Hegemony, Hybridity, Consumerism, Counterculture, Margin(ality), Paradigm

References

Module Three: *A Glossary of Cultural Theory*—Peter Brooker available as e book in the site:

<https://lisamonalisa.files.wordpress.com/2011/01/brooker-a-glossary-of-cultural-theory.pdf>

Core Text: Pramod K Nayar. *An Introduction to Cultural Studies*. Viva Books, New Delhi

Further Reading

1. Chris Barker, *Making Sense of Cultural Studies*, Sage, 2002
2. Simon During, *Cultural Studies: A Critical Introduction*. Routledge, 2005

OPEN COURSES - I

SEMESTER IV

FEN5D01 – ENGLISH FOR COMPETITIVE EXAMINATIONS

Contact Hours per Week: 2 hrs

Number of Credits: 3

Objectives

- To introduce the learners to the core areas of English often tested in competitive exams.
- To make equipped to fare well in English components in exams held by PSC/UPSC
- To familiarize learners with the types questions figuring in screening tests.

Course Outline

Module-I

Grammar components for competitive exams (p.1-20)- spotting errors (p.78-83)

Module-II

Vocabulary: synonyms (p.36-43)- antonyms (p.48-56)-exercises for idioms and Phrases (p.63-72)

Module-III

Sentence completion tasks (p.99-108)

References

Core Reading

General English for competitive exams. Disha Publications

Suggested reading

Tips & Techniques in English for competitive exams

OPEN COURSES - II

SEMESTER V

FEN5D02 – LANGUAGE FOR ADVERTISING: THEORY & PRACTICE

Contact Hours per Week: 2 hrs

Number of Credits: 3

Objectives

- To gain an understanding of the role of advertising within the marketing communication mix.

- To examine communication and advertising theories and their relationship with consumer behaviour.
- To develop knowledge of advertising strategy and planning.
- To examine the importance and use of creativity in advertising.

Course Outline

Module I

Advertising as a Process: four components: the advertiser, the advertisement, the ad agency and the mass media. Ad. Agency: structure, function and characteristics of a good ad agency--Media selection criteria--Client satisfaction.

Module II

Advertisement types: Product, Service, Industrial, Institutional, Public Service Media wise category: Print media ads, Electronic media ads (Radio, TV and Film) and New Media ads. Non-Mass Media ads: Graffiti, Billboards, fliers, novelties etc.

Module III

Copy writing, copy creativity, copy structure, text: Headline, slogan, body copy Copy style, Credibility, readability. Qualities of a good copy writer. Visualization of Advertisements: typography, Illustration, logo, trademarks, themes, graphics, appeals, animation, special effects and basic principles of designing.

(Practice in copy writing, visualization and analyzing textual and visual effects of advertisements have to be done in classrooms)

References

Core Text

1. Vilanilam and Varghese. Advertising Basics! A Resource Guide for Beginners. Response books – a Division of Sage Publications, NewDelhi, 2004.

General Reading:

1. Aitchinson J. Cutting Edge Copy Writing. Prentice Hall, Singapore 2001
2. Twitchell, J B. Twenty Ads that shook the World. Crown Publication (Random), 2000.
3. Vilanilam J. V: More Effective Communication: A Manual for Professionals. New Delhi, Response Books/Sage, 2000.
4. Nylen, D W, Advertising: Planning, Implementation and Control, 4th Edition, Cincinnati, OH: South Western Publishing Co. 1993.

OPEN COURSES - III

SEMESTER V

FEN5D03 – ENGLISH FOR PROFESSIONAL SUCCESS

Contact Hours per Week: 2 hrs

Number of Credits: 3

Objectives

- To help students to learn the fundamentals of business correspondence.
- To get practical knowledge in business correspondence.
- To equip students with better employability skills.

Course Outline

Module I: Business & communication

Importance of communication in business-7Cs of effective communication-communication types (downward, upward, horizontal, diagonal) kinds of presentations in business (monologue, guided, sales) effective presentation strategies & structure-body language-negotiation skills.

Module II: Professional correspondence

Features& formats of business letters-types of letters (inquiry, quotation, complaint, adjustment, collection, cover letter, interview letter, appointment letter) - Drafting Emails (features & dos and don'ts)
(Practice and assignments to ensure the letter drafting skills of learners have to be given)

Module III: Interviews & Meetings

Before, during and after interviews-types of interview questions-interviewer's questioning styles- frequent question types in interviews-chairing a meeting- polite ways of stating and asking for opinions- asking for/giving clarifications- ending the meeting.

(mock interviews and meetings have to be held and the students need to be asked to prepare reports/minutes of those events)

References

Core Reading

1. RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008
2. Mallika Nawal. *Business Communication*

Suggested reading

1. Blundel, C.A & Middle Miss. NMG. *Career: English for Business and Commercial World*. New York: OUP, 2009
2. K K, Lakshmi & K K, Ramachandran. *Business Communcation*. New Delhi: Mac Millian, 2007
3. Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004