

# **CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

**NATIONALLY ACCREDITED WITH “A” GRADE BY NAAC**

**ISO 9001: 2015 CERTIFIED**

**TIRUCHIRAPALLI**

**PG DEPARTMENT OF ENGLISH**



**B.A ENGLISH**

**SYLLABUS**

**2023- 2024 AND ONWARDS**

# **CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

## **PG DEPARTMENT OF ENGLISH**

### **VISION**

- The Department of English envisions the learners to explore and empower LSRW skills there by gaining competency in various genres of literature across the world.
- Ensuring the aesthetic sensibility and creativity of the learners for higher pursuits in research and professional career.

### **MISSION**

- Procure academic excellence by mastering language and literature, imbibe human values embedded with personality enrichment.
- To gratify the needs of employability and enshrine learners as socially responsible citizens

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

<b>PEOs</b>	<b>STATEMENTS</b>
<b>PEO1</b>	<b>LEARNING ENVIRONMENT</b>  To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
<b>PEO2</b>	<b>ACADEMIC EXCELLENCE</b>  To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
<b>PEO3</b>	<b>EMPLOYABILITY</b>  To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
<b>PEO4</b>	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b>  To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation.
<b>PEO5</b>	<b>GREEN SUSTAINABILITY</b>  To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

**PROGRAMME OUT COMES FOR BA ARTS (TAMIL, ENGLISH AND  
SOCIAL WORK PROGRAMME**

<b>PO NO.</b>	<b>PROGRAMME OUT COMES</b> <b>On completion of BA Programme, the students will be able to</b>
<b>PO1</b>	Possess thorough knowledge of language and understand the concerns of the society in real situations and work environment. (Academic Excellence with Social Thinking)
<b>PO2</b>	Express thoughts and ideas effectively using appropriate texts, media and evaluate practices, policies and theories by applying scientific and social approaches. (Skilled Proficiency)
<b>PO3</b>	Acquire training skills in research, internships and foster team spirit in the global world and face the challenges in a multicultural society. (Team Building and Problem Solving)
<b>PO4</b>	Relate and apply exemplary role models/writers and their values to elucidate different kinds of unknown problems. (Leadership Traits & Critical Thinking)
<b>PO5</b>	Inculcate lifelong learning by fostering scientific attitude aimed at personal and societal development to meet the changing demands of work and career through knowledge and skills. (Situational Approach and Lifelong Learning)

## **PROGRAMME SPECIFIC OUT COMES FOR BA ENGLISH**

<b>PSO NO.</b>	<b>PROGRAMME SPECIFIC OUTCOMES</b> <b>Students of BA English will be able to</b>	<b>POs Addressed</b>
<b>PSO 1</b>	Gain competence and confidence in acquiring LSRW skills in English Language and Literature to face the realities of life.	<b>PO1</b>
<b>PSO 2</b>	Empower and appreciate knowledge of various genres of literature and develop an eclectic taste to appreciate the literary movements, cultural and social contexts in relation with the society and the world.	<b>PO2 PO3</b>
<b>PSO 3</b>	Explore and analyse the works of the writers from political, historical, ethical and sociological perspectives for higher learning and research.	<b>PO3</b>
<b>PSO 4</b>	Attain proficiency to solve the complexities of human life through various genres of literature till the present modern age and train them to be socially committed citizens.	<b>PO1 PO4</b>
<b>PSO 5</b>	Achieve in depth knowledge to comprehend communication skills, linguistics, journalism and literature in different modes of learning to gain job opportunities for a better self and society.	<b>PO5</b>

Semester I	Internal Marks: 25	External Marks:75		
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
23UE1	GENERAL ENGLISH -I	ENGLISH LANGUAGE COURSE – I	6	3

### COURSE OBJECTIVES

- Enable learners to acquire the linguistic competence necessarily required in various life situations.
- Help them understand the written text and able to use skimming, scanning skills
- Assist them in creative thinking abilities
- Enable them become better readers and writers
- Assist them in developing correct reading habits, silently, extensively and intensively

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	K1
CO2	Illustrate and interpret the total content and underlying meaning in the context.	K2
CO3	Develop the habit of reading for pleasure and for information	K3
CO4	Analyse the material other than the prescribed text	K4
CO5	Classify and examine the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	3	3	3	2	3	3
CO2	3	3	3	2	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	2	2	3

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	<b>Poetry</b> <b>1.1</b> “A Patch of Land” - Subramania Bharati <b>1.2</b> “The Sparrow” - Paul Laurence Dunbar <b>1.3</b> “A Nation’s Strength” – Ralph Waldo Emerson <b>1.4</b> “Love Cycle” - Chinua Achebe <b>1.5 AOE LAB</b> - Level I- Units -1, 2 & 3	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>II</b>	<b>Prose</b> <b>2.1</b> “JRD” - Harish Bhat <b>2.2</b> “Us and Them” - David Sedaris (From Dress Your Family in Corduroy and Denim) <b>2.3</b> “Uncle Podger Hangs a Picture” - Jerome K Jerome <b>2.4 AOE LAB</b> - Level I- Units- 4, 5 & 6	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>III</b>	<b>Short Story</b> <b>3.1</b> <i>The Faltering Pendulum</i> - Bhabani Bhattacharya <b>3.2</b> <i>How I Taught my Grandmother to Read</i> – Sudha Murthy <b>3.3</b> <i>The Gold Frame</i> - R.K. Laxman <b>3.4 AOE LAB</b> - Level I- Unit- 7- Level II- Units- 1 & 2	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>IV</b>	<b>Language Competency</b> <b>4.1</b> Vocabulary: Synonyms, Antonyms, Word Formation <b>4.2</b> Appropriate use of Articles and Parts of Speech <b>4.3</b> Error Correction <b>4.4 AOE LAB</b> - Level II- Units- 3 & 4	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>V</b>	<b>English for Workplace</b> <b>5.1</b> Self - Introduction, Greetings <b>5.2</b> Introducing Others <b>5.3</b> Listening for General and Specific Information <b>5.4</b> Listening to and Giving Instructions / Directions <b>5.5 AOE LAB</b> - Level II- Units- 5, 6 & 7	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>VI</b>	<b>Self-study for Enrichment</b> <b>(Not Included for End Semester Examination)</b> <b>6.1</b> <i>Adventures of Tom Sawyer</i> -Mark Twain <i>Treasure Island</i> - Robert Louis Stevenson <b>6.2</b> Usage of Direct and Indirect Speech, Active and Passive Voice <b>6.3</b> Listening to Comprehension Passage <b>6.4</b> Express your feelings if you have become the Prime Minister of a country/ how will you feel if you are the last person to left on earth.	<b>-</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>

**\*AOE LAB Syllabus will not be Included for Question Paper Settings**

**\* Its for Internal Assessment Only**

## **TEXT BOOKS**

Bhattacharya, Bhabani. *Steel Hawk and Other Stories*. New Delhi: Sahitya Akademi, 1967.

David, James and Thomas Christian. *English Today*. IELSC Publications, 2000

Viron Murthy, Sudha, *How I Taught my Grandmother to Read and Other Stories*. Penguin Books, India, 2004.

## **BOOKS FOR REFERENCE**

Kumar, T. Vijay, Bhavani, K. Durga Bhavani, Murphy, YL Srinivas. Raymond. *English in use - A Textbook for College Students*.

Swan, Michael. *Practical English Usage*. 4th Edition.

Shepherd Margaret, Penny Carter, (Illustrator). *The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace*, Sharon Hogan, 2005.

## **WEB REFERENCES**

*A Patch of Land* by Subramania Bharati translated by Usha Rajagoplan:

[https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks\\_redir=0&source=gb\\_mobile\\_search&sa=X&redir\\_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false](https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false)

The Sparrow by Paul Laurence Dunbar: <https://poets.org/poem/sparrow-0>

A Nation's Strength by Emerson: <https://poets.org/poem/nations-strength>

Love cycle by Chinua Achebe : <https://www.best-poems.net/chinua-achebe/love-cycle.html>

JRD by Harish Bhat <https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories>

Us and Them by David Sedaris From Dress Your Family in Corduroy and Denim:

<https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html>

Uncle Podger Hangs a Picture: <http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html>

The Gold Frame: <https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html>

**PEDAGOGY** - Assignment, Quiz, And Seminar

**COURSE DESIGNER - Dr. R. Shanthi**



Semester - II	Internal Marks: 25		External Marks: 75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UE2	GENERAL ENGLISH- II	ENGLISH LANGUAGE COURSE - II	6	3

## COURSE OBJECTIVES

- To acquire language competency by enhancing LSRW skills
- To acquire vocabularies to frame apposite sentences and to express thoughts affluently
- To understand the different forms of sentences and its transformation thereby creating appropriate contents

## COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall the appropriate usage of phrases and clauses and relate them with different sentence structures.	K1
CO2	Explain and interpret using appropriate vocabulary and Grammar in communication and writing.	K2
CO3	Build knowledge to frame spoken and written expressions for holistic learning and for higher learning.	K3
CO4	Identify and explore the vocabulary and sentence structures in different genres.	K3
CO5	Analyze and synthesize the four skills of language learning to construct creative contents for better prospects.	K4

## MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Listening</b> - AOE LAB - Level -III- Units – 1, 2 & 3 <b>Speaking</b> - Share your Unforgettable Experience <b>Reading</b> - Short Story - Oscar Wilde - <i>The Devoted Friend</i> <b>Writing</b> – Notices, Writing a Report <b>Grammar</b> - Parts of Speech ( Practice Exercises)	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Listening</b> - AOE LAB - Level -III - Units- 4, 5 & 6 <b>Speaking</b> – Importance of Technology on Society <b>Reading</b> - Prose: Francis Bacon- “Of Gardens” <b>Writing</b> – CV Writing, Cover Letter, Letter of Recommendation <b>Grammar</b> - Phrases and Clauses	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Listening</b> - AOE LAB - Level III - Unit- 7- Level IV - Units- 1 & 2 <b>Speaking</b> - Speaking about your Dream Career <b>Reading</b> - One - Act Play: Fritz Karinthy - <i>Refund</i> <b>Writing</b> – E-mails & Tweets <b>Grammar</b> - Sentences, Kinds and Types of Sentences	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Listening</b> - AOE LAB - Level IV- Units- 3 & 4 <b>Speaking</b> – Is Freedom of Speech a Necessity <b>Reading</b> - Fiction: Kenneth Grahame - <i>The Wind in the Willows</i> <b>Writing</b> – Blogs and Vlog Writing <b>Grammar</b> - Question Tags	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Listening</b> - AOE LAB- Level IV - Units- 5, 6 & 7 <b>Speaking</b> – Contemporary Social and Political Issues. <b>Reading</b> - Poetry: William Wordsworth – “My Heart Leaps Up” <b>Writing</b> – Poster Making and Advertising <b>Grammar</b> - Direct and Indirect Speech	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Short Story: Amy Tan - <i>Two Kinds</i> <a href="https://youtu.be/Uo9b6LsgEuU?si=t01bjPcP-Bj6SQ1g">https://youtu.be/Uo9b6LsgEuU?si=t01bjPcP-Bj6SQ1g</a> <a href="https://youtu.be/z97_vajw-Do?si=Dfu5IUNoMhU5liTy">https://youtu.be/z97_vajw-Do?si=Dfu5IUNoMhU5liTy</a>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

\* AOE LAB and Speaking will not be Included for Question Paper Settings

\* Its for Internal Assessment

**Only TEXT BOOKS**

Chakraverty, Anima. *Comprehensive Grammar and Composition by Pearson*. 2011.

David, James and Christian, Thomas. *English Today*. IELSC Publications, 2000.

## REFERENCE BOOKS

Murphy, Raymond. *English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book*. Cambridge University Press, 2013.

Bhatnagar R.P. and Bhargava Rajul. *English for Competitive Examinations*. Macmillan. 2002.

## WEB REFERENCES

<https://www.grammarbook.com/grammar/clause-phrase.asp>

<https://www.inenglishwithlove.com/blog/improving-sentence-structure>

<https://learnenglish.britishcouncil.org/skills/reading>

[https://dictionary.cambridge.org/grammar/british-grammar/reported-speech\\_2](https://dictionary.cambridge.org/grammar/british-grammar/reported-speech_2)

<https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/4/2533/files/2018/08/two-kinds-amy-tan-1nl7j7y.pdf>

**PEDAGOGY** - Vocabulary Enrichment Sheet, Group Discussion, Quiz, Assignment,  
Adding contents to Student's English Portfolio.

**COURSE DESIGNER** - Ms. Diana Betty Garrett

<b>Semester - III</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UE3</b>	<b>LEARNING GRAMMAR THROUGH LITERATURE - I</b>	<b>ENGLISH LANGUAGE COURSE - III</b>	<b>6</b>	<b>3</b>

### **COURSE OBJECTIVES**

- To make the learner connect English language skills to life activities.
- To encourage learners to communicate fluently, appropriately and accurately in real life situations.
- To provide opportunities for the learner to appreciate the beauty of universal life through Literature and language.

### **COURSE OUTCOME AND COGNITIVE LEVEL MAPPING**

On the successful completion of this course, the students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall and develop the interest in poems, short stories and prose to strengthen life values, and appreciative skills with a social and moralistic approach.	<b>K1</b>
<b>CO2</b>	Illustrate the roleplays and actions based on situational learning for conversational practice.	<b>K2</b>
<b>CO3</b>	Identify poetry through poetical devices and explore the poems in a holistic manner.	<b>K3</b>
<b>CO4</b>	Examine the communicative skills effectively and appropriately in real life situations and enhance grammar knowledge and vocabulary building.	<b>K4</b>
<b>CO5</b>	Compare literary ideas from texts and arrive at conclusions to improve language through literature for learners to gain better prospects.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

**“1” – Slight (Low) Correlation**

**“2” – Moderate (Medium) Correlation**

**“3” – Substantial (High) Correlation**

**“-” indicates there is No Correlation.**

## SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
<b>I</b>	<b>POETRY</b> Alfred Tennyson - “Ulysses” Walt Whitman- “O’ Captain! My Captain!” <b>GRAMMAR &amp; VOCABULARY</b> Modals and Tenses <b>SPEAKING SKILLS</b> Greeting and Introducing People	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
<b>II</b>	<b>PROSE</b> Francis Bacon: “Of Friendship” Robert Lynd: “Window View” <b>GRAMMAR &amp; VOCABULARY</b> Concord, Voices <b>SPEAKING SKILLS</b> Accepting and Rejecting an Invitation	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
<b>III</b>	<b>SHORT STORIES</b> WW Jacobs- “The Monkey’s Paw” Leo Tolstoy- “How Much Land Does a Man Need?” <b>GRAMMAR &amp; VOCABULARY</b> Idioms and Phrases (50 Nos) <b>SPEAKING SKILLS</b> Asking and Giving Information	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
<b>IV</b>	<b>DRAMA</b> William Shakespeare- <i>As You Like It</i> (Abridged Version) <b>GRAMMAR &amp; VOCABULARY</b> Expansion of Proverbs <b>SPEAKING SKILLS</b> Asking and Giving Direction	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
<b>V</b>	<b>AUTOBIOGRAPHY</b> M.K.Gandhi- <i>My Experiments with Truth</i> Birth and Parentage – Childhood Towards Self-restraint - Stealing and Atonement Two Passions - Woes of Third-class Passengers How I Began Life <b>GRAMMAR &amp; VOCABULARY</b> Report Writing and Comprehension <b>SPEAKING SKILLS</b> Thanking and Responding	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
<b>VI</b>	<b>Self-Study for Enrichment</b> <b>(Not included for End Semester Examination)</b> <b>Personal Integrity</b> - Honesty, Adaptability and Dependability <b>Life Skills</b> – Interpersonal Skills - Solve Problems – Think Critically and Creatively - Communicate Effectively - Build Healthy Relationships - Empathize with Others. <b>POEM</b> William Wordsworth – “The Solitary Reaper” <b>PROSE</b> Helen Keller -“My Teacher” <b>Short Story</b> Mark Twain - “A True Story”	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

## TEXT BOOKS

- Whitman, Walt, *O' Captain! My Captain!* CreateSpace Independent Publishing Platform, 2017.
- Tennyson, A. T. *Selected Poems*. London: Penguin Books, 1991.
- Bacon Francis, *Bacon Essays*, Ed by Lahiri. J. Ganguli, A.L. Lakshmi Narin Agarwal Publication, 1963 (Chapter X).
- Menon, K.P.K, *Selected Prose for Degree Classes*, The Macmillan Co. of India Limited, 1973 (Chapter III).
- Jacobs, W.W. *The Monkey's Paw and Other Tales*, Compiled by Gray Hoppenstand, 2005.
- Tolstoy, Leo. *How Much Land Does a Man Need?* The Floating Press and its licensors. 2016
- Shakespeare, William, *As You Like It*, Fingerprint Publishing, Prakash Books India Pvt Ltd, 113A, Ansari Road, Daryaganj, New Delhi- 02, 2018.
- Karamchand Mohandas, Gandhi. *The Story of My Experiments with Truth, An Autobiography*, Om Books International, 2010.
- Chakravarthy Anima, *Comprehensive Grammar Composition*, Pearson, 2012.
- Solomon Sophia, *Spoken English*, Srivari Publication.

## BOOKS FOR REFERENCE

- Murphy, Raymond. *English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book*. Cambridge University Press, 2013.
- Hari Mohan Prasad, Uma Rani Sinha, *Objective English for all Competitive Examinations*. Mc Graw Hill, 2000.
- Bhatnagar.R.P., *English for Competitive Examinations*, 3<sup>rd</sup> Edition, Laxmi Publications. 2009

## WEB REFERENCES

- <https://studylib.net/doc/25501535/sweets-for-angels-text>
- <https://www.marxists.org/archive/tolstoy/1886/how-much-land-does-a-man-need.html>
- <https://www.poetryfoundation.org/poems/45392/ulysses>
- <http://sittingbee.com/on-habits-a-g-gardiner/>
- [https://www.btbores.org/Downloads/6\\_The%20Monkeys%20Paw%20by%20WW%20Jacobs.pdf](https://www.btbores.org/Downloads/6_The%20Monkeys%20Paw%20by%20WW%20Jacobs.pdf)

**PEDAGOGY** - Assignment, Quiz and Seminar

**COURSE DESIGNERS** - Ms. Irudhaya Pushpam

<b>Semester - IV</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UE4</b>	<b>LEARNING GRAMMAR THROUGH LITERATURE - II</b>	<b>ENGLISH LANGUAGE COURSE - IV</b>	<b>6</b>	<b>3</b>

### **COURSE OBJECTIVES**

- A strong grasp of language through literature to enhance communication skills both in Writing and Speaking.
- Learning Language through literature can be more engaging and enjoyable.
- Literature allows learners to critically analyze sentence structure, presentation choices and grammatical nuance used by authors to convey meaning.
- Studying Language through literature can improve creativity in writing and encourage learner to experiment with language in their own writing.

### **COURSE OUTCOME AND COGNITIVE LEVEL MAPPING**

On the successful completion of this course, the students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Develop the interest in poems, short stories and prose to strengthen life values, and appreciative skills with a social and moralistic approach.	<b>K1</b>
<b>CO2</b>	Illustrate the roleplays and actions based on situational learning for conversational practice.	<b>K2</b>
<b>CO3</b>	Identify poetry through poetical devices and explore the poems in a holistic manner.	<b>K3</b>
<b>CO4</b>	Examine the communicative skills effectively and appropriately in real life situations and enhance grammar knowledge and vocabulary building.	<b>K4</b>
<b>CO5</b>	Compare and contrast literary ideas from texts and arrive at conclusions to improve language through literature for learners to gain better prospects.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

**“1” – Slight (Low) Correlation**

**“3” – Substantial (High) Correlation**

**“2” – Moderate (Medium) Correlation**

**“-” indicates there is no Correlation.**

## SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	<b>POETRY</b> - Robert Frost – “Nothing Gold Can Stay” John Keats – “Ode to a Nightingale” <b>SPEAKING SKILLS</b> – Meeting People, Exchanging Greetings and Taking Leave	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>PROSE</b> - Stephen Leacock – “My Financial Career” A.G.Gardiner - “On the Rule of the Road” <b>SPEAKING SKILLS</b> - Answering the Telephone and Asking for Someone, Dealing with a Wrong Number	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>SHORT STORY</b> - Rabindranath Tagore – “The Postmaster” Anton Chekov – “The Bet” <b>SPEAKING SKILLS</b> - Getting People’s Attention and Interrupting, Giving Instructions and Seeking Clarification	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>GRAMMAR</b> - Question Tags Transformation of Sentences Simple, Compound and Complex Active and Passive Voice Reported Speech <b>SPEAKING SKILLS</b> – Describing Daily Routines, Talking about Possessions, Asking for the Time and Date	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Interview Skills</b> - Letter of Application & CV Preparing for Interviews Group Discussion <b>SPEAKING SKILLS</b> – Accepting and Refusing a Job Offer, Apologizing and Responding to an Apology	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study for Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> <b>POEM</b> – Sylvia Plath - “Daddy” <b>SHORT STORY</b> - O Henry – “After 20 Years” <b>PROSE</b> – Carlyle – “Signs of the Time”	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

❖ **Spoken English Not Included for End Semester Examination**

### TEXT BOOKS

Frost, Robert. 5 Poems from New Hampshire, Englawood Review of Books, 1923

Keats, John. Selincourt, Ernest De (ed). *The Poems of John Keats*. Dodd Mead & Company, 1905

Tagore, Rabindranath. *The Postmaster*, Createspace Independent Publishing Platform, 2014.

Sadanand, Kamlesh & Punitha, Susheela. *Spoken English A Foundation Course, Part – I & II*, Orient Blackswan Publishers, 2008

Chekhov Anton, 'The Bet Masterpiece (Pymble, N.S.W) Angus & Robertson 1995



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- Haglund, David (2013-08-15). *What Orange Is the New Black Gets Right About Robert Frost*". Slate. ISSN 1091-2339. Retrieved 2023-04-20.
- Brooks, Cleanth & Warren, Robert Penn (1968), "The Ode to a Nightingale", in Stillinger, Jack (ed.), *Keats's Odes*, Englewood, NJ: Prentice-Hall, pp. 44–47.
- McDonald, Russ (2001). The Bedford Companion to Shakespeare: An Introduction with Documents. Bedford/St. Martin's. pp. 53–. ISBN 978-0312248802. Retrieved 2014-11-25.

## **WEB REFERENCES**

- <https://www.comparetoday.in/books/English-for-Competitive-Examinations-3rd-Edition/9780230638075>
- <https://poemanalysis.com/langston-hughes/harlem-a-dream-deferred/>
- <https://www.supersummary.com/the-bet/summary/>

**PEDAGOGY** - Assignment, Quiz and Seminar

**COURSE DESIGNER** – Ms.C.Chithra