**2020, July-November, Odd Semester**

**Paper : English Proficiency C, 5 lectures**

**Semester : I, B A Program Core English Language**

**Session : July - November, 2020**

**Teacher Name: Chansa Makan**

**Course Objectives**

The English Proficiency course is intended for students who have had an inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to:-

* Enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable task built around these
* Introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
* Introduce he sounds of the language and the essential of English pronunciations to students in order to remove the inhibitions experienced by them while speaking English
* Acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

COURSE CONTENT FOR SEMESTER 3/4

Building on the contents of the introductory semester, the focus in this semester is to further develop the language skills of the learners in all the core areas. The approach is to develop these skills in a integrated way through an intense engagement with the prescribed texts. In each unit, teachers are to eschew a narrow focus and ensure that all the activities in the prescribed sections are attempted by the learners

Unit 6

Reading & Comprehension - II

This section involves reading and comprehending passages of greater length and complexity, using the prescribed texts that develop and test this skills through a variety of task: re-ordering, true / false sentence completion, fill in the blanks, short comprehension questions, etc.

Learners are to encouraged to explore the texts listed below beyond the prescribed sections The comprehension of an unseen passage will be a part of the end-semester written examinations

Suggested readings:

A Founder English Course for Undergraduates: Book II, Delhi: University of Delhi, 1992. Pp. 1 - 7 Units 1 & 2; pp. 19 - 21 Unit 6; pp. 47 - 49 Unit 13; pp. 61 – 63 Unit 16 & pp. 75 – 79 Unit 19

Everyday English 2, Delhi: Foundation Books, 2006. pp. 14 – 29 Units 3 – 5 ; pp. 91 – 101 Units 16 – 17 & pp. 121 – 128 Unit 21

Unit 7

Basic Grammar Rules – II

Questions, Negatives, and question tags; conditionals; more on articles, prepositions, tenses, simple present, present continuous, present perfect, simple past, past continuous, past perfect, modals and linking words.

Relevant sections from all the recommended books are to be used in addition to the specific reading prescribed for this unit

Suggested Readings:

Developing Language Skills 1 Delhi: Manohar, 1997. pp. 183 – 186 & pp. 209 – 216 Units 1, 6 & 7 of ‘Grammar’

UNIT 8

Conversing – II

Understanding word stress and features of connected speech; conversational formulae for getting and giving permission agreeing and disagreeing warning and persuading inviting suggesting accepting and refusing expressing likes and dislikes regulating speech and ending a conversation.

Suggested Readings:

English at the Workplace II, Delhi: Oxford University Press, 2007. pp. 10 -13 Unit 3 & pp. 38 – 45 Unit 9

Developing Language Skills I, Delhi: Manohar, 1997. pp. 26 – 45 Units 6 – 10 of ‘Oral communication: Speech Patterns’

Unit 9

Writing Skills – II

Writing short paragraphs up to 150 words independently including describing people places events; giving directions; short application letters

Suggested Readings

A Foundation English Course for Undergraduates; Workbook I, Delhi: Oxford University Press, 1991. pp. 32 – 63 Units VI – X

UNIT 10

Applying for a job

Learning to present oneself at job interviews; writing simple job applications

Suggested Readings:

English at the Workplace, Delhi: Macmillan, 2006. pp. 67 – 75 Unit 11

Everyday English 2, Delhi Foundation Book, 2006. pp. 121 – 128 Unit 21

Teaching Plan

Teaching Learning Process

Since language skills can only be learned and mastered through the use of teaching- learning process, the course needs to be learner- centric.The class time is to be taken up with hands-on activities by learners, involving reading aloud/silently, speaking, listening and writing. Peer and group work should be used extensively. The teacher is to act as a facilitator, setting up and overseeing learner task and providing stimulus, encouragement, and corrective inputs as and when necessary. Teachers are also expected to source additional related material and activities pitched at an appropriate level of difficulty, to plug in gaps in the prescribed readings as well as to extend the knowledge of learners and hone their skills.

**Teaching Plan for Semester iii and iv**

Week 1

Introduction; A foundation English Course for Undergraduates: Book II, pp. 1-7, Unit 1 & 2

Week 2

Everyday English 2, pp. 14-20, Unit 3-5

Week 3

A foundation English Course for Undergraduates: Workbook 1, pp. 32-36, Unit VI; A foundation English Course for Undergraduates: Book II, pp. 19-21, Unit VI

Week 4

A foundation English Course for Undergraduates: Book II, pp. 47-49, Unit 13; Developing Language skills 1, pp. 183-186, Unit 1 of ‘Grammar’

Week 5

A foundation English Course for Undergraduates: Book II, pp. 61-63, Unit 16, 75-79

Week 6

Developing Language skills 1, pp. 209-216, Unit 6 and 7 of ‘Grammar’; Everyday English 2, pp. 91-94, Unit 16

Week 7

A foundation English Course for Undergraduates: Workbook 1, pp. 37-42, Unit VII; Everyday English 2, pp. 95-101, Unit 17

Week 8

A foundation English Course for Undergraduates: Workbook 1, pp. 43-47, Unit VIII; Developing Language skills 1, PP. 26-31, Unit 6, of ‘Oral Communication: Speech Patterns’

Week 10

A foundation English Course for Undergraduates: Workbook 1, pp.52-57, Unit X;

Developing Language skills 1, pp. 35-37, Unit 8 of ‘Oral Communication: Speech Patterns’

Week 11

Developing Language skills 1, pp. 37-45, Unit 9-10 of ‘Oral Communication: Speech Patterns’

Week 12

English at the Workplace II, pp. 38-45, Unit 9

Week 13

English at the Workplace II, pp. 67-75, Unit 11

Week 14

Everyday English 2, pp. 121-128, Unit 21

Practical

The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

References

A foundation English Course for Undergraduates: Reader 1. Delhi: Oxford University Press, 1991

Everyday English, Delhi: Pearson 2005

Developing Language Skills 1, Delhi: Manohar, 1997

Additional Resources:

English at the Workplace Delhi: Macmillan, 2006

Assessment Methods

Since the class is conceived as learner- centric and built around tasks that requires learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose The end-semester written examination will test all the areas targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication. The purposed weightage for these sections in the end- semester exam is as follows:

Reading Comprehension - 25 marks

* Vocabulary – 15 marks
* Grammar – 15 marks
* Written composition – 10 marks
* Oral communication – 10 marks

Keywords

English proficiency, Reading, Writing, Speaking, Listening, Pronunciation, Comprehension, Vocabulary, Syntax, Grammar, Composition, Conversational formulae

General Note

No part of ‘Fluency in English II’ is proposed as suggested reading in this syllabus.

**Teaching Plan for Academic Year 2020, July - November**

**Paper : Paper 2; European Classical Literature**

**Semester : 1, English Honors, Odd semester**

**Session : July-November 2020**

**Teacher Name : Chansa Makan**

* **SYLLABUS**

1. Homer The Illiad, tr. E. V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles Oedipus the King, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).
3. Plautus Pot of Gold, tr. E. F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid Selections from Metamorphoses ‘Bacchus’, (Book III), Pyramus and Thisbe’ (Book IV), ‘Philomela’ (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

Horace Satires 1:4, in Horace; Satires and Epistles and Persius: Satires, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

The Epic

Comedy and Tragedy in Classical Drama

The Athenian City State

Catharsis and Mimesis

Satire

Literary Cultures in Augustan Rome

**Readings**

1. Aristotle, Poetics, translated with an introduction and notes by Malcolm Heath, (London: Penguin 1996) chaps. 6-17, 23, 24, and 26.
2. Plato, The Republic, Book X, tr. Desmond Lee (London: Penguin 2007).
3. Horace, Ars Poetica, tr. H. Rushton Fairclough, Horace: Satires, Epistles and Ars Poetica (Cambridge Mass.: Harvard University Press, 2005) pp451-73.

**Course Description**

The course is organised around daily lectures as per the time table. The literary texts are read aloud in class by the students and by the teacher accompanied with critical analysis of the same in detail and also its relevance in present society as literature is the reflection of life.

There are 5 marks for attendance as part of Internal Assessment.

**Course Statement**

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roma and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic philosophical and social concerns of classical literature. It introduces students to multiple genres and forms, including the epic, tragedy, comedy, the lyric, and the dialogue. Selections from the Old and New Testament of the Bible provide the context to literary styles and ideas governing Western Literature’s interface with the community and its spiritual needs.

Course Objectives

This course aims to

* Explore the historical, cultural, and philosophical origins of tragedy and comedy;
* Engage with both genres in their distinctive form, style, and characterization, including their representation of human aspiration, foibles, grandeur, and vulnerabilities;
* Examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over subsequent from the New Testament;
* Study the history of ideas pertaining to the human-social-divine interface in theorizations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristole, and Horace; and
* Study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer’s standpoint on love, war and the primacy of the gendered self.

**Teaching Time (No. of Weeks)**

13 weeks, 5 lectures in a week

**Unit wise Break up of Syllabus**

**Week 1:**

Background readings and Discussions:

The Epic

Comedy and Tragedy in Classical Drama

Satire

Catharsis and Memesis

Calvin’s Pre-destination and Free Will

**Week 2**

\*Homer The Iliad\*

Discussion of Background which included the following points:-

Greek Mythology

Trojan War

Greek writer Homer

**Week 3**

Discussion about approach to criticism which included:-

Aristotle poetics- general background about tragedy, plot and tragic hero

Epic conventions/ salient features of epic

Catharsis

**Week 4-5**

Discussion about the text which included:-

Achilles as a tragic hero/ his anger

Chapter wise discussion of themes

Role of gods and goddesses

Role of muse

Character discussion- Hector, Helen, Paris, Brises, Patroclus, Andromache

The idea of glory in war

Significance of funeral games

**Week 6-7**

\*Sophocles Oedipus the King\*

Discussion about the background which included:-

Aspects of Classical Greek Drama

Oedipus and his family history

Synopsis of the trilogy of which Oedipus is a part

Tragedy

Oedipus/Electra complex

Discussion of the play

Character analysis- Oedipus, Jocasta, Creon and Messenger

Significance of chorus and choric odes

Significance of the oracle of Delphi

Sphinx

Dramatic Irony

Tragic Irony and Catharsis

Oedipus as a tragic hero

Idea of fate

**Week 8-9**

Discussion of Background

Metamorphosis

Greek Mythology

About Ovid

Discussion of each tale

Bacchus- Idea of hubris at the centre

Pyramus and Thisbe- Idea of loyalty in love

Philomela- Idea of lust, betrayal, rape and cannibalism

Reality v/s supernatural

**Week 10**

Plautus’ Pot of Gold

Discussion of the background along with the Classical comedy

Detailed discussion of the text, theme of the play and the characters

**Week 11-12**

\*Horace Satires I: 4, in Horace: Satires and Epistles and Persius\*

Discussion about the background which included

Quintus Horatius Faccus’ life

What is satire? Types of satire.

Ars Poetica

**Week 13**

Detailed discussion of Satire 4 from book 1

Idea of imperfect workmanship and hastiness in poetry

General Conclusion of the course

**Paper : PAPER 5 – AMERICAN LITERATURE (SEMESTER 3)**

**Semester : 3, English Honours, Odd semester**

**Session : July - November 2020**

**Teacher Name: Chansa Makan**

**Course Statement:**

This course offers students an opportunity to study the American literary tradition as a tradition which is distinct from, and almost a foil to, the traditions which had developed in European countries, especially in England. A selection of texts for this course therefore highlights some of the key tropes of mainstream America’s self-perception, such as virgin land, the New World, Democracy, Manifest destiny, the Melting-pot, and multiculturalism. At the same time there are specifically identified texts that draw the attention of students to cultural motifs which have been erased, brutally suppressed or marginalized (the neglected and obscured themes from the self-expression of the subaltern groups within American society ) in the mainstream’s pursuit of the fabled American Dream. A careful selection of writings by Native Americans, African Americans, as well as text by women and other sexual minorities of different social denominations seek to reveal the dark underside of America’s progress to modernity and its gradual emergence as the most powerful nation of the world.

Course Objectives:

The course aims to acquaint students with the wide and varied literatures of America:

The course aims to acquaint students with the wide and varied literatures of America: literature written by writers of European , particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century; include Utopian narrative transcendentalism and the pre and post- Civil War literature of the 19th century introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers familiarize students with native American literature which voices the angst of the people who were almost entirely wiped out by European settlements; and include modern and contemporary American literature of the 20th century.

**Facilitating the Achievement of Course Learning Outcomes**

Understanding concepts

Interactive Discussions in small groups in tutorial classes

Reading material together in small groups, initiating discussion topics, participation in discussion

**Expressing Concepts through writing**

How to think critically and write with clarity

Writing essay length assignments

Demonstrating conceptual and textual understanding in tests and exams

Discussing exam questions and answering techniques

Class tests

Course Content

Unit 1

Tennessee Williams The Glass Menagerie

Unit 2

Toni Morrisson, Beloved

Unit 3

Poetry

Walt Whitman, ‘O Captain! My Captain’, in Walt Whitman: Poetry and Prose, ed. Shira Wolosky (The Toby Press, 2003) pp. 360-61).

Allen Ginsberg, ‘A Supermarket in California’, in Selected Poems 1947-1995 ( Penguin Books, 2001) p. 59.

Langston Hughes, (i) ‘The Negro Speaks of Rivers’; (ii) The South; (iii) Aunt Sue’s Stories, in The Weary Blues (New York: Alfred A Knopf, 2015) pp. 33;36;39.

Joy Harjo, (i) Perhaps the World Ends Here; (ii) I Give You Back, in The Woman That I Am: The Literature and Culture of Contemporary Women of Colour, ed. D. Soyini Madison (New York: St Martin’s Press, 1994) pp.37-40.

Unit 4

**Short Stories**

Edgar Allen Poe ‘ The Purloined Letter’

William Faulkner ‘Dry September’

Flannery O’Connor, ‘Everything that Rises Must Converge’, in Everything that Rises Must Converge (New York: Farrar Giroux, 1965).

Leslie Marmon Silko, ‘The ManTO Send Rain Clouds’, in Nothing but the Truth: An Anthology of Native American Literature, ed. John L. Purdy and James Ruppert (New Jersey: Prentice Hall, 2001) pp 358-61.

Unit 5

Readings:

Declarations of Independece’ July 4, 1776, in For Liberty and Equality: The Life and Times of Declaration (OUP, 2012) pp.312); and Abraham Lincoln Gettysberg Speech’', in Gettysberg Speech and Other Writings (Barnes and Noble, 2013).

Ralph Waldo Emerson, ‘Self Reliance’ in The Selected Writings of Ralph Waldo Emerson, ed. With a biographical introduction by Brooks ATKINSON (New York: The Modern Library, 1964).

Martin Luther King Jr., ‘I have a Dream’, in African American Literature, ed. Kieth Gilyard, Anissa Wardi (New York; Penguin, 2014) pp. 1007-11).

Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmonsworth: Penguin, 1982) chaps, 1-7, pp47-87.

Adriene Rich, ‘When We Dead Awaken: Writing as Re-Vision’, College English Vol.34, No.1, Women, Writing and Teaching, pp.18-30.

Essential Reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

**Teaching Plan**

Paper 5: American Literature

**Week 1** – Introduction to Paper 1: American Literature

Discussion of Background which includes:-

The American Dream

Social Realism and the American Novel

Folklore and the American Novel

**Week 2 and 3 – Unit 1**- Drama: Tennessee Williams The Glass Menagerie

Discussion about the text

Tennessee Williams versus Tom Wingfield

The Gentlemen Caller

Fragility of glass menagerie

Themes Discussion: Memory, Abandonment, Illusions and Dreams and Escape

**Week 4 and 5 – Unit 2- Novel: Morrison, Beloved**

Discussion of background which included the following points:-

Black women's writing

Toni Morrison, 'Romancing the Shadow'

Discussion about the text

Facing the ghosts of our past: Writing Narrative Reflection on the Civil War and Slavery

Mining literature for deeper meanings

How "Beloved" came to be

Themes: Dehumanization through slavery, naming process (why Baby Suggs?), motherly figure, slavery, destruction of identity, men and masculinity, memory of the past, home, moral ambiguity and concept of freedom

Give detail descriptions of each and every scene

Week 6 – Unit 3- Poetry: (a) Whitman, ’O Captain! My Captain’;

Week 7 – Unit 3-(b) Ginsberg, ’A Supermarket in California’

Week 8 – Unit 3-(c) Langston Hughes, (1) ‘The Negro Speaks of Rivers’,(2) ‘The South’, (3) ‘Aunt Sue’s Stories;(d) Joy Harjo,(1) ‘Perhaps the World Ends Here’, (2) ‘I Give You Back’

**Week 9** – Unit 4- Short Stories:

(a);Edgar Allen Poe ‘ The Purloined Letter’

(b) William Faulkner ‘ Dry September’

**Week 10 –**

(c) O’Conner, “ Everything that Rises Must converse’;

(d) Silko, ‘The Man to send Rain Clouds’

Week 11 – Unit 5 –Prose Reading:

1. Declaration of Independence’ July 4, 1776, or ‘Abraham Lincoln Gettysburg Speech’
2. Ralph Waldo Emerson, ‘Self Reliance’

Week 12 – Prose Readings(Contd):

1. Martin Luther King Jr, ‘I have a dream’
2. Douglass, Frederick, Selection from A Narrative of the life of Frederic

Douglass

Week 13 – Prose Readings (contd):

1. Adrienne Rich, ‘When We Dead Awaken: Writing as Re-Vision.’

Week 14 – Concluding lectures; exam issues, etc.

2020, January-June, Even Semester

**Teaching Plan for Academic Year 2021, January - May**

# Paper : PAPER 8

**BRITISH LITERATURE: 18TH CENTURY, 5 Lectures**

**Semester : IV,**

**Class : B A English (H)**

**Session : January - May**

**Teacher Name : Chansa Makan**

# Course statement

This is a survey course covering a variety of genres in eighteenth-century England, including both canonical and new writings within a history of ideas. It is designed to represent a comprehensive study of texts both in the Augustan period and in the later eighteenth century, often called the age of sensibility. The first unit *The Way of the World* by William Congreve portrays the shift from the libertine sensibility to the culture of politeness at the turn of the century. The course includes the major canonical authors of the early eighteenth century— Swift and Johnson—with some of their representative texts, as well as writers who have received considerable recent scholarship like Daniel Defoe and Eliza Haywood. The latter half of the century is marked by the emerging genre of the novel and Fielding‘s first novel *Joseph Andrews* included here, is considered by many to be one of the earliest English novels. The paper includes non-fictional genres that were dominant in the age like the periodical essay and the public letter. The intellectual context includes Locke‘s treatise on empiricism and William Hay‘s observations on deformity. An excerpt from one of the earliest slave autobiographies at the end of the century helps to contextualize Britain in a global world and the debates on the abolition of the slave trade.

# Course Objectives

The course aims to

* examine Congreve‘s *The Way of the World* as a Comedy of Manners.
* raise questions about satire as a mode, as well as look at questions of genre, through Swift‘s satiric narrative within the mode of fictional travel writing;
* show, through a critical examination of Johnson and Gray‘s poems a continued association with classical poetry, the continuities and contrasts from the age of satire to age of sensibility;
* study Fielding‘s *Joseph Andrews* providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel, and to look at his indebtedness to Richardson despite the overt satire on *Pamela*;
* examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay, for instance, sought to be like philosophy, just as Locke‘s treatise sought to be like a popular essay, thus pointing out the play with genre in these texts; and
* encourage an extended discussion on the meanings of disability in the early modern period through the Enlightenment, through William Hay‘s piece on deformity, a response to Bacon.

**British Literature: 18th Century**

1. William Congreve The Way of the World
2. Jonathan Swift Gulliver's Travels (Books UI and IV)
3. Samuel Johnson “London”

Thomas Gray ‘Elegy Written in a Country Churchyard”

1. Swift’s Joseph Andrews

**Suggested Topics and Background Prose Readings for Ctass Presentations**

**Topics**

The Enlightenment and Neoclassicism

Restoration Comedy

The Country and the City

The Novel and the Periodical Press

**Readings**

1. Jeremy Collier, A Short View of the Immorality and Profaneness of the English Stage (London: Routledge, 1996),
2. Daniel Defoe, ‘The Complete English Tradesman’ (Letter XXID. ‘The Great Law of Subordination Considered’ (Letter {Y), and ‘The Complete English Gentleman’. in Literature and Social Order in Eighteenth-Century England, ed. Stephen Copley (London: Croom Heim, 1984),
3. Samuel Johnson, ‘Essay 156’, in The Rambler, in Selected Writings: Samuel Johnson, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194-7; Rasselas Chapter 10; ‘Pope's Intellectual Character; Pope and Dryden Compared’, from The Life of Pope, in The Norton Anthology of English Literature, vol. 1, ed. Stephen Greenblatt, 8h eds (New York: Norton, 2006) pp. 2693-4, 2774-7.

# Essential reading

**Note:** This is a literature-based course, and therefore, all these texts are to be considered essential reading.

# TEACHING PLAN

Paper 8: Eighteenth Century Literature

Week 1 - Introduction to the long eighteenth century

The Enlightenment and Neoclassicism

Restoration Comedy

The Country and the City

The Novel and the Periodical Press

Unit 2 -- William Congreve, *The Way of the World* Week 3 - Congreve (contd)

Week 4 - Congreve (contd)

Week 5 - Swift, *Gulliver’s Travels*

Week 6 – Swift (contd) Week 7 - Swift (contd)

Week 8 - Samuel Johnson, *London*

Week 9 - Gray, *Elegy*

1. Week 10 – 12

*Swift’s Joseph Andrews*

Week 13 - Readings

* 1. Locke, ‗Of Ideas in general, and their Original‘, Paragraphs 1-8

1. Addison and Steele, (i) Addison, Essay No. 10, Monday, March 12, 1711; (ii)

Addison, Essay No. 69, on the stock-exchange

1. Haywood, Selections from *The Female Spectator*

Week 14 – a) Defoe, (i) Letter XXII, ‗The Complete English Tradesman‘ (1726); (ii)

Letter IV, ‗The Great Law of Subordination Considered‘; ‗The Complete English Gentleman‘

* 1. Hay, from *Deformity: An Essay*
  2. Equiano, ‗The Middle Passage‘, excerpt from Chapter Two in *The*

*Interesting Narrative of the Life of Olaudah Equiano; or, Gustavus Vassa, the African, Written by Himself*

# Facilitating the Achievement of Course Learning Outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| Unit No. | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
| 1. | Understanding concepts | Interactive discussions in small groups in Tutorial classes | Reading material together in small groups, initiating discussion topics, participation in discussions |
| 2. | Expressing concepts through writing | How to think critically and write with clarity | Writing essay length assignments |
| 3. | Demonstrating conceptual and textual understanding in tests and exams | Discussing exam  questions and answering techniques | Class tests |

**Teaching Plan for Academic Year 2021, January - May**

**Paper : AECC**

**Semester : ii, B A (P)**

**Session : January - May**

**Teacher Name : Chansa Makan**

**Course Objectives**

Effective communication is an essential skill for success in any sphere of activity, from leadership responsibilities, teamwork, interviews, presentations, and inter-personal relations. This is a skill that needs to be taught in a systematic manner so that students imbibe the fundamentals of communication. The art of persuasive speaking and writing depends crucially of thought and contextual understanding expressed through appropriate vocabulary.

The ability to think critically is crucial for a good communicator and involves an understanding of the communicative process. Therefore, we need to study every stage of this process systemically in order to be much more effective at communicating successfully – in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations.

**Learning Outcomes**

* Students will master the art of persuasive speech and writing.
* Students will master the art of listening, reading, and analysing. Students will spend the bulk of their time in practical exercises of reading and writing.
* Students will develop critical thinking skills.
* They will be introduced to established principles of academic reading and writing.

Facilitating the Achievement of Course Learning Outcomes

Unit Course Learning Outcomes Teaching and Assessment Task

No. Learning Activity

1. Understanding concepts

Interactive Reading material together

discussions in in small groups, initiating

small groups in discussion topics

Tutorial classes participation in discussions

1. Expressing concepts Writing essay length

Through writing. assignments

How to think

Critically and write with

Clarity.

1. Demonstrating conceptual

And textual understanding

in test and exams

Discussion exam

questions and Class tests

answering

techniques

**Unit 1**

**Introduction**

Theory of communication, types and modes of communication (Introductions to all five sections)

**Unit 2**

**Language of communication**

Verbal and non-verbal, spoken and written, Personal communication, social communication, business communication, barriers and strategies, Intra-personal Communication,Inter-personal communications, Group communication

**Unit 3**

**Speaking skills**

Monologue, Dialogue, Group discussion, Effective communication, Mis-communication, Interview, Public speech

**Unit 4**

**Reading and Understanding**

Close Reading, Comprehension, Summary, Paraphrasing, Analysis, Interpretation, Translation from Indian languages to English and vice versa, Literacy/Knowledge, Texts

**Unit 5**

**Writing skills**

Documenting, Report writing, Making notes, Letter writing

**Teaching Plan**

**Week 1**

1. Introduction

**Week 2 and 3**

1. Language of Communication

Verbal and non-verbal , spoken and written , personal communication , social communication , business communication, Barriers and Strategies, Intra-personal communication, Inter-personal Communication, Group communication

**Week 4 and 5**

1. Speaking skills

Monologue, Dialogue, Group discussion, Effective Communication, Mis-Communication, Public speech

**Week 6-7**

1. Reading and Understanding

Close Reading, Comprehension, Summary, Paraphrasing, Analysis, Interpretation, and Translation from Indian languages to English and vice versa Literary/Knowledge, Texts

**Week 8 and 9**

1. Writing Skills

Documenting, Report writing, Making notes, Letter writing

Week 10-11

Revision and clarifying concepts

Keywords

Critical reading, Comprehension, Summary, Paraphrase, Translation, Context, Argumentation, Perspective, Reception, Audience, Evaluation, Synthesis, Verbal communication, Non-verbal communication, Personal communication, Social communication, barriers to communications Intra-personal communication, Inter-personal communication, Group discussion, Miss-communication, Public speech, Literacy Knowledge, Writing skills, Documentations and Report writing.

**Week 1and 2**  
Chapter introduction and text which included the following:-

What is Communication?

Importance of Communication

Features of Communication

Communication Process

DAY 2

Discussion about the text which included:-

Elements of Communication

Discussion of the following topic:-

Essentials of Communication

DAY 3

Discussion about the text which included:-

Essentials of Communication

DAY 4

Discussion about the text which included:-

Measures to improve Communication effectiveness

Discussion of the following topics for better understanding:-

Skills required to be a strong communicator

How to develop those skills

DAY 5

Discussion about the text which included:-

Characteristics of Effective Communication

Significance of Effective Communication in Business

Discussion of the following topic for better understanding:-

Communication and Miscommunication

**WEEK 3 and 4**

DAY 1

Discussion about the main topic of the book without the text which included:-

Broadly 4 Types of Effective Communication

Common tips for all types of Communication

Discussion about the text which included:-

Verbal Communication – Introduction, Advantages, Disadvantages, Features, Pitfalls, Tips

DAY 2

Discussion about the text which included:-

Verbal Communication (Contd.)

Non-Verbal Communication – Introduction

Discussion about the broad topic on personal experiences and examples from the outside world:-

Non-Verbal Communication Cues - Kinesics of Body Language, Paralanguage, Proxemics, Chronemics, Haptics, Silence, Posture, Eye Contact, Touch, Space, Facial Expression

DAY 3

Discussion about text which included:-

Non-Verbal Communication Cues – Kinesics of Body Language, Paralanguage, Proxemics, Chronemics, Haptics, Silence, Posture, Eye Contact, Touch, Space, Facial Expression

Non-Verbal Communication – Advantages, Disadvantages, Features, Pitfalls, Tips

DAY 4

Discussion about text which included:-

Written Communication – Introduction, Types (Formal/Informal), Advantages, Disadvantages, Features, Pitfalls, Tips of both the types

Detailed Discussion on Formal and Informal written communication and their examples and when and where to use them effectively

DAY 5

Discussion about text which included:-

Visual Communication – Introduction, Advantages, Disadvantages, Features, Pitfalls, Tips

Benefits of Effective Communication

**WEEK 5 and 6**

DAY 1

Discussion about text which included:-

Oral and Written Communication – Introduction, Advantages and Limitations

7Cs

(Made a chart on board with students guessing the advantages and limitations and giving points to each team for a correct answer)

(Also explained 7Cs using outside examples)

DAY 2

Discussion about text which included:-

Channels of Communication – Formal and Informal

4 Directions in Formal Communication – Upward Communication, Downward Communication, Horizontal Communication, Diagonal Communication

Advantages of each Formal Communication

Discussion on the topic with examples from the outside world and personal experiences and live examples from the class itself:-

Directions in formal communication

Advantages of each Formal Communication

DAY 3

Discussion about text which included:-

5 Types of Formal Communication with Merits and Demerits – Single Chain, Wheel, Circular, Free flow, Inverted V

4 Types of Informal Communication with Merits and Demerits – Single Strand, Gossip, Probability, Cluster

Factors leading to Grapevine

Open discussion on each topic mentioned above

DAY 4

Discussion about text which included:-

Critical Thinking

How to think critically effectively

Qualities

Detailed Discussion about the following topic:-

Critical thinking and how to do it effectively

Situations where one usually thinks critically unknowingly

How to use it more often in one’s daily life

DAY 5

Discussion about the following topics in detail:-

Barriers to Effective Communication – (Semantic (Types), Organizational, Psychological, Personal, Physical, Status, Perpetual, Linguistic, Filtering of Information, etc.)

Measures used to overcome barriers, Effective Communication

Discussion about the text which included:-

Barriers to Effective Communication – (Semantic (Types), Organizational, Psychological, Personal)

Measures used to overcome barriers

Overcoming Effective Communication

**WEEK 7 and 8**

DAY 1

Discussion about the text which included:-

Principles of Interpersonal Communication

Functions

Improve Skills

Open Discussion on inter-personal communication

DAY 2

Discussion about the text which included:-

Active Listening

Guidelines for Active Listening

Exercise to demonstrate an example of active listening

(Play an audio in class and ask questions. One who can listen, understand, analyse and interpret at the same time will be able to give answers)

DAY 3

Revision of all done till now broadly

Revision of the whole concept ‘Communication’

Doubts Resolving

DAY 4

Open ended discussion about the following topic:-

Oral Communication and Speaking Skills

Activity – Introduction by each student

DAY 5

Discussion about the text which included:-

Oral Communication and Speaking Skills

Importance of Communication Skills and Speaking Skills

**WEEK 9 and 10**

DAY 1

Chapter Introduction and discussion about the text which included:-

Monologues and Dialogues

DAY 2

Exercise on Monologues and Dialogues discussed in class

Self - Practice exercises and Worksheet on Monologues and Dialogues

DAY 3

Play presented in class – Monologues and Dialogues

DAY 4

Play presented in class – Monologues  and Dialogues

DAY 5

Solo acting - Monologues and Dialogues

Practicing Dialogues to correct speech which reciting dialogues

How to recite effectively

What is called an effective dialogue

**WEEK 11 and 12**

DAY 1

Chapter Introduction and discussion about the text which included:-

Purpose Group Discussion

Advantages

Limitations

Why are Group Discussions used as a part of the selection process?

Tips for Success in Group Discussions

Objectives

Seminar

DAY 2

Activity – Group Discussion by Group 1 and 2 in class

Open ended review given by classmates

DAY 3

Activity – Group Discussion by Group 3 and 4 in class

Open ended review given by classmates

DAY 4

Activity – Group Discussion by Group 5 and 6 in class

Open ended review given by classmates

DAY 5

Discussion about the text which included:-

Seminar

Features

Conclusion

Post-Seminar

Meaning of Presentation

Individual and Group Presentation

Features of Group Presentation

# 2021, July – December. Odd Semester

# B A Eng (H), Sem 5

# PAPER 12:

**BRITISH LITERATURE: THE EARLY 20TH CENTURY SEMESTER 5**

**Course Statement**

This paper provides a broad view of 20th century British literature, both in terms of time and genre. The transition from 19th century literary and artistic methods and forms to the growth of modernism in England cannot be understood without referring to similar developments on the continent. The course is also designed to include critical perspectives on questions of war, the nature of art, and the relationship between individuals and the State in the 20th century. Finally the course also addresses questions relating to peculiarly modern forms of subjectivity and selfhood without which our existence within the modern world cannot be understood or analysed.

# Course objectives

This course aims to

* develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century;
* help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations;
* facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon; and
* create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.

# Course Contents Unit 1

Joseph Conrad, *Heart of Darkness* (London: Penguin, 2007)

.

# Unit 2

Virginia Woolf, *Mrs. Dalloway* (London: Penguin, 2000)

# Unit 3

Samuel Beckett, *Waiting for Godot* (New York: Grove Press, 2011).

# Unit 4

1. W. B. Yeats, (i) ‗Sailing to Byzantium; (ii) ‗The Second Coming‘ (iii) ‗Leda and the Swan‘

(iv) ‗No Second Troy‘

1. T. S. Eliot, (i) ‗The Love Song of J. Alfred Prufrock‘; (ii) ‗The Hollow Men‘; both in *T. S. Eliot: Selected Poems* (London: Faber, 2015).
2. Wilfred Owen, ‗Strange Meeting‘, in *Wilfred Owen: Collected Poems* (N.Y.: New Directions, 2013).

# Unit 5

Readings

* + Sigmund Freud, ‗The Structure of the Unconscious, the Id, the Ego and the Superego‘, in *Background Prose Readings* (Delhi: Worldview, 2001) pp. 97-104.
  + Albert Camus, (i) ‗Absurdity and Suicide‘; (ii) ‗The Myth of Sisyphus‘, trans. Justin O‘Brien, in *The Myth of Sisyphus* (London: Vintage, 1991) pp. 13-17; 79-82.
  + Virginia Woolf , ―On Being Ill‖ in *Virginia Woolf : Selected Essays* ed. David Bradshaw (Oxford University Press 2008).
  + D.H. Lawrence, ‗Morality and the Novel‘, in *The Modern Tradition: Backgrounds Of Modern Literature*, eds Richard Ellmann and Charles Feidelson, Jr(Oxford University Press 1965).
  + Raymond Williams, ‗Metropolitan Perceptions and the Emergence of Modernism‘, in Raymond Williams*. The Politics of Modernism* (London: Verso, 1996) pp. 37-48.

# Essential reading

**Note:** This is a literature-based course, and therefore, all these texts are to be considered essential reading.

# TEACHING PLAN

Paper 12: Twentieth Century British Literature

Week 1 – Introduction to Paper 11: Twentieth Century British Literature Week 2 – Unit 1 – Novel: Conrad, *Heart of Darkness*

Week 3 – Conrad (contd)

Week 4 – Unit 2 – Novel: Woolf, *Mrs Dalloway*

Week 5 – Woolf (contd)

Week 6 – Unit 3: Drama:Beckett,*Waiting for Godot*

Week 7 – Beckett (contd)

Week 8 – Unit 4: Poetry:

Week 9 – Poetry (contd) Week 10 – Poetry (contd)

Week 11 – Unit 5 -- Prose Readings:

Week 12 – Prose Readings (contd) Week 13 – Prose Readings (contd)

Week 14 – Concluding lectures; exam issues, etc.

# Facilitating the Achievement of Course Learning Outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| Unit No. | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
| 1. | Understanding concepts | Interactive discussions in small groups in Tutorial classes | Reading material together in small groups, initiating discussion topics, participation in discussions |
| 2. | Expressing concepts through writing | How to think critically and write with clarity | Writing essay length assignments |
| 3. | Demonstrating conceptual and textual understanding in tests and exams | Discussing exam questions and answering techniques | Class tests |

**Paper : PAPER 5 – AMERICAN LITERATURE (SEMESTER 3)**

**Semester : 3, English Honours, Odd semester**

**Session : July - November 2021**

**Teacher Name: Chansa Makan**

**Course Statement:**

This course offers students an opportunity to study the American literary tradition as a tradition which is distinct from, and almost a foil to, the traditions which had developed in European countries, especially in England. A selection of texts for this course therefore highlights some of the key tropes of mainstream America’s self-perception, such as virgin land, the New World, Democracy, Manifest destiny, the Melting-pot, and multiculturalism. At the same time there are specifically identified texts that draw the attention of students to cultural motifs which have been erased, brutally suppressed or marginalized (the neglected and obscured themes from the self-expression of the subaltern groups within American society ) in the mainstream’s pursuit of the fabled American Dream. A careful selection of writings by Native Americans, African Americans, as well as text by women and other sexual minorities of different social denominations seek to reveal the dark underside of America’s progress to modernity and its gradual emergence as the most powerful nation of the world.

Course Objectives:

The course aims to acquaint students with the wide and varied literatures of America:

The course aims to acquaint students with the wide and varied literatures of America: literature written by writers of European , particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century; include Utopian narrative transcendentalism and the pre and post- Civil War literature of the 19th century introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers familiarize students with native American literature which voices the angst of the people who were almost entirely wiped out by European settlements; and include modern and contemporary American literature of the 20th century.

**Facilitating the Achievement of Course Learning Outcomes**

Understanding concepts

Interactive Discussions in small groups in tutorial classes

Reading material together in small groups, initiating discussion topics, participation in discussion

**Expressing Concepts through writing**

How to think critically and write with clarity

Writing essay length assignments

Demonstrating conceptual and textual understanding in tests and exams

Discussing exam questions and answering techniques

Class tests

Course Content

Unit 1

Tennessee Williams The Glass Menagerie

Unit 2

Toni Morrisson, Beloved

Unit 3

Poetry

Walt Whitman, ‘O Captain! My Captain’, in Walt Whitman: Poetry and Prose, ed. Shira Wolosky (The Toby Press, 2003) pp. 360-61).

Allen Ginsberg, ‘A Supermarket in California’, in Selected Poems 1947-1995 ( Penguin Books, 2001) p. 59.

Langston Hughes, (i) ‘The Negro Speaks of Rivers’; (ii) The South; (iii) Aunt Sue’s Stories, in The Weary Blues (New York: Alfred A Knopf, 2015) pp. 33;36;39.

Joy Harjo, (i) Perhaps the World Ends Here; (ii) I Give You Back, in The Woman That I Am: The Literature and Culture of Contemporary Women of Colour, ed. D. Soyini Madison (New York: St Martin’s Press, 1994) pp.37-40.

Unit 4

**Short Stories**

Edgar Allen Poe ‘ The Purloined Letter’

William Faulkner ‘Dry September’

Flannery O’Connor, ‘Everything that Rises Must Converge’, in Everything that Rises Must Converge (New York: Farrar Giroux, 1965).

Leslie Marmon Silko, ‘The ManTO Send Rain Clouds’, in Nothing but the Truth: An Anthology of Native American Literature, ed. John L. Purdy and James Ruppert (New Jersey: Prentice Hall, 2001) pp 358-61.

Unit 5

Readings:

Declarations of Independece’ July 4, 1776, in For Liberty and Equality: The Life and Times of Declaration (OUP, 2012) pp.312); and Abraham Lincoln Gettysberg Speech’', in Gettysberg Speech and Other Writings (Barnes and Noble, 2013).

Ralph Waldo Emerson, ‘Self Reliance’ in The Selected Writings of Ralph Waldo Emerson, ed. With a biographical introduction by Brooks ATKINSON (New York: The Modern Library, 1964).

Martin Luther King Jr., ‘I have a Dream’, in African American Literature, ed. Kieth Gilyard, Anissa Wardi (New York; Penguin, 2014) pp. 1007-11).

Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmonsworth: Penguin, 1982) chaps, 1-7, pp47-87.

Adriene Rich, ‘When We Dead Awaken: Writing as Re-Vision’, College English Vol.34, No.1, Women, Writing and Teaching, pp.18-30.

Essential Reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

**Teaching Plan**

Paper 5: American Literature

**Week 1** – Introduction to Paper 1: American Literature

Discussion of Background which includes:-

The American Dream

Social Realism and the American Novel

Folklore and the American Novel

**Week 2 and 3 – Unit 1**- Drama: Tennessee Williams The Glass Menagerie

Discussion about the text

Tennessee Williams versus Tom Wingfield

The Gentlemen Caller

Fragility of glass menagerie

Themes Discussion: Memory, Abandonment, Illusions and Dreams and Escape

**Week 4 and 5 – Unit 2- Novel: Morrison, Beloved**

Discussion of background which included the following points:-

Black women's writing

Toni Morrison, 'Romancing the Shadow'

Discussion about the text

Facing the ghosts of our past: Writing Narrative Reflection on the Civil War and Slavery

Mining literature for deeper meanings

How "Beloved" came to be

Themes: Dehumanization through slavery, naming process (why Baby Suggs?), motherly figure, slavery, destruction of identity, men and masculinity, memory of the past, home, moral ambiguity and concept of freedom

Give detail descriptions of each and every scene

Week 6 – Unit 3- Poetry: (a) Whitman, ’O Captain! My Captain’;

Week 7 – Unit 3-(b) Ginsberg, ’A Supermarket in California’

Week 8 – Unit 3-(c) Langston Hughes, (1) ‘The Negro Speaks of Rivers’,(2) ‘The South’, (3) ‘Aunt Sue’s Stories;(d) Joy Harjo,(1) ‘Perhaps the World Ends Here’, (2) ‘I Give You Back’

**Week 9** – Unit 4- Short Stories:

(a);Edgar Allen Poe ‘ The Purloined Letter’

(b) William Faulkner ‘ Dry September’

**Week 10 –**

(c) O’Conner, “ Everything that Rises Must converse’;

(d) Silko, ‘The Man to send Rain Clouds’

Week 11 – Unit 5 –Prose Reading:

1. Declaration of Independence’ July 4, 1776, or ‘Abraham Lincoln Gettysburg Speech’
2. Ralph Waldo Emerson, ‘Self Reliance’

Week 12 – Prose Readings(Contd):

1. Martin Luther King Jr, ‘I have a dream’
2. Douglass, Frederick, Selection from A Narrative of the life of Frederic

Douglass

Week 13 – Prose Readings (contd):

1. Adrienne Rich, ‘When We Dead Awaken: Writing as Re-Vision.’

Week 14 – Concluding lectures; exam issues, etc.