Lesson Plan (1 June 2021-31 Aug 2022)

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**Paper/Course name**: AECC English (Ability Enhancement Compulsory Course) (under LOCF),

**Semester:** Sem II (B.Com hons)

**Session**- Apr 2021-Aug 2021

**Classes** – 4 lec/week, **12-15** week/sem (approx)

**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 both creating and receiving communication. All speech and writing intends to persuade an audience of the author’s point of view, whether that audience is a single person or a large group. The art of persuasive speaking and writing depends crucially on clarity of thought regarding one’s own intentions. In addition, one must assume all audiences or readers to be skeptical and therefore difficult to persuade. In order to succeed at persuasion, one needs to use multiple persuasive strategies.

The ability to think critically is crucial for a good communicator and involves several steps: first, to be aware of where our ideas come from and to be aware of the power structures within which these ideas exist; second, to understand our audience and readers, their ways of thinking and their perceptions, so that we can attempt to alter those perceptions and persuade them to accept ours; third, to intelligently determine what tools we should use to appeal to our audience – to their logic, their emotions, their ethics and morality; and finally, to convey what we want to do once we have persuaded them, that is, to recognize our proposed course of action. All of these aspects are present in rudimentary form in our minds every time we speak or write, whether we are persuading our examiner to grade us well or convincing our parents to let us go on an outstation trip. We often use persuasive strategies instinctively but unconsciously. However, if we study every stage of this process systematically, we will be much more effective at communicating successfully -- in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations.

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| 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 –interactive sessions |

**Syllabus**

1. **Understanding the Text (Definition)**

‘General Your Tank’ (public speech)

‘Why I Want a Wife’ (interpersonal dialogue)

‘Fire and Ice’ (group discussion)

‘Women’ (letter writing, intrapersonal dialogue)

2. **Contextualization and Perspectivism (Definition)**

‘A Lesson in Drawing’ (miscommunication, notes, analysis)

‘My Young Men Shall Not Work’ (report)

‘The Paper Bag Princess’ (monologue)

3. **Reception (Audience – Appeals)**

‘Much Madness’ (paraphrase, documentation)

‘Disability and Poetry: A Conversation’ (letter, summary, informal letter)

‘The Eyes Have It’ (close reading)

4. **Evaluation and Synthesis**

‘Ain’t I A Woman?’ (verbal and non-verbal communication, paraphrase, comprehension)

‘Imagine’ (semi-formal, public letter)

‘Girls’ (public speech, translation)

5. Analysis

‘Bosom Friend’ (report, analysis, argumentation)

‘An Enabling Garment’ (communication -- barriers and strategies, analysis)

‘Story of an Hour’ (dialogue)

**Classes: Units and Week wise division**

1. Introduction (WK- 1-2)

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

2. Language of Communication (WK 3-4)

Verbal and non-verbal, spoken and written (‘Ain’t I a Woman?’)

Personal communication (‘Why I Want a Wife’)

Social communication (‘Imagine’)

Business communication (‘Women’, ‘My Young Men Shall Not Work’)

Barriers and Strategies (‘An Enabling Garment’)

Intra-personal Communication (‘Women’)

Inter-personal Communication (‘Why I Want a Wife’)

Group communication (‘Fire and Ice’)

3. Speaking Skills (WK 5-7)

Monologue (‘The Paper Bag Princess’)

Dialogue (‘Why I Want a Wife’, ‘The Story of an Hour’)

Group Discussion, (‘Fire and Ice’)

Effective Communication, (‘Imagine’)

Mis-Communication (‘A Lesson in Drawing’, ‘The Eyes Have It’)

Public Speech (‘Girls’, ‘General, Your Tank is a Powerful Vehicle’)

4. Reading and Understanding (WK 8-10)

Close Reading (‘The Eyes Have It’)

Comprehension (‘Ain’t I a Woman?’)

Summary (‘Disability and Poetry’)

Paraphrasing (‘Much Madness’)

Analysis (‘An Enabling Garment’)

Interpretation (‘Ain’t I a Woman?’)

Translation from Indian languages to English and vice versa (‘Girls’)

Literary/Knowledge, Texts (‘Why I Want a Wife’, ‘Fire and Ice’, ‘Story of an Hour’)

5. Writing Skills (WK11-13)

Documenting (‘Much Madness’)

Report writing (‘My Young Men Shall Not Work’)

Making notes (‘A Lesson in Drawing’)

Letter writing (‘Women’, ‘Disability and Poetry’)

**WK- 14 and 15** revision of syllabus- clearing doubts, discussing earlier question papers, and model question paper. OBE mode questions discussed.

Scanned PDF’s were made available to the students. PPTs, Jam Boards and other online activities were used to highlight important concepts and themes.

**Assessment- IA Presentation** – 25 marks. Online and uploaded in Google Classroom. Presentation and marks are also discussed with students for their improvement. The criteria of marking is mentioned beforehand to the students. Presentation topics based on chapters (Wk 10-11)

**Essential Readings**

Excerpts as given in the syllabus (Booklet)

Halder, Deb Dular and Prerna Malhotra (2015). *Communication Skills: Theory and Practice*, Book Age Publications, New Delhi.

**Suggested Readings**

Chakraborty, Madhumita, et al. (2017) *English Communication*, Macmillan Publication, New Delhi.

Halder, Deb Dulal, Anjana Neira Dev, Prerna Malhotra (2012). *Technical Writing: Theory and Practice*, Book Age Publications, New Delhi.

Kaul, Asha(2012) *Effective Business Communication*, PHI Learning Pvt. Ltd. New Delhi.

Malhotra,Prerna, et al.(2015*) Business Communication*, Book Age Publications, New Delhi.

Mishra,Gauri et al. (2016). Language through Literature. Primus Books, New Delhi.

R.J. Dixon: *Everyday Dialogues in English.* (1987),Reprint 2016)Prentice-Hall, NJ.

- various online interactive activities through Mentimeter Polls, youtube videos etc.

**GE Paper- PAPER G6: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT**

**Semester: Sem III (other hons),**

**Session: May 2021-Dec 2021**

**5 lec/wk , 12-15 wks /sem approx**

**Course Objectives**

This course engages with contemporary representations of women femininities, gender-parity

and power. The course aims to help students from non-English literature backgrounds to

develop a robust understanding of how discourses of gender underlie and shape our very

lives, experiences, emotions and choices. The course exposes students to a broad range of

literary and textual materials from various historical periods and contexts, so that they are

able to examine the socially-constructed nature of gendering. Through the analysis of literary

texts humanities and social sciences scholarship students will develop a nuanced

understanding of how to perceive, read, understand, interpret and intervene ethically in

debates on the subject.

The course will help students

• read, understand and examine closely narratives that seek to represent women,

femininities and, by extension, gendering itself;

• understand how gender norms intersect with other norms, such as those of

caste, race, religion and community to create further specific forms of

privilege and oppression;

• identify how gendered practices influence and shape knowledge production

and circulation of such knowledges, including legal, sociological, and

scientific discourses;

• participate in challenging gendered practices that reinforce discrimination; and

• Create a portfolio of analytical work (interpretations and readings of literary

and social-sciences texts) and analyses of fictional and non-fictional narratives

that students encounter in their lived worlds.

Facilitating the Achievement of Course Learning Outcomes

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 and 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

Course Contents

Unit 1

Concepts

o Sex and Gender -- social construction of gender; socialisation into gender

o Femininities and masculinities -- normative gender privilege; heteronormativity

o Patriarchy -- history of the efforts to undo feminism

Readings

Baby Kamble, ‘Our Wretched Lives’, *Women Writing in India: 600 BC to the early*

*twentieth century,* eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 307-11.

Rassundari Devi, From *Amar Jiban*, in *Women Writing in India: 600 BC to the early*

*twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 190-202.

Rokeya Shekhawat Hossain, ‘Sultana’s Dream’, in *Women Writing in India: 600 BC*

*to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997)pp. 340-51.

V Geetha, *Patriarchy*, Theorizing Gender Series (Kolkata: Stree, 2007) pp. 3-61.

Unit 2

Intersections

o Women and caste, religion, class, sexualities, race, disability

o Women and environment, technology, development

o Women and access to resources: employment, health, nutrition, education

o Women and reproductive work: singleness, marriage, motherhood, symbolical

biological surrogacy and ART, parenting, abortion, and other rights over own body

Readings

Mahaweta Devi, ‘Bayen’, *Five Plays*, trans. Samik Bandyopadhyaya (Calcutta:

Seagull, 2009).

Mary John, ‘Feminism Poverty and the Emergent Social Order’, in *Handbook of*

*Gender*, ed. Raka Ray (Delhi: Oxford University Press, 2012).

Leela Kasturi, ‘Report of the Sub-Committee Women’s Role in Planned Economy

National Planning Committee (1947), in *Feminism in India*, ed. Maitrayee Chaudhuri (Delhi:

Zed, 2005) pp. 136-55.

Vandana Shiva, *Staying Alive: Women Ecology and Development*, Chapters 2&4

(Delhi: Kali for Women, 1989).

M. M. Vinodini, ‘The Parable of the Lost Daughter’, in *The Exercise of Freedom*, eds

K. Satyanarayana and Susie Tharu (Delhi: Navayana, 2013) pp 164-77.

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Unit 3

Histories

o The women’s question pre-Independence -- sati-reform, widow remarriage, debates

around age of consent

o Women in the Independence movement, Partition

o Post-Independence campaigns -- against sexual harassment and rape, dowry, violence,

debates around the Uniform Civil Code

o Public sphere participation of women -- in politics, in the workplace, in the economy,

creating educational inclusion

Readings

Radha Kumar, *A History of Doing: An Illustrated Account of Movements for Women's*

*Rights and Feminism in India 1800—1990*, Chapters 2, 3, 7, 8, 11 (Delhi: Zubaan,

1993).

Kumkum Sangari, ‘Politics of Diversity: Religious Communities and Multiple

Patriarchies, *Economic and Political Weekly* 3052 (1995).

Tanika Sarkar, ‘Rhetoric against Age of Consent: Resisting Colonial Reason and

Death of a Child-Wife’, *Economic and Political Weekly* 2836 (1993 April).

Urvashi Butalia, Chapter 2 ‘Blood’, in *The Other Side of Silence: Voices from the*

*Partition of India* (Delhi: Penguin Books, 1998)

Urmila Pawar and Meenakshi Moon, *We also made history: Women in the*

*Ambedkarite Movement*, Chs 1, 5, 6 (Delhi: Zubaan, 2008).

Unit 4

Women, the Law, the State

o Constitutional remedies and rights against gender-based violence

o The history of constitutional protections for women (Hindu Code Bill, right to

property, personal laws)

o State interventions and feminist engagements with the law

o IPC sections relevant to rape protection, of the ‘modesty’ of women, obscenity

o The concept of ‘woman’ in these frameworks

Readings

Janaki Nair, ‘The Foundations of Modern Legal Structures in India’, in *Handbook of*

*Gender*, ed Raka Ray (Delhi: OUP, 2012).

Flavia Agnes, ‘Conjugality, Property, Morality and Maintenance’, in *Handbook of*

*Gender*, ed Raka Ray (Delhi: OUP, 2012).

**Topics related to presentation and discussion**: (Week 8 approx) Students to examine the bare text of 4 laws (as set out in the Gazette of India)

followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act

1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994),

against domestic violence (Protection of Women from Domestic Violence Act 2005), against

sexual harassment at the workplace (The Sexual Harassment of Women at Workplace

Prevention Prohibition and Redressal Act 2013).

Essential Reading

Note: This is a literature-based course, and students will be examined on all the prescribed

readings in Units 1 through 4. Therefore, all those texts are to be considered essential

reading. In addition to those texts, the following is also essential reading:

*Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

Teaching plan

Week 1: Unit 1 -- Concepts

Week 2: Unit 1 contd

Week 3: Unit 1 contd

Week 4: Unit 2 -- Intersections

Week 5: Unit 2 contd

Week 6: Unit 2 contd

Week 7: Unit 2 contd

Week 8: Unit 3 – Histories

Week 8- Presentation topics discussed

Week 9: Unit 3 contd

Week 10: Unit 3 contd

Week 11: Unit 3 contd

Week 12: Unit 4 -- Women the Law the State

Week 13: Unit 4contd

Week 14: Revision questions

Recommended Reading and discussion- *Women and Empowerment in Contemporary India*. Ed. Brati Biswas and Ranjana Kaul, Worldview, New Delhi, 2018.

Class discussion activities through youtube videos of Kamala Bhasin on Feminism,Masculinity etc. Other activities with on the spot discussions (through Mentimeter Polls)to make class interactive- eg- advertisements, movies related to gender issues (apart from articles on that subject). Also discussing recent gender related details and how laws etc have influenced in a positive or negative way.

PPT, Jam boards etc to give important pointers related to various topics.

**Internal Assessment** 25 marks (Presentations and classroom interactive activities)

**Sem II**

**PAPER 4**

**BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES**

**Semester 2, Session Apr 2021-Aug 2021**

**Unit 4 (Shakespeare- Twelfth Night)**

**Classes- 1 lec/wk, 10-12 wks approx**

**Course Statement**

This paper is the first Core British literature paper out of a cluster of six, and initiates the student into the earliest writings in England from medieval literature through the Renaissance. The first unit of the paper on British literature begins with Chaucer‘s ‗General Prologue‘, which is taught in Middle English. It introduces students to *Canterbury Tales* and helps them recognize its narrative complexity and structure. The second unit on the Renaissance poetry explores the form and innovation in content in the Elizabethan sonnet tradition and the metaphysical poetry underlining a critical engagement with the Petrarchan tradition. The two plays, Marlowe‘s *Dr. Faustus* as a tragedy on Renaissance man and *Twelfth Night* as a Shakespearean comedy enable a focus on drama as a significant genre in the Renaissance. The prose readings establish the European context for the Renaissance and offer readings crucial to understanding the sociocultural and religious aspects of the age.

**Course Objectives**

This course aims to

 introduce students to the tradition of English Literature from the Medieval till the Renaissance;

 explores the key writers and texts within their historical and intellectual contexts;

 offer a perspective on the history of ideas including that of disability and its varied meanings within this period.

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| **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 |

**Course content**

**Unit 4**

William Shakespeare *Twelfth Night*

Wk-1-4- Introduction to Shakespeare Comedy

Wk-5-12- *Twelfth Night*- themes and analysis

Assignment and Presentation topics discussed and given- Wk 9.

IA-25 marks based on the above.

Lecture arranged on Unit 2- British Poets (unit 2) by Prof.Harriet Raghunathan whose newly edited book is based syllabus,

Shared online youtube dramatic speeches based on Shakespeare’s *Twelfth Night* and other comedies.

Scanned PDF’s were made available to the students. PPTs, Jam Boards and other online activities to highlight important concepts and themes and have offline class room interactive activities.

**Essential Readings**

*Shakespeare’s: Twelfth Night*. Ed. Harriet Raghunathan. Worldview Pub: New Delhi, 2014.

**Suggested Readings**:

Gender Trouble in "Twelfth Night". Casey Charles. *Theatre Journal*. [Vol. 49, No. 2 (May, 1997)](https://www.jstor.org/stable/i360934), pp. 121-141 (21 pages). Published By: The Johns Hopkins University Press. <https://www.jstor.org/stable/3208678>.

### [*Female cross-dressing and fragile masculinity in Le Roman de Silence and Twelfth Night*](https://via.library.depaul.edu/etd/256/)*.* N Robilotta - 2018 - https://via.library.depaul.edu/etd/256/.

*Dressing the Girl / Playing the Boy: Twelfth Night Learns Soccer on the Set of She's The Man*

[Pittman, L Monique](https://www.proquest.com/indexinglinkhandler/sng/au/Pittman,+L+Monique/$N;jsessionid=60C5DBB8075290F1A343B4CFD370942E.i-0ff351f7e0c0901aa).*[Literature/Film Quarterly](https://www.proquest.com/pubidlinkhandler/sng/pubtitle/Literature$2fFilm+Quarterly/$N/5938/OpenView/226996371/$B/3D027E3EC5FA4939PQ/1;jsessionid=60C5DBB8075290F1A343B4CFD370942E.i-0ff351f7e0c0901aa" \o "Click to search for more items from this journal)*; Salisbury[Vol. 36, Iss. 2,](https://www.proquest.com/indexingvolumeissuelinkhandler/5938/Literature$2fFilm+Quarterly/02008Y04Y01$232008$3b++Vol.+36+$282$29/36/2;jsessionid=60C5DBB8075290F1A343B4CFD370942E.i-0ff351f7e0c0901aa) (2008): 122-136.

**Sem IV**

**Paper/Course name**: Generic English : GE- PAPER G5: READINGS ON INDIAN DIVERSITIES AND LITERARY MOVEMENTS

**Semester:** Sem IV (other hons), Session- Jan 2022-Apr 2022

**Classes** – 5 lec/week, **12-15** week/sem (approx)

**Course Objectives**

This course seeks to equip students with an overview of the development of literatures in

India and its wide linguistic diversity. Students will study authors and movements from

different regions and time periods.

**Facilitating the Achievement of Course Learning Outcomes**

Course Learning Outcomes Teaching and Learning Activity

1 Understanding concepts Interactive discussions in small groups

2 Expressing concepts through writing. How to think critically and write with clarity.

3 Demonstrating conceptual and textual understanding in tests and exams. Discussing exam questions and answering techniques especially in OBE mode.

Also offline mode question papers discussed since offline classes started in Feb 2022.

**Course Contents**

Prescribed text:

Sucrets Paul Kumar et al. ends, *Cultural Diversity, Linguistic Plurality, and Literary*

*Traditions in India* (New Delhi: Macmillan, 2005; Editorial Board: Department of English,

University of Delhi).

**Unit 1**

This unit is compulsory

Any 6 of remaining 7 Chapters to be covered in the classroom

Overview

**Unit 2**

Linguistic Plurality within Sufi and Bhatia Tradition

**Unit 3**

Language Politics: Hindi and Urdu

**Unit 4**

Tribal Verse

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**Unit 5**

Dali Voices

**Unit 6**

Writing in English

**Unit 7**

Woman Speak: Examples from Kannada and Bangle

**Unit 8**

Literary Cultures: Gujarati and Sindhi

**Essential Reading**

Kumar, Sukrita Paul et al. eds. *Cultural Diversity, Linguistic Plurality, and Literary*

*Traditions in India.* New Delhi: Macmillan, 2005; Editorial Board: Department of English,

University of Delhi.

**Teaching plan**

Week 1 – Unit 1 -- Overview

Week 2 – Unit 1contd

Week 3 – Unit 2 -- Linguistic Plurality within Sufi and Bhakti Tradition

Week 4 – Unit 2contd

Week 5 – Unit 3 -- Language Politics: Hindi and Urdu

Week 6 – Unit 3contd

Week 7 – Unit 4 -- Tribal Verse

Week 8 –- Unit 4 contd

Week 9 – Unit 5 -- Dalit Voices

Week 10 –- Unit 6 -- Writing in English

Week 11 – Unit 6 contd

Week 12 -- Unit 7 -- Woman speak: Examples from Kannada and Bangla/ Unit 8:

Literary Cultures: Gujarati and Sindhi

Week 13 – Selected Unit: contd

Week 14 – Concluding lectures discussion on exam pattern etc

**Assessment methods**

Assessment is through projects, group discussions and tutorial work.

**Topics for assessments-**

Cultural diversity

Indian languages

Sufi and Bhakti movements

Oral literature

Indian literary traditions

Tribal literature

Indian literatures

Indian literature in English

Indian literature in translation

**Assessment- IA Presentation** – 25 marks. Online and uploaded in Google Classroom. Presentation and marks are also discussed with students for their improvement. The criteria of marking is mentioned beforehand to the students. Presentation topics based on chapters (Wk 10-11)

- various online interactive activities through Mentimeter Polls, youtube videos etc. and offline activities through group discussions and interactive activities.

Since offline classes started in Feb 2022, hybrid mode of interaction was beneficial.

**Sem II**

**PAPER 4**

**BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES**

**Semester 2 , Session Apr 2022-July 2022**

**Unit2 (Poets)**

**Classes- 1 lec/wk, 12-15 wks approx**

**Course Statement**

This paper is the first Core British literature paper out of a cluster of six, and initiates the student into the earliest writings in England from medieval literature through the Renaissance. The first unit of the paper on British literature begins with Chaucer‘s ‗General Prologue‘, which is taught in Middle English. It introduces students to *Canterbury Tales* and helps them recognize its narrative complexity and structure. The second unit on the Renaissance poetry explores the form and innovation in content in the Elizabethan sonnet tradition and the metaphysical poetry underlining a critical engagement with the Petrarchan tradition. The two plays, Marlowe‘s *Dr. Faustus* as a tragedy on Renaissance man and *Twelfth Night* as a Shakespearean comedy enable a focus on drama as a significant genre in the Renaissance. The prose readings establish the European context for the Renaissance and offer readings crucial to understanding the sociocultural and religious aspects of the age.

**Course Objectives**

This course aims to

 introduce students to the tradition of English Literature from the Medieval till the Renaissance;

 explores the key writers and texts within their historical and intellectual contexts;

 offer a perspective on the history of ideas including that of disability and its varied meanings within this period.

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| **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 |

**Course content**

**Unit 2**

a) Thomas Wyatt, (i) ‗Whoso List to Hunt‘; (ii) ‗They Flee from Me‘

b) Edmund Spenser, (i) Sonnet LVII ‗Sweet warrior‘; (ii) Sonnet LXXV ‗One day I wrote her name‘, both from ‗Amoretti‘

c) Isabella Whitney, (i) ‗I.W. To Her Unconstant Lover‘

d) John Donne, (i) The Sunne Rising‘ ;(ii) ‗A Valediction: ‗Forbidding Mourning

Wk 1-3- Introduction to the British Poets and the poetic genre- Elizabethan Poetry

Wk4,6- Wyatt

Wk 7,9-Spenser

Wk 8,9- Whitney

Wk-10,12- Donne

Wk-13-14- Analysis of inter-related themes and context

Wk 15- Revision

Assignment and Presentation topics discussed and given- Wk 9.

IA-25 marks based on the above.

**Essential Readings**

*Renaissance Poets: A Selection*. Ed. Harriet Raghunathan. Worldview Pub: New Delhi, 2021.

*Shakespeare’s: Twelfth Night*. Ed. Harriet Raghunathan. Worldview Pub: New Delhi, 2014.

**Suggested Readings**:

<https://www.researchgate.net/publication/271307823>. *Love Poetry and John Donne* (June 2000)

https://www.researchgate.net/publication/334317748\_Labour's\_loves\_Isabella\_Whitney\_Leonard\_Wheatcroft\_and\_the\_love\_miscellany (Aug 2019)

https://www.researchgate.net/publication/297710217\_Edmund\_Spenser (Jan 2011)

“Love is not Love: Elizabethan Sonnets”. Arthur F.Maroti.www.jsor.org (*ELH*

[Vol. 49, No. 2 (Summer, 1982)](https://www.jstor.org/stable/i339839), pp. 396-428 (33 pages) Published By: The Johns Hopkins University Press.

Gardner, Helen. Ed. *The Metaphysical Poets.* OUP, 1967.

Waudby, J. *Renaissance Poetry and Prose*. Malaysia: York Press, 2013.

Leila Hajjari, Hossein Aliakbari et al. “Philip Sidney’s Philosophy of Love and Beauty in Astrophil and Stella.” CS Canada: Studies in Literature and Language .11(2) 2015. ISSN 1923-1555. pp 42-49.

**Paper**- **British Romantic Literature (Paper 9)**

**Semester**- IV (Eng hons)

**Session**- Jan 2022-Apr 2022

**Units** 1,2,3 (12-15 lec/wk)

**Syllabus**

**Unit 1**

a) William Blake, from *Songs of Innocence and Experience*, (i) ‗Introduction‘ (to *Songs of Innocence*); (ii) ‗Lamb‘; (iii) ‗Tiger‘; (iv) ‗Chimney Sweeper‘ (*Songs of Innocence*); (v) ‗Chimney Sweeper‘ (*Songs of Experience*); (vi) ‗The Little Black Boy‘; (vii) ‗London‘.

b) Charlotte Smith, (i) ‗To Melancholy‘; (ii) ‗Nightingale‘

**Unit 2**

a) William Wordsworth, (i) ‗Lines Composed a Few Miles Above Tintern Abbey‘; (ii) ‗Ode: Intimations of Immortality‘.

b) Samuel Coleridge, (i) ‗Kubla Khan‘; (ii) ‗Dejection: An Ode‘

**Unit 3**

a) Lord George Gordon Noel Byron ‗Childe Harold‘: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)

b) Percy Bysshe Shelley (i) ‗Ozymandias; (ii) ‗Ode to the West Wind‘

c) John Keats, (i) ‗Ode to a Nightingale‘; (ii) ‗Ode on a Grecian Urn‘; (iii) ‗Ode to Autumn‘

**Course description**

This paper focuses on the Romantic period of English literature and covers a historical span of about 40 years (1789-1830). Individual units deal with both canonical and non-canonical writers of the period.

**Course Objectives**

This course aims to

 introduce students to the Romantic period in English literature, a period of lasting importance, since it serves as a critical link between the Enlightenment and Modernist literature;

 offer a selection of canonical poems and prose that constitute the core texts of the Romantic period;

 introduce marginal voices that were historically excluded from the canon of British Romantic writers; and

 provide an introduction to important French and German philosophers who influence the British Romantic writers.

**Teaching time**: 3 lecs/wk, 12 wk/sem

**Classes: unit wise break-up of syllabus**

**Week 1-**Introduction to Romantic period, intellectual and socio-historical developments

**Unit 1 – Wk 2,3- Background of authors, line by line analysis of poems, relating to themes**

a) William Blake, from *Songs of Innocence and Experience*, (i) ‗Introduction‘ (to *Songs of Innocence*); (ii) ‗Lamb‘; (iii) ‗Tiger‘; (iv) ‗Chimney Sweeper‘ (*Songs of Innocence*); (v) ‗Chimney Sweeper‘ (*Songs of Experience*); (vi) ‗The Little Black Boy‘; (vii) ‗London‘.

b) Charlotte Smith, (i) ‗To Melancholy‘; (ii) ‗Nightingale‘

**Unit 2 – Wk 4,5,6- Background of authors, line by line analysis of poems, relating to themes –Odes, similarity and difference between the two poets**

a) William Wordsworth, (i) ‗Lines Composed a Few Miles Above Tintern Abbey‘; (ii) ‗Ode: Intimations of Immortality‘.

b) Samuel Coleridge, (i) ‗Kubla Khan‘; (ii) ‗Dejection: An Ode‘

**Unit 3 –Wk 7,8,9- Background of authors, line by line analysis of poems, relating to themes**

a) Lord George Gordon Noel Byron ‗Childe Harold‘: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)

b) Percy Bysshe Shelley (i) ‗Ozymandias; (ii) ‗Ode to the West Wind‘

c) John Keats, (i) ‗Ode to a Nightingale‘; (ii) ‗Ode on a Grecian Urn‘; (iii) ‗Ode to Autumn‘

**Revision, written work in class, discussion, IA- Wk 10-12-Details of the author, relating to Romantic age and women writers (simultaneously taking tutorials on different topics)**

**Internal assessment-Total 25 marks- 2 (Presentation/Project Assignment**

**and ) and Attendance- 5 marks**

**Essential Reading:**

 J. J. Rousseau, ‗Discourse on the Origin of Inequality‘, Part One, in *Jean-Jacques Rousseau: Basic Political Writings* (Hackett Publishing Company, 1987) pp. 37-60.

 Immanuel Kant, ‗Analytic of the Sublime‘, in*The Critique of Judgment* (Cambridge University Press, 2001) pp. 128-49.

 William Wordsworth, ‗Preface to Lyrical Ballads‘, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594– 611.

-*Romantic Poets*. Ed. Kanav Gupta, Worldview Publications, New Delhi, 2015.

**Suggested Readings**:

<http://diffusion.org.uk/generator/blake_songs_experience_US.pdf>

<http://l-adam-mekler.com/lawder_stc_ww.pdf> (<http://www.jstor.org/stable/20057648?origin=JSTOR-pdf>)

Beer, John. *Coleridge’s Play of Mind*. Oxford: OUP, 2010.

Aggarwal, Bina. *Critical Essays On Wordsworth: A New Approach*. Oxford:OUP, 2009.

Wunder, Jennifer N. *Keats, Hermeticism and the Secret Societies.*Hampshire: Ashgate, 2008.

Steve,Clark. *Blake,Modernity and Popular Culture*. New York: Macmillan, 2007.

Levine, Alice. *Byron’s Poetry and Prose*. New York: WW Norton & Co., 2010.

Leask, Nigel. *Robert Burns and Pastoral Poetry*. Oxford: OUP, 2010.

Stuart Curran, *Cambridge Companion to British Romanticism*. Cambridge: Cambridge University Press, 1993.

-- Frank Jordan, ed. The English Romantic Poets: A Review of Research and Criticism fourth edition, (1985)

-- Rene Wellek History of Modern Criticism: 1750-1950 Volume 2 (1955)

-- Morse Peckham The Triumph of Romanticism (1970)

-- Jacques Barzun Classic. Romantic, and Modern (1961)

-- Marilyn Gaull English Romanticism: The Human Context (1988)

-- M. H. Abrams The Mirror and the Lamp (1953)

-- W. J. Bate From Classic to Romantic (1946)

-- Northrop Frye, ed. Romanticism Reconsidered (1963)

-- M. H. Abrams, ed. English Romantic Poets: Modern Essays in Criticism (1960)

 Harold Bloom, ed. Romanticism and Consciousness (1970)

 Anne Mellor, ed. Romanticism and Feminism (1988)

-- Mario Praz The Romantic Agony (1933)

-- M. H. Abrams, Natural Supernaturalism (1971)

-- Anne Mellor Romantic Irony (1980)

-- Harold Bloom The Visionary Company (1961)

-- Michael Cooke Acts of Inclusion (1979)

-- Thomas McFarland Romanticism and the Forms of Ruin (1981)

-- Edward Bostetter The Romantic Ventriloquists (1963)

-- Leslie Brisman Romantic Origins (1978)

-- Tilottama Rajan Dark Interpreter: The Discourse of Romanticism (1980)

-- David Simpson Irony and Authority in Romantic Poetry (1979)

Sharma, Lok Raj. “Nature: A Recurrent theme in Wordsworth’s Poetry.” *Scholars International Journal of Linguistics and Literature*.” Jan 2021.ISSN 2617-3468. Pp 14-20.

Jabeen,R. “Nature: In the hands of Wordsworth.” *International Journal of Linguistics, Literature and Translation.* Vol 1(2). 194-203.

Mc Gann, Jerome. *Byron and the Poetics of Adversity*. Nov 2022. ISBN 9781009232951.

**Paper/Course name**: AECC English (Ability Enhancement Compulsory Course) (under LOCF),

**Semester:** Sem II (Eng hons-both sections)

**Session**- Nov 2021-Mar 2022

**Classes** – 4 lec/week, **12-15** week/sem (approx)

**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 both creating and receiving communication. All speech and writing intends to persuade an audience of the author’s point of view, whether that audience is a single person or a large group. The art of persuasive speaking and writing depends crucially on clarity of thought regarding one’s own intentions. In addition, one must assume all audiences or readers to be skeptical and therefore difficult to persuade. In order to succeed at persuasion, one needs to use multiple persuasive strategies.

The ability to think critically is crucial for a good communicator and involves several steps: first, to be aware of where our ideas come from and to be aware of the power structures within which these ideas exist; second, to understand our audience and readers, their ways of thinking and their perceptions, so that we can attempt to alter those perceptions and persuade them to accept ours; third, to intelligently determine what tools we should use to appeal to our audience – to their logic, their emotions, their ethics and morality; and finally, to convey what we want to do once we have persuaded them, that is, to recognize our proposed course of action. All of these aspects are present in rudimentary form in our minds every time we speak or write, whether we are persuading our examiner to grade us well or convincing our parents to let us go on an outstation trip. We often use persuasive strategies instinctively but unconsciously. However, if we study every stage of this process systematically, we will be much more effective at communicating successfully -- in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 –interactive sessions |

**Syllabus**

1. **Understanding the Text (Definition)**

‘General Your Tank’ (public speech)

‘Why I Want a Wife’ (interpersonal dialogue)

‘Fire and Ice’ (group discussion)

‘Women’ (letter writing, intrapersonal dialogue)

2. **Contextualization and Perspectivism (Definition)**

‘A Lesson in Drawing’ (miscommunication, notes, analysis)

‘My Young Men Shall Not Work’ (report)

‘The Paper Bag Princess’ (monologue)

3. **Reception (Audience – Appeals)**

‘Much Madness’ (paraphrase, documentation)

‘Disability and Poetry: A Conversation’ (letter, summary, informal letter)

‘The Eyes Have It’ (close reading)

4. **Evaluation and Synthesis**

‘Ain’t I A Woman?’ (verbal and non-verbal communication, paraphrase, comprehension)

‘Imagine’ (semi-formal, public letter)

‘Girls’ (public speech, translation)

5. Analysis

‘Bosom Friend’ (report, analysis, argumentation)

‘An Enabling Garment’ (communication -- barriers and strategies, analysis)

‘Story of an Hour’ (dialogue)

**Classes: Units and Week wise division**

1. Introduction (WK- 1-2)

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

2. Language of Communication (WK 3-4)

Verbal and non-verbal, spoken and written (‘Ain’t I a Woman?’)

Personal communication (‘Why I Want a Wife’)

Social communication (‘Imagine’)

Business communication (‘Women’, ‘My Young Men Shall Not Work’)

Barriers and Strategies (‘An Enabling Garment’)

Intra-personal Communication (‘Women’)

Inter-personal Communication (‘Why I Want a Wife’)

Group communication (‘Fire and Ice’)

3. Speaking Skills (WK 5-7)

Monologue (‘The Paper Bag Princess’)

Dialogue (‘Why I Want a Wife’, ‘The Story of an Hour’)

Group Discussion, (‘Fire and Ice’)

Effective Communication, (‘Imagine’)

Mis-Communication (‘A Lesson in Drawing’, ‘The Eyes Have It’)

Public Speech (‘Girls’, ‘General, Your Tank is a Powerful Vehicle’)

4. Reading and Understanding (WK 8-10)

Close Reading (‘The Eyes Have It’)

Comprehension (‘Ain’t I a Woman?’)

Summary (‘Disability and Poetry’)

Paraphrasing (‘Much Madness’)

Analysis (‘An Enabling Garment’)

Interpretation (‘Ain’t I a Woman?’)

Translation from Indian languages to English and vice versa (‘Girls’)

Literary/Knowledge, Texts (‘Why I Want a Wife’, ‘Fire and Ice’, ‘Story of an Hour’)

5. Writing Skills (WK11-13)

Documenting (‘Much Madness’)

Report writing (‘My Young Men Shall Not Work’)

Making notes (‘A Lesson in Drawing’)

Letter writing (‘Women’, ‘Disability and Poetry’)

**WK- 14 and 15** revision of syllabus- clearing doubts, discussing earlier question papers, and model question paper. OBE mode questions discussed.

Scanned PDF’s were made available to the students. PPTs, Jam Boards and other online activities to highlight important concepts and themes and have class room interactive activities.

**Assessment- IA Presentation** – 15 marks. 10 marks-Online and uploaded in Google Classroom. Presentation and offline taken presentation. marks are also discussed with students for their improvement. The criteria of marking is mentioned beforehand to the students. Presentation topics based on chapters (Wk 8-9), Test- 10 marks-week 13 on writing skills. 5 marks attendance.

**Essential Readings**

Excerpts as given in the syllabus (Booklet)

Halder, Deb Dular and Prerna Malhotra (2015). *Communication Skills: Theory and Practice*, Book Age Publications, New Delhi.

**Suggested Readings**

Chakraborty, Madhumita, et al. (2017) *English Communication*, Macmillan Publication, New Delhi.

Halder, Deb Dulal, Anjana Neira Dev, Prerna Malhotra (2012). *Technical Writing: Theory and Practice*, Book Age Publications, New Delhi.

Kaul, Asha(2012) *Effective Business Communication*, PHI Learning Pvt. Ltd. New Delhi.

Malhotra,Prerna, et al.(2015*) Business Communication*, Book Age Publications, New Delhi.

Mishra,Gauri et al. (2016). Language through Literature. Primus Books, New Delhi.

R.J. Dixon: *Everyday Dialogues in English.* (1987),Reprint 2016)Prentice-Hall, NJ.

- various online interactive activities through Mentimeter Polls, youtube videos etc and also offline response in class (since offline class started). Hybrid mode helps- especially when the other semesters have exams and temporarily we shift to online classes.

**Paper/Course name**: AECC English

**Semester:** Sem II (other hons)

**Session**- Apr 2022-July 2022

**Classes** – 4 lec/week, **12-15** week/sem (approx)

**Course Objectives**

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**Syllabus**

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‘Much Madness’ (paraphrase, documentation)

‘Disability and Poetry: A Conversation’ (letter, summary, informal letter)

‘The Eyes Have It’ (close reading)

4. **Evaluation and Synthesis**

‘Ain’t I A Woman?’ (verbal and non-verbal communication, paraphrase, comprehension)

‘Imagine’ (semi-formal, public letter)

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‘Story of an Hour’ (dialogue)

**Classes: Units and Week wise division**

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Effective Communication, (‘Imagine’)

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**WK- 14 and 15** revision of syllabus- clearing doubts, discussing earlier question papers, and model question paper.

Class room interactive activities.

**Assessment- IA Presentation** – 15 marks. 10 marks-Online and uploaded in Google Classroom. Presentation and offline taken presentation. marks are also discussed with students for their improvement. The criteria of marking is mentioned beforehand to the students. Presentation topics based on chapters (Wk 7,8), Test- 10 marks-week 12 on writing skills. 5 marks attendance.

**Essential Readings**

Excerpts as given in the syllabus (Booklet)

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**Suggested Readings**

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R.J. Dixon: *Everyday Dialogues in English.* (1987),Reprint 2016)Prentice-Hall, NJ.

- various online interactive activities also done through Mentimeter Polls, youtube videos etc. And offline activities and discussions in class.

An attempt to work on the hybrid mode so that students have better understanding