

# Semester V

## Course 7: Reading Drama

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|----------------------------------------------|----------------------|
| COURSE CODE                                  | <b>ENCR 7</b>        |
| TITLE OF THE COURSE                          | <b>READING DRAMA</b> |
| SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT | <b>5</b>             |
| NO. OF CREDITS                               | <b>4</b>             |
| NO. OF CONTACT HOURS                         | <b>108</b>           |

### **1. Aim of the course:**

To develop in the students a taste for reading drama with practical knowledge of theatrical performances.

### **2. Objectives:**

On completion of the course, the students should be familiar with the plays of master-dramatists and will have developed the ability to appreciate and evaluate various types of plays.

### 3. COURSE OUTLINE

#### Module 1

*Macbeth* - William Shakespeare (72 hours)

#### Module 2 - One Act Plays (36 hours)

1. "The Swan Song" – Anton Chekhov
2. "How he Lied to her Husband" – George Bernard Shaw
3. "Before Breakfast" – Eugene O'Neil
4. "A Sunny Morning" – Serafin and Joaquin Alvarez Quintero
5. "Matsyagandhi" – M. Sajitha
6. "The Trick" - Erisa Kironde

### 4. CORE TEXT

Dr K Sujatha Ed. *On the Stage: One-Act Plays*. Orient BlackSwan.

### 6. MODEL QUESTION PAPER

(To be incorporated)

## Course 8: LANGUAGE AND LINGUISTICS

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|----------------------------------------------|--------------------------|
| COURSE CODE                                  | ENCR 8                   |
| TITLE OF THE COURSE                          | LANGUAGE AND LINGUISTICS |
| SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT | 5                        |
| NO. OF CREDITS                               | 4                        |
| NO. OF CONTACT HOURS                         | 90                       |

### 1. AIM OF THE COURSE

The course studies language and what it consists of. This is done through an examination of the internal organization of sound systems, words and sentences. The students of linguistics begin by learning how to analyse languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

### 2. OBJECTIVES OF THE COURSE

- To lead to a greater understanding of the human communicative action through an objective study of language.
- To familiarize students with the key concepts of linguistics and develop awareness of the latest trends in language study.

- To help students move towards better and intelligible pronunciation and to improve the general standard of pronunciation in everyday conversation.
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### 3. COURSE OUTLINE

#### MODULE I – LANGUAGE AND LINGUISTICS

(36 HOURS)

a) What is Language? - Arbitrariness – Interchangeability – Cultural transmission – Dialect – Sociolect – Idiolect - Register – Pidgin – Creole

b) What is Linguistics? - Traditional grammar and linguistics - Synchronic and diachronic linguistics – Evolution of the study of linguistics – Major linguists - Basic concepts in linguistics - Langue – Parole – Language as a system of signs – Signifier and signified - Competence - Performance

c) Branches of linguistics: Phonology - Morphology: Morphemes and allomorphs – Lexical/Content Words - Functional/Structural Words - Simple, complex, compound Words - Word Formation - Inflexion - Affixation - Parts of Speech - Word Order - Phrase - Clause - Syntax: PS Grammar – Transformational Generative Grammar - Basic concepts in Semantics - Applied linguistics

#### MODULE II – PHONETICS

(54 HOURS )

a) Air stream Mechanism - Organs of speech - Function of vocal cords – Soft palate action – Active and passive articulators

c) R P and G I E – Uniformity and Intelligibility – Mother tongue influence - Cardinal vowels – Vowels in R P - Diphthongs – Triphthongs - Consonants – Phonemes – Allophones

d) Suprasegmentals - Syllable - Stress and Rhythm – Weak forms and Strong forms – Sentence stress - Tone groups - Basic intonation - Juncture - Elision – Assimilation

#### **4. READING LIST**

##### **FOR MODULE I**

Krishnaswamy and Sivaraman: *An Introduction to Linguistics*

S. K. Verma and N. Krishnaswamy. *Modern Linguistics : An Introduction*. New Delhi: OUP, 1989.

H.A.Gleason. *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc., 1965.

H.A.Gleason. *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc., 1965.

##### **FOR MODULE II**

Daniel Jones. *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976.

A.C Gimson. *An Introduction to the Pronunciation of English*. London: Methuen, 1980.

J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008.

T. Balasubramaniam. *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.

T. Balasubramaniam. *English Phonetics for Indian Students : A Workbook*. New Delhi: Macmillan, 1992.

4. MODEL QUESTION PAPER (TO BE PREPARED )

## Course 9: LITERARY CRITICISM: THEORY AND PRACTICE

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|----------------------------------------------|-----------------------------------------|
| COURSE CODE                                  | ENCR 9                                  |
| TITLE OF THE COURSE                          | LITERARY CRITICISM: THEORY AND PRACTICE |
| SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT | 5                                       |
| NO. OF CREDITS                               | 4                                       |
| NO. OF CONTACT HOURS                         | 90                                      |

### 1. AIM OF THE COURSE

- 1 To familiarize the students with some of the key literary terms.
- 2 To introduce the various streams in literary criticism
- 3 To make them aware of the interdisciplinary nature of literary criticism
- 4 To develop the skills for appreciating literature

### 2. OBJECTIVES OF THE COURSE

At the end of the course the student

- Gets the feeling that every reader including himself/herself is a critic.
- Becomes able to differentiate between judgment and appreciation.
- Gets in touch with various movements and schools of thought.
- Comes to praxis from theory.
- Develops an interdisciplinary approach.

### 3. COURSE OUTLINE

#### MODULE I

(18 HOURS)

- a) Figures of Speech: Metaphor, Synecdoche, Irony
- b) Movements: Neo- classicism – Humanism - Magic realism – Symbolism - Russian Formalism - Absurd School – Modernism – Structuralism - Post structuralism - Post modernism - Deconstruction - Psychoanalytic criticism.
- c) Concepts: Intentional Fallacy - Affective Fallacy - Negative Capability – Myth – Archetype – Semiotics – Reader-response criticism.

#### CORE READING

Abrams, M.H. *A Glossary of Literary Terms*. VII Edn. New Delhi: Thomson Heinle, 1999.

#### MODULE II CLASSICAL CRITICISM

(18 HOURS)

Plato – Theory of Imitation (Mimesis)



Aristotle – Romanticism and Classicism

**CORE TEXT**

M.S. Nagarajan. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2008.  
Chapter I Classical Criticism

**MODULE III INDIAN AESTHETICS**

**(18 HOURS)**

Major Streams of Indian Aesthetics - Theory of Rasa - Rasa and Catharsis

**CORE READING**

V. S. Sethuraman. Ed. *Indian Aesthetics*. Ch. 3 “Highways of Literary Criticism in Sanskrit” by Kuppuswami Sastri. Ch. 13 “Rasa as Aesthetic Experience” by Mohan Thampi.

**MODULE IV**

**(18 HOURS)**

Romantic and Victorian Criticism - Twentieth Century criticism

**CORE READING**

M.S. Nagarajan. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2008; Chapter IV and V.

**MODULE V**

**(18 HOURS)**

**APPRECIATION OF LITERATURE (PRACTICAL CRITICISM)**

In this module, critical analysis of short poems and prose passages are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery, etc. Theoretical approaches may be avoided.

General (Background) Reading

1. Oxford Dictionary of Literary Terms
2. Peck John et al. *Literary Terms and Criticism*, New Delhi: Macmillan,1998.
3. Prasad, B. *An Introduction to English Criticism*. New Delhi: Macmillan. 1965.
4. Barry, Peter. *Beginning Theory* . Manchester and NY: Manchester Uty. Press, 1995.
5. Bertens , Hans. *Literary Theory: The Basics*. London: Routledge, 2001.

## Course 10: POSTCOLONIAL LITERATURES

|                                              |                                 |
|----------------------------------------------|---------------------------------|
| COURSE CODE                                  | <b>ENCR10</b>                   |
| TITLE OF THE COURSE                          | <b>POSTCOLONIAL LITERATURES</b> |
| SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT | <b>5</b>                        |
| NO. OF CREDITS                               | <b>4</b>                        |
| NO. OF CONTACT HOURS                         | <b>90</b>                       |

### 1. AIM OF THE COURSE

The course is intended to familiarize the students with the basic tenets of Postcolonial theory and literature and to inculcate in the student an awareness of diverse cultures and literatures.

### 2. OBJECTIVES OF THE COURSE

At the end of the course:

- The students will be familiar with literary productions that address issues related to cultural identity in colonized societies, the development of a national identity after colonial domination, and the ways in which writers articulate and celebrate such identity.

- The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it.

### 3. OUTLINE OF THE COURSE

#### **MODULE ONE: Prose**

**(36 hours)**

1. Taisha Abraham Ed. *Introducing Postcolonial Theories*.

Introduction and

Chapter I: 'The Colonizer and the Colonized'

3. Extract from Edward Said's *Out of Place*

#### **MODULE TWO: Poetry**

**(18 hours)**

1. Wole Soyinka : 'Procession I-Hanging Day'

2. Keki N Daruwalla : 'Pestilence in Nineteenth-Century Calcutta'

3. Mahmoud Darwish : 'Identity Card'

4. Derek Walcott : 'A Far Cry from Africa'

5. Claude McKay : 'The Enslaved'

6. Jean Arasanayagam : 'Family Photographs'

**MODULE THREE: Fiction**

**(18 hours)**

Chinua Achebe : *Things Fall Apart*

**MODULE FOUR: Drama**

**(18 hours)**

Mahasweta Devi : *Mother of 1084*

**4. CORE TEXT**

Dr P J George Ed. *Emergent Voices: Selections from Postcolonial Literatures*. Macmillan.

**6. MODEL QUESTION PAPER**

(To be incorporated later)

## Open Course (General)

### 2. Media Studies

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|----------------------------------------------|----------------------|
| Course Code                                  | <b>ENOG 2</b>        |
| Title of the Course                          | <b>Media Studies</b> |
| Semester in which the Course is to be taught | <b>5</b>             |
| No. of Credits                               | <b>4</b>             |
| No. of Contact Hours                         | <b>72</b>            |

### 1. Aims of the Course

- To improve the communication skills of students and their knowledge of English language in key areas of print, auditory and visual media.
- To train the students in the gathering of data and its organization for various media including newspapers, magazines, radio, television, film and the web.

### 2. Objectives

The following are the expected learner-outcomes of this course.

- The learners develop media literacy and learn to analyze, interpret, evaluate/judge print and visual news items and their persuasive role in a democratic polity.
- They master the basic skills of reporting, writing and presenting for the media - print and broadcast journalism and apply media writing.
- They grasp proficiency in cohesion, comprehensiveness, data interpretation, attractive presentation, style and information transfer.

### 3. Course Outline

#### **Module I: The Rise of Mass Media** (18 hours)

a. Introduction – Mass Communication - Theories of mass communication – Different types of Mass Media – Freedom versus Control – Need for social control

b. The Print Media – Different types – Editorials - Feature articles - Interviews - Letters to the editor

Lead: datelines - - By lines - Credit line - Headlines - Nut graph

b. Reporting - News reporting - Specialized reporting - Business reports - Sports reports - Obituary writing - Analyzing newspaper articles.

c. Editing: - Proof reading - Freelancing.

#### **Module II - Magazines and Periodicals** (18 hours)

a. Nature of periodical articles - feature writing and article writing - Angle, structure and organization - Types of articles included in magazines - Writing for magazines - Action, angle and anecdote.

b. Composing magazine covers - Planning the contents of a magazine - Planning a photo shootout - Planning and writing a true life story.

#### **Module III- Electronic and Digital Media** (18 hours)

a. Radio - Understanding the language of radio presenters - Radio skills - Understanding the

process of broadcasting - Broadcast writing - Giving post-production feedback - Radio jockeying.

b. Visual media - Television skills - Understanding the pre-production process - Writing for the media - Interviews - Reviews - Profiles - Travel writing - Scripting for TV programmes - Preparing a film schedule - Editing a TV Documentary – Anchoring -

Presentation for the Media - Presenting with and without script.

c. Digital Media

E-books, E-magazines, E-mail - Blog - Planning and writing a Blog - Web page Designing - Creating a pod cast - Technical writing

#### **Module IV – Advertising**

(18 hours)

a. Introduction to advertising - Advertisements in different media - Classified ads - Texts – Captions - Logo design - Story board of advertisements

b. Copy editing Process - Guiding principles of editing - Selling your services to a potential client - Creating print ad, Screen ad - Presenting a finished ad

#### **4. Reading List**

##### **A. Select Reading List**

1. McQuail, Dennis. *Mass Communication Theory*. New Delhi: Vistaar Publications, (only Part I and II of the book)
2. Richardson, Brian. *The Process of Writing News: From Information to Story*. Pearson Education.
3. Thwaites, Tony, Davis, Lloyd, and Mules, Warwick. *Introducing Cultural and Media Studies*. Palgrave MacMillan.
4. Watson, James. *Media Communication: an Introduction to Theory and Process*. Palgrave MacMillan.
5. Stovall, James Glen. *Writing for the Media, Sixth Edition*. Pearson education, 2006.
6. White, Ted. *Broadcast Newswriting, Reporting and Production*. Macmillan.
7. Feldman, Tony. *An Introduction to Digital Media*. Sujeeth Publications, 1989.
8. Everett, Anna and Cladwell, John T. *New Media: Theories and Practices of Digitextuality*. Routledge.



## **B. For Further Reading**

1. Lewis, Richard L. *Digital Media: An Introduction*. Prentice Hall.
2. McGiffort, Robert M. *The Art of Editing the News*. Chilton Book Co., 1978.
3. Smith, Leila R. with contributions from Barbara Moran. *English for Careers: Business, Professional and Technical*. Pearson/Prentice Hall.
4. Narasimha Rao, P. V. L. *Style in Journalism*. Orient Blackswan.
5. Stein. *Newswriter's Handbook*. Blackwell rpt.2006.
6. Ceramella, Nick and Lee, Elizabeth. *Cambridge English for the Media*. CUP
7. Dev, Anjana Neira, Marwah, Anuradha and Pal, Swati. *Creative Writing: a Beginner's Manual*. Pearson Longman (Unit 4 only)

## **5. Web Resources**

info@ scottish screen.com

<http://www.scottishscreen.com>

<http://www.subtle.net/empyre>

<http://www.desvirtual.com>

<http://www.inplaceofthepage.co.uk>

## **6. MODEL QUESTION PAPER**

(To be incorporated)