

KANNUR UNIVERSITY

B.A Programme in Functional English

Restructured Curriculum and Syllabi 2009

Prepared by

**Board of Studies
Functional English**

FOREWORD

The initiation of Kerala Higher Education Council (KSHEC) for the formulation of a scheme for restructuring the under graduate Education has been potentially instrumental for the making of the Curriculum and syllabi of B.A. Programme in Functional English. The Kannur University accepted the proposal and is on its way to implement the new system from the academic year, 2009-10.

The major aspects of the reforms proposed by KSHEC are semesterisation, choice-based credit system, continuous evaluation and Grading. These reforms mark a departure from the existing system in its content and method. A radical transformation in the academics was envisaged. It is a transformation from teacher-oriented to student –oriented mode. It is a knowledge-imbibing process in which the students are no more passive recipients of knowledge, but active participants and the teachers not deliverers of information and knowledge but facilitators and motivators. This necessitated a major curriculum reform. Such a task demanded the involvement of all teachers, from the very concept formation to the implementation level. It is in the backdrop of this concept that the Board of Studies was entrusted with the work of conducting workshop for preparing the curriculum and syllabi of the Programme.

The essential work of the Restructuring of the Curriculum and syllabi was completed in four phases

- (1) Discussions in the several sittings and the individual home work of the Board members.
- (2) Consultation with Subject experts
- (3) Five day workshop for teachers who teach *Functional English* in various colleges affiliated to Kannur University and The University of Calicut

ACKNOWLEDGEMENT

The Board of Studies is grateful of the sincere efforts of all the teachers who took part in the Five-day workshop without which this curriculum and would not have been realized.

The suggestions and guidelines offered by the Experts and Resource Persons, before, during and after the workshop have been very valuable.

I feel very contended and proud that the board functioned as a committed creative and hardworking team with one mind. I express my gratitude to all hands and hearts in making this attempt a reality and success.

The Board received all sorts of encouragement, motivation and support from the University authorities and the Kerala State Higher Education Council.

Prof. Haroon Rasheed K
Chairman, Board of Studies,
Functional English.

AIMS AND OBJECTIVES OF THE PROGRAMME

THE Curriculum of B.A. *Functional English* has been designed keeping in view the role of English as a major language of international communication in the present world scenario. A multi-focal academic Programme, this U.G. Programme aims at equipping the student with excellent communicative skill in diverse applications of English Language designed to open up a wide spectrum of career avenue in a fast evolving knowledge society. The syllabi is designed in such a way to give the student an exposure in English literature.

Features:

- Advanced Level English Programme with an interactive approach.
- Primary focus on basic language skill-LSRW(Listening, Speaking, Reading and Writing)
- Application of English in major area-Media, Business, Creative writing, Translation, Advertising, Film, sports and Entertainment.
- Fostering human values through exposure to major works of literature in English and stimulating self-exploration and self-expression.

Members of the Board of Studies Functional English

Chairman

Prof. K. Haroon Rasheed,
Course Co-ordinator (English)
School of Distance Education
Kannur University

Members

Dr. Rajan George
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Sri. Gopinathan Nelliyeri,
Lecturer (Sel. Grade), Sir Syed College ,
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Dr. K.Vimala,
Reader and Head of the Dept of English, Sri Ayyappa College
Nagercoil, Tamilnadu.

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Dr.Jayaraj P.V.
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Sri.N.M. Babu,
Department of English, Govt. Brennan College, Dharmadam.

Sri. M. Abdul Rahman,
Dept. of English, Govt. Arts and Science College, Calicut.

COURSE STRUCTURE FOR BA FUNCTIONAL ENGLISH PROGRAMME

Working days per semester	: 90
Credit for Common Course	: 38
Credit for Core Courses	: 54
Credit for Complementary Courses	: 24
Credit for Open Courses	: 04
Total Credit for the Programme	: 120

Table for Common Courses

No	Semester	Course Code	Title of the Course	Contact hour/week	Credits
1	I	1A01ENG	Common Course I English	5	4
2	I	1A02ENG	Common Course II English	4	3
3	I	1A07ADL	Common Course I Additional Language	4	4
4	II	2A03ENG	Common Course III English	5	4
5	II	2A04ENG	Common Course IV English	4	3
6	II	2A08ADL	Common Course II Additional Language	4	4
7	III	3A05ENG	Common Course V English	5	4
8	III	3A09ADL	Common Course III Additional Language	5	4
9	IV	4A06ENG	Common Course VI English	5	4
10	IV	4A10ADL	Common Course IV Additional Language	5	4

Table of Core Courses

No	Semester	Course Code	Title of the Course	Contact hour/week	Credits
1	I	1B01FNG	Methodology - Humanities	6	3
2	II	2B02FNG	Methodology –Functional English	6	3
3	III	3B03FNG	Informatics	4	3
4	III	3B04FNG	Communicative Grammar- Part I & II	5	4
5	IV	4B05FNG	Indian Writing in English	4	3
6	IV	4B06FNG	Phonetics & Conversation English	5	4
7	V	5B07FNG	Introduction to Linguistics	5	4
8	V	5B08FNG	Media Studies- Part I & II	5	3
9	V	5B09FNG	Introduction to Literature Part I & II	5	4
10	V	5B10FNG	English for Business Communication	5	4
11	VI	6B11FNG	Translational Studies I & II	5	4
12	VI	6B12FNG	Introduction to Theatre	4	4
13	VI	6B13FNG	Introduction to Literary theory & Criticism	4	4
14	VI	6B14FNG	Literary Appreciation	4	3
15	VI	6B15FNG	Film Studies	4	2
16	VI	6B16FNG	Project	2	2

Table for Complementary Courses

No	Semester	Course Code	Title of the Course	Contact hour/week	Credits
1	I	1C01FNG	Journalism/Fiction	6	6
2	II	2C02FNG	Journalism/Fiction	6	6
3	III	3C03FNG	Social and Cultural History of Britain-Part I	5	6
4	IV	4C04FNG	Social and Cultural History of Britain-Part II	3	2

Table for Open Courses

No	Semester	Course Code	Title of the Course	Contact hour/week	Credits
1	V	5D01FNG	English Language Skills	2	2
2	VI	6D02FNG	Literature in Translation	2	2

Core Course-I

METHODOLOGY-HUMANITIES

Code : 1BO1 FNG

Contact Hrs/week: 6

Credit: 3

1. AIM

- The course is intended to introduce the student to the methodological issues that are specific to the disciplines referred to as the humanities and to inspire in the student a critical perspective with which to approach the disciplines under the humanities.

2. OBJECTIVES

On completion of the course, the student should be (able):

- To know the distinction between the methodologies of natural, social and human sciences
- To understand the questions concerning the relation between language and subjectivity as well as those pertaining to structure and agency in language
- Aware the theories of textuality and reading both western and Indian.

3. COURSE OUTLINE

MODULE I

Introduction - difference between the natural, social and the human sciences -facts and interpretation - history and fiction - study of the natural world compared to the study of the subjective world - study of tastes, values and belief system - the question of ideology

CORE READING

- Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983. Chapter: 'What is Literature?'
- EH Carr. *What is History?* Ed 2. London, Macmillan. 1986. 1-

24, 50-80 (Chapter 1: *The Historian and His Facts & Chapter 3: History, Science and Morality*)

GENERAL READING

> Peter Widdowson. *Literature*. London, Routledge. 1999

MODULE II

Language, Culture and Identity - the relation between language, culture and subjectivity - the question of agency in language - the social construction

MODULE IV

Indian theories of knowledge - Methodologies of Indian knowledge systems - what is knowledge - concepts of knowledge in the Indian tradition - origin and development of Indian philosophical systems

reality - language in history - language in relation to class, caste, race and gender-language and colonialism.

CORE READING

- Peter L Berger and Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Harmondsworth: Penguin, 1966. 13-30. Introduction
- J.G. Merquior, *From Prague to Paris*. London: Verso, 1986. 10-17, Chapter 1, Sections *The Linguistic Paradigm* and *From Language to Culture*,

GENERAL READING

- Rosalind Coward and John Ellis, *Language and Materialism*. London: Routledge, 1977.

MODULE III

Narration and representation - reality and/as representation - narrative modes of thinking - narration in literature, philosophy and history - textuality and reading

CORE READING

- Shlomith Rimmon Kenan, *Narrative Fiction: Contemporary Poetics*. London: Methuen, 1981. Chapter 1.
- Javed Akhtar, "The Syntax of Secularism in Hindi Cinema," in *Composite Culture in a Multi-cultural Society*, ed. Bipan Chandra and Sucheta Mahajan. New Delhi: NBT and Pierson, 2007.265-72.

GENERAL READING

- Linda M Shires and Steven Cohen, *Telling Stories*. London: Methuen, 1985.

CORE READING

- M. Hiriyanna, *Outlines of Indian Philosophy*. London. 1956. Chapters 1 &2.
- Debiprasad Chattopadhyaya. *Indian Philosophy: A popular Introduction*. New Delhi, Peoples Publishing House, 1982. Chapters 4, 8 & 24.

GENERAL READING

- S.Radhakrishnan. *Indian Philosophy*. 2 vols. London, 1943.

Note on Course work

The teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given below. While the student should be encouraged to read the recommended section of the

text or the whole text outside the class hours, representative excerpts from individual texts (to be selected by the teacher) may be used for intensive reading in the class.

4. CORE TEXT

(A student book containing the above lessons will be made available)

5. MODEL QUESTION PAPER

(To be incorporated)

Core Course II

METHODOLOGY-FUNCTIONAL ENGLISH

Code: 2BO2 FNG

Contact Hrs/week: 6

Credit: 3

- 1 To familiarize the students with the concept of Functional English as a multi-focal discipline.
- 2 To chart the areas of application of Functional English.
3. To highlight the methods/techniques/strategies employed in the learning/teaching of English.
4. To provide a deeper understanding of the major theories of learning/teaching/acquisition of language to enable the students to undertake A theoretically informed analysis of language.
5. To help the students gain an insight into the evolution of language and the role of English as an International medium of communication.
6. To enable the students to tap the resource of ICT in the acquisition of communication skills.
7. To empower students to be an active participant/contributor in the knowledge society,

Objectives

On completion of the semester (1) the student will have a general understanding of the concept of F.E as a multi-focal discipline (2) He will have a deeper understanding of the major theories of learning and teaching

Course Structure

Module I. Evolution of human language uniqueness of human language English as a Global Language -Michael Halliday's concept of Functionalism – Functions of Language:

1. Instrumental
2. Regulatory
3. Interactional
4. Personal
5. Heuristic
6. Imaginative
7. Representational

Module II: Functional English - definition—conceptualization in the light of the Purposes/ functions of language - Acquisition of skills required to use current English in a variety of contexts - Role of students *as* generators of knowledge.

Use of English in various text types.

Functional English as a multi-focal discipline-Primary focus on communication

Skills - ELT

L\$RW - Grammar – Phonetics - vocabulary building.

Varieties of English - British and American.

Module III: English- Its application

1. Media: Radio, TV, Print—Formats and stylistics— Films—Web Resources –
Webliographical flair.
2. Literature/Creative Writing- different genres -methods of analysis,
3. Business English; Business Communication- Business vocabulary — meetings –
presentations – negotiations - socialising - Biz journals and periodicals.
4. Translation: Role of translation in the Indian/International context—Equivalence-
cultural transaction-Translation in the IT era.
5. Sports and Entertainment: announcing—compering—commentaries

Module IV: (a) Approaches to language: Acquisition/Learning/Teaching Grammar

Translation Method

Direct Method

Audio-lingual Method

Communicative approach

Notional Functional Approach

Task-based Language Teaching

(b) Theories

Behaviourism— Cognitivism- Social Development Theory—Cooperative Learning— Universal Grammar.

Reference Books

1. Nagaraj, Geetha. English language Teaching. Hyderabad: Orient Longman, 2008.
2. Trask R. L. Key Concepts in language & Linguistics. London: Routledge, 2004.
3. Trask R. L. Language the Basics. London : Routledge, 2003
4. Halliday MAK. Spoken and written Language. London: OUPP, 1989
5. Halliday MAK. An Introduction to Functional Grammar. London: Arnold, 1994
6. Mathew, et al. Language Curriculum: Dynamics of Change (Vol. I & II). Orient Longman
7. Tickoo, M. L. Teaching and Learning English. Orient Longman
8. Vygotsky, L. S. Mind in Society. Cambridge: Harvard University Press, 1978
9. Richards, Jack C and Theodore S Rodgers. Approaches and methods in language teaching .Cambridge : CUP, 1995.
10. Hatim ,Basil and Jeremy Munday. Translation: An Advanced Resource Book. Oxon: Routledge,2004.
11. Crystal, David. English as a Global Language. Cambridge: CUP, 1997.

12. Mascull, Bill. Business vocabulary in Use. Cambridge : CUP,2004.

Evaluation

Continuous Assessment: Weightage : 10

Test paper	2
Assignment:	2
Project /Seminar	4
Attendance	2

End Semester Examination Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9x1)	9
III	Short Essay: (100 words)	7out of 10 (7x2)	14
IV.	Long Essay (300 words)	1 out of 2 (1 x 4)	4
		Total	30

Core Course III
INFORMATICS

<p>Code: 3BO3 FNG Contact Hrs/week: 3 Credit: 4</p>
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1. AIM

This course introduces students to all the different aspects of Information Technology and Computers that an educated citizen of the modern world may be expected to know of, and use in daily life. The topics in the syllabus are to be presented as much as possible with a practical orientation so that the student is given a perspective that will help him to use and master technology.

2. OBJECTIVES

Upon completion of the course:

- The student will have a thorough general awareness of Computer hardware and software from a practical perspective.
- The student will have good practical skill in performing common basic tasks with the computer.

3. COURSE OUTLINE

MODULE I: GENERAL INTRODUCTION

Outline history of the development of computers - Types of computers- PC/ Workstations - Laptops - Palmtops - Mobile Devices - Notebooks - Mainframes - Supercomputers - Significance of IT and the Internet

MODULE II: INTRODUCTION TO BASIC HARDWARE

Monitor - CRT and LCD - issues - CPU-mouse-keyboard-processor types - Ports - USB 2.0 - IEEE Firewire - IDE/SATA connectors - Input-output devices - Printers-scanners-graphic tablet-thumb drive- modems-digital cameras-microphones-speakers. Bluetooth devices

MODULE III: INTRODUCTION TO SOFTWARE

Topics: Operating Systems - Windows- Windows versions- Linux - Linux distributions- Free software- software licenses - GNU public license- other licenses. Open Source - Source Code FOSS. Installing Windows and Linux - BIOS - Changing boot order. Installing software in Windows and Linux - Drivers for peripherals - Software Tools (applications) - Windows software tools- Word, PowerPoint, Excel - Linux tools - Open Office, etc. Advanced applications - Photoshop, GIMP, Spreadsheets, Database tools in Windows and Linux. Dream weaver etc. Text-to-speech, OCR tools, speech recognition Content Management Systems-Learning Management Systems-Content Authoring tools- Blogs. Assistive technology for the handicapped -JAWS, NVDA. Virtual Reality, Quick Time Virtual Reality - Security issues-viruses - antivirus tools. File encryption- Cryptography. Various file formats and extensions- (eg: .jpg, .doc, .bmp .avi etc) format reading software-converting between formats- proprietary formats- formats that software save files in. Developing Software - Programming Languages- C++ - Visual Basic-Java-python etc. (introduction only).

MODULE IV: INTRODUCTION TO NETWORKING AND THE INTERNET

What is Networking - LAN- WAN- Wireless networks - Benefits of Networking- file sharing- sharing of printers- examples - networking in an office- in an internet cafe. The Internet- HTML- websites - blogs - search engines-e-mail-chat-wikis-social networking-file sharing- net banking- shopping on the internet- booking a rail ticket online- checking telephone directories online Checking electoral rolls at the Election Commission site- Online maps etc. Security issues- Hacking- Phishing etc.

MODULE V: KNOWLEDGE RESOURCES ON THE INTERNET

Encyclopedias - libraries - book sites -journals - content repositories - online education - other information sites - internet directories - other information sources - websites of universities and research institutions -

COIL, TDIL sites. Information Feeds - RSS, Atom etc. Online courses and Virtual Universities

MODULE VI: COMPUTER LOCALIZATION >

What is localization - using computers in the local languages in India - language packs for operating systems and programs - fonts -Unicode - ttf-ASCII - keyboard layout issues - official layouts - software tools for typing local languages - government developed tools - TDIL project - Bharateeya Open Office - Using local languages in Linux. CLIK Keralam site -, (Centre for Linguistic Computing Keralam)

4. CORETEXT

(A text containing the above lessons will be made available)

5. MODEL QUESTION PAPER

(To be incorporated)

Core Course IV

COMMUNICATIVE GRAMMAR I&II

Code: 3 BO4 FNG

Contact Hrs/week: 5

Credit: 4

Aim and Objectives

- To familiarize the students with the function of grammatical items used in spoken / written language.
- To initiate students to the different ways in which structure can be transformed.
- To familiarize students using various terms without directly referring to the technical terms.
- To train the students to use the language with confidence without committing errors.
- To equip students to send / receive messages using the various categories without directly naming them.

1 Different approaches to the study of grammar

Prescriptive/ descriptive approaches - grammaticality — acceptability — appropriateness - grammar in context - grammar in spoken and written English - level of usage — formal and informal English - formal and functional labels

2. Referring to people and things and giving additional information about them

Identifying people and things (nouns) - referring to people/things without naming them (pronouns) - identifying what is being talked about (determiners) - describing people/ things (adjectives) - words used as classifiers, quantifiers, qualifiers etc.

3. Making a message

Transitivity/ intransitivity - complementation - talking about closely linked action - using two verbs together (eg:- She stopped crying)

4. *Transforming messages*

Making statements, questions, orders and suggestions - denying -rejecting - disagreeing - possibility - ability, permission, obligation etc

Course II Communicative Grammar II

1. Expressing time

Referring to present, past and future time - use of adjuncts - frequency and duration.

2. Talking about manner and place

Information about place, manner - position of adjuncts - types of adverbs (time, frequency, duration etc)

3. Reporting what people say/think

Reporting verbs - reporting someone's actual words - reporting in one's own words.

4. The structure of information

Focusing on the thing affected(passive voice) - selecting focus (left structure) - taking the focus off the subject (impersonal 'it' etc.) – Introducing something new (with 'there') - focusing on information using adjuncts..

Suggested Reading

Collins Cobuild English Grammar

A Communicative Grammar of English by Geoffrey Leech and J Svartvik.

Core Course-V
INDIAN WRITING IN ENGLISH

Code: 4BO5 FNG

Contact Hrs/week: 4

Credit: 3

Aims

To familiarize the students with the Indian variety of English as used by Indian English writers.

To enable students to have an overall perspective of Indian Writing in English.

Objectives

By the end of the semester the student will be familiar with the English used by various Indian writers who write in English. He will have an overall view of Indian writing in English.

Course Structure

Module I

Indian Writing in English: An introduction

Module II: Poetry

Rabindranath Tagore: 'Leave This' from *Githanjali*

Sarojini naidu: Palanquin Bearers

Nizim Ezekiel: "Night of the Scorpion"

Kamala Das: Words

Parthasarathi: Exile

A. K. Ramanujan: A Very Indian Poem in Indian English

Dileep Chitre: Father Returning Home

Daruwala: On Killing a Tree

Module III: Prose

Mahatma Gandhi: *My Experiment with Truth*

Arundhathi Roy: *Public Power in the Age of Empire*

Module IV: FictionSasi Deshpande: *That Long Silence***Module V: Drama**Girish Karnad: *Yayathi***Core Books**Naik, M. K. (Ed). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav

Publications, 1984 All the prescribed texts in Module I to IV

valuation**Continuous Assessment**

Item	Weightage
Assignment:	4
Test paper	2
Seminar	2
Attendance	10

End Semester Examination**Question Paper Pattern**

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9x1)	9
III.	Short Essay : (100 words)	7 out of 10 (5 x 2)	10
IV.	Long Essay (300 words)	1 out of 2 (2x4)	8

Total 30

Core course VI

Phonetics and Conversational English

<p>Code: 4 B06 FNG Contact hrs: 5 Credit - 4</p>
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Aims and Objectives:

- 1 To help students develop oral communication skills, and to attain a neutral accent with internationally accepted pronunciation standards.
- 2 To improve the listening and speaking skills to enable them to freely participate in debates, discussions etc.
3. To rodke students competent to ask and answer questions, besides eliciting information from others, with reference to different contexts.

Module 1

Phonetics: An introduction

- A. Phonetics as a branch of Linguistics - Difference between the written and the spoken forms-primacy of speech.
- ... B. The Air-stream Mechanism and Organs of Speech - Pulmonic Air-stream - Egressive and Ingressive air-stream - The respiratory system - Articulatory and Phonatory systems - Organs of speech - Larynx. Roof of the mouth - the tongue -the lip etc.
- C. Transcription: Phonetic and phonemic transcription - International Phonetic Alphabet (IPA) - Phonemes and Allophones - Complementary- and Contrastive distribution - free variation - Transcription Practice (words, phrases and sentences)

A. Module 2: *Description and classification of speech sounds:*

Consonants: Three term labels based on manner of articulation, place of articulation and voiced voiceless

Vowels : Pure vowels and diphthongs - Three-term labels - Cardinal vowels

The Syllable: Syllabic structure - consonant clusters - syllabic consonants

- B. Stress. Accent and Intonation - Primary and secondary stress - Monosyllabic. Disyllabic and poly-syllabic words - Accent in compound words - the tone - Rising falling OR Falling rising etc.

Accent and Rhythm in connected speech - Stress timed and syllable - timed rhythm - Weak forms - content words and form words

Module 3. *Conversational English*

A. Greeting and Introducing:

Meeting people -exchanging greetings -taking leave -introducing oneself - introducing others.

B Making requests enquiries

Making enquiries over phone - Direct requests/ enquiries -
Responding to requests enquiries - Asking for the time and date.

C. Asking for and Giving permission

Getting people's attention - interrupting - Asking for and giving/
refusing permission.

(Conversational English Continued)

Module 4. Asking for information

Asking for directions - Asking if someone agrees - Asking about preferences/
possibilities - Asking for details - Asking if someone knows etc. - Answering
these questions.

Recommended Reading

- 1 Balasubramanian, T.: A Textbook of English Phonetics for Indian Students, Mc Millan India.
2. Balasubramanian, T.: English Phonetics for Indian Students, A Workbook, Mc Millan India.
- 3 Jones Daniel.: English Pronouncing Dictionary, Cambridge University Press.
- 4 Sadananda Kamalesh and Punitha Susheela: Spoken English: A Foundation Course, Orient Blackswan.

Suggested Reading

Core Course-VII
INTRODUCTION TO LINGUISTICS

Code: 5 B07 FNG Contact Hrs week: 5 Credit: 4
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Aims

- To introduce the basic concepts of Linguistics and to familiarize the students with the fundamentals of Modern Linguistics

Objectives:

- To familiarize the students with the origin and development of language with special reference to English
- To introduce the students to various levels of linguistic analysis- Phonology, morphology, Syntax and Semantics
- To provide a brief historical survey of the development of Modern Linguistics
- To sensitize the students to the application of Linguistics in different areas
- To introduce the students to Discourse Analysis

Course Outline

Module I

- Language : its origin and development
- Differences between animal and human communication
- The characteristic features of human language
- The place of English in the Indo European family of languages

Module II

- Nature and scope of Linguistics
- A brief survey of linguistics
- The contributions of Bloomfield, Saussure and Chomsky
- Branches of Linguistics: Psycholinguistics, Sociolinguistics & Anthropological

linguistics

- Key concepts :-Langue & Parole; Competence vs Performance; Sign vs symbol;

Diachronic vs synchronic Approaches; Syntagmatic vs Paradigmatic relationships

Module 111

- Levels of linguistic analysis
 - Phonetics- Phonology— Phonemes and allophones
 - Morphology-morphemes and allomorphs
- Word formation-inflection and derivation—word-building processes

Module IV

- Traditional grammar and structural grammar
- Immediate Constituent Analysis
- Phrase Structure Rules

Module V

- o Syntax
- o Semantics:- Denotative, connotative, thematic, social, lexical, grammatical meaning -sense and reference
- o Discourse Analysis: a) Cohesion
b) Coherence

Core Reading

Syal, Pushpinder, and DVJindal. *An Introduction To Linguistics: Language, Grammar and Semantics*. (Eastern Economy Edition) New Delhi: PHI, 2007.

Reference

Lyon, John. *Language and Linguistics- An Introduction*. Cambridge: Cambridge University Press, 1999.

Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 1995.

Crystal, David, *Linguistics*. Harmondsworth : Penguin, 1998. Verma, S K, and N Krishna Swamy. *Modern Linguistics: An Introduction*. New Delhi: OUP, 1998.

Hall, Christopher J. *An Introduction to Language and Linguistics*. Viva Continuum Edition, 2008.

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

Evaluation

Continuous Assessment

Item	Weightage
Assignment:	2
Test paper	2
Record Seminar	4
Attendance	2

End Semester Assessment weight:30

Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9x1)	9
III	Short Essay : (100 words)	7 out of 10 (7x2)	14
IV.	Long Essay (300 words)	1 out of 2 (1x4)	4
		Total	30

Core Course VIII
Media Studies I & II

Code: FNG5BO8 Contact Hrs /week: 5 Credit: 3

Aims and Objectives

1. To enable students to critically evaluate the media and its relation to the democratic process,
2. To create critical awareness about the relationship between society and media, and the historical developments.
3. To analyse media functions and operations and their impact,
4. To equip students with the required skills/ knowledge to critically evaluate media contents.
5. To introduce the subject of media studies as an academic discipline and as a professional practice.

Part I

Media Studies: An Introduction to Theory

Module I

Introduction to Communication: What is communication? Elements of communication - Types of communication: (field of communication studies)
Intrapersonal/ Interpersonal/ Group/ Intercultural/ Business and Mass Communication- Types of Mass Communication - Print and Electronic Media - Characteristics of Mass Communication-Models of Communication : Lasswell - Shannon and Weaver -Gerbner - Jakobson - Functions and Impact of Mass Communication.

Module 2

- A. History of Communication Technologies (A brief overview: gestures/ speech/ printing/ telephone/Radio/ TV/ film/ satellites/ computers/ cell-phone)
- B. Modern Communication Technologies - Their Evolution
Print Media and the Age of Enlightenment - Democratisation of knowledge World War I and the Radio - Television and Infotainment.

Computers and Satellite Communication (Digital Media) Communication and Globalization

- C. Brief History of Print and Electronic Media in India -Major Newspapers and Periodicals - From Colonialism to Independence and after - Liberalisation and the New Media

Module 3

MASS MEDIA-KEY ASPECTS

- A. Mass media and Public Opinion -Mass media and Democracy - 'Spectator Democracy* Media and Human rights - Media and Power - 'Ideological State Apparatus' The concept of 'Hegemony" - 'Hot and Cool Media" 'Global Village' -
-
'Information Society'- 'Media Convergence' - Media Effects -'Information Overload' and 'Cultural Invasion'-'Couch and Mouse Potatoes'etc.
- B. Media and Education: As a tool of informal education -A.I.R and Doordarshan and Educational Programmes - SITE, Country Wide Classrooms, Gyandarshan, VICTERS etc. Internet and education

Part II

MEDIA STUDIES -PRACTICE

Module 4: The students are expected to gain useful experience in the field of Media Studies by undertaking any of the following activities

- A. Presenting a paper on any topic, choosing the Research Method of 'Content Analysis'

OR

- B. Critical analysis and evaluation of programmes on various channels (News, News-based programmes , Special Audience Programmes, Serials, Reality Shows, Talk Shows, Panel Discussions, etc.)

OR

- C. Critical analysis and evaluation of newspaper stories, editorials, magazine articles, Layout and design, Readership surveys etc.

Recommended Reading :

1. De Fluer & Dennis . Understanding Mass Communication , Goyal Saab, Delhi
2. Kumar, Keval, J : Mass Communication in India
3. Me Luhan, Marshall: Understanding Media (Routledge)
4. Marsen, Sky : Communication Studies, Palgrave
5. Watson, James : Media Communication, Palgrave

Suggested Reading

1. John, Hartley - Key concepts in Communication, Cultural and Media studies
(Routledge)
2. Merrill, John et al : Modern Mass Media, Harper Collins
3. Villanilam, J V : Mass Communication In India : A Sociological Perspective,
Sage Publishing
4. Casey , Bernadette et al - Key concepts in Television studies Routledge
5. Dizard ,W. Jr ; Old Media , New Media : Mass Communication in the
Information
Age, Longman
6. Fiske, J : Introduction to Communication Studies, Routledge
7. Fiske, J : Television Culture, Methuen
8. Flew, T : The New Media , OUP
9. Curran, James et al: Mass Communication and Society, Edward Arnold

Core Course IX

<p>Code: 5 BO9 FNG Contact hrs/week: 5 Credit : 4</p>
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Introduction to Literature -1 & II

Aims and Objectives

- 1 To familiarize students with various genres, key terms and movements relating to literature.
2. To equip them with the necessary skills to apply critical tools to appreciate and analyse literary works.
3. To acquire an awareness of historical developments in literature in various socio- political-cultural contexts.

Module 1

General overview of origin and development of various literary genres in POETRY.

Subjective vs Objective Poetry

- A. Types: Lyric, Ode, Sonnet, Elegy, Idyll, Epic, Ballad, Satire
- B. Stanzaic forms : Heroic Couplet, Terza Rima, Chaucerian Stanza, Ottava Riina, Spenserian Stanza, Blank verse.

Module 2

Movements and Ages: Metaphysical school, Classical Age, Romantic Age, Victorian Age, Pre-Raphaelites, Oxford Movement, Decadence, Georgian Poetry, Modernist Movement, Poets of the First World War - War Poets (II World War) Post-modernism.

Module 3

- A. **The Essay:** Types - Personal and Impersonal - Montaigne and essay's origin - Francis Bacon and English Essays - Aphoristic essays, Periodical/ Social essays - Reviewers - Modern essayists
- B. **The Short Story :** Origin - Structure of a Short Story - Great Story tellers in English

Module 4

C. Biography and Autobiography:

What's Biography? - Pure and impure biographies - Biographical instinct - Difficulties in writing biographies - Great biographers in English - Recent trends.

What's an autobiography? - Objective and Subjective autobiographies- Difficulties in writing autobiographies

Recommended Reading

1. Hudson, W.H : An Introduction to the Study of Literature
2. Abrams, M.H : A Glossary of Literary Terms. Harcourt India.
3. Prasad B : A Background to the Study of English Literature, Mc Millan India
4. Walker, Hugh : The English Essays and Essayists, J. M Dent & Sons
5. Upham, A.H : The Typical Forms of English Literature, OUP

Introduction to Literature - II

Module 1. *Introduction to Drama;*

The theatrical art dramatic types: Tragedy, Comedy, Tragic comedy, farce
Melodrama, One-Act plays, The masque Dramatic Monologues Devices
in drama: irony, soliloquy and aside-suspense and surprise stage directions.

Module 2 *Origin and Development of English Drama and Theatre*

Shakespearean drama comedy, tragedy, Histories, Romance and Roman
plays

Movements associated with Drama :Realism, Impressionism, Expressionism,
Surrealism, The epic Theatre, Theatre of the Absurd etc.

Module 3 *Introduction to NOVEL*

Structure of a novel - Different types of novels - Gothic, epistolary, picaresque
bildungsroman - Stream of consciousness etc. Origin and development of
English novel (A brief overview) -20th century novels - Post - modern trends in
novels

Module 4 *Literature and Criticism*

Function of Criticism : Classical criticism -Romantic criticism :
Qualifications of a good critic Brief History of English Criticism -
Criticism in the 20th century -Literary theory (A brief overview only)

Recommended Reading

1. Prasad, B : A Background to the Study of English Literature, Mc Millan
India
2. Nicoll, Allardyce : British Drama
3. Hudson, W.H : An Introduction to the Study of Literature,
4. Nicoll, Allardyce : Theory of Drama
5. Daiches, David : The Novel and the Modern World.
6. Abrams, M,H ; A Glossary of Literary Terms

Core Course X

English for Business Communication

Code: 5B10 FNG

No. Credits: 4

Contact hours: 5

Aim of the Course

To sensitize the students to the business register of English language and its associated usage and functions and to equip them with the knowledge and skills required to use English language effectively for business.

Objectives

- To enable the students to gain an insight into the dynamics of communication with focus on features of virtual communication.
- To introduce the students to the role, features and use of English for business purposes.
- To develop among the learners skills in English language with special emphasis on listening, speaking and reading in order to enhance the effectiveness of their business interactions in English.
- To develop among the learners business writing skills in English and enable them to integrate technology for business purposes.

Course Outline

Module 1 - Communication - An overview.

- Introduction to the concept and process of communication.
- Types of communication - virtual non-virtual spoken and written.
- Concept of communicative competence.
- Functions of communication - inform, persuade,
- Features of discourses
- Types of discourse
- Discourse markers
- Formal/ informal.

Module 2 - Introduction to Business English

- Emerging role of English for business purposes.

- Essential features of Business English.

Context - Formal and informal contexts within work and socio-cultural environment

Forms and functions

Register - (vocabulary, phrases, idioms)

Varieties and connections - (British English , American English, AustralianEnglish, Indian English, Soci-cultural connecitons of English language)

- STRATEGIC SKILLS IN BUSINESS ENGLISH
 - USE OF APPROPRIATE TONE
 - STYLE
 - BODY LANGUAGE
 - VOCABULARY
 - CONNECTIONS
 - DISCOURSE
 - LAYOUT
 - FORMAT
 - HUMOUR

Module 3: Business Interactions

- Group communication - group discussions, meetings, conferences
- Negotiation skills - debates, marketing, managing human resource, material resource and time.
- Presentation skills
- Sales pitch
- Face to face and telephone conversation and etiquette
- English language to express values, ethics, social commitment
- Avoiding Biases - (gender, social, economic, and cultural)

Module 4 Business Writing

Letters

Faxes

Notices

Messages
Minutes
Agenda
Circulars
Profiles
CVs
Applications
Covering Letters
E-mails
Brochures
Advertisements
Invitations
Itineraries

List of functions for Business English Describing
company/ product/ services/ trends Greeting
Introducing oneself/ others

Asking for giving directions
Asking for giving information
Inviting
Suggesting
Admiring
Disagreeing agreeing
Asking for giving opinions
Negotiating
Warning
Persuading
Apologizing
Thanking
Complementing
Congratulating
Complaining/ responding to complaint

Forms appropriate to the above functions along with strong and weak forms, stress and intonation, appropriateness, denotation and connotation will be taught in an integrated manner (forms will not be taught as grammar)

Suggested Activities/ Modes of internal assessment

1. Case studies - (Books on organizational behaviour containing a number of case studies for business English)

2. Presentations

3. Projects - Making ads

Making a short film

Making a radio feature

Developing a marketing strategy for a product

Profiling successful local business

Core Reading

Suggestion

One of the following management books may be used while teaching module 2

1. You too can win - Shiv Khera
2. The Monk Who Sold His Ferrari - Robin Sharma

Core Course XI
Translation Studies

Code: 6B11 FNG Contact hrs: 5 Credit: 4
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Objectives:

- 1) To familiarize the students with the basic theories and functions of translation-2) To develop skills in translating literary and non-literary texts with a special focus on the functional aspects of translation. 3) To make the study of language inter-lingual by initiating the students to translate texts from Malayalam Hindi into English and vice versa. 4) To equip the students for the profession of translator in diverse fields by imparting training in translating from Malayalam/Hindi into English and vice versa.

Paper I

Module I:

Translation of prose texts:-

General Introduction - mistranslation sub interpretation of the original text - material content - six general rules of Hilaire Belloc - translation of fiction

Module II:

Translation of poetry: -

Phonemic translation - literal translation metrical translation poetry into prose - rhymed translation blank verse translation interpretation - close translation - archaizing - major issues of structure and language

Module III:

Translating Dramatic Texts:-

Reading of Drama as a text ~ issues of translating the performance element - suprasegmental features of the dialogue - voice & gesture - structural features - under text & gestural text - paralinguistic systems

Module IV:

Literary Translation - Practice:-

Practical Work: Translation of Prose, Fiction, Poetry, or Dramatic texts from Malayalam/Hindi into English or vice versa (20 - 25 Pages).

NB: As the basics of Translation Studies have been included in one of the Common Papers, these 2 papers are prepared avoiding the repetitions.

Paper II

Module I:

Advanced Theories of Translation: an Overview:-

Catford's linguistic theory - Eugene Nida's major observations: three stages in the process of translation emantic Vs Communicative translation of Newmark Vermeer's Skopos theory Polysystem theory Gender & the Metaphorics

Module II:

The Post Colonial Turn:--

Politics and Ideology of translation - linguistic and cultural hegemony & marginalization - Lefevere's Refraction & Reflection - Colonial aspects'of translation from a subservient translator to manipulative one Issue of Selection of the text for translation discussions on the major works translated.

Module III:

The Major trends:-

Translating for the media cinematic texts film subtitling - dubbing -radio scripts - translating text books, study materials, reading materials,

literature of companies, etc - legal translation - advertising & technical writing translation of official documents.

Module IV:

Translation Practice:-

Practical Work:. Translation *of* News Stories, Scripts, Screenplays, Advertisements or technical/official texts, court verdicts, etc. from Malayalam/Hindi into English or vice versa (20- 25 Pages).

BOOKS FOR REFERENCE:

- 1) Bassnett, Susan - *Translation Studies* - Routledge
- 2) Ray, Mohit K. - *Studies in Translation* - Atlantic
- 3) *Encyclopedia of Translation Studies* - Routledge
- 4) Simon S. - *Changing the Terms: Translating in the Postcolonial Era* - Orient BlackSwan
- 5) Venuti. Lawrence - *The Translation Studies Reader* - Rout ledge
- 6) Gargesh R. & Goswami K. K. - *Translation & Interpreting Reader & Workbook* Orient BlackSwan
- 7) Kothari, Rita - *Translating India* - Foundation Books
- 8) Das, B. K - *Horizon of Translation Studies*
- 9) Even-Zohar, Itamar - *The Position of Translated Literature within the Literary Polysystem.*
- 10) Ayyappa Panikker- *Towards an Indian Theory of Translation*
- 11) *Translating & Interpreting* - Orient Blackswan.

Core Course XII

INTRODUCTION TO THEATRE

Code: 6 B12 FNG Contact hrs: 4 Credit: 4
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Introduction

This course is a beginning study of theatre as an art form and popular entertainment. The emphasis is on analysis of dramatic styles, a brief synopsis of theatre history as well as discussion and criticism of contemporary theatre practices.

Essential Equipment and Facilities:

Large classroom equipped with video play back system.

Course goals, objectives and content

The course is designed to provide the student with a broad overview of theatre, in terms of dramatic structure, style and history, as well as a look at the various professions in the theatre: actor, director writer and designer. Course goals include:

1. History and Evolution of Theatre
2. Defining Theatre as an art form
3. Types of Theatre
4. Aristotle's six Elements of Drama
5. Dramatic Structure and action.
6. Greek and Roman Theatre.
7. Medieval Theatre.
8. Renaissance in Italy and England.
9. French Neoclassicism
10. Problem plays Ibsen and show.

Experimental Drama.

- i Bertolt Brecht
 - ii Stringberg
 - iii. Pinter
 - iv. Dadal etc.
-
11. Revolt against Realism

12. Theatre of the Absurd.
13. Indian theatre / contemporary theatre. 14,
Glossary of Theatre Terms.

Dramatic Scenes for Classroom performance.

- 1 Shakespeare's King Lear - Soliloquy after the Death of Cordilia.
- 2 O'neil's Emperor Johns
- 3 Eugon Ionosco Rhinoceros - Conversation between the logician and the old man.
- 4 Eliot : Murder in the Cathedral - Chorus
- 5 The Accidental Death of an Anarchist - Imporsonation Scene.

Instructional Strategies:

1. Use of videos in the class room.
- 2, Oral and written presentations.

Books for Reference:

1. Brockett. Oscar: The Essential Theatre 8th Edition, Harcourt Brace 2003
2. Plays for the Theatre 8th Edition, Harcourt Brace 2003
3. Fyre, Richard and Wright, Nicholas, Changing Stages: A View of British and American Theatre in the Twentieth Century. New York: knopf 2001 4 Hunt, Hugh: The Live Theatre; An Introduction to the History and Practice of the Stage. Greenwood. 1978 5. Nicoll. Allardyce: Word Drama. Arno 1972
6. Nicoll. Allardyce: The Theatre and Dramatic Theory Greenwood 1978. 7. Piscator. Erwin: The Political Theatre: A History Avon 1978.

Core Course XIII
INTRODUCTION TO LITERARY CRITICISM & THEORY

<p>Code: 6 B 13 FNG Contact Hours: 4Hrs/week Credit: 4</p>

Objectives:

- 1 To familiarize students with the idea of critical analysis of literacy texts, with a historical perspective. *The focus will be on introducing key terms, ideas and their proponents.*
- 2 To enable students to understand the concepts of historical continuities/discontinuities in the critical practice
- 3 To introduce the developments in literacy theory of the late 20th century, their background and how theory becomes a radical departure from the traditional critical practices.

Module 1

A brief overview of traditional critical approaches.

The Humanist critical practice.

1. **Plato** - Ideal and the Real -Theory of poetry as imitation of the real — Plato and Moral Criticism
2. **Aristotle**: Mimesis- Poet as creator -types of drama -elements of drama- definition of tragedy and "catharsis" — Aristotle and Aesthetic criticism.
3. **The Great Roman Masters** : Horace and Longinus - Their *basic concepts*.
4. **The Renaissance Critics**: Sir Philip Sidney. Francis Bacon. Edmund Burke — Dr. Johnson and the Moralist tradition.
5. **The Romantic Critics**: William Wordsworth's definition of poetry. S.T. Coleridge and 'Biographia Literaria — 'The willing suspension of disbelief'. Keats and 'Negative Capability'.
6. **Mathew Arnold and the Humanist tradition** - "The Touchstone Method". Walter Pater and Oscar Wilde and the concept of "Aestheticism" - Decadence

Module 2 *Criticism in the early 20th Century.*

1. **T.S Eliot and Modernism** - The concepts of "Tradition", "Impersonality of Art" and "Objective Correlative"
2. **"New Criticism or Practical Criticism"**- Close Reading of the text or "explication".
F. R Leavis and "The Great Tradition".
L A Richards and Practical Criticism - His contributions - William Empson-"Ambiguity".
- John Crowe Ransom and Cleanth Brooks - 'Tension', 'irony', paradox'-Wimsatt and Beardsley-Concept of 'fallacy'.

Module 3 (*Aims at a brief discussion of the perspective and basic concepts relating to various theories*)

The Emergence Literary Theory:

Russian formalism - Saussure and structuralism - Roland Barthes and "Death of the Author". Post - structuralism - Derrida and deconstruction". Edmund Husserl and Phenomenology- Heidegger and Existentialism. Feminist Criticism: The Earlier School of Virginia Woolf and Simone De Beauvoir, The Later school of French, American and British feminists-

'écriture féminine' - Psychoanalysis - Freud and Lacan - Marxist analysis - An overview - New Historicism — Greenblatt and Foucault - Post modernism — Gender Studies - Reader - Response Theory - Lesbian / Gay Theory - Post Colonial Criticism - Cultural studies - After theory.

Suggested Readings

1. Prasad .B, :An introduction to English Criticism, Mc Millan
2. Barry Peter : Beginning Theory, Manchester University Press.
3. Abrams M H :A Glossary of Literary Terms : Harecourt India.
4. Malpas Simon and Wake Paul (edtd): The Routledge Companion to Critical Theory
Peek Martin and Coyle (edtd) : Dictionary of Litera

Core Course XIV LITERARY APPRECIATION

CODE: 6 B 14 FNG CONTACT HOURS/WEEK: 4 CREDIT: 3

Course Description

Literary appreciation is the ability to gain pleasure and understanding of literature, to understand the value and importance of literature and to esteem, honor, respect and admire the aesthetic beauty and complexity of literature .A consideration of literary work from different genres –Fiction, poetry and drama –form the basis of the course work. Appreciating Literary qualities include recognizing and responding to writings by noting how imagery, figurative language, author’s voice, genre, structure etc convey meaning(s).The rationale of the course is to intellectually stimulate the learners to read for personal fulfillment and pleasure and to develop a personal aesthetic response to literature

Course Aims And Objectives

- The primary objective is to hone the learner’s reading skills and provide them a rich reading experience refining their sensitivity to literature.
- To instill logical and critical thinking and become more successful language learners by becoming better thinkers
- To sharpen learner’s interpretative skills by providing valuable literary experience through a range of literary genres like fiction, poetry and drama
- To nudge the learner towards levels of comprehension –factual and inferential –through varying reading strategies so as to perceive the uniqueness of literary texts and to evaluate them by identifying the strength and weakness of literary pieces

Content of course

Section 1-An Overview of Literature /Literary Practices and Literary Appreciation

- The Essence of literature

- The Appeal of literature
- General Concepts of literature
- Forms of Literature /different genres
- Analysis Criticism and understanding of Literature –Appreciation
- Definition of Literary Terms and Devices

Section 2-Tackling textuality and Reading Process

- Reading strategies for effective comprehension
- Critical reading –A technique for discovering ideas and information in a text
- Critical thinking – A technique for evaluating information and ideas for deciding what to accept and believe
- Inferring meaning through active, reflective , careful analytic reading
- Combination of skills required in harmonizing critical reading and thinking and interpretation and evaluation of literature

Reading fiction:

Types of Fiction

Elements of Fiction: (Plot, Character, Setting, theme, literary techniques, narrative, Style, Conflict, Metaphor).

Perspective and point of view.

Interpretation and Analysis through personal understanding.

Reading Poetry:

Poetic forms and devices

Subject and theme

Figurative language, imagery and symbolism

Rhyme, Rhythm and pattern

Verse, meter and diction

Parallelism and deviation

General Impression

Reading Drama:

Structure of Drama

Intuitive appreciation of theatrical performance
Emotional and Situational relevance
Relativistic Approach – Relating Theatre to life and other literature
Socio-political influence of theater.

Section 3 –Text for study

Fiction:

- 1) Buehi Emecheta *The Joys of Motherhood*
- 2) William Golding *Lord of the Flies*
- 3) Harper Lee *To kill a Mocking Bird*
- 4) Toni Morrison *The Bluest Eye*
- 5) Anita Desai *Fasting Feasting*

Short Fiction

- 1) Edgar Allan Poe “The oval portrait”
- 2) Jhumpa Lahiri “A Temporary matter”

Poetry

- 1) Edmund Spenser *Amoretti 75*
- 2) Gold smith *The deserted village*
- 3) W.B. Yeats *When you are old*
- 4) Robert Frost *After Apple Picking*
- 5) Dylam Thomas *Do not go gentle ...*
- 6) Wole Soyinka *A telephone conversation*
- 7) Adrienne Rich *Transit*
- 8) Sujata Bhatt *Search for My Tongue*

Drama

- 1) Henk Ibsen A Doll’s House
- 2) Arthur Miller Death of a Sales man
- 3) Manjula Padmanabhan The Harvest

Testing and evaluation

A Continuous internal assessment via

1. Assignments and class test
2. Testing skills in Reading poetry
 - Reciting poetry
 - Reading sample prose extract
 - Reading dramatic dialogue

B. Final examination-Question pattern

1. Objective type questions
2. Online answer questions
(The definitions of literary terms, poetic devices etc can be tested)
3. Short notes
(To test levels of comprehension and interpretative skills)
4. Essay questions
(To test analytical /critical knowledge of prescribed texts)

Evaluation-Through Grading – Grades to be determined by student's total point which are converted to percentage based on the accepted scale

Books for Reference

Section 1

- Bradford, Richard. (ed.) : *Introducing Literary Studies*, London, Harvester Wheatsheaf, 1996.
- Eaglestone, Robert : *Doing English*, London, Routted, 2nd edn, 2002
- H Bc Moody : *Literary Appreciation*, Longman, London.

Section 2

- Abrama M.H. : *Doing Things with texts*, New York, Norton, 1989.
- B.Prasad : *A Background to study of English Literature*, Macmillan India.
- C.B.Cox and AED : *The Practical Criticism of Poetry*, Edward Arnold Dyson London.
- Hopkins, Chris : *Thinking About Texts*, London: Pal grave Macmillan
- Marjorie Botton : *The Anatomy of Poetry*, Routtedge and Keg and Paul.
- : *The Anatomy of Drama* .

Ricks Christopher : *Essays in Appreciation*, OUP 1998.
Foster. E.M. : *The Aspects of the Novel*, Hammondwath Penguin 1962.
Lodge David : *The Art of Fiction*, Hammondwath, Penguin, 1992.

Core Course XV

Film Studies

Code 6 B 15 FNG

Contact Hrs/week:4

Credit: 2

Aim To enable students to understand and analyse cinema as an art form and powerful cultural practice, with an emphasis on the divergent socio-cultural contexts in which films have evolved as a means of cultural communication.

Module 1. World Cinema : History and evolution

The birth of film - the silent film to the talkies - production and distribution houses - the Great Masters and their contributions - mainstream cinema vs art cinema (New Wave) - the digital revolution

Module 2 Film as an art

The nature of art - ways of looking at art (theories of art) - film, recording and other arts - film photography and painting - film and its relation to novel, theatre and music

Film and Technology:

Image and sound technologies - production process - the soundtrack — post production process (editing, mixing, effects, the Lab)

The Language of cinema

Perceptions - denotation and connotation - codes in a film - mise-en-scene - image and shot - sound and montage.

Movies, films and cinema - differences in terms of economics, politics and aesthetics.

Film Theory

Prescriptive and descriptive approaches - Vachel Lindsay's 'The Art of the Moving Picture' - Realism and Expressionism - Formalism (Pudovkin, Eisenstein, Balazs etc) New- Realism (Bazin and Godard)- Contemporary Theories

Indian Cinema

Brief history - The Great Masters and their works - Bollywood Vs Parallel cinema.

Films Recommended

1. Bicycle Thieves
2. Battleship Potemkin OR The Steps
3. Dreams (Kurasova)
4. Modern Times OR Gold Rush
5. Agraharathile Kazhutha OR Amma Ariyan
6. Vidheyan / Kanchanaseetha/ OR Chithambaram
7. The Social Genocide (Docu- fiction)
8. America America - Short Film
9. The Slumdog Millionaire
10. (Feminist)
11. The colour of paradise
12. 9/11
13. Getting Home

Essays Recommended

1. Sergie Eisenstein : "The Montage of Film Aesthetics"
2. Jean Louis Baudry : "Ideological Effects of the Basic Cinematographic Apparatus"
3. Andre Bazin : "The Evolution of the Language of Cinema"
4. Laura Mulvey : "Visual Pleasure and Narrative Cinema"
5. Satyajit Ray : "Our Films; Their Films"

Books Recommended

1. History of Cinema for Beginners (Orient Blackswan)

2. Hayward Susan - Basic Concepts in Cinema Studies - (CUP)
3. Monaco James - How to read a film - (OUP)
4. Ray Satyajit - Our Films; Their Films
5. Villarejo Amy - Film Studies , The Basics - (Routledge)

Further Reading

1. Andre Bazin : "What is Cinema" Berkeley 1971
2. Peter Lehman (edtd)- "Defining Cinema"
3. Rober Lapsley and Michael Westlake (edtd) - Fim Theory - An Introduction (CUP)

Open Course I
ENGLISH LANGUAGE SKILLS

Code: 5 DOI FNG Contact Hrs/week: 3 Credit: 4
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Module 1 Listening

Objectives

To train adult listeners of English who are planning to study at the University or College, where English is the language of instruction. To help students increase their ability to understand and take notes on lectures. To help students to get exposed to some of the International Accents of English.

Functions of Listening
Difficulties in Listening
Effective Techniques in Listening
Difference between Spoken & Written Language
Note making in Lectures
Comparing notes
Strategies for Listening
Problems in Pronunciation
Social Listening
Difference between Listening & Hearing
Who is in active listener?
Academic Listening
Listening to talks & descriptions/Lecturer

Module 2: Speaking

Objectives

To be an effective communicator you need to be able to

- speak with grammatical accuracy
- Use language appropriate to the audience, situation and purpose.
- Speak fluency
- To help students speak English in connection with their academic work.

- To help them prepare an individual seminar and deal with questions and points of discussion from the audience.
- To help them develop the seminar skills presentation skills and discussion skills.
- To activate and extend their linguistic competence.
- To sharpen their strategic competence in phase to phase interaction

Supra segmental features

Fluency and pace of delivery

Slowing down for emphasis

Awareness of different accents

Influence of the Mother

tongue Art of small talk

Initiating interrupting / sustaining/ closing a conversation

Making a short formal speech Welcome/

vote of thanks' farewell speech

Telephone skills - Telephone etiquette.

Making complaints and handling

complaints Role cards exercises.

Module 3 : Reading Skills

Objectives

- To equip students to use English Text Books, Reference materials and other sources, in print or on-line for study purposes.
- To develop the reading skills of the students to find information quickly, to identify what is important in the text, to compare different sources of information and to read critically.

The importance of reading

Reading - Speed

Text - exploration

Dealing with unfamiliar words - directing reference

Skimming and scanning
Word study/ Building an academic vocabulary
Making influences
Reading graphics
Reading English passages of different genres.
Reference skills - Books, internet etc.

Module 4 : Writing Skills

Objectives

- To equip the students with the language as it is used in academic writing
- To familiarize with particular genres such as the Research Paper
- To help students improve their writing abilities such as how to participate in a virtual peer group and how to get a feedback in a piece of writing before they present a final draft.
- To acquire the ability to construct a text that expresses the writing ideas effectively.

The significance of Writing
Paragraph, Essay, Debate, Letters, Precis
The clarity in writing
Paraphrase, CV, Memo, Reporting
Leaving notes
Presentation skills (PPT) Powerpoint Presentation
Fax, E-mail
Writing commercial Ads
The Structure of a Research Paper

Exploring the internet and Recording your exploration
Writing a review on Literature / Film/ Music Writing
about events in time Plagiarism how to avoid it.

Recommended Reading

1. A course in listening and speaking Vol I & 2.
Authors: V. Sasikumar, P. Kiranmai Dull, Geetha Rajccvan
Fountain Books - 2008
2. Study Listening: A Course in Listening to lecture and note-taking: Tony Lynch,
Cambridge University Press - 2008.
Ref: Unit No. 1, of Book : Explorations : A Course in Reading, Thinking a
Communicative skills - by Orance Janz: Foundation Books,Cambridge University
India (P) Lts, 2008, 4381 /4, Ansari Road, Darya Gauj, new Delhi - 110 002
3. Study Speaking : A course in Spoken English for Acedemic Purpose : Kenneth
Anderson, Joan Maclean, and Tony Lunch
4. Study Reading : A course in writing skills for academic purpose : Eric H
Glendivning, Beverly Holmsorm: CUP 2008
5. Study Writing : A course in Writing Skills Academic Purpose : Liz Hamp Lyous,
Ben Hearley, CUP - 2008
6. Business Benchmark - Advanced, by Grey Brook - Heart, CUP 2007
7. Business Benchmark - Upper - Intermediate, by Guy Brook-Heart, CUP 2006
8. Business Benchmark - Upper intermediate Vantage, Guy Brook-Heart, CUP 2006
9. Business Benchmark, Advanced Higher, Guy Brook-Heart, CUP 2006
10. BEC Higher, Cambridge CUP 2005
11. BEC Preliminary, Cambridge, CUP 2005
12. Study Skills, Edward A Edezhath, Fountation Books 2007.

Open Course - Elective -2
LITERATURE IN TRANSLATION

<p>Code 6DO2 FNG Contact Hours /week: 3 Credit: 2</p>
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Aims

To make the students acquainted with English translations of literary works from European Latin American South-Asian and Indian languages.

To supplement the studies of Translation with translated works enabling him to enhance his skill. The course will open before the student a vast and varied world of translations stimulating his imagination and creativity.

To develop familiarity in the students with the cultural, linguistic and social nuances of world regional literature

Objectives

The study of English translations of other nationalities would develop familiarity in the students with the cultural, linguistic and social nuances of world/regional literature. They help to generate a broad vision of life by making the students to come to grips with universal problems and varied life situations

English translations of Indian literary texts immensely benefit the students for various reasons..

- 1.They make interesting reading since the soul of these texts remain Indian though the language is English.
- 2.They present the culture which is very familiar to the students.
3. The students can undertake studies in comparative literature.
4. The process of language learning becomes more meaningful, serious, interesting and product-oriented.
5. The students get immense development with regard to vocabulary, grammar, structure, usage, literary elements etc helping to develop skill in written communication.

Coarse Outline

Module-I

Poetry

1. Pablo Neruda. 'I am Explaining a Few Things.' (Spanish) from *Pablo Neruda: Selected Poems.*, Tr. W. S. Merwan, Nathaniel Tarn and Alaistein Reid. Penguin, 1975
2. Marina Tsvetaeva. 'We Shall Not Escape Hell'¹ in *Selected Poems of Marina Tsvetaeva.* Penguin, 1994 (Russian)
3. Vyloppilli. 'Mampazham' (Malayalam)
4. Juan Che : From 'The Poems of My Heart' in *An anthology of Chinese Literature.* (Chinese) Ed., Cyril Berch. Grove Press, New York
5. Ka Na Subramanian, 'Experience' (Tamil)
6. Amrita Pritam. (Punjabi) 'I am the Daughter of the Land of Dravid'
(poems 5 and 6 are from *Signatures* edited by Sachidanandan. K, National Book Trust of India, New Delhi, 2000)

Module-II

Drama

1. Bertolt Brecht, 'Scene 8' of *Life of Galileo* (German) Tr, Desmond I Vesey. Oxford University Press, 1985.
2. Thoufeeq Al-Hakkim. ' The River of Madness' (Arabic) from *Plays, Prefaces & Postscripts of Thousfeeq Al-Hakkim: Theatre of the Mind* Tr., William M. Hutchins. Three Continents Press, 1984.
3. Franca Rame Dario Fo. *A Woman Alone* (Italian) Tr., Gillian Hanna. Methuen Drama, 1991.
4. G. Sankara Pillai. *Bharatha Vakyam* (Malayalam) Tr., K. M. Tharakan. Sahithya Academy, Trissur, 1981

Module-III

Fiction

1. Orhan Pamuk. *Snow* (Turkish) Tr. By Maureen Freely. Faber and Faber, London, 2004.
2. Vaikkom Muhammed Basheer: 'Voices' (Malayalam) Tr. V. Abdulla. Sangham Books, Bombay, 1976.
3. Three stories from *Twenty Stories from South Asia*, Katha, New Delhi, 2003
 - a. 'Full Moon Night' (Bengla) by Gautam Sen Gupta

- b. 'She Too is Ahalya' (Hindi) by Usha Mahajan Tr.by Pamela Manasi
c. 'Doves' (Urdu) by Joginder Paul Tr. By Bhushan Arora.

Note:- *The texts are not meant to be taught in the class in the conventional style. The students are to read the texts individually and engage themselves in Group Discussions, Debates, Reviews etc., in the class room. They should comprehend, identify and appreciate the social, linguistic and literary aspects of the works. They have to compare the works prescribed with other works also. The teachers have to provide the necessary ambience by motivating and facilitating the learning activities.*

Core Reading

AH prescribed texts

Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Longman. 2006.

Further Readings Recommended

Poetry

'Agyeya'. *Selected Poems* Writer's Workshop, Calcutta, 1969.

----- *Signs and silence* Tr., Leonard E. Nathan. Delhi, 1976.

Balamani Arama. *Thirty poems*. Orient Longman, Madras, 1973

Modern Hindi Poetry, Indiana Univeristy Press, Bloomington, 1967. Ed., Vidyanibas Mishra

Modern Kannada Poetry. Eds. C. Kanavi and K. Ragavendra Rao

Malayalam Poetry Today, Kerala Sahitya Academy, Trissur, 1984. ed, k. M. Tharakan

Fiction

Kafta, Franz *Metamorphosis and other Stories*. Vintage, 1999

----- *The Castle*. Vintage, 1999.

Saramago, Jose *Blindness* Tr., Giovenni Ponteiro. The Harville Press, London, 1997.

.....*Seeing* Tr.Margaret Jull Costa. Viintage Books. London. 2006.

Mukundan. M. Kesavan's lamentations. Rupa & Co, New Delhi, 2006

Jayakanthan. *Dissonance and Other Stories*. Tr., K. S. Subramanian, Katha, New Delhi. 2008

Twenty Stories from South Asia, Katha: New Delhi. 2003

Karoor: Eleven Stories Tr.. K. c. Bindu. Tarjuma. Kozhikode. 2008

S. Maheswatha Devi. *Bait* Tr., Sumantha Banerjee. Seagull Books. Calcutta, 2004

Seth. Reii. *Unarmed (Nishkavach)* Tr., Raji Narasimhan, Macmillan.

Drama

Pirandello. Luigi. *Henry W*

Koma! Swami Nathan. *Water (Thanneer Thanneer)* Tr., S. Shankar, Seagull books, Calcutta, 2001.

OR C. J. Thomas, *Behold, He Comes Again* (Malayalam) Tr. Ramji. Sahithya academy, Trissur. 1979

For a comprehensive list of English Translations of Indian Literature see 'A Bibliographical Supplement' in *Translation as Discovery* by Sujit Mukherjee. (Orient Longman. 2006.)

Evaluation

Continuous Assessment

Item	Weightage
Assignment	4
Test paper	2
Project iSeminar	2
Attendance	2
Total	10

End Semester Examination

Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9x1)	9
III	Short Essay: (100 words)	5out of 8 (5x2)	10
IV.	Long Essay (300 words)	2 out of 4 (2x4)	8
		Total	30

Core Course-XVI
PROJECT WORK

<p>Code: 6B16 FNG</p> <p>Contact Hrs/week: 2</p> <p>Credit:4</p>

Aim:

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

Objectives

The project is a specimen document that reflects the student's competence in and mastery of English, ingenuity and workmanship. It provides space to the student's expression of her/his talentt potential and skill in creating his own artifact/product based on the knowledge and art he had acquired through the three-year programme. The course offers a wide range of topics related to diverse functions of English such as Translation. Media writing, advertisements, investigative journalism and the like.

Project Work

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

Project Guide

Even, student will have a member of faculty as Project Guide. The Project Guide is the facilitator who should (1) Diagnose the difficulties and provide the remediation. (2) Continuously evaluate the progress (3) Give scaffolding/support wherever necessary (4) Promote divergent thinking (5) Facilitate reference/data collection.

The Project:

The expected length of the project is 3000 words. (Two or three small projects from the same area can be undertaken.)

Choice of Subject:

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

1. An analytical study on a specific aspect of media or a recent trend in print or electronic media such as

(a) The representation of women in a particular cartoon strip in a particular newspaper within a specific period.

(b) A comparative study of the different approaches followed by different newspapers while reporting on the same news event

(c) A critical analysis of the layout of a particular newspaper

(d) The demographic features of the audience who participate (make phone calls/send letters/email) in a television/radio program within a particular period of time.

2. Conduct a small scale survey on the effect of media among different demographic categories. Examples:

(a) The reach and effect of *Vayalum Veedum* programme of Akashvani among farmers in a particular area.

(b) The newspaper readership pattern among a particular group. E.g:- Teenagers.

3. Prepare script for a one-hour documentary for a TV channel/radio

4. Prepare a series of features for a newspaper on a topic which has scope for investigative reporting.

5. Prepare script for two or three episodes of a half hour TV program.

6. News Interview.- Report of a topic of current interest based on interviews of eminent persons in politics/literature etc.

7. Advertisements

II. Translation

1. Translation of literary works in Malayalam/Hindi to English.

2. Translation of Screen plays/scripts for Radio or TV

Format

I. Media Writings

Introduction—Relevance of the study

Objectives

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

Analysis

Findings

Conclusion

Appendix

II. Translation

Preface: Relevance of the text translated

Method of translation employed(Semitic/Communicative etc)

Problems faced in translating the text. Introduction: Original work—
its author—its status—impact—critical

evaluation and other relevant

factors-Translation—chapter wise

Appendix Bibliography/webliography

General Instructions

1. The project is to be done in A4 paper
2. The document rules of the M.L.A Handbook are to be followed.
3. The Project should be certified by the Project Guide and the Head of the Department.

Evaluation

Internal assessment:

Weight: 10

Viva Voce :

Weight: 30

Indicators for Evaluation

Appropriateness: adequacy and relevance of data collected

Comprehensiveness of the Content
Comprehensiveness of the findings
Originality (of innovative ideas and observations)
Selection of topic, approach, ideas etc.
Creativity
Quality of language Used
Appropriateness of Language
Presentation and organization
Consolidation