MASTER OF ARTS IN ENGLISH (LANGUAGE AND LITERATURE)

M. A. ENGLISH (LANGUAGE AND LITERATURE)

Syllabus

for

Credit Based Flexible Curriculum

(From the academic year 2020-21 onwards)

Department of Humanities and Social Sciences

National Institute of Technology

Tiruchirappalli – 620015

Tamil Nadu, India

Department of Humanities and Social Sciences

M.A English (Language and Literature)

Semester – 1

S. No	Code	Course of study	L	T	P	Credit
1.	HS603	Language and Linguistics	3	0	0	3
2.	HS605	Indian Writing in English	3	0	0	3
3.	HS607	Renaissance to Neoclassical Literature	3	0	0	3
4.	HS609	Romantic and Victorian Literature	3	0	0	3
5.	HS613	Second Language Acquisition	3	0	0	3
6.		Elective – 1	3	0	0	3
		Total				**18**

Semester – 2

S. No	Code	Course of study	L	T	P	Credit
1.	HS602	Modern Literature	3	0	0	3
2.	HS604	Research Methodology	3	0	0	3
3.	HS606	Postmodern Literature	3	0	0	3
4.	HS608	Language through Literature	3	0	0	3
5.	HS610	Reading, Writing and Cognition	3	0	0	3
6.		Elective – 2	3	0	0	3
		Total				**18**

Semester – 3

S. No	Code	Course of study	L	T	P	Credit
1.	HS615	Biolinguistics	3	0	0	3
2.	HS617	English Language Teaching	3	0	0	3
3.	HS619	Translation Studies	3	0	0	3
4.	HS621	Introduction to Cultural Studies	3	0	0	3
5.	HS623	American Literature	3	0	0	3
6.		Elective – 3	3	0	0	3
		Total				**18**

Semester – 4

S. No	Code	Course of study	L	T	P	Credit
1.	HS612	Literary Theory and Aesthetics: East and West	3	0	0	3
2.	HS614	English for Specific Purposes	3	0	0	3
3.	HS647	Project	8	0	0	8
		Total				**14**

Total credits: 68

List of Electives

S. No	Code	Course of study	L	T	P	Credit
1.	HS625	Elements of Literature	3	0	0	3
2.	HS616	Language Learning and Teaching	3	0	0	3
3.	HS627	Critical Discourse Analysis	3	0	0	3
4.	HS618	Comics and Graphic Storytelling	3	0	0	3
5.	HS620	Health Humanities	3	0	0	3
6.	HS622	Film Studies	3	0	0	3
7.	HS624	Introduction to Cognitive Sciences	3	0	0	3
8.	HS626	Communicative Language Teaching	3	0	0	3
9.	HS628	Journalism and Media Studies	3	0	0	3

Course Code	HS603
Title of the Course	Language and Linguistics
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To introduce the students to the origin of language and to provide them with a brief historical perspective of English language.
- To impart the knowledge of fundamental concepts of Linguistics and Phonetics.
- To enable students to understand and analyse various theories of Linguistics and to critically integrate them to other domains of Applied Linguistics.

Course Content:

Nature and origin of language - evolution of Standard English - natural language and artificial language – language and communication - language as symbolic system - linguistics as a language science - ancient Indian linguistics - modern linguistics.

Linguistics as an empirical science and as a branch of cognitive psychology - branches of linguistics studies - descriptive and prescriptive linguistics - theoretical linguistics - langue and parole - synchronic and diachronic approaches - psycholinguistics - conceptualization - formulation - articulation - self-monitoring - human cognition - sociolinguistics - language and society - language and culture - varieties of language - dialect - idiolect - register - pidgin - creole- code switching- English as a global language.

Areas of linguistic studies –structure of language - morphology – morphological analysis – morphology-phonology interface - stylistics - semiotics - word formation - growth of vocabulary - change of meaning - connected speech - RP – syllable structure.

Basic sentence patterns - structuralism - TG grammar - functional linguistics - syntagmatic and paradigmatic- sign - signifier - signified - semiology - grammatical structure- phrase structure grammar and IC Analysis - stylistics - syntax - semantics - phrase structure - lexical meaning relations - maxims of conversation - speech act - pragmatics - discourse analysis.

Chomsky's theory of Language - Halliday's functional grammar - mediation theory - Piaget's theory of learning -Bloomfield's objectivity in linguistics - Whorfian Hypothesis- literary influence in language-influence of technology on English language- users and uses of language-mass media - print media.

Reference Books:
1. Yule, George. The Study of Language. CUP, 1996.
2. Finch, Geoffrey. Language and Linguistics: An Introduction. Macmillan, 2000.
3. Syal, Pushpinder and D.V. Jindal. An Introduction to Linguistics: Language, Grammar and Semantics. 2nd Edition. PHI

Course Learning Outcomes:
- Students will be able to demonstrate knowledge of basic processes behind language production.
- They will be able to define and analyse linguistic materials in terms of syntax, morphology and semantics with appropriate examples.
- Students will be able to apply their theoretical knowledge into various fields of Applied Linguistics.

Course Code	HS605
Title of the Course	Indian Writing in English
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:

This course introduces

- The writings in English from India from the colonial period till recent time.
- Debates surrounding the position of English in India.
- The Indian minds in contact with the colonial and Postcolonial reality.

Course Content

Introduction: Ram Mohan Roy, "The Need for Modern Education"; T.B. Macaulay, "Macaulay's Minutes on Education; Bernard Cohn, "The Command of Language and the Language of Command"; Gauri Vishwanathan, "The Beginnings of Literary Study"; Vinay Dharwadker, "The Historical Formation of Indian-English Literature"; A.K. Ramanujan, "Is There an Indian Way of Thinking"

Novel and Nation: Benedict Anderson, selections from *Imagined Communities: Reflections on the Origin and Spread of Nationalism*; Bankim Chandra Chattopadhyay, *Rajmohan's Wife*; R.K. Narayan, *The Grandmother's Tale*; Jahan Ramazani, "Form"

Nation and its Fragments: Suraj Yengde, *Caste Matters*; Hansda Sowvendra Shekhar, *The Adivasi will not Dance*

Poems: Toru Dutt, Our Casuarina Tree; Jayant Mahapatra, Kalahandi; Kamala Das, An Introduction, Summer in Calcutta; A.K. Ramanujan, Elements of Composition, On the Death of a Poem; R. Parthasarathy, Homecoming; Keki Daruwala, Death of a bird; Vikram Seth, Unclaimed; Meena Kandasamy, Ms Militancy; Jerry Pinto, I want a poem; Arun Kolatkar, Jejuri

Drama: Girish Karnad, *Hayavadana*

Reference Books:

1. Priyamvada Gopal, *The Indian English Novel*: *Nation, History and Narration,* OUP, 2009.
2. Baidik Bhattacharya and Sambudha Sen eds., *Novel Formations,* Permanent Black, 2018
3. Meenakshi Mukherjee, *The Perishable Empire: Essays on Indian Writing in English*, OUP, 2003.

Course Learning Outcomes: on completion of the course, the student will be able to

- Understand how English has adapted to the literary imaginations of the country.
- Demonstrate familiarity with major writers and their works
- Enunciate a nuanced comprehension of the position English in India vis-à-vis Bhasha Literatures.

Course Code	HS607
Title of the Course	Renaissance to Neoclassical Literature
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course offers an introduction to the key texts, contexts and debates that shaped English literature and culture from the 16th to the late 18th century. It aims:

- to trace the growth of British Literature during the Renaissance and Neoclassical periods, paying attention to the formal and contextual dimensions of representative texts
- to explore the social, cultural, political and intellectual contexts of the respective epochs
- to encourage critical, informed readings of the key texts and thematic preoccupations of writers of these eras.

Course Content:

The Tudor Era (The 16th Century): John Skelton, selections; Thomas More, from *Utopia* (1516); Thomas Wyatt and Henry Howard, select sonnets; Edmund Spenser, from *The Faerie Queene* (1590) - Book I, from *Amoretti* (1595); Philip Sidney, from *The Defense of Poesy* (1590), from *Astrophil and Stella* (1591); Christopher Marlowe, "The Passionate Shepherd," *Doctor Faustus* (1592); William Shakespeare, select sonnets, *Romeo and Juliet* (1595-97).

The Jacobean Era (The Early 17th Century): Aemilia Lanyer, from *Salve Deus Rex Judaeorum* (1611); Ben Jonson, *Bartholomew Fair* (1614); John Webster, *The Duchess of Malfi* (1613); Mary Wroth, from *Pamphilia to Amphilanthus* (1621); Francis Bacon, *New Atlantis* (1626); John Donne, "The Canonization," The Bait," "The Flea," "A Valediction: Forbidding Mourning," from *Holy Sonnets* (1633; George Herbert and Andrew Marvell, selections.

The Restoration Age (1660-1700): John Milton, *Paradise Lost* (1667), from Books 1, 2 and 9; John Dryden, "Mac Flecknoe," from *An Essay of Dramatic Poesy* (1668); Samuel Pepys, from *The Diary* (1660s); John Bunyan, from *The Pilgrim's Progress* - Part I (1678); Aphra Behn, "The Disappointment," *Oroonoko* (1688); John Locke, from *Essay Concerning Human Understanding* (1689); William Congreve, *The Way of the World* (1700); Mary Astell, from *Some Reflections Upon Marriage* (1700).

The Augustan Age (1700-1750): Jonathan Swift, from *A Tale of a Tub* (1704), "A Modest Proposal" (1729); Alexander Pope, *The Rape of the Lock* (1712), from Book IV of *The Dunciad* (1743); Addison and Steele, selections from *The Spectator* (1711-14); Daniel Defoe, *Robinson Crusoe* (1719); Henry Fielding, *Joseph Andrews* (1742); David Hume, "Of Personal Identity" from *A Treatise of Human Nature* (1739); Thomas Gray, "Ode on the Death of a Favourite Cat," *Elegy* (1751).

The Age of Sensibility (1750-1790s): Samuel Johnson, from the Preface to *The Dictionary* (1755), and Preface to *Shakespeare* (1765), from *Rambler* (1750-52) - Nos. 4 and 60, "Milton" and "Pope," from *Lives of the Poets* (1779); Edmund Burke, from *Enquiry into the Sublime and the Beautiful*, Part II (1757); Oliver Goldsmith, *The Deserted Village* (1770), "An Essay on the Theatre" (1773); Richard Sheridan, *The School for Scandal* (1777); James Boswell, from *The Life of Johnson* (1791).

Reference Books:

1. Greenblatt, Stephen, and M. H. Abrams, editors. *The Norton Anthology of English Literature*. 8th ed., Vol. 1, W.W. Norton, 2006.
2. Hattaway, Michael, editor. *A New Companion to English Renaissance Literature and Culture*. Vols. 1 & 2, Wiley-Blackwell, 2010.
3. Kinney, Arthur F., editor. *The Cambridge Companion to English Literature 1500-1600*, Cambridge University Press, 2009.
4. Wall, Cynthia, editor. *A Concise Companion to the Restoration and the Eighteenth Century*. Blackwell, 2005.

Course Learning Outcomes: Upon successful completion of the course, students will:

- be able to identify key writers, literary trends and movements of the Renaissance and Neoclassical periods of English literature
- have a broad view of the major changes in sensibility and ideology characterizing the period
- be able to contribute to the critical discourse on major literary works of the period.

Course Code	HS609
Title of the Course	Romantic and Victorian Literature
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:

- To trace the growth of British Literature from the late 18th c. to the turn of the 20th c, paying attention to the formal and contextual dimensions of representative texts.
- To explore the social, cultural, political and intellectual contexts of the respective epochs.
- To encourage critical, informed readings of the key texts and thematic preoccupations of writers of these eras.

Course Content:

The Revolution and the First Generation Romantics: Edmund Burke, from *Reflections on the Revolution in France* (1790); William Blake: from *Songs of Innocence and of Experience* (1789), *The Marriage of Heaven and Hell* (1793); William Wordsworth: Preface to (1802) and selections from *Lyrical Ballads*, from *The Prelude* (1799); Samuel Taylor Coleridge: "The Rime of the Ancient Mariner"; "Kubla Khan," "Frost at Midnight," "Dejection: An Ode," from *Biographia Literaria* (1817).

The Second Generation Romantics and the Women of British Romanticism: Lord Byron, "Prometheus," *Manfred* (1817), from *Don Juan* (1819); P. B. Shelley, "Ode to the West Wind," "Ozymandias," "Hymn to Intellectual Beauty," "Adonais," "A Defence of Poetry"; John Keats, "La Belle Dame sans Merci" "Eve of St. Agnes," "Ode on a Grecian Urn," "Letter to George and Thomas Keats."

Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792); Anna L. Barbauld, "The Rights of Woman," "The Mouse's Petition"; Felicia Hemans, "Indian Woman's Death-Song," "The Homes of England"; Jane Austen, *Persuasion* (1818); Mary Shelley, *Frankenstein* (1823).

The Historical Novel, Other Prose: Walter Scott, *Waverley* (1814); Charles Lamb, from *Essays of Elia* (1823, 1833); William Hazlitt, "My First Acquaintance with Poets," from *Characters of Shakespeare's Plays* (1817); De Quincey, from *Confessions* (1821).

Industrialism, Socialism, Empire**:** Thomas Carlyle, "Signs of the Times" (1829), from *Past and Present* (1843); J. S. Mill, from *On Liberty* (1859); Alfred Tennyson, "The Lady of Shalott," "Ulysses," "Tithonus," from *In Memoriam* (1850); Robert Browning, "Andrea Del Sarto," "Fra Lippo Lippi," "Caliban upon Setebos"; Elizabeth B. Browning, "The Cry of the Children," from *Sonnets from the Portuguese* (1850); Friedrich Engels, "The Great Towns" (1845); Charles Dickens, *Hard Times* (1854); Matthew Arnold, from *Culture and Anarchy* (1869); John Ruskin, from *The Stones of Venice* (1851).

Religion, Aestheticism, "The Woman Question": Gerard Manley Hopkins, "God's Grandeur," "The Windhover," "Carrion Comfort," "Thou art indeed just, Lord"; D. G. Rossetti, "The Blessed Damozel," "The Portrait," "The One Hope"; Christina Rossetti, "In an Artist's Studio," "Remember," "Goblin Market"; Mathew Arnold, "Dover Beach," "The Scholar Gypsy," "Thyrsis," "The Buried Life," from "The Function of Criticism" (1864); Emily Bronte, *Wuthering Heights* (1847); J. S. Mill, from *The Subjection of Women* (1869); George Eliot, *Middlemarch* (1871); Oscar Wilde, *The Importance of Being Earnest* (1895); Thomas Hardy, "Hap," "The Ruined Maid," "The Darkling Thrush."

Reference Books:

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and its Background 1760-1830*. Oxford University Press, 1981.
2. Curran, Stuart, editor. *The Cambridge Companion to British Romanticism*. Cambridge University Press, 1993.
3. Greenblatt, Stephen, and M. H. Abrams, editors. *The Norton Anthology of English Literature*. 8th ed., Vol. 2, W.W. Norton, 2006.
4. Tucker, Herbert F., editor. *A New Companion to Victorian Literature and Culture*. Wiley Blackwell, 2014.

Course Learning Outcomes: Upon successful completion of the course, students will:

- be able to identify key writers and literary trends of the Romantic and Victorian eras
- have a broad view of the major changes in sensibility and ideology characterizing the period
- be able to contribute to the critical discourse on major literary works of the period.

Course Code	HS613
Title of the Course	Second Language Acquisition
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course will
1. introduce learners to Second Language Acquisition and use
2. familiarize them with theories of language acquisition and learning.
3. enable learners to analyse the link between SLA theories and second language teaching.

Course Content

Introduction to SLA – the nature and diversity in learning and learners – L1 vs L2 learning process-early approaches to SLA – role of grammar in language learning - generative grammar and its influences on SLA

Theories of second language acquisition: functional approach to SLA – usage based approach to SLA – social interaction theory – input, interaction and output in second language development

Krashen's hypotheses: acquisition – learning hypothesis – monitor hypothesis – natural order hypothesis – input hypothesis – affective hypothesis – comprehension hypothesis – forgetting hypothesis

Implications of SLA findings of L2 teaching - social dimensions that influence L2 learning – age, critical period, social identity, class, gender and social-cultural context- Cummins and his theory of linguistic interdependence

Psychology of second language acquisition – individual differences in learning - role of pleasure reading in second language acquisition – cognitive styles- language learning strategies- affective factors- personality factors- classroom ecology- role of self-motivation, learner beliefs and attitudes towards language acquisition in SLA- current research in SLA

Reference Books:
1. Saville-Troike. M, Introducing second language acquisition, Cambridge University Press, 2006
2. Ortega. L, Understanding Second language acquisition, Routledge, 2008
3. Krashen. S, Explorations in language acquisition and use, Heinemann, 2003
4. Dörnyei. Z, The Psychology of Second Language Acquisition, Oxford University Press, 2010

Course Learning Outcomes: On completion of the course, learners will be able
- to describe the historical development of SLA focusing on major theories.
- to discuss problems and locate solutions pertaining to language acquisition/learning
- to analyse current research and to formulate questions on practical implementation of SLA theories.

Course Code	HS602
Title of the Course	Modern Literature
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
1. To examine what is "modern" about modernism.
2. To trace the growth of British Modern thought by exploring multiple sites of modernist expression.
3. To analyze modernist interventions through the lens of gender, class and nationality.

Course Content

Modernist Paradigm: Nietzsche, "Epigrams and entr'acts"; Susan Stanford Friedman, "Definitional Excursions: The Meanings of Modern/Modernity/Modernism."; Raymond Williams, "When was modernism"; Astradur Eysteinsson, "The Making of Modernist Paradigms"; William Carlos Williams, "The Red Wheelbarrow"

Class and Reading Practices: John Carey, selections from *The Intellectuals and the Masses: Pride and Prejudice Among the Literary Intelligentsia, 1880-1939;* E.M. Forster, *Howards End*; *Downton Abbey,* Webseries

Time and Narrative: Henri Bergson, Selections from *Matter and Memory;* Samuel Beckett, *Waiting for Godot*; T.S. Eliot, *Four Quartets*

Libidinal Currents: Sigmund Freud, *Beyond Pleasure Principle;* Arthur Schnitzler, *Dream* Story; Christopher Isherwood, *Goodbye to Berlin*

Visuality and Modernism: Brassai, Selections from *Proust in the power of Photography*; Walter Benjamin, "Little History of Photography" and "*Work of Art in the Age of Its Technological Reproducibility*"; Dziga Vertov, *Man with a Movie Camera*

Reference Books:
1. Stephen Greenblatt, *The Norton Anthology of English Literature Vol II*., W. W. Norton, 2006.
2. Laura Marcus & Peter Nicholls eds., *The Cambridge History of Twentieth Century English Literature,* Cambridge University Press, 2012.
3. Michael Levenson, *Modernism*, Yale University Press, 2011.

Course Learning Outcomes:
On completion of the course, the student will be
1. Familiar with various social, cultural and intellectual movements of modernist age.
2. Enunciate a critical discourse on the major literary works of modernism.
3. Able to interpret the intertextual and intercultural horizon of modernist works.

Course Code	HS604
Title of the Course	Research Methodology
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To introduce the nuances of research.
- To introduce documentation, research resources, information retrieval and evaluation.
- To familiarize academic reading and professional writing.
- To create awareness about ethical issues in research.

Course Content:

Definition of research – objectives and importance of research – skills and attributes of a researcher – types of research – research methods – ways to identify a research topic – idea generation and brainstorming techniques.

Developing literature review – processing and identifying academic literature: online databases, e-tools and library research – evaluating sources – importance of note making – literature review – bibliography and annotated bibliography – finalizing and preparing literature review – developing and formulating research questions.

Mechanics of academic writing – stages of writing – reading and writing relationship – outlining and planning – writing styles and document types – editing – reader-oriented writing (register, tone, precision, clarity) – writer's block and scheduling your writing.

Different types of research presentation (journal article, poster, conferences) – identifying the right journal – open access publishing – fundamentals of manuscript preparation and writing abstracts – documentation: style sheets – cover letters – navigating and interpreting peer reviews (major, minor, rejection) – dealing with rejection – promoting and communicating research – measuring impact and ranking.

Professional and research ethics – definition and consequences of plagiarism – forms of plagiarism – avoiding plagiarism – plagiarism software and similarity check – copyright issues – authorship and content ownership.

Reference Books:
1. Gerald Graff and Cathy Bikenstein. *They Say/I Say: The Moves that Matter in Persuasive Writing.* W. W. Norton, 2017.
2. Wendy Laura. *Writing your Journal Article in Twelve Weeks: A Guide to Academic Publishing.* Sage, 2009.
3. Joli Jensen. *Write No Matter What: Advice for Academics.* University of Chicago Press, 2017.
4. Susan Wittig. *Steps to Structure: An Introduction to Composition and Rhetoric.* Winthrop Publishers, 1975.
5. Boba Samuels and Jordana Garbati. *Mastering Academic Writing.* Sage, 2018.

Course Learning Outcomes:
Upon the successful completion of the course, students will:
1. understand basic concepts of research and the research processes.
2. demonstrate an understanding of the ethical principles and issues in research.
3. understand the conventions of academic writing.

Course Code	HS606
Title of the Course	Postmodern Literature
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course offers an introduction to the cultural, political, aesthetic and philosophical debates that shaped the broad intellectual movement we call "postmodernism" through readings of representative literary and critical texts. It aims:

- to familiarize students with literature's response to mid- to late 20th c. preoccupations with altered experiences of time, space and reality, metafictionality, and the emergence of new forms of consciousness and technology
- to trace the movement's relationship to modernism, poststructuralism, feminism and postcolonialism
- to examine its inflection of literary representations of gender, sexuality and race.

Course Content:

Introduction: A Genealogy, Definitions: Jean-François Lyotard, "Answering the Question: What is postmodernism?," "Note on the Meaning of 'Post-'"; Jürgen Habermas, "Modernity versus Postmodernity"; Michel Foucault, "Nietzsche, Genealogy, History"; Frederic Jameson, from *Postmodernism, or The Cultural Logic of Late Capitalism* (1991); Ihab Hassan, "Toward a Concept of Postmodernism"; Andreas Huyssen, "Mapping the Postmodern"; Flann O'Brien, *The Third Policeman* (1967); Italo Calvino, *Invisible Cities* (1972).

Delineating a Postmodern Poetics: "The Literature of Exhaustion," "The Literature of Replenishment"; Brian McHale, "From Modernist to Postmodernist Fiction: Change of Dominant"; Linda Hutcheon, from *A Poetics of Postmodernism* (1988); Charles Jencks, "The Emergent Rules"; Robert Coover, "The Babysitter"; Donald Barthelme, "To London and Rome," "The Balloon," "The Glass Mountain"; Ana María Shua, "Cannibals and Explorers," "Respect for Genres," "Theologian"; Natasza Goerke, "Stories"; Kurt Vonnegut, *Slaughterhouse-Five* (1969); Enrique Vila-Matas, *Bartleby & Co.* (2000).

Signs, Simulations, Alter Realities: Jacques Derrida, "The End of the Book and the Beginning of Writing"; Jean Baudrillard, "The Evil Demon of Images" and "The Precession of Simulacra," selections from *Symbolic Exchange and Death* (1976); Gilles Deleuze, "The Simulacrum and Ancient Philosophy"; Jorge Luis Borges, selections from *Labyrinths* (1962); Thomas Pynchon, *The Crying of Lot 49* (1965); Paul Auster, *City of Glass* (1985); Roberto Bolaño, *Nazi Literature in the Americas* (1996).

Postmodernism and 'Other' Identities: Luce Irigaray, "The Sex Which is Not One"; Judith Butler, "Contingent Foundations: Feminism and the Question of 'Postmodernism'"; Rita Felski, "Feminism, Postmodernism, and the Critique of Modernity"; bell hooks, "Postmodern Blackness"; Cornel West, "Black Culture and Postmodernism"; Kwame Anthony Appiah, "Is the Post- in Postmodernism the Post- in Postcolonial?"; Audre Lorde, "Coal"; Angela Carter, *The Passion of New Eve* (1977), selections from *The Bloody Chamber* (1979); Amiri Baraka, "An Agony. As Now"; Ishmael Reed, *Flight to Canada* (1976); Nuruddin Farah, *Maps* (1986).

Postmodern Subjectivities/Virtualities: Ihab Hassan, "Prometheus as Performer: Toward a Posthuman Culture?" (1977); N. Katherine Hayles, from *How We Became Posthuman* (1999); Donna Haraway, "The Cyborg Manifesto" (1991); Jeanette Winterson, *Sexing the Cherry* (1989); Philip K. Dick, "We Can Remember It for You Wholesale" (1966); William Gibson, "The Gernsback Continuum" (1981), "Burning Chrome" (1982); selections from *Mirrorshades: The Cyberpunk Anthology* (1986).

Reference Books:

1. Bertens, Hans. *The Idea of the Postmodern: A History*, Routledge, 1994.
2. Cahoone, Lawrence E. *From Modernism to Postmodernism: An Anthology*, Blackwell, 2003.
3. Docherty, Thomas. *Postmodernism: A Reader*, Columbia University Press, 1993.
4. Harvey, David. *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*, Blackwell, 1990.

Course Learning Outcomes: Upon successful completion of the course, students will:

- have a nuanced understanding of postmodern literature and critical scholarship, and their relationship to the broader intellectual preoccupations of the twentieth century
- be able to identify, analyze and reflexively examine postmodern texts and the ideas that characterize them conceptually.

Course Code	HS608
Title of the Course	Language through Literature
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course aims to
- develop language skills through collaborative and interactive tasks around literary texts.
- provide abundant opportunities to use language in meaningful and real-life contexts.
- enable students transfer their study skills to other subject areas.

Course Content

What is literature - language in literature - rationale for the use of literary texts for language development - meaning and intention - meaning and reader

Using literature to teach language skills and the resources of language (words, collocations, sentence structures, paragraph connectors, vocabulary, metaphorical expressions, etc.) to teach literature.

Literary competence and language classrooms - selecting and evaluating learning materials– role of aspects of culture gender, interpretation, ethnicity and race in text - strategies for overcoming cultural issues in the literary texts

Designing interactive tasks and activities using literary texts - lesson planning for different literary texts - stylistic varieties of language- technology-assisted language learning- social media for language learning.

Storytelling as a technique – developing LSRW skills through literature – using playlets in classrooms – poems for pleasure learning - interpretation of prose, short stories, drama, novel and poetry- relevance of epics - narrative techniques

Reference Books:
1. Language Through Literature: Creative Language Teaching Through Literature by Susan Bassnett and Peter Grundy, 1993.
2. Literature and Language Teaching: A Guide for Teachers and Trainers By Gillian Lazar, 1993.
3. Learning Language Through Literature in Primary Schools: Resource Book for Teachers of English edited by Peter Kennedy, Peter Falvey, 1998
4. Language through Literature: An introduction by Paul Simpson, 1997
5. Language through Literature 1 & 2 by Central Institute of English and Foreign Languages, Hyderabad. 1967 & 1975.

Course Learning Outcomes: Upon completion of the course, students will be able to
- develop strategies to design extensive reading tasks through interactive activities using children's literature.
- use reading and writing tasks to review literary and non-literary texts.
- use collaborative and interactive activities to link subjects and literacy development through literature.

Course Code	HS610
Title of the Course	Reading, Writing and Cognition
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:

The course:

- Explores the theories of reading
- Examines the relationship between reading and writing
- Analyses reading and writing in relation to perceptual, cognitive and affective domains
- Explains how language and higher cognition aid in the development of reading and writing

Course Content

Theories of Reading: Traditional theory/bottom-up theory and behaviorism – top-down theory – schema theory – content and formal schemata – applying schema theory to L2 reading

Reading and Language Acquisition: Comprehension hypothesis and reading – influence of L1 reading on L2 reading – reading and incidental acquisition of language – affective filters and reading – pleasure reading hypothesis

Reading and Cognition: Early reading acquisition – reading comprehension – cognitive processes involved in reading – cognitive neuroscience of reading – individual differences in development of reading fluency – causes of reading difficulty

Writing and Cognition: Development of writing abilities - cognitive processes involved in writing – idea generation and integration – strategies involved in writing process – writer's block

Writing Process: Reading to write and writing to read – writing as a composing process – role of affective factors in reading and writing – delayed editing –critical reading and writing

Reference Books:
1. Stanovich, K.E. *Progress in understanding reading: Scientific Foundations and New Frontiers.* The Guilford Press, 2000
2. Elbow, P. *Writing with power: Techniques for mastering writing process*. Oxford University Press, 1998
3. Boice, R. *How writers journey to comfort and fluency*. ABC-CLIO, 1994

Course Learning Outcomes:

Upon completion of the course, students will:

- Understand the theories of reading
- Familiarize with the cognitive processes involved in reading and writing
- Understand the interrelationship of reading and writing
- Become a better writer

Course Code	HS615
Title of the Course	Biolinguistics
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course:
- explores the innateness of language ability and explains how a language is instinctively acquired.
- introduces the relationship between language acquisition and its biological predispositions.
- helps to take a multi-disciplinary and holistic approach towards language learning.

Course Content

Chomsky's universal grammar - how language is innate and unique to humans – language acquisition device (LAD) – poverty of stimulus and its implications in language acquisition

Generative grammar - principles and parameters – minimalist program – implications of Chomsky's theories on language acquisition

Biolinguistics as a multi-disciplinary approach - what constitutes the knowledge of language? - how does the knowledge of language develop in an individual? - weak and strong sense of biolinguistics - timeline of biological explorations into language

Genetics, epigenetics and neuroscience of language acquisition – biological basis for inter individual differences in language

Holistic approach to language acquisition: connecting the insights from biology of language with pedagogical language interventions

Reference Books:
1. Chomsky. N. *New Horizons in the Study of Language and Mind*. Cambridge University Press, 2000.
2. Jenkins. L, *Biolinguistics: Exploring the biology of language*. Cambridge University Press, 2000.
3. Boeckx. C. *Reflections on Biolinguistics, Language Science* Press, 2019
4. Dediu. D, Genetics for D. Dediu, *An Introduction to genetics for language scientists* (Chapter 6), CUP, 2015

Course Learning Outcomes: Upon completion of the course students will:
- understand how language is an innate ability and how it is developed in an individual
- explain how language acquisition is dependent upon biological predispositions
- develop a holistic perspective encompassing biological insights into language acquisition and pedagogical interventions

Course Code	HS617
Title of the Course	English Language Teaching
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course
- To facilitate students with the approaches, methods, concepts and strategies of English Language Teaching
- To promote students' comprehension concerning the essential components and evaluation techniques of Language Teaching.

Course Content:

Introduction to ELT – Conceptual Framework – General Principles of Language Teaching – Psychological Principles of Teaching a Second Language – English as a Foreign Language – Second Language – English for Specific Purposes – Constraints and Issues involved in the Teaching and Learning of English.

Theories of language learning - Behaviourism - Cognitivism - Constructivism- Second Language Acquisition and Learning- Bilingualism and Multilingualism - Competence and Proficiency - Communicative Competence Models - Interlanguage- Factors Affecting Language Learning – Language and Thought – Language and Culture.

Approaches and Methods of Language Teaching - Grammar-Translation Method - Direct method - Audio-lingual method - Total Physical Response - The Silent Way - Community Language Learning - Suggestopedia - Competence Based Language Teaching (CBLT) - Natural Approach - Content Based Instruction (CBI) - Task Based Language Teaching (TBLT) - Communicative Language Teaching - Structural Method - Functional Notional Approach.

Materials of Teaching - Curriculum Design - Content Selection - Notional Organization - Logical and Psychological Organization - Needs analysis in Language Teaching – Lesson Plan -Classroom Management - Study Skills.

Testing and Evaluation – Evaluating Materials - Assessment Methodology - Formative and Summative assessment - Error Analysis - Contrastive Linguistics - Types of Tests and Questions - Objectivity in Evaluation.

Reference Books:
1. Howell A.P.R. A History of English Language Teaching, OUP,1984.
2. Sterne. H. H Fundamental Concepts of Language Teaching, OUP,2003.
3. Brown H. Douglas. Principles of Language Learning and Teaching. Prentice Hall Regents, 1994.
4. Dianne Larsen-Freeman. Principles and Techniques in Language Teaching. OUP.
5. Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. CUP.
6. Dhanavel. S. P, English Language Teaching in India, Tata McGraw Hill Education Private Limited, New Delhi, 2012.

Course Learning Outcomes: The students' will be capacitated to decipher,
- The theories and approaches of ELT
- Classroom Management and theories of Language Learning
- Testing and evaluation methodologies

Course Code	HS619
Title of the Course	Translation Studies
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To familiarize students with the theory, history, and various forms of translation.
- To explore the techniques, strategies and cultural differences involved in translating a text.
- To develop a practical understanding of the activity of Translation.

Course Content

Key Concepts: Selections from *Translation— Theory and Practice: A Historical Reader*, edited by Daniel Weissbort and Astradur Eysteinsson; Jeremy Munday, *Introducing Translation* Studies; G.N. Devy, "Translation and Literary History."; Rita Kothari, "Recalling: English Translation in Colonial India"

Western Paradigm: George Steiner, "The Hermeneutic Motion"; Roman Jakobson, "On Linguistic Aspects of Translation"; Walter Benjamin, "The Task of the Translator"; Lawrence Venuti, selections from *The Translator's Invisibility: A History of Translation*.

Cultural Translation: Boris Buden, Stefan Nowotny, Sherry Simon, Ashok Bery &Michael Cronin, "Cultural Translation: An Introduction to the Problem, and Responses"; Clifford Geertz, "Found in Translation. On the Social History of the Moral Imagination"; Harish Trivedi, "Translating Culture vs. Cultural Translation"; Yuan Zhang, "Harṣa and China: The Six Diplomatic Missions in the Early 7th Century."; Robert C. Young, "Cultural Translation as Hybridisation"

Postcolonial Translations: Gayatri Chakravarty Spivak, "The Politics of Translation" and "'Draupadi' by Mahasveta Devi"; Tejaswini Niranjana, "Translation as Disruption"; A.K. Ramanujan, "Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation."; Sujit Mukherjee, "Translation as Patriotism"; M. Asaduddin, "Translation and Indian Literature: Some Reflections,"

Translation, Comparative Literature and World Literature: David Damrosch, selections from *What is World Literature?*; Emily Apter, "Untranslatables: A World System"; Aamir R. Mufti, "Orientalism and the Institution of Indian Literature"

Reference Books:
1. Susan Bassnett, *Translation Studies*, Routledge, 1980.
2. Harish Trivedi and Susan Bassnett eds., *Postcolonial Translation: Theory and Practice.* Routledge, 1999.
3. Lawrence Venuti, *The Translation Studies Reader,* Routledge, 2000.

Course Learning Outcomes: On completion of the course
- Students will have practical skills of translation.
- They will have a nuanced understanding of the social functions of language.
- They will be able to analyze cultural difference through translation.

Course Code	HS621
Title of the Course	Introduction to Cultural Studies
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course provides
- a general introduction to cultural studies focusing on its history and theoretical approaches.
- an overview of major concepts which would help students in analyzing cultural significations.
- a practical application of theoretical approaches to poetry, fiction, film, art, other cultural expressions and sources.

Course Content:
Theodor Adorno: "Culture Industry Reconsidered"; Claude Levi-Strauss: Selections from *Myth and Meaning;* Walter Benjamin: "The Work of Art in the Age of Mechanical Reproduction"
Roland Barthes: "Myth Today", "Rhetoric of the Image"; Raymond Williams: "Culture is Ordinary"

Eric Hobsbawm: "Inventing Traditions"; Stuart Hall: "Cultural Studies: Two Paradigms"
Jurgen Habermas: Selections from *The Structural Transformation of* the *Public Sphere*
Jean Baudrillard: *Simulacra and Simulation;* Peirre Bourdieau: Selections from *Distinction: A Social Critique of the Judgement of Taste;* Susan Sontag: Selections from *On Photography*
Richard Hoggart: Selections from *The Uses of Literacy*

Ashis Nandy: "Introduction: Indian Popular Cinema as a Slum's Eye"
Homi Bhabha: "On Mimicry"; Benedict Anderson: "Maps, Census, Nation" from *Imagined Communities;* Michel Foucault: "Two Lectures" from *Power/Knwoledge*
Dick Hebdige: Selections from *Subculture: The Meaning of Style*
Gayatri Chakravorty Spivak: "Can the Subaltern Speak?"

Gayle S. Rubin: "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality"
R.W. Connell: "Hegemonic Masculinity: Rethinking the Concept"
Judith Butler: "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory"
Donna Haraway: "A Manifesto for Cyborgs: Science, Technology and Social Feminism in the 1980's" (*The Haraway Reader*)

Jean-Jacques Rousseau: *Emile, or On Education;* Georg Wilhelm Friedrich Hegel: Selections from *Lectures on the Philosophy of History;* Friedrich Nietzsche: "The Birth of Tragedy"
Jean Paul Sartre: Selections from *What is Literature*?
Arthur Schopenhauer: Selections from *The World as Will and Representation*
Martin Heidegger: Letter on "Humanism"

Reference Books:
1. Simon During, *Cultural Studies Reader*, Routledge, 1993.
2. Michael Ryan, *Cultural Studies: A Practical Introduction*, Wiley Blackwell, 2010.
3. Angela McRobbie, *The Uses of Cultural Studies*, Sage, 2005.
4. John Storey, *Cultural Theory and Popular Culture*, Routledge, 2013
5. Lawrenece Grossberg, *Cultural Studies in the Future Tense*, Duke University Press, 2010
6. Chris Barker and Emma A. Jane. *Cultural Studies: Theory and Practice* (5th edition), Sage Publications. 2016.

Course Learning Outcomes: Upon completion of the course, student will be able to
- observe, locate and discuss the cultural significations that surround them.
- appreciate the cultural expressions and sources.
- understand the socio-political milieu in which culture is located.

Course Code	HS623
Title of the Course	American Literature
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- Introduce the history and culture of America.
- Familiarize important writers, themes and trends in literatures produced in America.
- Examine literary works as expressions of communal and individual values.

Course Content:

Early American literature (Beginnings to 1820): Christopher Columbus, *Letter of Discovery*; Native American tales; Anne Bradstreet, *The Author to Her Book*, *To My Dear and Loving Husband*; Phillis Wheatley, *On Being Brought from African to America.*

Transcendentalism and Dark Romanticism: Ralph Waldo Emerson, *The American Scholar, Brahma;* Henry David Thoreau, excerpts from *Walden* "Reading" and "Solitude"; Edgar Allan Poe, *The Raven, The Masque of the Red Death*; Walt Whitman, *I Sing the Body Electric*; Emily Dickinson, ***Pain Has An Element of Blank, Much Madness is divinest Sense***; Nathaniel Hawthorne, *Young Goodman Brown.*

Between the Wars: Langston Hughes, *Harlem, The Negro Speaks of Rivers*; T. S. Eliot, *Gerontion;* Robert Frost, *After Apple Picking*; Eugene O'Neill, *The Emperor Jones*; ee cummings, *Buffalo Bill*; William Faulkner, *A Rose For Emily;* Wallace Stevens, *Of Modern Poetry*; Zora Neale Hurston, *How It Feels to Be Colored Me;* Ernest Hemingway, *The Snows of Kilimanjaro.*

Post 1945 Literatures of America: Allen Ginsberg, *The Howl*; Sylvia Plath, *Daddy*; Theodore Roethke, *My Papa's Waltz*; Edward Albee, *The Zoo Story;* Toni Morrison, *Sula*; Maxine Hong Kingston, *The Woman Warrior* ("No Name Woman"); Audre Lorde, sections of *The Cancer Journals.*

Contemporary America: Philip Roth, sections of *Patrimony*; Art Spiegelman, sections of *Maus;* Jhumpa Lahiri; *Interpreter of Maladies* "A Temporary Matter"; Joyce Carol Oates, *Curly Red;* Colson Whitehead, sections of *The Colossus of New York.*

Reference Books:
1. Nina Baym, *The Norton Anthology of American Literature*, W. W. Norton, 2012.
2. Boris Ford. *The New Pelican Guide to English Literature: American Literature (vol. 09).* Penguin, 1991.
3. John N. Duvall. *The Cambridge Companion to American Fiction After 1945.* Cambridge University Press, 2012.
4. Caroline F. Levander, Robert S. Levine (editors). *A Companion to American Literary Studies.* Wiley-Blackwell. 2011.

Course Learning Outcomes:

Upon successful completion of the course, students will:

- Describe the major cultural and historical developments of American literature.
- Describe the major conventions, tropes, and themes of literatures of America.
- Identify the features with regard to individual authors/works/periods.

Course Code	HS612
Title of the Course	Literary Theory and Aesthetics: East and West
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course introduces:
- Important critics and their works from East and West
- The history of aesthetic appreciation in different cultures at different times
- The registers of aesthetic appreciation

Course Content

Plato: Selection from *The Republic;* Aristotle: *Poetics;* Longinus: On the Sublime; Horace: Ars Poetica; Philip Sydney: An Apology for Poetry; John Dryden: Essay of Dramatic Poesy; Wordsworth: Preface to *Lyrical Ballads*; S.T. Coleridge: Biographia Literaria, Chapter 17; Mathew Arnold: The Study of Poetry; T.S. Eliot: Tradition and Individual Talent

Bharatamuni: Natyasastra (N.P. Unni); Kunjunni Raja: Theory of Dhwani; Ananda Kumaraswamy: Dance of Shiva; S.K. De: Kuntaka's Theory of Poetry

Cleanth Brooks: Language of Paradox; F.R. Leavis: The Great Tradition; I.A. Richards: Four Kinds of Meanings; William Empson: Seven Types of Ambiguity; Roman Jakobson: Linguistics and Poetics; Northrop Frye: Archetypes of Literature; Ferdinand de Saussure: Nature of the Linguistic Sign; Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences; Sigmund Freud: Creative Writing and Daydreaming; Jacques Lacan: Insistence of the Letter in the Unconscious

Edmund Wilson: Marxism and Literature; Fredric Jameson: On Interpretation: Literature as a Socially Symbolic Act

Simone De Beauvoir: *Second Sex;* Elaine Showalter: Towards a Feminist Poetics; Helene Cixous: Laugh of the Medusa; Julia Kristeva: Women's Time

Reference Books:
1. Padma Sudhi, Aesthetic Theories of India, Bhandarkar Oriental Research Institute, 1983.
2. Devy. G. N, *Indian Literary Criticism: Theory and Interpretation*, Orient Longman, 2004.
3. Enright and Chickera. *English Critical Texts*, OUP, 1997.
4. Patricia Waugh. *Literary Theory and Criticism: An Oxford Guide*, OUP, 2006.
5. Terry Eagleton. *Literary Theory: An Introduction*, U of Minnesota Press, 1983.
6. Abrams. M. H and Geoffrey Harpham, *A Glossary of Literary Terms* (11th Edition), Cengage Learning, 2015.
7. Peter Barry, *Beginning Theory-An Introduction to Literary and Cultural Theory* (4th Edition), Manchester University Press, 2018.

Course Learning Outcomes: Completion of the course, student will be able to:
- Understand how literary criticism and the general world view of a culture are related
- Understand how criticism has responded to the literature of an era
- Develop informed aesthetic appreciation

Course Code	HS614
Title of the Course	English for Specific Purposes
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To introduce basic terms, concepts and issues involved in English for Specific Purpose.
- To enhance the students' ability in needs analysis, curriculum designing and material selection of ESP discourse.
- To equip the students to teach and evaluate the Communication skills in English in the field specific areas.

Course Content:

English Language Teaching – Development of ESP – Learners of ESP – Motivation and Needs - Describing ESP- Areas in ESP- Development of ESP - Effectiveness of ESP- Basic terms and concepts of ESP.

Needs Analysis - Approaches to Course Design – Syllabus Design - Product-oriented and Process-oriented Syllabuses – Types of Syllabus - Task-oriented Syllabus- Situation Approach- Activities for Language use - ESP Curriculum Planning – Skill-centered and Learner-centered Curriculum.

Use of Language in Different Context- Communicative use of Language - Register and Jargon- Branches of English for Specific Purposes - English for Academic Purposes- English for Science and Technology- English for Professional and Occupational Purposes- English for Business.

Teaching ESP– Methodology- Role of ESP Teachers- Restrictions and Reservations - Learner-centered Approach - Bloom's Taxonomy - Outcome Based Language Teaching.

Material Development- Adaptation for ESP- Evaluation Practices and Methods - Current Trends and Directions – Means Analysis - Text Analysis - Common European Framework of Reference for Languages.

Reference Books:
1. Hutchinson, Tom and Water, Alan. English for Specific Purposes: A learning-centered approach. CUP, 1987.
2. Mackay, Ronald & Mountford, Alan. English for Specific Purposes: A Case Study Approach. 1978.
3. Trimble, MarryTodd, Trimble, Louis and Drobnic, Karl. English for Specific Purposes: Science and Technology. 1978.
4. Kennedy, Chris and Bolitho, Rod. New ways in English for Specific Purposes. 1984.
5. Belcher, Diane D. English for Specific Purposes in Theory and Practice. University of Michigan press, 2009.

Course Learning Outcomes:
- Students will examine their learning needs
- They will be enabled to design and evaluate the syllabus and materials.
- They will perceive the concepts, purpose and need for ESP framework.

Course Code	HS625
Title of the Course	Elements of Literature
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To provide a working knowledge of the characteristics of each literary genre.
- To develop critical skills and analytical thinking through reading and discussion.
- To respond to literary texts in different forms across periods/cultures.

Course Content

Key Terms and Ideas: Terry Eagleton, "Rise of English Studies"; Wallace Martin, "Criticism and the Academy"; Raymond Williams, *Keywords: A Vocabulary of Culture and Society*; "Introduction", in Gary Day*, Class*; "Representation", "Structure", "Narrative", "Gender" and "Ideology" in Frank Lentricchia and Thomas Mclaughline eds. *Critical Terms for Literary Study*; Kelly J. Mays, "Introduction"

Ways of Reading: Stanley Fish, "Is there a text in the Class"; Fredric Jameson, "On Interpretation: Literature as a Socially Symbolic Act"; Stephen Best and Sharon Marcus, "Surface Reading: An Introduction"; Rita Felski, "Context Stinks"; Caroline Levine, "Forms"; Kate Chopin, "Story of an Hour"; J.L. Borges, "Pierre Menard, Author of the Quixote"; Ernest Hemingway, "Hills like White Elephants"

Poetry: Selected poems of William Shakespeare, Emily Dickinson, Maya Angelou, Phillip Larkin, Fernando Pessoa, Miraslov Holub, Meena Kandasamy, Arun Kolatkar; Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, "Versification and Poetic Syntax"; Paul Fussell, "Poetic Meter"

Narrative: Lawrence Sterne, *Tristram Shandy*, *The Life and Opinions of Tristram Shandy, Gentleman,* vol.1; Catherine Belsey, "Textual Analysis", *Research Methods for English Studies*; Gerard Genette, selections from *Narrative Discourse*; Wayne C. Booth, "Resurrection of the Implied Author; Why Bother?"

Drama: Oscar Wilde, *The Importance of Being Earnest*; Eve Sedgwick, Selection from *Tendencies*; Moe Mayer, "Under the Sign of Wilde", *The Politics and Poetics of Camp.*

Reference Books:
1. Kelly J. Mays, *The Norton Introduction to Literature,* 2015.
2. Michael Myers, *The Bedford Introduction to Literature*, 2017.
3. Robert Scholes, *Elements of Literature.* OUP, 1990.

Course Learning Outcomes:
On completion of the course:
- Students will interpret texts with attention to ambiguity, complexity, and aesthetic value.
- Students will demonstrate awareness about genre, rhetorical devices, and various literary forms.
- Students will read literature critically from a theoretical and formal perspective.

Course Code	HS616
Title of the Course	Language Learning and Teaching
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To analyze the students' presentation skill and to enhance their level of confidence.
- To empower the students with the opportunity to exhibit their competency and edify their peer group on the topic allocated.

Course Content

Approaches and Methods of Language Teaching - General Principles of Language Teaching - Theories of Language Learning - Needs Analysis in Language Teaching - Testing and Evaluation

Study of Language - Nature and Origin of Language - Language as a tool for Communication and Language as Communication - Modern Linguistics - Branches of Linguistics Studies - Varieties of Language - Communicative Competence Models - Structure of Language – Stylistics –Syntax – Semantics – Pragmatics – TG Grammar.

Speech Mechanism - Air-stream mechanism - Phonemes vs. Allophones - Principles of Phonemic Analysis - Phonological Rules and Representation - Segment vs. Features - Description and Classification of Consonants - Description and Classification of Vowels - English Diphthongs - Allophonic Variants - Spelling and Pronunciation - Phonetic Transcription - Syllable Structure- Consonant Clusters.

Writing as a composing process – higher order thinking and writing – reciprocal relationship of reading and writing – Academic writing and critical reading.

Reading as a writer – reflection of cognition in writing – focus on meaning and generation of ideas while writing.

Reference Books:
1. Jordan. R. R. English for Academic Purposes: A guide and resource book for teachers. CUP, 1997.
2. Wood F.T. An Outline history of the English Language. Macmillan, 2001.
3. Balasubramanian, T. A textbook of English Phonetics for Indian Students. Macmillan, 1993.
4. Tickoo. M. L. Teaching and Learning English. Orient Blackswan private Limited, 2003.
5. Michael L. Kamil, Judith A. Langer, Timothy Shanahan. Understanding reading and writing research. Allyn and Bacon, 1985.

Course Learning Outcomes:
- Students will be able to decimate their inhibition to present in front of the large audience group.
- They will be augmented to cogently present their thoughts and ideas.
- They will be able to hone their communication skill.

Course Code	HS627
Title of the Course	Critical Discourse Analysis
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To familiarize students with the discourse analysis.
- To expose learners to various forms of discourse.
- To facilitate the students with the rhetorical aspects of discourse.

Course Content

Discourse analysis – Definition and Approaches – Discourse Analytical and Non-Discourse Analytical Approaches – Theoretical Traditions – Characteristics of Discourse – Spoken and Writing language – Sentence and Utterance-Role of Context in Interpretation – Context of Situation.

Kinds of Discourse: Exposition, Argumentation, Description, Narration – Feminist Discourses – Discourse and Society – Discourse and Pragmatics – Discourse and Genre – Discourse and Conversation – Discourse Grammar.

Theory and Practice of Critical Discourse Analysis – The Cooperative principle – The Politeness principle – Conversation analysis –Implicatures – Genre analysis – Corpus-based approaches – Laclau and Mouffe's Discourse Theory.

Literary discourse – Gender and Discourse – Gender Analysis of Discourses of Love, Friendship, Marriage, Family, Work and Nationalism – Subaltern and Marginalized Discourse – Rhetorical Aspects of Discourse.

Postcolonial Literary discourse- Discourse of the Human Sciences – Poetic Discourse, Narrative Discourse and Dramatic Discourse – Art of Discourse – Challenges and Criticisms of Discourse Analysis – Contemporary Discourse Analysis.

References:
1. Literary Discourse: *A Semiotic-pragmatic Approach to Literature*, By Jørgen Dines Johansen, 1999.
2. Jorgensen, Marianne W. and Phillips, Louise J. *Discourse Analysis as Theory and Method*. Sage, 2002.
3. Schiffrin, Deborah, Tannen, Deborah and Hamilton E., Heidi. *The Handbook of Discourse Analysis*. Wiley-Blackwell, 2003.
4. Gee, Paul James. *An Introduction to Discourse Analysis: Theory and Method*. Routledge, 2005.
5. Paltridge, Brian. *Discourse Analysis: An Introduction*. Bloomsbury Academic, 2007.

Course Learning Outcomes:
- Students will be able to analyse the written and spoken language discourse.
- They will be empowered on the theories, approaches and practice of discourse analyses.
- They will be able to decipher the context - based discourse.

Course Code	HS618
Title of the Course	Comics and Graphic Storytelling
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To familiarize students of the history, culture and origins of comics.
- To introduce tenets of visual culture through close reading comics and graphic narratives.
- To introduce comics traditions and conventions across cultures.

Course Content

Origins of comics – Defining comics and comics as art - Comics and other Media – Word and image relationships – Affordances and components of comics.

Language of comics – Rhetorical devices and techniques - Rise of Cartoons – Emergence of superhero narratives – Marvel and DC comics – Post comics code authority.

Rise of independent and Underground comics – Rise of autobiographical comics – *Maus*, History, and Ideology - Birth of graphic novels – Comics versus graphic narratives – Alternative superheroes - Comics readers

Recent trends in comics studies: Graphic medicine – Graphic justice – Emergence of web comics – Print versus web comics – Comics and technology/software – Comics and adaptations – Comics as journalism - Manga and Cross-Cultural Analysis

Comics culture in India - Grass root comics – Colonial and Political cartoons – Alternate Graphic narratives – Imagining mythologies and urban spaces – Nation, Gender and Iconography

Reference Books:
1. McCloud, Scott, and Mark Martin. *Understanding Comics: The Invisible Art*. New York, NY: William Morrow, HarperCollinsPublishers, 2017.
2. Charles Hatfield. *Alternative Comics.* Jackson: UP of Mississippi, 2005.
3. Paul Gravett. *Graphic Novels.* New York, Collins, 2005.
4. Jean-Paul Gabilliet. *Of Comics and Men. A Cultural History of American Comic Books.* 2005. Trans. Bart Beaty and Nick Nguyen. Jackson: UP of Mississippi, 2010.

Course Learning Outcomes:

On completion of the course students will
- Write analytically about comics for their structure and meaning, using appropriate comics terminology.
- Analyze a range of comics and visual storytelling materials, from cartoons to webcomics.
- Appreciate graphic storytelling as a cultural and artistic practice.

Course Code	HS620
Title of the Course	Health Humanities
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- To introduce how medical culture conceptualizes bodies, health and illness.
- To identify the role of humanities and the arts to the practice of professional medicine.
- To understand how the arts and culture provide and shape human condition, suffering, and well-being.

Course Content

Illness versus Disease – Rise of medical humanities – Global health humanities – Rise of 'active' patient – Social and Cultural history of Medicine - Phenomenological approach to Illness

Doctor-patient relationship – Death and Dying – Mental Health – The Idea of Doctor and doctoring – Gender and experience of illness – Bioculturalism

Nature of pain – Issues in caregiving – Trauma – Medicine and Technology – Plagues and Logic of Contagion - Tenets of Biomedicine

Cultural representation of Illness – Iconography of Illness – Health and Other Media – Hospital and Clinics – Bioethics – Imagining the patient – Disability studies

Graphic pathographies – Emergence of graphic medicine – Empathy – Coping – Graphic somatography and life writing.

Reference Books:
1. Jones, Therese, Delese Wear, Lester D. Friedman, and Kathleen Pachucki. *Health Humanities Reader*. 2014.
2. Bates, Victoria, Alan Bleakley, and Sam Goodman. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 2015.
3. Cole, Thomas R, Nathan Carlin, and Ronald A. Carson. *Medical Humanities: An Introduction*. 2017
4. Czerwiec, MK. *Graphic Medicine Manifesto*. Pennsylvania: PSUP, 2015.
5. Foucault, Michel. *The Birth of the Clinic*. London: Routledge. 2003.

Course Learning Outcomes:
On completion of the course students will
- Develop socio-cultural and metaphysical understanding of health, illness and well-being.
- Write/think analytically about medicine in relation to the arts
- Demonstrate enhanced skills of reading clinical situations and the patient/physician/caregiver narratives.

Course Code	HS622
Title of the Course	Film Studies
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Objectives
- This paper is designed to give an introduction to film theory, film genres and film classics.

Course Content

Language of Cinema: Sergei Eisenstein, "Word and Image" (from Film Sense); Andre Bazin, "Evolution of the Language of cinema" (from Movies and Methods); Jean-Louis Baudry, "Ideological Effects of the Basic Cinematographic Apparatus"

Feminist and Postcolonial Theories of Cinema: Laura Mulvey, "Visual Pleasure and Narrative Cinema"; Robert Stam & Louis Spence, "Colonialism, Racism and Representation: an Introduction" (all three from Movies and Methods); Wimal Dissanayake, "rethinking Indian Popular Cinema: Towards newer frames of understanding"

Film Classics: *Battleship Potemkin,* Sergei Eisenstein; *Wild Strawberries,* Ingmar Bergman; *Psycho,* Alfred Hitchcock; *Gone with the Wind,* Victor Fleming;
Ran, Akira Kurosowa; *Jurassic Park*: Steven Spielberg

Movements: Italian Neorealism, *Bicycle Thieves* ((Dir:Vittorio de Sica); French New Wave, *Breathless* (Dir: Jean Luc-Godard); New German Cinema, *Marriage of Maria Braun* (Dir: Werner Fassbinder); Third Cinema, *Lucia* (Dir. Humberto Solas)

Other Movies-Documentary: *Glass* (Dir. Bert Haanstra); *The Story of India* (Six Parts) Michael Wood

Reference Books:
Essays
1. Bill Nichols : "The Voice of Documentary: (from Movies and Methods)
   Books
1. James Monaco: *How to Read Cinema* (NY:OUP, 1981)
2. Philip Rosen(ed.): *Narrative, Apparatus, Ideology: a Film Theory Reader*(Columbia University Press, 1986)
3. Ravi Vasudevan(ed.): *Making Meaning in Indian Cinema* (Sage, 2000)
4. Gopinathan.K (ed.): *Film and Philosophy* (Calicut University, 2003)
5. Lalitha Gopalan (ed.): *The Cinema of India* (London: The Wallflower Press. 2009)
6. Meena Pillai (Ed.): *Women in Malayalam Cinema* (Orient Black Swan, 2010)

Course Learning Outcomes:
- After doing a course in Film Studies the student is expected to critically theorise a film in various aspects.
- The student must be able to understand film as not just a medium of entertainment but a textual apparatus constituted of socio-political, psychological, and cultural bearings.

Course Code	HS624
Title of the Course	Introduction to Cognitive Sciences
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives:
- introduces the theories on cognitive sciences
- explains how different fields contribute to the study of the human mind
- analyses the neurobiological basis for cognitive abilities

Course Content

Psychological perspectives of cognitive science: Structuralism – Functionalism - Behaviorism - Psychoanalysis - Cognitive approach to learning

Introduction to: Consciousness - Social and cultural cognition - Cognitive neuroscience of learning - Cognition of emotion.

Neuroscience of: Perception - Thought processes - Information processing - Memory- Reasoning - Problem solving - Decision making - Human intelligence and artificial intelligence

Neuroscience of cognition: Cognitive development - How cognitive systems are organized in brain - Advances in medical imaging/ brain mapping

Language ability: Neuroscience of language acquisition - Universal grammar and Implications of Chomsky's theories on language acquisition

Reference Books:

1. Bermudez. J. L, Cognitive Science: An Introduction to the Science of the Mind, Cambridge University Press, 2010.
2. Friedenberg. J and Silverman. G, Cognitive Science: An introduction to the study of mind, Sage, 2011.
3. Gluck. M. A, Mercado. E, Myers. C. E, Learning and Memory: From Brain to Behavior, Worth Publishers. New York. 2016.

Course Learning Outcomes: On completion of the course will enable students to
- grasp the fundamental theories of cognition
- understand the brain basis for different types of cognition
- understand the neurobiology of cognitive abilities

Course Code	HS626
Title of the Course	Communicative Language Teaching
Prerequisite	Nil
Credits L-T-P	3 (3-0-0)

Course Learning Objectives:

- To familiarise students with features of a Task-based classroom and to enable them to develop a CLT based syllabus

- To raise the students' awareness of different evaluation methodologies pertaining to CLT

- To enhance their understanding of a learner centred classroom and the roles that teachers have to assume in classroom

Course Content

Theories of language - theories of communication - approaches in teaching communication — language and communication — lingua Franca — knowledge of language and its use - development of skills and strategies.

Communicative syllabus design — communicative competence and theoretical model — designing the model: parameters and process — communication needs: purposive domain, interaction and instrumentality- syllabus and curriculum— notional syllabus — situational syllabus — functional syllabus — procedural syllabus.

Learner-centered curriculum — theoretical bases — methodology in a learner-centered curriculum-concept of language proficiency - task components — grading tasks — sequencing and integrating tasks - task oriented syllabus design — activities for language use — language use and usage — learner autonomy — motivation, autonomy and achievement.

Role of teacher and learner - communicative language teaching -teacher and the curriculum -— cultural factors — need for innovation and flexibility — tasks and teacher development — classroom communicative competence.

Assessment of second language proficiency — types of assessment —techniques of assessment — assessment of second language proficiency - key concepts in evaluation - evaluation and teacher development — approaches to evaluation — purposes of evaluation — role of feedback.

Reference Books:
1. Littlewood, William. *Communicative Language Teaching: An Introduction*. CUP, 1983.
2. Nunan, David. *The Learner-Centred Curriculum.* CUP, 1988.
3. Munby, John. *Communicative Syllabus Design.* CUP, 1978.
4. Johnson, Keith. *Communicative Syllabus Design and Methodology.* Pergamon Press, 1982.
5. Nunan, David. *Designing Tasks for the Communicative Classroom.* CUP, 1989.

Course Learning Outcomes:

- Students will be able to decipher CLT and task-based curriculum.

- They will be able to enhance their learner autonomy in language learning.

- The will be able to comprehend various functions of assessment and evaluation in learning process.

Course Code	HS628
Title of the Course	Journalism and Media Studies
Prerequisite	Nil
Credits (L-T-P)	3 (3-0-0)

Course Learning Objectives: This course aims to:
- develop language skills through collaborative and interactive tasks around media texts.
- provide abundant opportunities to use language in effective media contexts.
- help students transfer their acquired skills to their work places.

Course Content

Introduction to Print Media: News Categories - Components of a News Story – Reporting and its Types - Planning and writing a news article - Process of editing a news story

News Types and Writing Techniques: Cartoons - Reviews - Editorials, Columns, Features, - Writing reviews

Understanding Advertisement: Advertisement substance - Brand Positioning - Structure of advertisement - Attention seeking devices - Designing Advertisements and writing Jingles

Radio and Television: News Bulletin - Interviews, Debates and Discussions - Reporting - TV Script Writing and radio drama

Contemporary Trends: Digital Journalism - Online Writing - Digital Storytelling - Writing content for Webpages

Reference Books:
1. Cook, G. The Discourse of Advertising. London: Routledge: 1992, Print.
2. Gabay, J.J. Teach Yourself Copywriting. London: Hodder Headline, 1996, Print.
3. Keval. J. Kumar. Mass Communication in India. New Delhi: Jaico, 1994, Print.
4. Nair, Latha. English for the Media. New Delhi: CUP,2014, Print.
5. Spark, David & Geoffrey Harris. Practical Newspaper Reporting. New Delhi: Sage Publication, 2011, Print.

Course Learning Outcomes:
On completion of the course, student will be able to
- understand and use technical terms in the field of media
- use the skills needed to survive in the media world
- develop innovative ideas
- keep abreast of the contemporary trends
- practise the media skills