

Government Degree College Baramulla

Semester 3RD

(Major/Minor Course)

Subject English

Title: British Poetry

Credit: Theory: 04; Tutorial: 02

Code: BEL22C301

Contact Hours: 64 (Th) + 32 Tu)

Course Objectives:

- *To introduce students to Romantic, Victorian, and Modern Poetry with emphasis on its constituent elements.*
- *To teach students how to study a poem in its context.*
- *To focus on the use of language and style in the poetry written at different ages.*
- *To analyse the given poems critically.*

Learning outcomes:

On completion of the course, the student should be able to:

- *Identify and categorise Romantic, Victorian, and Modern poetry.*
- *Outline the context of the prescribed poems.*
- *Evaluate, assess, and interpret the prescribed poems and the use of language and style therein.*
- *Compare, situate, and analyse the theme and form of the prescribed poems in the English poetic tradition.*

UNIT-I:

- **William Blake:** “The Lamb”, “The Tyger”
- **William Wordsworth:** “Lines Composed a Few Miles above Tintern Abbey”
- **Samuel Taylor Coleridge:** “Kubla Khan”

Unit-II:

- **Percy Bysshe Shelley:** “Ozymandias”, “Ode to the West Wind”
- **John Keats:** “On First Looking into Chapman’s Homer”, “Ode to a Grecian Urn”

UNIT-III:

- **Alfred, Lord Tennyson:** “Ulysses”, “Tears, Idle Tears”
- **Robert Browning:** “My Last Duchess”
- **Matthew Arnold:** “Philomela”, “Dover Beach”

Unit-IV:

- **William Butler Yeats:** “Easter 1916”, “The Prayer for My Daughter”

Government Degree College Baramulla

- **T S Eliot:** “The Hollow Men”
- **Wilfred Owen:** “Dulce et Decorum Est”

TUTORIALS (2 CREDITS)

Course Objectives:

- *To teach students a contextual reading of the prescribed poems.*
- *To teach students the aesthetics of poetry.*
- *To do a comparative study of the prescribed poems written in different periods.*
- *To focus on Rhythm, Form, and Diction in the selected poems from the syllabus.*

Learning outcomes:

On completion of the course, the student should be able to:

- *Analyse a poem based on its context.*
- *Identify the aesthetics employed by the poet.*
- *Outline the comparison of the prescribed poems written in different periods.*
- *Identify Rhythm, Form, and Diction in the prescribed poems from the syllabus.*

Unit-I

- Introduction to the sociocultural and political background of English Romanticism: the French Revolution, the Rise of Industrialization, and Urbanisation
- Aesthetics of Romanticism: Reading the poems prescribed in Unit I and Unit II of the theory syllabus against the backdrop of the philosophy of aesthetics of British Romanticism.
- Romanticism as a rejection of Neoclassicism, Enlightenment, and 18th-century classicism: comparison of the poems of the neoclassical period (prescribed in the 2nd semester) with the select poems prescribed in Unit I and Unit II of the theory syllabus

Unit 2

- Features of Victorian poetry like Realism, Conflict between Religion and Science, Morality, Pessimism, sentimentality, etc. with emphasis on the prescribed poems from Unit III of the theory syllabus.
- Study of the prescribed poems from Unit IV of the theory syllabus in the context of literary modernism.
- Comparison of the Rhythm, Form, and Diction of Modernist Poetry and Romantic Poetry with reference to select poems from the theory Syllabus.

Government Degree College Baramulla

Suggested Readings

1. *English Social and Cultural History* by Bibash Choudhury, PHI Learning Pvt Ltd, 2019.
2. *English Literature in Context* by Paul Poplawski, Cambridge University Press, 2016.
3. *The Norton Anthology of Poetry*, W. W. Norton & Company, United Kingdom, 1997.
4. *A Glossary of Literary Terms* by M H Abrams & G G Harpman Cengage Learning India Pvt Ltd. 2015.
5. *English Poetry of the Romantic Period 1789-1930* by J. R. Watson, Routledge, 2016.
6. *The Cambridge Companion to Victorian Poetry* Edited by Joseph Bristow, Cambridge University Press, 2002.
7. *A Companion to Modernist Poetry* Edited by D. E. Chinitz and G McDonald, Wiley Blackwell, 2014.

Web Sources for Students

1. British Romanticism by the editors of Poetry Foundation.
2. The Romantics by Staphanie Forward
3. The Victorian Age by the editors of IGNOU
4. The Victorian Era by the editors of Poetry Foundation
5. The Poetics of Modernism by Nasrullah Nambrol

Government Degree College Baramulla

Department of English

Semester: 3rd

Minor Course

Title: Functional English

Code: BEL22C302

Credit: Theory: 04; Tutorial: 02

Contact Hours: 64 (Th) + 32 Tu)

Objectives: -

- *To provide a foundation for understanding the Sound Structure of the English Language.*
- *To familiarize students with different levels of stress and types of intonation in the English language.*
- *To offer an in-depth understanding of the key concepts in grammar and their application in English language usage.*
- *To explore various linguistic approaches to reading and to discuss their underlying principles.*

Learning outcomes:

On completion of the course, the student should be able to:

- *Recognize and explain various sounds of the English language and their relationship to letters.*
- *Use appropriate stress and intonation patterns in spoken English to convey meaning effectively and communicate more fluently.*
- *Use various linguistics approaches to decode and comprehend text to improve reading skills in English.*
- *Apply various grammatical concepts to analyze and construct different types of sentences in English.*
- *Identify mistakes and correct common grammar errors in speech and writing.*

Chapter-I: Phonology-I

Introduction to Phonology, Phonemes, Phones and Allophones, Minimal Pairs. Syllable: The Nature of the Syllable, The Structure of the Syllable, Syllable Division, Strong and weak Syllable, Syllabic Consonants

Chapter-II: Phonology –II

Stress & Intonation

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Stress: The Nature of Stress, Levels of Stress, Placement of Stress within the word

Intonation: Introduction, The function of intonation, The tone Unit, Fall-rise & Rise-fall tones

Chapter – III: Reading- II

Introduction to Reading

Linguistics Approaches to Reading- Bloomfield Approach, Fries Approach, Alphabetic Approach

Phonic Approach, Phono-visual approach

Chapter IV- Grammar-II

Grammar: The Descriptive Approach; Structural Analysis; Constituent Analysis

English Tenses: Past, Present and Future

Sentences: Simple, Declarative and Interrogative Sentences.

TUTORIALS

Course Objectives:

- *To develop practical skills in identifying and transcribing stressed syllables in English.*
- *To develop students' ability to understand and apply intonation patterns effectively in spoken English*
- *To develop reading skills among students through the utilization of different reading techniques.*
- *To enhance proficiency in recognizing and using tenses in both written and spoken English.*

Learning outcomes: On completion of the tutorials, the student should be able to:

- *Use stress and intonation patterns to convey intended meaning.*
- *Analyse and interpret a written text.*
- *Comprehend the meaning of unfamiliar words.*
- *Use correct grammatical constructions both in spoken and written forms of English.*

Unit-I Exercises in Stress and Intonation

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The following grammar exercises have been sourced from the book *English Pronunciation in Use (Advanced)* by Martin Hewings.

1. Stress (Unit 10-24)
2. Intonation (Unit 39-53)

Unit-II: Exercises in Grammar & Reading

- The following grammar and reading exercises have been sourced from the book *Advanced Grammar in Use* by Martin Hewings.
 1. Present Tense (Unit 1-4)
 2. Past Tense (Unit 5-10)
 3. Future Tense (Unit 11-16)
- The following reading exercises have been sourced from *Developing Reading Skills: A Practical Guide to Reading Comprehension* by Françoise Grellet.
 1. Reading Exercises (Unit-I, Exercises 1-10)

Suggested Readings:

1. *Advanced Grammar in Use* by Martin Hewings; Cambridge University Press 3rd Edition
2. *Better English Pronunciation*. By J. D. O'Connor; Cambridge University Press.
3. *Developing reading skills: A practical guide to reading comprehension exercises* by Françoise Grellet; Cambridge University Press.
4. *English Pronunciation in Use (Advanced)* by Martin Hewings, Cambridge University Press; 2nd edition.
5. *Introduction to English Phonetics and Phonology* by Mohammed Aslam, Aadil Amin Kak, Cambridge University Press India Pvt. Ltd.
6. *Phonics in Proper Perspective* by Arthur W. Heilman, Pearson Publishing; 9th edition.
7. *The Study of Language* by George Yule, Cambridge University Press; 7th edition.

GOVERNMENT DEGREE COLLEGE BARAMULLA

SEMESTER: 3rd

Ability Enhancement Course

Subject: English

Title: English Language through Literature

Code: BEL22A303

Credit: (2+1) Theory: 02; Tutorial: 01

Contact Hours: 48

Part 1: Theory

Course Objectives:

- To introduce students to the different nuances and usages of the English language through the study of literary texts.
- To develop critical reading skills among the students.
- To develop critical and creative writing skills among the students.
- To enable students to identify and understand the socio-cultural context of the literary or cultural texts.
- Develop critical thinking among the students.

Learning outcomes:

On completion of the course, the student should be able to:

- Describe the connotative and figurative use of language in a given text.
- Write a critical analysis of a given text.
- Situate and analyse a given literary or cultural text in its socio-cultural context.
- Form opinions, ideas, and notions regarding literary and cultural texts.

Unit I: Poetry

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| 1. All the World is a Stage | William Shakespeare |
| 2. The Chimney Sweeper: When my Mother died | William Blake |
| 3. Wild Geese | Mary Oliver |
| 4. The Rider and the Man Who Swallowed a Snake | Maulana Rumi |
- (Version by Coleman Barks, based on the translation of R. A. Nicholson)

Unit II: Short Stories

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|-------------------------|-------------------|
| 1) The Last Leaf | O Henry |
| 2) The Egg | Sherwood Anderson |
| 3) The New Constitution | S H Mantoo |

Tutorials

(1 Credit) Contact hours 16

Course Objectives:

GOVERNMENT DEGREE COLLEGE BARAMULLA

- *To develop listening and speaking competence among the students*
- *To improve nonverbal communication among the students.*
- *To enable students to write a film review*
- *To enable students to understand the socio-cultural context of the films and relate it to other cultures.*

Learning outcomes:

On completion of the tutorials, the student should be able to:

- *Perform select dialogues from the movies with all the nonverbal moves.*
- *Write a film review.*
- *Situate and analyse the socio-cultural background of the films and compare it with other cultures.*

Unit III: Films

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|---------------------|----------------------------|
| 1. New Boy | Director (Steph Green) |
| 2. The Exit Plan | Director (Angus Wilkinson) |
| 3. Like Turtles | Director (David Mandell) |
| 4. Twelve Angry Men | Director (Sidney Lumet) |

Suggested Readings for Teachers

1. *Literature and Language Teaching: A Guide for Teachers and Trainers* by Gillian Lazar (Cambridge University Press)
2. *Teaching Grammar through Literature: Bringing Language to Life in the Secondary Classroom* by Anna McGlynn and Rachel Fenn (Routledge)
3. *Literature in the Language Classroom* by Joanne Collie & Stephen Slater (Cambridge University Press)
4. *Storytelling in Early Childhood: Enriching Language, Literacy and Classroom Culture.* Teresa Cremin, Rosie Flewitt, Ben Mardell and Joan Swann (Routledge)
5. *Studying English Literature: A Practical Guide* by Tory Young (Cambridge University Press)
6. *Using Authentic Videos in the Language Classroom* by Jane Sherman (Cambridge University Press)
7. *Teaching with Film* by Martin Bradley (Stone River Books, 2020).

Government Degree College Baramulla

SEMESTER 1st

MULTIDISCIPLINARY COURSE

Subject: English

Title: An Introductory Course In English Literature

Code: BEL22M103

CREDIT: 03 (Three)

CONTACT HOURS: 48

Course Objectives:

- *To familiarise students with the core genres of English literature*
- *To introduce the essential components of poetry, drama and fiction*
- *To enable students to understand different literary techniques.*
- *To guide students regarding the textual analysis of some introductory literary texts.*
- *To sensitise students to the aesthetic, cultural & social aspects of literature.*

Learning outcomes:

On completion of the course, the student should be able to:

- *Outline and explain the different features of a literary text.*
- *Differentiate between various literary genres like prose, poetry and drama.*
- *Write a critical analysis of the given poem, drama and short story.*
- *Identify, compare and relate literary texts in a socio-cultural context.*

UNIT-I: Poetry

A very brief introduction to the elements of Poetry: definition; poetic devices: simile, metaphor, personification, allusion, imagery, oxymoron.

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| 1. Willam Shakespeare | Sonnet 18 |
| 2. William Wordsworth | Nutting |
| 3. Sylvia Plath | Daddy |
| 4. Agha Shahid Ali | Postcard from Kashmir |

Unit-II: Drama

A very brief introduction to the elements of drama (Plot, Character, Setting, Dialogue, Stage)

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| 1. J M Synge | Riders to the Sea |
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UNIT-III: Short Stories.

A very brief introduction to the elements of Fiction: setting, characterisation, narrative (point of view)

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| 1. Leo Tolstoy, | How much Land does a Man Need? |
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2. O Henry, The Gift of the Magi
3. *SH Mantoo* Toba Tek singh

Suggested Readings

1. *An Introduction to the Study of Literature* by William Henry Hudson, Rupa Publications, 2015.
2. *A Background to the Study of English Literature* by B Prasad, Trinity Press Publication, 2016.
3. *Studying Literature: An Introduction to Fiction and Poetry*, Pramod K Nayar Orient Blackswan, 2012.
4. *A Glossary of Literary Terms* by M H Abrams & G G Harpman Cengage Learning India Pvt Ltd. 2015.