

DEPARTMENT OF ENGLISH
COURSE PLANS OF B.A ENGLISH- SEMESTER IV



GIRIDEEPAM
INSTITUTE OF ADVANCED LEARNING
Affiliated to Mahatma Gandhi University, Kottayam

B. A English (Model II- Vocational) Careers and Communication Skills

EN4CC06

Illuminations

Semester:-4

Name of the Faculty : C. P. Roy

Email Id : cproy007@gmail.com

Mobile No : 9447200707

Significance of the Course

The course seeks to acquaint the learners with different forms of inspiring and motivating literature.

Course Objectives

At the end of the course, the student shall be able to:

1. maintain a positive attitude towards life.
2. evaluate and overcome setbacks based on the insights that these texts provide.

Expected Course Outcomes:

On completion of the Course, it is expected that the student will be able to:

ECO 1:**Recall** the works of the pioneers of literature which they have studied earlier and will thereby understand the need of a literary representation of the so-called genre.

ECO 2: **Locate** the different works they have come across under specific categories of writing.

ECO 3: **Identify** the effect of literary works which acts as not only a signpost, but also to impart the pleasure of learning a different culture and class.

ECO 4: **Explain** the experiences of those writers which has imparted interest among masses.

ECO 5: **Contrast/ Compare** the genres of literature they have learned/read so far.

Allocation of Sessions

Module	1	2	3	4	5	Total
Sessions Allotted	18	18	18	18	18	90

Session Plan

Module	Topic	CO Linkage
1	Module 1 [Life Sketches] Helen Keller: <i>Three Days to See</i> Jesse Owens: <i>My Greatest Olympic Prize</i> Dominic Lapierre: <i>Mother Teresa</i>	CO 1, 2, 3, 4&5
Learning Outcomes		Assessment
1. Identify the significance of Life Writings. 2. Locate some of the renowned works. 3. Analyse the text in detail.		1) Class test 2) Assignment
Module	Topic	CO Linkage
2	Module 2 [Essays] Lafcadio Hearn: <i>On Reading</i> Stephen Leacock: <i>Are the Rich Happy?</i> A.G. Gardiner: <i>On Courage</i>	CO 1, 2, 3, 4&5

Learning Outcomes		Assessment
1. Explain the Literary Genre called 'Essays'. 2. Evaluate the background and history of the given essays. 3. Compare and contrast the texts.		1) Assignment 2) Class test
Module	Topic	CO Linkage
3	Module 3 [Speeches] J. K. Rowling: "The fringe benefits of failure and the importance of imagination" Malala Yousafzai: "Nobel Lecture"	CO 1, 2, 3, 4&5
Learning Outcomes		Assessment
1. Compare and contrast the various speeches by people who changed the course of human consciousness and thought. 2. Identify the background and history of the speeches. 3. Explain the agency, motifs and themes of the given topics.		1) Group Discussion 2) Class Test
Module	Topic	CO Linkage
4	Module 4 [Short Stories] Oscar Wilde: <i>The Nightingale and the Rose</i> George Orwell: <i>The Miser</i> John Galsworthy: <i>Quality</i> Paulo Coelho: <i>The Beggar and the Baker</i>	CO 1, 2, 3, 4&5
Learning Outcomes		Assessment

	1. Identify Short Stories and their origin. 2. Explain the background of the stories.	1) Class Test 3) Seminar
Module	Topic	CO Linkage
5	Module 5 [Poems] William Ernest Henley: <i>Invictus</i> Robert Frost: <i>The Road Not Taken</i> Kahlil Gibran: <i>Of Good and Evil</i> Joyce Kilmer: <i>Trees</i>	CO 1, 2, 3, 4&5
Learning Outcomes		Assessment
1. Recall a general introduction to Poetry and its different forms. 2. Identify the background and history of the poems.		1) Group discussion 2) Class Test

Reference Books

1. James, Rajesh, Subin Varghese. *Illuminations: Vignettes from Inspirational Literatures*, Macmillan, Noida.

The students can refer to any standard books on the various literatures prescribed in the text, in addition to the above given reference.



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B. A English (Model II- Vocational) Careers and Communication Skills

EN4 CR05

Modes of Fiction

Semester : IV

Name of the faculty: Ann Mary Jacob, BibyMoithen, Mini Alex

Email Id : annmaryjacob.mail@gmail.com

Mobile No :9446038006

Significance of the course

Reading literary fiction helps people develop empathy, theory of mind, and critical thinking. When we read we hone and strengthen our cognitive skills. Literary fiction helps readers understand complex ideas, conflicting viewpoints, and social situations.

Course Objectives

On completion of the course the students will have comprehended the categories of British and Non-British short fiction and also the novel as a form of literary expression

Expected Course Outcomes:

On completion of the Course, it is expected that the student will be able to:

ECO 1:**Recognise** the elements of fiction

ECO 2:**Acquaint** themselves with British fiction

ECO 3:**Acquaint** themselves with Non-British fiction

ECO 4: **Appreciate** literature’s ability to stimulate feeling

ECO 5: **Interpret** texts with an awareness of and curiosity for other view points

Allocation of Sessions

Module	1	2	3	Total
Sessions Allotted	36	36	18	90

Session Plan

Module 1	Topic	CO Linkage
Short fiction: British		
	Mary Shelley: The Mortal Immortal	ECO 1, ECO 2
	Jerome K. Jerome: The Dancing Partner	
	H.G Wells: The Stolen Body	
	Somerset Maugham: Rain	
	G.K Chesterton: The Blue Cross	
	James Joyce: Araby	
	Muriel Spark: The Executor	
	A.S Byatt: On the Day E.M Forster Died	
Learning Outcomes		Assessment
1. Critically evaluate the writings of authors with special emphasis on plot elements 2. Read other texts by the given authors and identify typical narrative features		1) Assignment 2) Tests 3) Group discussion

Module 2	Topic	ECO linkage
Short fiction: Non-British	Henry Lawson: The Drover's Wife	ECO 1, ECO 3, ECO 4
	Maxim Gorky: Mother of a Traitor	
	Stephen Crane: A Dark Brown Dog	
	Katherine Mansfield: A Cup of Tea	
	Pearl S. Buck: Once Upon a Christmas	
	Gabriel Garcia Marquez: A Very Old Man with Enormous Wings	
	Mary Lerner: Little Selves	
	Nadine Gordimer: Once Upon a Time	
Learning Outcomes		Assessment
<ol style="list-style-type: none"> 1. Describe the narrative strategies of writers 2. Compare and contrast the vocabulary of authors 3. Create an audio book of the above texts 		<ol style="list-style-type: none"> 1) Test 2) Assignment 3) Group discussion 4) Audiobook

Module 3	Topic	CO Linkage
Fiction	Charles Dickens: Great Expectations	ECO 1, ECO 4, ECO 5
Learning Outcomes		Assessment
1. Analyse the characters and the plot structure 2. Interpret the fiction from a socio-political point of view		1) Seminar 2) Powerpoint presentations 3) Tests

References

1. **Core Text for Modules 1 and 2: *Modes of Fiction***



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B.A English (Model II Vocational) Careers & Communication Skills

EN4CRT06

LANGUAGE AND LINGUISTICS

Semester: IV

Name of the Faculty : Ann Mary Jacob

Email Id : annmaryjacob.mail@gmail.com

Mobile No :9446038006

Significance of the course

Speaking English with standard pronunciation is highly desired in all professions. Linguistics is the scientific study of language which provides the learners an insight into the nature of the phonological system of English and its subtleties. A methodic approach to the speech sounds and their articulation ensures native-like fluency and accuracy.

Course Objectives

To lead to a greater understanding of the human communicative action through an objective study of language

To familiarize students with the key concepts of linguistics and develop awareness of the latest trends in language study

To help students move towards better and intelligible pronunciation and to improve the general standard of pronunciation in everyday conversation

Expected Course Outcomes:

On completion of the Course, it is expected that the student will be able to:

ECO 1:**Locate** the development of language and its functions

ECO 2:**Locate/ identify** the phonetic scripts

ECO 3:**Understand** the morphological process.

ECO 4: **Examine** the importance of linguistics

ECO 5: **Identify** the various speech organs and their articulation

ECO 6: **Discuss** the various semantic changes and the growth of vocabulary

ECO 7: **Create** transcription based sentences or passages

Allocation of Sessions

Module	1	2	3	Total
Sessions Allotted	36	36	18	90

Session Plan

Module	Topic	CO Linkage
1.1	Introduction to Language, Linguistics and Phonetics What is Language? - What is Linguistics? Arbitrariness - Duality -Displacement – Cultural transmission	ECO 1, ECO 2, ECO 4, ECO 5, ECO 7
1.2	Basic Notions - Phonetics and Phonology - Branches of Phonetics – Articulatory, Acoustic, Auditory	
1.3	Organs of Speech - Air Stream Mechanism – Pulmonic, Glottal, Velaric	
1.4	Respiratory System - Phonatory System – Voiced and Voiceless Sounds	
1.5	Articulatory System - Oral, nasal & nasalised sounds	
1.6	Classification of Speech Sounds: Consonants and Vowels	
1.7	Criteria for Classification of Consonants – The consonants of English RP	
1.8	The consonants of English RP Place of Articulation - Bilabial, LabioDental, Dental, Alveolar, Post-Alveolar, Palato Alveolar, Palatal & Velar Sounds	
1.9	Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral, Frictionless	
1.10	Continuants, Semi-Vowels, Trills & Taps	
1.11	Criteria for Classification of Vowels - The Vowels of English RP	

1.12	Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels. Part of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels. Position of Lips: Rounded Vowels, Unrounded Vowels	
1.13	Diphthongs: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs	
1.14	Vowel Diagram – Diphthongs - Tense and lax Vowels, Phonemes and Allophones, Phone, Phoneme, Minimal pairs - Allophone, Aspiration, Dark and Clear / l /, Contrastive Distribution and Complementary Distribution	
1.15	Syllable: What is a syllable? - Syllabic Structure – Onset, Nucleus, Coda - Syllabic Consonants, Consonant Clusters, Abutting Consonants	
1.16	Suprasegmentals, Segmentals and Suprasegmentals - Suprasegmental Phonemes	
1.17	Word Stress - Sentence Stress - Weak forms and Strong Forms, Rhythm- Intonation - Tone, Tonic Syllable, Tonicity - Intonation patterns Intonation – Functions	
1.18	Juncture, Liaison, Assimilation, Elision, Linking / r / and Intrusive / r /	
1.19	Transcription, The incongruity between spelling and pronunciation in English IPA, Broad and narrow Transcription, Transcription Practice	
Learning Outcomes		Assessment
<ul style="list-style-type: none"> 3. Analyse the diachronic development of English 4. Summarize the evolving status of English 5. Describe the principles of teaching and learning a foreign language 6. Summarize the traditional methods 7. Describe the procedures of conventional English teaching method 		<ul style="list-style-type: none"> 1) Power point presentation 2) Test 3) Assignment
Module 2	Topic	ECO linkage
2.0	Morphology	ECO 3, ECO 4, ECO 6

2.1	Basic Notions What is morphology? Morph, Morpheme, Morpheme Types and Typology	
2.2	Free and bound morphemes, Root, Base, Stem Different types of affixes: Prefix, Suffix, Infix, Inflection, Inflectional and derivational affixes, Class-changing and class- maintaining affixes	
2.3	Allomorphy, Allomorph, Zero Morph, Conditioning of allomorphs: Phonological & Morphological 27	
2.4	Word: Why is a word a difficult concept to define in absolute terms? Lexeme, Form class and Function Class words	
2.5	Morphological Operations/Processes: Affixation, Reduplication, Ablaut, Suppletion, Structure of Words Simple Words, Complex Words, Compound Words1	
2.6	SEMANTICS: Basic Notions What is semantics? Lexical and grammatical meaning Sense, reference, referent, Sense Relations	
2.7	Synonymy – Antonymy – Hyponymy – Homonymy – Homography – Polysemy – Metonymy, Ambiguity – Tautology - Collocation	

Learning Outcomes	Assessment
<ol style="list-style-type: none"> 4. Describe the methodology of Situational approach 5. Analyse the features of S-O-S approach 6. Evaluate the selection and gradation of Vocabulary in English teaching 7. Describe the significance of LSRW 8. Apply suitable methods to impart LSRW 9. Apply suitable drills to teach basic conversation patterns. 	<ol style="list-style-type: none"> 5) Test 6) Assignment 7) Teaching practice

Module 3	Topic	CO Linkage
3.0	<i>Syntax & Branches of Linguistics</i>	ECO 5, ECO 7
3.1	Basic Notions, What is syntax?	
3.2	Grammar: Grammaticality and Acceptability Descriptive and Prescriptive Grammar, Synchronic and Diachronic Grammar	
3.3	Syntagmatic and Paradigmatic Relationships Sign, Signified and Signifier, Langue and Parole, Competence and Performance	
3.4	Introduction to theories on Grammar Traditional Grammar, Problems with traditional Grammar Structural grammars, Phrase Structure Grammars	
3.5	Transformational Generative Grammars Kernel Sentences, Deep and Surface Structures	
3.6	Structuralism & Deconstruction	
Learning Outcomes		Assessment
1. Apply Scanning to get required information from the given passage 2. Apply suitable writing exercises in classroom to enhance writing skills 3. Analyze the causes of poor spelling 4. Describe the significance of Reader 5. Summarize the objectives of teaching prose. Evaluate the methodology of teaching English through prose works.		4) Seminar 5) Reading tests 6) Assignment 7) Case studies 8) Powerpoint presentation 9) Teaching practice

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References

Core Text: A Student's Handbook to Language & Linguistics by Ponnu Liz Malieckal & Deepa Thomas

S. K. Verma and N. Krishnaswamy: Modern Linguistics: An Introduction. New Delhi:

OUP, 1989. 28

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

Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: Linguistics - An Introduction. Cambridge University Press, Cambridge, 1999

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Fasold R. W. and Connor-Linton J (ed.): An Introduction to Language and Linguistics, Cambridge

University Press, Cambridge, 2006

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

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

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

T. Balasubramanian. English Phonetics for Indian Students: A Workbook. New Delhi: Macmillan



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Programme : B. A English (Model II- Vocational) Careers and Communication Skills

EN4CM04

THE EVOLUTION OF LITERARY MOVEMENTS:THE CROSS
CURRENTS OF CHANGE

Semester 4

Name of the Faculty : Biby Moitheen

Email Id : biby@girideepam.org

Mobile No : 9400229725

Significance of the Course

To enable students to have a notion of the evolution of literature and to help them perceive the interplay of social processes and literature.

Course Objectives

The course aims to equip the student:

1. Students will be competent to understand literature against the backdrop of history.
2. Students will be inspired to contribute dynamically to historical and literary process.

Expected Course Outcomes:

On completion of the Course, it is expected that the student:

ECO 1. : Recall the social and political changes which happened across the world

ECO 2. : Discuss the emergence of the various philosophical ideas.

ECO 3. : Illustrate the development of liberationist movements in the light of social conditions.

ECO 4: Justify the development of various literatures.

ECO 5: Classify literary writings in terms of the features of the age.

EC0 6: Recall the development of regional literatures and movements.

Reference Books

Core text- Dr. B Kerala Varma. *The Evolution of Literary Movements: The Cross Currents of Change*. Current Books.

Allocation of Sessions

Module	1	2	3	4	Total
Sessions Allotted	36	18	36	18	108

Session Plan

Module	Topic	CO Linkage
1 Literature and Revolution	1 The interaction between the French Revolution and the literature of the age. 2 Literature in the context of Russian Revolution.	CO 1,2,3,5
Learning Outcomes		Assessment
1 Understand the basis 2 Summarise the historical background 3 Analyse the impact of Revolutions in literature. 4 Identify the major Enlightenment philosophers and their ideologies.		1) Class test 2) Quiz 3) Concept map
Module	Topic	CO Linkage
2. Literature and Renaissance	1. The social context of the burgeoning of literature in Latin America 2. Kerala at the dawn of awakening.	CO 3,4,5,6
Learning Outcomes		Assessment
1 Identify the major Latin American authors. 2 Identify the major literary forms in Latin America 3 Summarise the socio political events Latin America and Kerala 4 Analyse critically about the texts from Renaissance perspective. 5 Develop interpretive skills in the reading of revolutions and the connection with literature.		3) Quiz 4) Class test 5) Discussions 6) Concept map

Module	Topic	CO Linkage
3 Literature and Liberation	1 Literature and feminism 2 Dalit writing	CO 1,2,3,4
Learning Outcomes		Assessment
<ol style="list-style-type: none"> 1. Identify the struggles of feminist and dalit movements. 2. To think critically regarding liberation. 3. Analyse the impact of liberation movements in literary studies. 4. Evaluate the racial, class and gender struggles. 		<ol style="list-style-type: none"> 1) Group Discussion 2) Quiz
Module	Topic	CO Linkage
4 Literature and the Third World	1 Articulating the postcolonial experience 2 An overview of New Literatures	CO 1,3,4,6
Learning Outcomes		Assessment
<ol style="list-style-type: none"> 1 Identify the post colonial writers and theroretitions. 2 Understand post colonialism and post colonial theory. 3 Evaluate new literatures. 		<ol style="list-style-type: none"> 1) Discussions 2) Concept map



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Programme : **B. A. English Language & Literature- Model II**

ENCJ 14

Translation: Theory and Practice

Semester :IV

Name of the Faculty : Harikrishnan V.

Email Id : harisreevihar@gmail.com

Mobile No : 9496667710

Significance of the Course

Translation: Theory and Practice is a course which aims to familiarise the students with the theories and problems of translation. Further, the course intends to train the students in prose, poetry, and media translation. It is, therefore, imperative to study this course to obtain comprehensive and advanced education in the field of translation and seek wide career opportunities.

Course Objectives

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

1. Understand different theories of translation.
2. Explore the avenues of translation for career prospects.
3. Have good practical skill in translating different literature and media based works from English to Malayalam, Tamil or Hindi and vice versa.
4. Submit different translated works in different areas.

Expected Course Outcomes:

On completion of the course, it is expected that the student will be able to:

ECO1: **Identify** the key terms in translation such as source language, target language

etc.

ECO2 :**Analyse** the major problems that occur during translation.

ECO3 :**Evaluate** translation of poetry, prose, newspaper news etc.

ECO4 :**Practice** translation from a source language to a target language.

Allocation of Sessions

Module	1	2	3	Total
Sessions Allotted	36	18	36	90

Session Plan

Module	Topic	CO Linkage
1	1.0 – Theories of Translation 1.1 – Translation- inter-cultural contacts. 1.2 – Creative use of language. 1.3 – Complexity and hereditary weight of language. 1.4 – Creativity and translation. 1.5 – Transcreation. 1.6 – Source language, target language, concept of equivalence, total, approximate and null equivalences. 1.7 – Producing an appeal of transfer in the target language. 1.8 – Registers, distinction between narrative language and conversational language, translated into good and bad forms in the target language translation of polyphonic language. 1.9 – Kinds of translation: literary, technical, and machine.	ECO1, ECO 2
Learning Outcomes		Assessment
1. Understanding the creative use of language. 2. Recalling the basic terms in translation. 3. Evaluating different kinds of translation.		- Translation Tasks/Tests - Quiz - Debate, discussion, critical analysis
Module	Topic	CO Linkage

2	2.0 – Translation Problems 2.1 – Imitation, adaptation, and interpretation. 2.2 – Text, genre, and discourse shifts in translation. 2.3 – Ideology and translation. 2.4 – Problems with titles. 2.5 – Cultural untranslatability. 2.6 – Translation of poetry and problems associated with it. 2.7 – Translation of prose and problems related to it. 2.8 – Problems of translation in journalism and in print media.	ECO2
Learning Outcomes		Assessment
1. Analysing the problems associated with translation.	- Essay, Group Discussion	
2. Comparing the problems associated with translation of poetry, prose, translation in journalism and in print media.	- Debate, Test	
3. Examining the relevance of cultural untranslatability.	- Film review	

Module	Topic	CO Linkage
3	3.0 – Practice on Translation 3.1 – Translation of poetry. 3.2 – Translation of prose. 3.3 – Translation of newspaper news. 3.4 – Translation into and from one source language to a target language. 3.5 – Passages for comparison (involving two or more translations of the same text)	ECO1 ECO2 ECO3 ECO4
Learning Outcomes		Assessment

<ol style="list-style-type: none"> 1. Translating from a source language to a target language. 2. Evaluating some translated works based on loss in translation and gain in translation. 	<ul style="list-style-type: none"> - Translation tests/ tasks - Seminar, speech, debate, brainstorming session.
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References

1. *Translation Studies* by Susan Bassnett
2. *A Linguistic Theory of Translation* by J.C. Catford.
3. *Translation* by Alan Duff.
4. *Translation: An Advanced Resource Book* by Jermy Munday.
5. *Translation as Discovery* by Sujit Mukherjee
6. *The Theory and Practice of Translation* by Charles Taber and Eugene Nida
7. *Rethinking Translation, Discourse, Subjectivity Ideology* by Lawrence Venuti