



CALICUT UNIVERSITY FOUR - YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	ENG4CJ203				
Course Title	JOURNEY THROUGH THE WORLD OF POETRY				
Type of Course	MAJOR				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Language and Literature				
Course Summary	<p>This course aims to deepen learners understanding and appreciation of poetry as a literary form. Through close reading, analysis, and discussion of various poetic works, students will explore the multifaceted dimensions of poetry, including its aesthetic, emotional, and intellectual elements. The course will cover a range of poetic styles, genres, cultures, trends and themes, enabling students with the tools to critically engage with poetry and to articulate their interpretations effectively.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Appreciate and interpret various poetic devices and genres, effectively evaluating their use and effect on the poem's meaning and aesthetic appeal.	An,E	F	Annotations/ Presentations/ Quizzes
CO 2	Ability to distinguish, analyse and apply new trends and methods of poetry effectively communicating their interpretations through written and oral presentations.	An,Ap	C	Interpretation, presentations (oral and written)
CO 3	Inculcate a critical mindset, questioning assumptions considering perspectives based on gender, race, ethnicity, region, environment, nation, etc., and cultivate cultural sensitivity and understanding through evaluation of socio-historical context in which literary texts are created and consumed.	E	P	Group Discussion/Debate/ appraisal and Review/ Essays/ Presentations
CO 4	Gain insights into the craft of poetry and develop a poetic sensibility through their creative skills.	C	M	Projects and Term Papers
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P). Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I	CLASSICS		8	17
	1	Indian Kalidasa – Meghaduta (Horace Hayman Wilson trans.) Lines 1-28	3	
	2	Latin Dante: La Vita Nuova	3	
	3	Persian Rumi: Grasses	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Analyse a classic text (e.g., Oedipus Rex) and identify the elements and style of classical poetry. 2. Appreciate classical poetry based on the poetic images used and learn the techniques and devices used. 3. Discussion on three different cultural context evolved through your text. 		
II	GENRES IN POETRY		12	18
	5	Sonnet William Shakespeare: Sonnet 60 “Like as the waves make towards the pebbled shore”.	2	
	6	Haiku Basho: i) The Old Pond ii) O Tranquility iii) How Brief is this Life	2	
	7	Ode John Keats: Ode on a Grecian Urn	3	
	8	Ballad Edgar Allan Poe: Annabel Lee	3	
	9	Elegy Oscar Wilde: Requiescat	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Discussion about the different types of poems and the unique characteristics of each genre. 2. Reading of poems belonging to various genres can be encouraged and through the introduction of the poets and the period, the socio-political context can be discussed. 3. Identify various poetic movements through given texts and prepare an assignment on each. 		

III	ACROSS CULTURES		14	17
	10	USA: Wallace Stevens: Anecdote of the Jar	3	
	11	Chile: Gabriela Mistral: Give Me Your Hand	3	
	12	Senegal: Leopold Sedar Senghor: Prayer to Masks	3	
	13	Palestine Mahmoud Darwish: Identity Card	3	
	14	India: Arundhathi Subramaniam: To The Welsh Critic Who Doesn't Find Me Identifiably Indian	2	
	Suggested Activities: <ol style="list-style-type: none"> 1. Class discussion on the characteristics of poetry across the world. 2. Research project: Choose a poet from a nation other than the ones mentioned in the syllabus and analyse the cultural elements in it. 3. Discuss how far the poetry of a land is rooted in its culture. 			
IV	TRENDS AND THEMES		14	18
	15	Concrete poetry: e e cummings-I carry within my heart	3	
	16	Eco poetry: Earle Birney: Bushed	3	
	17	Feminism: Warsan Shire-Backwards	2	
	18	Marginalized: Sukirtharani: Portrait of my village	3	
	19	Queer: Kai Cheng Thom: What the Queer Community Should Have Told Us	3	

		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Class/Group discussion on the various trends and themes of poetry. 2. In addition to the essential and suggested topics, various other trends and themes can also be discussed and presentations can be done based on it. 3. Visual Representation of the prescribed poems in the syllabus. 4. Based on the theme of the poems, performances can be done in the form of dance or skit. 5. Identify the genre of various poems not prescribed in the syllabus by analyzing the elements of poetry. 6. Quiz can be conducted based on poetry. 		
V		Open-Ended	12	

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 19 units from the fixed modules.

Suggested Reading:

1. Chinese: Confucius – A Love Song
2. Greek: Sappho - Song of the Rose
3. Dramatic Monologue: Robert Browning: Porphyria's Lover
4. Song: Bob Dylan- Blowin' In The Wind
5. Metaphysical: John Donne “The Flea”
6. Satire: Jonathan Swift: A Satirical Elegy on the Death of a Late Famous General
7. Russia: Joseph Brodsky: To Urania
8. New Zealand: Allen Curnow: House and Land
9. Caribbean Islands: Derek Walcott: Sea Grapes
10. Confessional: Kamala Das-The Old Playhouse
11. Carpe Diem: Charles Baudelaire: Be Drunk
12. Instapoetry: Rupi Kaur: Locked
13. Performance Poetry: Hedwig Gorski: Teenager in Nova Scotia
14. Visual Poetry: Dona Mayoora: Melancholic Rain
15. A Concise Companion to Literary Forms. Emerald, 2013.
16. The Cambridge Companion to Modernist Poetry. Ed. Alex Davis, Lee. M. Jenkins, 2007.
17. The Norton Anthology of Poetry. Ed. Ferguson et al. – W.W. Norton & Company, 2018.
18. The Norton Anthology of World Literature. Ed. W. Puchner et al. W.W. Norton & Company, 2018.
19. The Vintage Book of Contemporary World Poetry. Ed. J.D McClatchy, 1996.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PS O3	PS O4	PS O5	PS O6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1	1	3	1	-	-	3	-	2	1	1	1
CO 2	2	1	3	3	-	1	3	2	2	2	2	2
CO 3	2	-	3	2	3	3	3	2	2	2	3	3
CO 4	1	1	2	3	2	2	3	2	3	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Class Participation/ Discussions/ Seminar (10 %)
- Quizzes/Short Assignments (10 %)
- Mid-Semester Test/Viva (10 %)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Quizzes	Class Participation/ Discussion	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG4CJ204				
Course Title	LITERARY CRITICISM				
Type of Course	MAJOR				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literary criticism				
Course Summary	<p>This course provides a comprehensive understanding of literary criticism by exploring diverse theoretical perspectives from antiquity to modern times. Learners will delve into pivotal works by influential thinkers, gaining insights into various critical lenses used to analyze literature. Through interactive discussions and activities, learners will enhance their ability to analyze literature from multiple perspectives. The course concludes with a collaborative project where learners apply their acquired knowledge to analyze specific literary works using chosen critical approaches. Upon completion, learners will possess refined analytical skills and a deeper appreciation for the complexities of literature and criticism.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Demonstrate advanced analytical skills in critically evaluating literary texts, including novels, poems, plays, and essays.	An	C	Essays/ Presentations
CO 2	Ability to interpret and elucidate complex literary works, discerning underlying themes, motifs, and symbolism.	U, Ap	F	Written interpretations/ Oral presentations
CO 3	Develop strong research skills, enabling them to conduct in-depth literary analyses, engage with secondary sources, and contribute original insights to the field of literary criticism.	E	C	Critical reviews
CO 4	Cultivate a critical mindset, questioning assumptions, challenging prevailing interpretations, and contributing to ongoing scholarly debates	E, C	C	Discussions
CO 5	Foster cultural sensitivity and awareness, encouraging students to consider the socio-historical contexts in which literary texts are produced and consumed, and to appreciate the diverse perspectives represented in literature.	U, Ap	C	Essays/Presentation
CO 6	Enhance communication skills by articulating their literary analyses coherently and persuasively.	U, Ap	P	Written essays and Oral presentations/ Seminars.
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P). Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Foundations of Literary Criticism		15	18
	1	Introduction to Classical Literary Criticism: Rasa, bhava, Rhetoric, Logos, Yugen, Wabi-sabi		
	2	Introduction to Classical Literary Criticism Essential Reading: M. H. Abrams: A Glossary of Literary Terms (focus on terms mimesis, catharsis, and verisimilitude)	3	
	3	Plato's Theory of Mimesis Essential Reading: Plato, Republic (selections from Book X on the nature of art and imitation)	3	
	4	Aristotle: Catharsis Essential Reading: Patricia Waugh, Literary Theory and Criticism, an Oxford Guide (Chapter 1, excerpt on Catharsis)	3	
	5	Dante: Promoting the Vernacular Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Promoting the Vernacular: Dante's De Vulgari Eloquentia)	3	
	6	Anandavardhana: Dhvani Essential Reading: Neeraja A. Gupta, Dhvani: A Historical Overview (focus on the concept of dhvani or suggestion in Indian aesthetics)	3	
	Suggested Activity:			
	<ol style="list-style-type: none"> Analyze a classic text (e.g., Oedipus Rex) applying Aristotelian elements of plot, character, and theme. Group activity: Analyze a poem using the concept of Dhvani or suggestion. Watch a Noh play (e.g- https://youtu.be/YVARAMARvk8?si=Zkh7hS74fT_dWSQn) and compare it with a traditional theatre performance in your region. 			
II	Neoclassical Criticism and the age of Enlightenment		12	17
	7	The Rise of Neoclassicism Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 12, excerpt on Neoclassicism)	4	
	8	John Dryden Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 12, excerpt on Neoclassicism)	4	
	9	David Hume Essential Reading: David Hume, "Of the Standard of Taste" (from Four Dissertations)	4	
		Suggested Activity:		
	<ol style="list-style-type: none"> Class debate: David Hume is right, taste is subjective. 			

III	Romanticism and the Rise of Modern Criticism		12	17
	10	Introduction to Romanticism Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 17 on Romanticism in England)	3	
	11	Samuel Taylor Coleridge Essential Reading: Samuel Taylor Coleridge, Biographia Literaria (excerpts on imagination and fancy)	3	
	12	Ralph Waldo Emerson Essential Reading: Ralph Waldo Emerson, "The Poet" (Excerpts)	3	
	13	Matthew Arnold Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Excerpt "Matthew Arnold")	3	
	14	Leo Tolstoy Essential Reading: Leo Tolstoy, "What is Art?" (excerpt on the purpose and definition of art)	3	
		Suggested Activity: <ol style="list-style-type: none"> Class discussion on the characteristics of Romanticism with reference to "Ode to a Nightingale" by John Keats. Research project: Choose a Romantic era artist (e.g., William Blake) and analyze their work through a Romantic lens. 		
IV	Delving into Modernity		9	18
	15	T. S. Eliot: Impersonality theory Essential Reading: T. S. Eliot, "Tradition and the Individual Talent" (excerpt on the concept of the "individual talent")	3	
	16	New Criticism Essential Reading: Stephen Matterson, "New Criticism" (from Literary Theory and Criticism, an Oxford Guide by Patricia Waugh, Chapter 12, excerpt on methods and characteristics)	2	
	17	Wimsatt and Beardsley Essential Reading: W. K. Wimsatt and Monroe C. Beardsley, "The Intentional Fallacy"	2	
	18	Sigmund Freud Essential Reading: Sigmund Freud, "Dostoevsky and Parricide" (excerpt on the psychoanalytic interpretation of literature)	2	
		Suggested Activity: <ol style="list-style-type: none"> Close reading and analysis of an excerpt from T. S. Eliot's "The Waste Land" Group activity: Analyze a poem using the methods and characteristics of New Criticism. Psychoanalytic reading: Apply Freudian concepts to a short story or novel. Comparative Literary Criticism: Cross-cultural Analysis Contemporary Trends in Literary Criticism Practical Criticism: T.S. Eliot and I.A. Richards Individual Research Project: Applying Literary Criticism Theories to Modern Texts 		
V	OPEN ENDED		12	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Reading:

Module I:

1. History of Sanskrit Poetics-S. K De
2. Literary Theory: An Introduction-Terry Eagleton
3. Readings in Chinese Literary Thought-Stephen Owen

Module II:

4. The Spectator essays- Joseph Addison and Richard Steele
5. An Essay of Dramatic Poesy -John Dryden (Excerpt)
6. What is Enlightenment? -Immanuel Kant
7. The Social Contract -Rousseau

Module III

8. Preface to Lyrical Ballads -William Wordsworth
9. Ode to a Nightingale -John Keats
10. A Defence of Poetry -P. B Shelley
11. Woman in the Nineteenth Century-Margaret Fuller

Module IV:

12. The Well Wrought Urn -Cleanth Brooks
13. Modern Fiction -Virginia Woolf
14. Against Interpretation-Susane Sontag
15. Two Aspects of Language and Two Types of Aphasic Disturbance-Roman Jakobson

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	-	-	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	-	-	-	-	-	3	-	-
CO3	-	-	-	3	-	-	-	-	-	-	3	-	-
CO4	-	-	3	-	-	-	-	-	-	-	3	-	-
CO5	-	-	-	-	2	-	-	-	-	-	-	3	-
CO6	3	-	-	-	-	-	-	3	-	-	-	-	-
CO7	-	-	-	-	-	-	-	-	-	-	-	-	2
CO8	-	-	-	-	-	2	3	-	-	-	-	-	-

Mapping of COs with PSOs and POs:

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Class Participation/ Discussions/ Seminar (10 %)
- Quizzes/Short Assignments (10 %)
- Mid-Semester Test/Viva (10 %)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Quizzes	Class Participation/ Discussion	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓			✓
CO 4	✓		✓	✓
CO 5			✓	✓
CO 6			✓	✓



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG4CJ205				
Course Title	GENDER PERSPECTIVES IN LITERATURES				
Type of Course	MAJOR				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literature.				
Course Summary	The course aims to understand the concept of gender and its trajectories across literature and popular culture.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic concepts related to gender, gender issues, and gender stereotypes.	U	F	Assignments
CO2	Analyse power dynamics related to gender in various social economic and political context.	An	F	Assignments
CO3	Explore basic concepts and frameworks related to gender including feminism, queer and post-colonial perspectives.	E	F, P	Seminar Presentation
CO4	Foster critical thinking and contribute to the development of a more equitable and inclusive society.	C	F	Seminar Presentation
CO5	Develop the ability to analyze and interpret literary texts through the lens of gender, understanding how gender dynamics shape narratives, character development, and thematic elements.	Ap	C, M	Debates and Discussion
CO6	Gain a comparative and contextual understanding of how societal norms on gender across cultural contexts is embedded in the literature of its time.	C	C, M	Debates and Discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks(70)
I	Introduction		11	18
	1	Gender Studies - Introduction to Gender	2	
	2	Sex and Gender	3	
	3	Gender as a Social Construct	3	
	4	Gender and Patriarchy	3	
		Suggested Activities: 1. Initiate a discussion about gender roles in domestic and public spaces. 2. Discussion and debate on politics of childhood toys.		
II	Gender and Identity		12	17
	5	Intersectionality: Gender and Caste	3	
	6	Intersectionality: Class and Race	3	
	7	Pretha Bhashanam- C Ayyappan. Trans. V.C Harris	2	
	8	Breaking Barriers: The Quest of Palestinian Women in Leadership-Vera Baboun -TED Talks September 2022	2	
	9	Ain't I a Woman? - Sojourner Truth	2	
		Suggested Activities: 1. Learners can analyze real-world stories highlighting intersections of gender, caste, and race, followed by group discussions and presentations. 2. Learners can create visual maps illustrating how gender, caste, and race intersect in various contexts, using historical and contemporary examples. 3. Learners can participate in a debate on gender, caste, and race to explore multiple perspectives and foster empathy.		

III	What is Queer		13	18
	10	LGBTQIA+ - A brief introduction	3	
	11	Queer- Issues and challenges: Prejudice, mental health and legal rights	3	
	12	Homosexuality in India: Past and Present-Ruth Vanita	2	
	13	Your Life- Andrea Gibson https://youtu.be/LmBdIZTZMbA?si=s_TK0M8q9oG4se6G	2	
	14	I Dream of Horses Eating Cops- Joshua Jennifer Espinoza	2	
		Suggested Activities: <ol style="list-style-type: none"> Learners can create collages that visually represent their own gender identities and the factors that influence them, followed by a class discussion. Learners can write and share short personal narratives exploring their experiences with gender and identity, highlighting how these aspects have shaped their lives. Learners can watch and analyze films or documentaries that explore themes of gender and identity, discussing how these narratives challenge or reinforce societal norms. 		
IV	Gender and Media		12	17
	15	Gender representation in Media- stereotypes and biases	6	
	16	‘Coded Bias’: Documentary (90 mins) - Dir. Shalini Kantayya	3	
	17	‘#IWD2023 Interview: The Growing Opportunities for Women and Girls in Cybersecurity’ - Interview with Kathleen Hyde- https://www.infosecurity-magazine.com/interviews/opportunities-women-girls/	3	
		Suggested Activities: <ol style="list-style-type: none"> Learners can analyze gender representations and interactions on social media platforms, identifying patterns of bias or empowerment. Learners can create and reflect on online personas with different gender identities to understand digital self-presentation and perception. Learners can examine case studies of gender-based cyberbullying, discussing its impact and proposing strategies for prevention and support. 		
V	Open Ended		12	

Note: The course is divided into five modules, with four having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Readings

1. M H Abrams. A Glossary of Literary Terms. 2020.
2. Peter Barry. Beginning Theory: An Introduction to Literary and Cultural Theory. Viva Books, 2018.
3. *Women, Race and Class*. Angela Davis. Navayana Publishing: 2013 New Delhi.
4. *Dislocating Cultures: Identities, Traditions and Third World Feminism*. Narayan U. London, Routledge, 1997.
5. *Feminism and Race* , Bhavnani Kumkum, (ed) New York, Oxford University Press ,2003
6. *Masculinities*- R W Connell
7. *Literature and Gender*- Lizbeth Goodwell.
8. An Essay About Men: Considering the Inner Worlds of Those Who Are Taught to Deny Them- Bell Hooks
9. *Female Masculinity*- Judith Halberstam
<https://www.theguardian.com/uk/2007/jan/10/ukcrime.prisonsandprobation>
10. Meena T Pillai, Affective Feminisms in Digital India Intimate Rebels. Routledge, 2023.
11. Technically Wrong: Sexist Apps, Biased Algorithms and Other Threats of Toxic Tech by Sarah Wachter- Boettcher

Mapping of Cos with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	P01	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 2	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 3	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 4	2	3	3	1	2	1	1	3	2	1	1	3	2
C O5	2	3	3	1	2	1	1	3	2	1	1	3	2
C O6	2	3	3	1	2	1	1	3	2	1	1	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programming Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

IV SEM- SKILL ENHANCEMENT COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FS111(1A)				
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR LITERATURES				
Type of Course	SKILL ENHANCEMENT COURSE (SEC)- LANGUAGES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	---	2	60
Pre-requisites	Basic knowledge of the English Language.				
Course Summary	The course equips learners with a comprehensive skill set that extends beyond basic language acquisition. This program encompasses a spectrum of general and professional proficiencies, emphasizing the development of creativity, critical thinking, effective communication, and collaborative abilities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire of active listening skills to respond to verbal and nonverbal cues.	R	P	Test/Quiz
CO2	Acquire of proper vocabulary, pronunciation and command over grammatical categories to develop language competency.	R, U	C	Viva-Voce/Exams
CO3	Develop the skills to interact with diverse people belonging to different cultures.	C, Ap, E	P	Role play/ Viva- Voce
CO4	Develop the skill to make effective presentations with the assistance of technology.	C, Ap	P	Seminar
CO5	Acquire of the skill to evaluate verbal and written communication and respond appropriately.	An, Ap, E	P	Assignments
CO6	Developing Professional Writing Skills	R, Ap	P	Review
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)
I	SOCIAL & PROFESSIONAL SKILLS		8	15
	Skill: To develop effective communication, teamwork, and leadership abilities to excel in both social and professional environments.		2	
	1	Martin Luther King- RN Roy	2	
	2	Green Parrots in a cage-Gopi Gauba	2	
	3	‘First Thoughts’ from Writing Down the Bones: Freeing the Writer Within- Natalie Goldberg-pp 10-13.	2	
4	Introduction — Brandon Sanderson on Writing Science Fiction and Fantasy’ - Brandon Sanderson https://youtu.be/-6HOdHEeosc?si=otIbFEq1wKvBG58W	2		
II	Critical Thinking & Problem Solving		8	10
	Skill: To enable learners how to think and evaluate critically.			
	5	A Jury of Her Peers-Susan Glaspell	2	
	6	Harrison Bergeron- Kurt Vonnegut		
	7	Letter from Birmingham Jail- [King, Jr.] https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html	2	
	8	The Man with the Hoe-Edwin Markham. https://www.poetryfoundation.org/poems/47948/the-man-with-the-hoe	2	
III	Creative Expressions		8	15
	Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction.		2	
	9	Ariel- Sylvia Plath	2	
	10	Bullet in the Brain-Tobias Wolff	2	
	11	The Starry Night-Vincent van Gogh	2	
	12	from the Journal Written at Grasmere(p.106-109) April 15th & 16 Th, 1802-Journals Of Dorothy Wordsworth Edited By William Knight Vol. I https://www.gutenberg.org/files/42856/42856-h/42856-h.htm#Page_77	2	
IV	Collaboration		6	10
	Skills: To teach learners the skill of collaboration in classroom- Brainstorming, Group Discussion & Peer Learning Collaborative in the digital spaces			

13	The Conjuror's Revenge -Stephen Leacock	1	
14	The Price of Flowers -Prabhat Kumar Mukhopadhyay	1	
15	Documentary based on Kerala flood- https://youtu.be/kwwhqnl1OIE?si=Z6rCDbHx5tW3iJpU	2	
16	Snake-D H Lawrence	2	

V	Practicum	30	
	<p>Module I:</p> <ol style="list-style-type: none"> 1. Make a note on the parallels in the life and works of Martin Luther King and Mahatma Gandhi 2. Social injustice in some form or other exists in every society in all times. What can we do to create a just and democratic society. Conduct a GD 3. Partition has left lasting scars in the soul of this subcontinent. Discuss 4. How does the story bring parallels between the parrots and the people? Do you feel true human relationships always go beyond man-made borders? Discuss 5. "Forget yourself. Disappear into everything you look at.." Examine the statement about creative writing in Writing Down the Bones. 6. Prepare a short story as a part of creative writing and discuss it in the class. 7. Discuss how Brandon Sanderson uses different writing methods to write science fiction and other stories. 8. Conduct GD on the salient features of science fiction. 	7	
	<p>Module II:</p> <ol style="list-style-type: none"> 1. Make a short note on the contribution of early 20th century women dramatists of American literature. 2. Identify and analyze mysteries featuring women as investigators and compare them with stories featuring men as investigators. 3. Organize a discussion on detective stories and characters popular in your regional literature. 4. Write a short story or essay imagining a different ending or alternative developments for the characters in "Harrison Bergeron." Consider how small changes could alter the story's message. 5. Research the historical and political context in which Vonnegut wrote "Harrison Bergeron." Create presentations or papers discussing how real-world events influenced his portrayal of societal issues. 6. Trace out the history of the civil rights movement in the USA and submit an assignment critically reading the history 7. Organize a discussion on racism and how language plays a 	7	

		<p>role in it.</p> <ol style="list-style-type: none"> 8. After reading the letter, write down the critical arguments that evolved through the narrative and how it exerts soft power on the opponents addressed in the text. 9. Identifying the painting mentioned in the poem and give your interpretation then compare it with the poem. 10. Organize a discussion on the condition of working class after analyzing the poem then submit a note comparing the contemporary experience of class 11. Attempt an imaginary interview by creating critical questions for the author regarding his utopian ideas. 		
		<p>Module III:</p> <ol style="list-style-type: none"> 1. The poem "Ariel" evokes strong visual imagery. Discuss how their interpretations visually capture the essence of Plath's words. 2. Assign a research project focused on Sylvia Plath's life and work beyond "Ariel". 3. Research real-life instances of unexpected events or ironic twists similar to Anders' experience. How do these compare to Wolff's fictional portrayal? 4. Create a story board or a series of illustrations that depict key moments in the story. 5. Discuss how "The Starry Night" has influenced literature, music, and popular culture. Identify references to the painting in films, books, and music videos. 6. Compare "The Starry Night" with other depictions of night skies in art history, such as other works by van Gogh or by artists like Edvard Munch or Claude Monet. 7. Research the Romantic literary movement and its key characteristics. Discuss how Dorothy Wordsworth's journal entries exemplify Romantic ideals such as reverence for nature, emotional introspection, and spontaneity. 8. Critically evaluate the concept of nature evolved through the writings of Dorothy Wordsworth. 	8	

	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Conduct a GD on the role of mutual respect in our social interactions after reading ‘The Conjuror's Revenge’. 2. Bring out the elements of suspense and humour in the narrative style of Leacock. 3. Research on the concept of Empathy based on ‘The Price of Flowers’. 4. True human values know no boundaries. Discuss 5. Identify collaborations in digital platforms and write assignments using the platform. 6. Give any topic of their choice to the learners and conduct brainstorming sessions & group discussions. 7. Man is just one among all the creatures living on the planet. We need to collaborate and coexist with other species. Conduct a debate on the topic 8. There is beauty all around us, but we often fail to notice the wonders of nature. Do you agree? -GD. 	8	
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Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. Tuhovsky, Ian. 21 Days of Effective Communication. CreateSpace Independent Publishing Platform, 2018.
2. Bailey, Stephen. *Academic Writing: a handbook for international students*. Routledge, 2017.
3. Baker, Ann. Ship or Sheep? an Intermediate Pronunciation Course. Cambridge University Press, 1977.
4. Biesenbach, Rob. *Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results*. Eastlawnmedia, 2011.
5. Carnegie, Dale. The Quick and Easy way to Effective Speaking. Simon & Schuster, 1990.
6. Coleman, Keith. Effective Communication Skills. Communication & Social Skills, 2019
7. Collins, Beverley and Inger M Mees. *Practical English Grammar and Phonology*
8. Daniels, Aubrey C. Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement, Third Edition. McGraw-Hill Education, 2016.
9. Dhanvel. S.P. *English and Soft Skills*. Orient Blackswan, 2010.

10. Finlay, Michelle. *Everyday English for grown-ups: Getting to grips with the basics* Michael O'Mara, 2015
11. Gallo, Carmine. *Five Stars: The Communication Secrets to Get from Good to Great*. St. Martin's Press, 2018.
12. Giblin, Les. *The Skill with People*. Embassy Book Distributors, 2001
13. Goulston, Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. AMACOM, 2015.
14. Headlee, Celeste. *We need to Talk: How to have Conversations that Matter*. Harper, 2017
15. Hewings, Martin. *Advanced Grammar in Use*
16. Lal, Ivy. *Essentials of Advanced English Grammar*
17. Lewis, Norman. *Wordpower made Easy*. Doubleday, 1949.
18. Patterson, Kerry, et al. *Crucial Conversations*. McGraw-Hill Contemporary, 2002.
19. Sullivan, Jay. *Simply Said*. Wiley, 2016.
20. Turkle, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. Penguin Audio, 2015.
21. **E Sources**
22. <https://learnenglishteens.britishcouncil.org/>
23. <https://www.bbc.co.uk/learningenglish/>
24. <https://www.ted.com/talks>
25. <https://www.cambridgeenglish.org/>
26. <https://www.myenglishpages.com/>
27. <https://www.ispeak.club/>

Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO 1	PO 2	PO3	PO 4	PO5	PO 6	PO 7
CO 1	3	-	-	-	1	-	2	3	2	-	-	-	-
CO 2	3	-	-	-	1	-	2	3	2	-	-	-	-
CO 3	3	1	2	-	2	-	2	2	2	-	-	-	-
CO 4	2	-	1	3	-	-	2	1	2	3	3	1	-
CO 5	3	-	1	1	2	-	2	3	2	1	-	1	-
CO 6	2	-	1	1	1	-	2	3	2	1	1	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓	✓	✓	✓	
CO 2	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	
CO 5	✓	✓	✓	✓	✓
CO 6	✓	✓	✓	✓	



CALICUT UNIVERSITY
FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)
GENERAL FOUNDATION COURSES
IV SEM VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FV109(1A)/ENG4FV110				
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES				
Type of Course	VALUE-ADDED COURSE (VAC)- BA LANGUAGES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have a general idea about the concepts of ethics, inclusiveness and coexistence.				
Course Summary	This course is intended to enable the students to understand egalitarian values like gender equity and inclusiveness along with the ethical foundations of humanity and ecological awareness, with a global perspective.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develop an inclusive outlook that respects diverse beliefs and perspectives.	U, An	C	Discussion/Poster making/ Assignment.
CO 2	Enhance gender sensitivity which respects gender diversity and promotes inclusiveness.	U, An, E	C, M	Debate/Report/ Quiz.
CO 3	Cultivate an environment-friendly consciousness and understand the importance of coexistence on the planet.	U, Ap, An	C, P, M	Create Video/ Panel discussion.
CO 4	Develop ethical awareness and apply ethical principles in decision-making.	Ap, An, C	C, P, M	Panel discussion, Creative Writing
CO 5	Attain the knowledge and practice inclusiveness.	An, Ap, C	P, M	Quiz/ GD
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours (45)	Marks (50)
I	Environment		9	15
	1	'Chilean Forest' from Memoirs- Pablo Neruda	2	
	2	Legend- Judith Wright	3	
	3	Honey Mango Tree - Vaikom Muhamed Basheer	2	
	4	<i>One Earth</i> https://youtu.be/QQYgCxu988s?si=Zl7arhiHvZzpY1_c	2	
		Suggested Activities: 1. Conduct a debate on environmental sustainability. 2. Visit any biodiversity park/sanctuary and write a report on your visit. 3. Organise panel discussion on 'Threats on Environment'.		
II	Ethics		9	10
	5	Lecture on Ethics - Ludwig Wittgenstein https://www.wittgensteinproject.org/w/index.php/Lecture_on_Ethics	3	
	6	A Grain as Big as a Hen's Egg - Leo Tolstoy	3	
	7	Masses- Cesar Vallejo	2	
	8	<i>Napalm Girl</i> - CBC Docs https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju1lZPr0mV	1	
		Suggested Activities: 1. Organise a debate on ethics and its relevance 2. Write a story/ poem about ethics and its life practice. 3. Prepare a short video on ethics		

III	Gender Equity		9	15
	9	Phenomenal Woman- Maya Angelou	2	
	10	‘Unlearning of Preconceived Notions, Why Problem of Gender is Always Overlooked’ from <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie. pp. 38-46.	3	
	11	Tribute to Papa- Mamta Kalia	2	
	12	The Sexual Harassment of Women at Workplace (Prevention, Prohibition And Redressal) Act, 2013 Act No. 14 Of 2013 (Intr. and Chapter 1-p 3-5)	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Create a poster emphasizing the equality of gender. 2. Watch films based on gender equity and write reviews. 3. Write a newspaper article on any contemporary gender issues. 		
IV	Inclusiveness		9	10
	13	Liberty Needs Glasses- Tupac Shakur	2	
	14	Yellow Woman- Leslie Marmon Silko	3	
	15	Excerpt from <i>The Truth about Me: A Hijra Life Story</i> -A Revathi. pp. 14-16	2	
	16	The Story of a Disabled Little Girl- Tylia Flores https://spillwords.com/the-story-of-a-disabled-girl/	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Collect and compile stories of the success of people from minority communities. 2. Watch films which promote inclusiveness and present the ideas before the classroom. 3. Identify texts dealing with themes of inclusiveness and diversity. 		
V	Open-Ended		9	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Readings:

1. 'In London Town'-Mary Coleridge
2. 'From Cocoon Forth a Butterfly'-Emily Dickinson
3. Speech by Chief Seattle
4. 'War'-Luigi Pirandello
5. 'The Seven-Coloured' - Gulzar
6. 'Felling of the Banyan Tree'- Dilip Chitre
7. 'Freedom'-Langston Hughes
8. 'Age of Science'- Sahodaran Ayyappan.
9. 'In Celebration of My Uterus'-Anne Sexton
10. 'A Cup of Tea'-Catherine Mansfield
11. 'And of Clay We are Created'- Isabel Allende
12. 'How to Write about Africa'- Binyavanga Wainaina
13. *Behind Our Eyes: Stories, Poems and Essays by Writers with Disabilities*- Ed. Marilyn Brandt Smith, et al.
14. *I am Not a Number*- Written by Jenny Kay Dupuis and Kathy Kacer & Illustrated by Gillian Newland
15. 'Women's Indigenous Knowledge and Biodiversity Conservation'- Vandana Shiva Vol. 19, No. 1/2, Spring-Summer 1992, *Indigenous Vision: Peoples of India Attitudes to The Environment*. Pp. 205-214.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	3	-	2	-	3	1	2	1	-	-	2
CO 2	3	3	3	-	1	1	3	3	2	1	1	1	2
CO 3	3	3	3	2	2	3	3	2	2	3	1	-	3
CO 4	3	3	3	1	1	3	3	1	2	1	1	3	2
CO 5	3	3	3	3	1	3	3	3	2	3	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓