

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE & LITERATURE HONOURS
MAJOR

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	ENG1CJ101/ENG1MN100				
Course Title	INTRODUCTION TO THE WORLD OF LITERATURE				
Type of Course	MAJOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic understanding of the characteristics and conventions of various literary genres including poetry, fiction, drama and short stories.				
Course Summary	This course offers a comprehensive examination of various literary expressions interweaving the past and present. Through a combination of classic and contemporary works, as well as engaging TED Talks, speeches, illustrative narratives, web series and films, students will delve into the rich tapestry of human expressions through literature				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquaint various genres of literary representations and their multiple interpretations.	U	F, C, M	Assignments Quiz
CO2	Sensitize learners with the critical aspect of reading literature.	U, An	C, M	Assignments Seminars
CO3	Learns to appreciate the aesthetic, imaginative and creative range of poetry along with the basic elements of poetry, including the stylistic and rhetorical devices.	U, An, E	C, M	Peer Evaluation Test Paper
CO4	Familiarize the basic elements of drama and thereby appreciate the art form.	U, An	C, M	Discussion/ Presentation
CO5	Learn to identify how fiction inculcates the question of social/ cultural /ethical/ gender/political contexts and frameworks in the texts.	U,An,E	C,M	Assignment/ Seminars
CO6	Be exposed to the digital and broader aspects of literature.	Ap,E	M,P	Practical Assessment/ Assignment
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create ©</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Marks (70)
I	LOVE ACROSS TIME		10	20
	1	What he said -Avvaiyar (trans. by A K Ramanujan)	2	
	2	Western Wind- Lyric of unknown authorship from the Middle English period	2	
	3	A Red, Red Rose- Robert Burns	2	
	4	Before You Came-Faiz Ahmed Faiz	2	
	5	Sthandwa sami(my beloved isiZulu)- Yrsa Daley-Ward	2	
II	WAR & PEACE		12	15
	6	The Art of War -Sun Tzu (Chapter 4)	3	
	7	Sayonara Sayonara- Totto Chan-Tetsuko Kuroyanagai	3	
	8	To Every Briton- M K Gandhi https://www.mkgandhi.org/mynonviolence/chap46.php	3	
	9	Nobel Prize Lecture-Maria Ressa, Nobel Prize 2021' https://youtu.be/NsWVb2AUl5Y?si=H4Tlz-f-GjiTiSLm	3	
III	THE WORLD WE LIVE IN		12	20
	10	Burgersfort Landfill-Vonani Bila	3	
	11	Queenie-Alice Munroe	3	
	12	Speech delivered by Amanda Gorman at Joe Biden's Presidential Inauguration https://youtu.be/Jp9pyMqnBzk?si=OqEfJ15FzY5nqjk3	3	
	13	Adults in the Room- Dir. Costa Gavras	3	
IV	GOING DIGITAL		11	15
	14	Twitter Fiction-David Lodge, Ian Rankin, Sophie Hanna and Anne Enright https://www.theguardian.com/books/2012/oct/12/twitter-fiction-140-character-novels	3	
	15	In the Pale Moonlight- Season 6 Episode 19 -Star Trek Deep Space Nine dir. Victor Lobi	3	
	16	Intro.-rh Sin (A Beautiful Composition of Broken-Instagram Poem)	2	
	17	'The Popular Vampires'- The Bloomsbury Introduction to Popular Fiction edited by Christine Berberich (Section 2- American Pace till the line 'Tellingly, these references demonstrate how Meyer has indeed created a new breed of superheroes, or gods, to both save humans and show them how to live differently and better')	3	

V	Practicum		30	
	1	Module I:	8	
		<ol style="list-style-type: none"> 1. Organise a group discussion on the evolution of love through literature. 2. Arrange writers given in the module chronologically categorising them based on their nationality and identify their contemporaries. 3. Submit an assignment about the historical context of writers given in the module. 4. Identify regional literatures foregrounding the idea of love and its interpretations. 5. Compare the theme of love in different genres of literature and prepare a brief note on it. 6. GD- Scottish Literature. 7. Prepare an article focusing on themes, characters, symbolism, and narrative techniques related to love across different periods in the texts provided. 8. Explore how factors such as race, gender, sexuality, and class influence individuals' experiences of love and relationships and write an essay. 		
	2	Module II: <ol style="list-style-type: none"> 1. Identify and present other writings on war tactics in the class and discuss its effect on respective cultures. Organise a debate on the present war zone and how is it going to end. 2. Organize a discussion on the concept of pacifism and how it evokes multiple arguments during the time of military operations done by political states, trace the evolution of the given philosophy and compare the moral high note it possesses against the prescribed sections from the art of war. 3. Read the novel and consolidate your observations on the effect of war on the individual and their personal choices then identify and present the real-life stories of individuals experiencing conflict due to their voice of dissent regarding war in your classroom. 4. Read the novel Totto Chan and write a Japanese perspective on how the war affected them 5. Write a paper on the role of Journalists and activists in bringing political change. 6. Collect famous letters written by world leaders and organise an exhibition in the class 7. Prepare a speech on the concept of nonviolence. 	7	

3	<p>Module III:</p> <ol style="list-style-type: none"> 1. A Group discussion on people on the peripheries based on the module. 2. Identify other memoirs from your context after watching the adaptation. 3. Write an assignment on Women & Contemporary literature. (you could talk about writers of your region) 4. Curate profiles of the writers incorporated in the module. 5. Conduct a GD on healthy human relationships after reading Queenie. 6. Fiction is an excellent medium to explore the complexity of human emotions. Do you agree? Prepare a write-up. 7. Poetry is a powerful medium to expose social discrimination. Conduct a discussion based on the poem by Vonani Bila. 8. Prepare a brief note on contemporary African poetry. 	8	
	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Write an assignment on how new social media platforms transforms the concept of writing. 2. Write a short story of your own as a creative assignment and post it in any platform you like then attempt to write a review of it in the class. 3. Explore and identify various digital platforms and genres 4. List out similar illustrations which are connected to your childhood. 5. Identify and analyze Instagram poets from your language and share it in the class. 6. Attempt to write a fanfiction on a movie you recently watched and post it in an available in the collaborative fanfiction writing sites and then share the reviews with the class. 7. Discuss the credibility and quality of web literature by incorporating the analysis of the texts from the module. 8. Familiarise yourself with sci-fi narratives on digital platforms. 9. Create a science fiction/ short film/ instead of write a fan fiction illustration instead on book. 	7	

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 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. *Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil*- A K Ramanujan
2. Message from 2023 Nobel Peace Prize Laureate Narges Mohammadi
<https://youtu.be/FbBY-SGBKrw?si=MAvSzdTgXJAQysM7>
3. Hope's Journey: A Tale of Peace and Justice- Story.com
<https://www.story.com/story/children-stories/hopes-journey-9>
4. *The Dark Knight Returns*- Frank Miller
5. "Asvathama's Promise" *Urubhanga* by Bhasa

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PSO 3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
CO 1	-	1	3	3	2	3	3	3	1	-	3	2	3	1
CO 2	-	-	3	3	2	3	3	3	-	-	1	2	2	1
CO 3	-	1	3	-	-	1	3	3	-	-	-	1	-	-
CO 4	1	1	2	-	1	1	3	3	1	-	-	1	1	-
CO5	-	2	3	3	2	3	3	3	1	-	-	2	2	2
CO6	2	3	1	2	1	2	3	2	1	1	3	2	2	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Classroom Participation / Discussion / Seminar
- Midterm Exam
- Viva
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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

**FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) BA ENGLISH LANGUAGE
AND LITERATURE HONOURS**

MINOR

BASKET 1: ENGLISH FOR CONTENT CREATION

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG1MN101				
Course Title	FUNDAMENTALS OF CONTENT CREATION				
Type of Course	MINOR				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills and an aptitude for English language.				
Course Summary	This course is designed to introduce learners to the basic concepts of professional content writing. The course enables them to become competent content developers by engaging in creative and professional writing. The learners will be equipped with the techniques of writing and editing which will help them to manage digital platforms with proficiency and skill.				

Course Outcomes (COs):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop professional Language competency	U	F	<ul style="list-style-type: none"> ● Classroom Assignments ● Internal Test
CO2	Attain employability in creative industries	U	F	<ul style="list-style-type: none"> ● Group Tasks ● Individual Assignments
CO3	Enhance language skills to optimize content creation and manage the digital algorithm	Ap	C	<ul style="list-style-type: none"> ● Take Home Assignments ● Seminars ● Sample analysis
CO4	Equip learners with market research skills and sharpen the entrepreneurial outlook	A p	M	<ul style="list-style-type: none"> ● Seminar Presentation ● Practice writing for the web and peer review
CO5	Develop skills to use AI generated contents creatively and ethically.	E	P	<ul style="list-style-type: none"> ● Sample analysis ● Self evaluation ● Peer learning ● Group projects
* - 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
I	CONTENT WRITING: BASICS		05	10
	1	Content Writing–Web and Print Media –News, E-Commerce and Entertainment Industry	01	
	2	Types of Content Writing – creative fiction, creative non-fiction, advertisements, transcribing, translation, subtitling , summarising, editing	01	
	3	Identifying the demands of various platforms	01	
	4	Content writing and language competency	01	
	5	Careers in content writing	01	
		Suggested Activities: <ol style="list-style-type: none"> 1. Free Writing Exercises in the classroom 2. Identify and evaluate the contents from an online website and a conventionally printed introduction of a book and a newspaper editorial– group activity 3. Group Discussion on editing techniques 		
II	PROFESSIONAL ENGLISH		12	18
	6	Compelling Language – Strategies and Tools	02	
	7	Reader-Centric Communication – Understanding the target audience	02	
	8	The Art of Telling the Story – Audience, Purpose, Need-based content	02	
	9	Accepted Usage – Sensitive language use	02	
	10	Creative Uses of English – Vocabulary Skills, Proverbs and Idiomatic Expressions	02	
	11	How to write effectively and without mistakes-Accuracy-Consistency -Tone and Style	02	
		Suggested Activities: <ol style="list-style-type: none"> 1. Prepare a write up on a given topic within a stipulated time and evaluate the content through peer review 2. Conduct a vocabulary quiz 3. Practise creating an effective headline and sub-headlines for specific audiences and specific purposes. 		

III	APPLIED LANGUAGE SKILLS		16	22
	12	Content Writing Process –ideation, research, structure, format	04	
	13	Developing an effective content strategy	04	
	14	Writing styles- Fiction and Non-Fiction Genres	04	
	15	Editing and proof reading 1. Misspelt words, wordiness, jargon, language registers, dialectical variations 2. Tailor-make content according to different style sheets	04	
		Suggested Activities: 1. Write content for a specific platform. Analyze the content for language use 2. Editing and proof-reading assignments 3. Co-writing stories		
IV	LANGUAGE SKILLS FOR THE CORPORATE SPACE		15	20
	16	Corporate communications	01	
	17	English for digital marketing – Writing for websites	02	
	18	Writing in the social media platforms for business purposes	02	
	19	Content writing for e-commerce sites	02	
	20	SEO (Search Engine Optimisation)– How to evaluate language use analytically	04	
	21	AI Tools, Ethics and Creativity	02	
	22	Plagiarism and Copyrights Acts	02	
		Suggested Activities: 1. Transcribe and translate Malayalam video content into English 2. Develop Catchphrases/expressions for marketing/e-commerce sites 3. Develop a publishable content applying the SEO language tools		
V	OPEN ENDED		12	

Note: The course is divided into five modules, with four having total 22 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 22 units from the fixed modules.

Suggested Reading:

1. Clark, Michael Dean, Trent Hergenrader, Joseph Rein. Eds. *Creative Writing in the Digital Age: Theory, Practice, and Pedagogy*. Bloomsbury Academic, 2015.
2. Coven, Martha B. *Writing on the Job: Best Practices for Communicating in the Digital Age*. Princeton University Press, 2022.
3. Dillard, Annie. *The Writing Life*. New York: Harper Perennial, 1989.
4. Drennan, Marie. *Et al. Scriptwriting for Web Series: Writing for the Digital Age*. Routledge, 2018.
5. Goldsmith, Kenneth. *Uncreative writing: Managing Writing in the Digital Era*. Columbia University Press, 2011.
6. Gupta, Kounal. *The Only Content writing handbook You'll ever Need*. Henry Harvin Education. 2020
7. King, Stephen. *On Writing: A memoir of the Craft*. Simon & Schuster, 2000.
8. Kleon, Austin. *Steal Like an Artist*. Workman Publishing Company, 2012.
9. Lamott, Anne. *Bird by Bird*. Vintage, 1995.
10. Penn, Joanna. *Successful Self-publishing*. Curl Up Press, 2015.
11. Quirk, Randolph and Sidney Greenbaum. *Student's Grammar of the English Language*. 1990.
12. Robinson, Joseph. *Content Writing Step-by-Step: Learn How to Write Content That Converts and Become a Successful Entertainer of Online Audiences* (Audio Book) Charlie Creative Lab Ltd. 2020
13. Sautoy, Marcus Du. *The Creativity Code: Art and Innovation in the age of AI*. The Belknap Press of Harvard. 2019
14. Field, Marion. *Improve Your Punctuation and Grammar*. Brown Book Group, 2009.
15. Critchley, William. *A Pocketbook of Proof Reading: A Guide to Freelance Proofreading and Copy-Editing*, First English Books, 2006.

Web Resources:

<https://www.youtube.com/watch?v=blehVIDyXk>

<https://www.youtube.com/watch?v=1NCiuI6F5O0>

Mapping of COs with PSOs and POs:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO1	PO2	PO 3	PO 4	PO 5	PO 6	PO7
C O 1	3	-	-	-	3	-	-	3	3	-	-	-	-
C O 2	2	-	-	2	3	-	2	-	3	-	-	-	1
C O 3	3	-	-	3	1	-	3	2	2	3	-	-	1
C O 4	2	-	-	2	-	-	2	-	3	-	-	-	3
C O5	-	-	-	3	2	-	2	1	2	3	1	-	2

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2	✓	✓		✓
CO 3		✓		✓
CO 4	✓	✓		✓
CO 5		✓		✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MINOR
BASKET 2: ENGLISH AT WORKSPACE

Programme	ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG1MN102				
Course Title	THE LANGUAGE OF DIGITAL SPACE: ENGLISH AND NEW MEDIA				
Type of Course	MINOR				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills and technological knowledge				
Course Summary	The course is designed for the new age generation, allowing students to use popular media platforms and create collaborative spaces with empathy and social responsibility. It is an analytical syllabus, enriched by student participation and exploring digital media content as cultural texts for analysis.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the relevance of online communication platforms and its intervention in human lives.	U	F	Discussions Classroom Instruction
CO2	Develop creative and engaging content for new media platforms using modern digital tools.	Ap	P	Assignments Discussions
CO3	Practice discretion to use digital platforms with empathy and social responsibility.	Ap	M	Experience Sharing Discussions
CO4	Understand the relationship between economy, society and new media to explore the students to explore entrepreneurial and employment opportunities	U	C	Discussions Presentations
CO5	Enhance creative and analytical skills for content creation in various employment scenarios.	Ap	P	Assignments
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I	NEW AGE DIGITAL SPACES		13	19
	1	Brief outline of the shift from unidirectional media to dynamic and interactive media	2	
	2	Overview of relevant media platforms -target users-content creation- digital interactions	3	
	3	An introduction and discussion on the types of content on social media, Online News Portals, Blogs, and Audio Visual Content Sharing Platforms	3	
	4	Transformation from traditional literary text to digital literature	3	
	5	Digital literature and Contemporary Media	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Tool Sharing: Learners are grouped and asked to work on various innovative tools they are familiar with which aid in content creation and analytics for various platforms. They present the tools before the class and explain its use, effectiveness etc. 2. Presentations and discussions are done on the cultural atmosphere that results in different kinds of popular content and the reasons behind their virality. 3. Prepare a podcast episode on trending online content of the time. 		
II	FICTIONAL NARRATIVES IN DIGITAL SPACE		9	13
	6	Evolution of Digital storytelling- new media tools and platforms for story telling	2	
	7	Introducing Digital Platforms: OTT - (E.g.: Web Series, Animated series etc.) Vlogs-Audio books-podcast Independent Publishing Platforms-Gaming apps	4	
	8	Co-story writing -websites for Collaborative fiction	3	

		Suggested Activities: <ol style="list-style-type: none"> 1. Analyse popular fiction and creative content online to delineate novel and effective ways of storytelling and present an assignment 2. Write scripts using interactive media and create stories. 3. Prepare an audiobook or a short film based on a story you have read 		
III	DIGITAL MEDIA AND SOCIAL IMPACT		13	18
	9	Impact of digital media in socio political and cultural arena	2	
	10	Role of social media and celebrity culture	2	
	11	Ethical online etiquette- the use of offensive language and issues of online abuse.	2	
	12	Privacy and security in the online space	2	
	13	Social media activism- media influence- opinion formation- manufacturing consent	3	
	14	The concept of Digital Detox- taking control of the human-media relationship	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Group discussion -any election campaigns you saw on digital platforms 2. Prepare a write up on any social media influencer you follow giving emphasis on the reason why you do so 3. Identify cyber security laws implemented in India and list it out 		

IV	NEW MEDIA AND ITS COMMERCIAL DIMENSIONS		13	20
	15.	Production and consumption in new media- democratisation of media content- shift from passive media consumption to active use and participation-Crowd Sourcing-Linkages-Corporate Sites	4	
	16	Brief introduction to the business model of social media-How users and audiences are commodified -Conflict between Media industry and users-Piracy/Copyright issues-Virality-Monetizing content	3	
	17	Media for Branding and Market Research-Building a personal brand-Practical Strategies to build a strong brand on social media	3	
	18	Use of Digital media in workspace-Content creation and monetization, social media promotions, campaigns, and advertising. How digital media can be effectively used in workspace Opportunities for employment - content creators, social Media Managers-Content Marketing Experts	3	
		Suggested Activities: <ol style="list-style-type: none"> 1. Organise a discussion on the difference between tools that are ethically permissible and non-ethical. 2. Use the insights from the discussion to put together a creative or critical piece in written or multimedia format and present it before the class. 3. Identify creative methods and apply it to produce content suitable for the platform of their preference. 		
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 is 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 Reading:

1. *New Media: An Introduction* by Terry Flew, Oxford, 2022 Edition (only Chapter 1- “Introduction to New Media” to be discussed)
2. *Creator Culture: An Introduction to Global Social Media Entertainment* by Stuart Cunningham, New York University Press, 2021 Edition (only the introduction part to be discussed)
3. *Social Media and Society* by Quihao Ji, Routledge, 2024 Edition, Part 1, Unit1 (What is Social Media?)
4. *Pragmatics Online* by Kate Scott, Routledge, 2022
5. *The New News* by Joan Van Tassel, Routledge, 2020

6. *The New Digital Storytelling: Creating Narratives with New Media* by Bryan Alexander Praeger, 2011.
7. *Digital Story Telling: A Creator's Guide to Interactive Entertainment*, by Carolyn Handler Miller, Routledge, 2017
8. *Language, Creativity and Humour Online* by Camilla Vasquez, Routledge, 2019
9. *Social Media Communication: Concepts, Practices, Data, Law and Ethics* by Jeremy Harris Lipschultz, Routledge, 2024 Edition (Only the Unit on Social Media Ethics needs to be discussed)
10. Basics of Online Safety by Google Guidebooks:
<https://guidebooks.google.com/online-security/understand-online-security/online-security-basics?hl=en> (at least 2 linked articles in this guidebook can be briefly discussed).
11. Article on Digital Detox: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8862700/>
12. *Digital Etiquette* by Victoria Turk, Ebury Press, 2019
13. *Understanding Media*, London by Eugenia Siapera Sage publications, 2018.
14. Political economy, power and new media & Society, 6(1), 96–105. R Mansell, 2004, New Media
15. In the Social Factory? Immaterial labour, precariousness and cultural work. Theory, Culture & Society, 25(7–8), 1–30 by Gill, R. and Pratt, A. 2008
16. *Influencer: Building Your Personal Brand in the Age of Social Media* by Brittany Hennessy. London: Kensington; 2018.
17. *Everybody Writes* by Ann Wiley Handley, 2014.
18. *Confident Digital Content* by Adam Waters Kogan Page. 2018.

Mapping of COs with PSOs and Pos and Correlation:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO 2	PO3	PO4	PO5	PO 6	PO 7
CO 1	2	-	2	3	-	-	2	-	-	3	-	1	-
CO 2	-	-	-	3	2	-	3	2	1	3	-	-	1
CO 3	-	-	3	2	-	-	1	1	-	2	-	2	-
CO 4	-	2	3	-	1	-	2	-	-	2	-	1	3
CO 5	-	-	3	-	3	2	2	1	-	3	-	-	2

Corelation level:

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

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Presentation
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/Presentation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

**FOUR-YEAR UNDER GRADUATE
PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MINOR
BASKET 3: TEACHING SKILLS IN ENGLISH**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG1MN103				
Course Title	ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 1				
Type of Course	MINOR				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English grammar and vocabulary, as well as an interest in language teaching methodologies. Familiarity with common educational technology tools is beneficial but not required.				
Course Summary	This course provides a comprehensive introduction to English Language Teaching (ELT) by exploring its principles, methodologies, and practical applications. It enables the learners to understand history and evolution of language teaching methods, including the Grammar-Translation Method, Direct Method, Audio-Lingual Method, and Communicative Language Teaching (CLT). Emphasis will be placed on understanding and applying these methodologies with the help of technology and other interactive activities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand ELT Principles and Methods	U	C	Presentations
CO2	Attain proficiency in Applying Language Teaching Techniques	U	F	Assignments Presentations
CO3	Integrate ICT Tools in Language Teaching	Ap	P	Peer Review and self-evaluation
CO4	Develop Task-Based Language Teaching Skills	An	P	Group assignments and brainstorming sessions
CO5	Employ evaluation and assessment methods in ELT effectively	Ap	M	Presentation and role plays
* - 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
I	Introduction To Elt		14	20
	1	Overview of ELT	2	
	2	Principles of language teaching	2	
	3	Language Teaching Methodologies-Grammar-Translation Method	2	
	4	Direct Method-Communicative Language Teaching (CLT)	2	
	5	Direct Method	2	
	6	Audio–Lingual Method	2	
	7	Communicative Language Teaching	2	
		Suggested Activities: 1. Role-Playing Different Teaching Methods 2. Group discussion on the role of audio-visual aid in ELT 3. Write an assignment on various communicative language teaching methods		

II	ICT Tools For English Language Teaching		13	20
	8	E- Creation Tools – Wordwall Puzzlemaker, Spiderscribe, Kahoot, Diigo –personal digital library	3	
	9	Mobile apps and games	3	
	10	Online teaching - learning Platforms	2	
	11	LSRW tools – audio/ video podcasts, various channels in websites and platforms, digital diary and journal	2	
	12	Tools for digital storytelling	3	
		Suggested Activities: <ol style="list-style-type: none"> 1. Use any reading comprehension and critical thinking tools to write a paper on a topic of your choice 2. Group activity: Post a reading assignment on any platform and create a discussion thread and have a discussion by responding to each other' post 3. Split into groups and conduct a grammar quiz in class projecting questions in the screen 		
III	Task-Based Language Teaching		11	15
	13	Introduction to Task-Based Language Teaching	3	
	14	Types of tasks: real-world, pedagogical, and language-focused tasks	3	
	15	Importance of pre-task activities	1	
	16	Task cycle components: task, planning, and report	2	
	17	Opinion Exchange Tasks, Problem-Solving Tasks	2	

		Suggested Activities: <ol style="list-style-type: none"> 1. Engaging Storytelling Practice: Prepare a short story or anecdote to prepare focusing on engaging storytelling techniques such as vivid descriptions, varied pacing, and expressive delivery. 2. Role play (e.g., customer and shopkeeper, doctor and patient) various scenarios to practice relevant vocabulary and expressions. 3. Divide a text or audio recording into sections and read it out in the class then reconstruct the story or content and submit it as an assignment. 		
IV	ELT in Practice		10	15
	18	Lesson Planning and Classroom Management- Theory and practice in a learning environment.	3	
	19	Peer teaching/Micro- teaching- Introducing various pedagogies of teaching English -practice in teaching ELT	3	
	20	Testing and types of tests- Means of evaluation	2	
	21	Hands on training in Aptitude, Achievement, Diagnostic, Proficiency, and Placement Tests in ELT	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Prepare a lesson plan incorporating all the elements discussed in the module and engage the class treating your peers as learners 2. Divide into different groups and discuss different assessment strategies and submit it as a report 3. Employ peer teaching and micro teaching in the classroom, introducing various teaching pedagogies 		
V	OPEN-ENDED		12	

Note: The course is divided into five modules, with four having a total of 21 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. 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 21 units from the fixed modules.

Suggested Reading:

1. Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press.
2. Lightbown, Patsy M., and Nina Spada. How Languages are Learned. Oxford University Press.
3. Learning English through ICT tools by Silvia Sánchez Calderón
4. Doing Task-Based Teaching by Dave Willis and Jane Willis Task-Based Language Teaching by David Nunan
5. Tasks for Language Teachers: A Resource Book for Training and Development by Martin Parrott
6. Brown, D., & Abeywickrama, P. (2010). Language assessment principles and classroom practices (2nd ed.), Pearson Education.
7. Tickoo, M. L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan.
8. Nunan, David. Practical English Language Teaching. McGraw-Hill.

Links:

Five Communicative Language Teaching Methods

<https://youtu.be/iGDxCg90Its?si=VRY-13TPFUPyrHSo>

Apply ICT tools in teaching English

<https://youtu.be/52qJ36DDkrI?si=oFuFbM7QwTKaok-7>

HCMUE | TILT 2021 | Using ICT Tools in Teaching English 11 Unit 5 Reading

<https://youtu.be/pkzj0KnN2Vc?si=r8sUKr8oFpNDN579>

Four Tips To Do Voice Modulation While Speaking | Public Speaking Tips

<https://youtu.be/RyuuA6aiQfQ?si=cZ6dlf5qOGYm0jh6>

<https://www.languagetesting.com>

Forms of language assessment.

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

I SEMESTER MULTI-DISCIPLINARY COURSE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG1FM105				
Course Title	Introducing Print and Digital Narratives				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth.				
Course Summary	The course is designed primarily for the generation of digital natives and their diverse interests. Specifically, the course aims to generate an aesthetic and humane sensibility that will equip learners to appreciate and accept various forms of life and art while focusing on philosophical/political questions about life in general and marginalised communities, in particular.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Critically appreciate literary and artistic creations through simple and popular works.	U, E	C, M	Comprehension/Vocabulary Building Exercises/ JAM/ Discussion/ Presentation/ Mock Interview/ Personal Narration/ Role Play/ Assignments
CO 2	Critically evaluate the different multi-media narratives.	A, E	P, C	Review/Presentation/ Digital Content Creation/Assignments
CO 3	Contextualise a social/political phenomenon in a larger frame and analyse its implications in the light of an inclusive social, philosophical and environmental awareness created by the course.	An, E	P, M	Assignments/ / Reporting/ JAM/Discussion/Presentation
CO 4	Promote the cultivation of egalitarian principles and democratic ideals that foster acceptance of diversity, while simultaneously fostering heightened consciousness of environmental issues.	U,Ap	F, M	Debates/ Panel discussions/News Reporting/Analysis of contemporary events
CO 5	Identify the features of the various literary and visual media genres like Folk songs, Pop songs, Flash fiction, Animation shorts, Reels, Graphic narratives, Shortfilms, documentaries, Stand Up comedies etc.	U,C	P, M	Create/Differentiate/Compare between the different genres.
* - 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	Hours	Marks
I	SONGS AND POEMS		8	10
	1	Spring Day- BTS Album https://youtu.be/xEeFrLSkMm8?si=y-l7dGMjdVrp_FXR	2	
	2	I Write the Land- Najwan Darwish https://www.worldliteraturetoday.org/2021/summer/three-poems-palestine-najwan-darwish	2	
	3	Why Does the Peacock Perch on My Door Peg Cry?- Gujarati Folk Song https://youtu.be/GHbd8Gj0h2g?si=NTOnwAXM8r3AqexJ	2	
	4	Text- Carol Ann Duffy https://closeenoughtoread.wordpress.com/2012/10/04/carol-ann-duffy-text/	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Group activity: Learners can recite/perform poems of their choice and discuss the literary and political relevance of the same. 2. Compare songs and poems in the learners' mother tongues with the ones prescribed so that the cultural and linguistic variables can be identified and related. 3. Collect more poems and songs and prepare an appreciation of each. 4. Collect folk songs from the learner's locality. 		

II	NON-FICTION		11	15
	5	“A Muslim Deity in a Hindu Temple” in The Courtesan, the Mahatma & the Italian Brahmin : Manu S. Pillai. Published by Context, Westland Publications Pvt. Ltd. 2019 . Pages 12-17.	3	
	6	Advice to Youth (Except from the paragraph on ‘Lies’)- Mark Twain https://english.ntcu.edu.tw/download.php?dir=news&filename=249559d70d6a50da7797f6aecc3c7aa7.pdf&title=3-Advice%20to%20Youth	2	
	7	My Birth is My Fatal Accident: Rohit Vemula	3	
	8	Our Flowery Fantasy- Sumana Roy https://epaper.indianexpress.com/c/75022966	3	
		Suggested Activities: <ol style="list-style-type: none"> 1. Group activity: Stage a theatrical adaptation of the legend narrated in the text, ‘A Muslim Deity in a Hindu Temple’. 2. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures. 3. Use 10 new words from the given texts in sentences of your own. 4. Watch the movie, <i>Laapataa Ladies</i> (Dir. Kiran Rao) and discuss its characteristic features in groups of 5 learners. 		
III	STORIES		9	15
	9	The Rock- Gracy (Trans. V. C. Haris) Indian Literature. May- June 1993	2	
	10	The Cop and the Anthem- O Henry https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf	2	
	11	Graphic Narratives <ol style="list-style-type: none"> a) Nahi Bol Payi, Bas Nahi Bol Payi (‘Couldn’t Say, Just Couldn’t Say)- Sanjana https://www.instagram.com/ttt_official/reel/C4BEtGdsLcx/ b) How to Choke Myself in the Ugly Kitchen- Naoko Fujimoto https://www.naokofujimoto.com/gallery-of-graphic-poems.html 	4	
	12	Sticks (Flash Fiction)- George Saunders https://www.unm.edu/~gmartin/535/Sticks.htm	1	
		Suggested Activities: <ol style="list-style-type: none"> 1. Group activity: Stage a theatrical adaptation of either of the short stories for study. 		

		2. Discuss other translated stories from Malayalam to English. 3. Look up other graphic narratives and discuss them in class. 4. Group exercise: Create a story/short video script.		
IV	DOCU- FICTION		8	10
	13	<i>New Normal</i> - Dir. Monisha Mohan Menon https://www.youtube.com/watch?v=7_VGS7lGF64	2	
	14	Comedian Trashes India's Fair Skin Obsession - Brut India https://www.youtube.com/watch?v=b9yTmNFde5s	2	
	15	Women's Football in India- DW Documentary https://www.youtube.com/watch?v=jPiz_y1dG3o	2	
	16	<i>Hair Love</i> - Matthew A. Cherry et al. https://www.youtube.com/watch?v=kNw8V_Fkw28	2	
		Suggested Activities: 1. Group activity: Divide the class into groups and each group may attempt to make a short film on a topic of their choice. 2. Discuss the different changes in today's society with reference to various new normals. 3. Identify various elements of visual language. 4. Create a Stand-up comedy.		
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 exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. Gao Chaodab Nahi ('We Will Not Leave Our Village')
<https://www.youtube.com/watch?v=8M5aeMpZOLU>
2. The Times They Are A- Changin- Bob Dylan
<https://www.youtube.com/watch?v=uc5lyJDiyEI>
3. World's Greatest Short Stories- Ed. James Daley
4. Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales- Laura Lane & Ellen Haun
5. Purl- Dir- Kristen Lester
https://www.youtube.com/results?search_query=purl

6. Too Tight?-wawawiwacomics
https://www.instagram.com/wawawiwacomics/p/C4IrzZPMLhV/?img_index=1
7. 5 Women Bikers Breaking Stereotypes One Ride at a Time- Namrata Ganguly
<https://www.herzindagi.com/society-culture/women-bikers-breaking-stereotypes-one-ride-at-a-time-article-205290>
8. Stories in your Pocket: How to Write Flash Fiction- David Gaffney
<https://www.theguardian.com/books/2012/may/14/how-to-write-flash-fiction>
9. Poisoned Bread: Translations from Modern Marathi Dalit Literature- Ed. Arjun Dangle
10. What is Climate Change? - The Climate Question (Podcast)- BBC World Service
<https://www.youtube.com/watch?v=SLEenW2UiUw>

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
C O 1	3	1	3	3	3	1	2	3	3	1	2	2	-
C O 2	3	1	2	3	2	2	1	2	2	3	1	1	1
C O 3	1	3	3	2	2	2	3	1	2	3	3	3	1
C O 4	3	3	3	2	3	2	2	2	2	3	3	3	-
C O 5	2	2	3	2	1	3	3	2	3	3	1	2	1

Correlation Levels:

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

Assessment Rubrics:

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