FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**
Course Code	**ENG3CJ201**
Course Title	**DRAMA: EXPLORING THE LITERARY AND PERFORMATIVE ELEMENTS**
Type of Course	MAJOR
Semester	III
Academic Level	200-299

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Pre-requisites	Basic knowledge on different elements of drama and theatre
Course Summary	The course is envisaged to develop an understanding of drama, along with its aesthetics and performance aspects. The learners will be able to understand the history of drama and different genres with in it (eastern and western). They will be able to appreciate the social, cultural and historical dimensions of drama and theatre.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze and interpret significant works of drama and literature from various historical periods and cultural contexts	U	F	Assignments
CO2	Apply close reading and textual analysis techniques to identify literary devices, narrative structures, and dramatic conventions employed by playwrights and authors.	Ap	M	Seminar Presentation
CO3	Examine the interplay between drama and literature, exploring how theatrical elements such as dialogue, character, setting, and plot.	R	C	Review and Discussion
CO4	Critically evaluate the relationship between dramatic adaptation and literary source material.	An	C	Term paper writing
C0 5	Synthesize theoretical concepts, critical frameworks, and practical insights gained throughout the course to produce original scholarship, creative projects, or performance-based analysis that contribute to ongoing conversations within the fields of Drama and Literary Studies.	Ap	F	Assignments
C06	Analyze representations of identity, gender, race, class, and power dynamics in dramatic and literary texts.	An	M	Mini project and Presentation

* - 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 (70)
I		**Introduction to Drama and Theatre**	**12**	10
	1	Basic Elements of Drama: Tragedy, Comedy, Tragicomedy; The Constituent Parts of Drama – Plot, Character, Thought, Song, Spectacle, Diction, Three Unities, Tragic Hero, Chorus, Simple plot and Complex plot	3	
	2	History of Drama a brief overview-Greek Drama-Shakespearean Drama-Restoration drama, Comedy of Manners	3	
	3	A brief introduction of the movements- Avant-garde, Expressionism & Epic Theatre, Angry Young Man, The Theatre of the Absurd, Futurism, Immersive Theatre, Video performances	2	
	4	Familiarizing Digital Theatre- New Technologies in Modern Theatre	2	
	5	Elements of Theatre (Sets, Lights, Costume, Properties, Make up) Sound and Music in Theatre, Actor's Voice, Speech and Diction/ Acting Styles	2	
		Suggested Activities: 1. Identify new techniques in theatrical performance. 2. Classroom discussions on the advent of technology in theatre. 3. Presentations and debates on the themes discussed in the module.		

II		World Theatre	12	25
	6	Introduction to World Theatre- Realism, Surrealism, Expressionism.	3	
	7	European - *The Tempest* (Act 5)- William Shakespeare	3	
	8	African -*I Will Marry When I Want*- Ngũgĩ wa Thiong'o	3	
	9	Indian - - *Thirty Days in September*- Mahesh Dattani	3	
		Suggested Activities: 1. Trace the history of European, African and Indian theatre (any traditions of your choice) and present it in the class. 2. Debates and discussions on the emerging trends in World theatre. 3. Discussions on the new plays in regional literature.		
III		**Women and Theatre**	12	25
	10	Women Playwrights-Feminism and Contemporary Theatre	2	
	11	Gender discrimination in language	1	
	12	*Lights Out*- Manjula Padmanabhan	3	
	13	*Ruined*- Lyn Nottage	3	
	14	*Home*- Naghmeh Samini	3	
		Suggested Activity: 1. Discuss the role of feminism in developing a language for women on stage. 2. Compare and contrast the role of women in the text that you studied. 3. GD and report on how men and young boys performed the role of women in Shakespearean plays.		

IV		**Post-dramatic Theatre**	12	10
	15	A Brief Introduction to Post-dramatic Theatre- Stage page divide-Text and Performance Text	3	
	16	Performance Art and Installations-Dramatization of Varied Art and Media.	3	
	17	What Makes Performance Studies Special(Chapter 1- Section 3)- Performance Studies: An Introduction -Richard Schechner.	3	
	18	Digital theatre – 'The Art of Facing Fear' (37 minutes)- Ivam Cabral and Rodolfo García Vázquez - https://youtu.be/UQRJbMyfE9Y?si=PkNHym9JP3jUTViN	3	
		Suggested Activity: 1. Watch video performances on contemporary issues and submit an assignment. 2. Debates and discussion on the recent trends in digital theatre. 3. Presentation on the topic of how technology has influenced drama and theatre. 4. Watch video performances from different countries as part of the World Theatre. Initiate discussions in this regard.		
V		**Open ended Module**	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 examination, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. *The History of World Theatre: From English Restoration to the Present*- Felicia Hardison Londre, Continuum,1999
2. *Contemporary Indian Theatre: Theatricality and Artistic Crossovers*- Ravi Chaturvedi and Tapati Gupta (eds). Rawat, 2017
3. *Makers of Modern Theatre: An Introduction*. Routledge, Robert Leach, 2004
4. *Modern Indian Theatre: A Reader.* Nandi Bhatia ed. Oxford UP,2009.
5. Attempts on Her Life- Crimp Martin
6. Worm Play- Zubin Driver

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	-	2	-	1	2	-	3	-	2
CO2	2	-	3	1	-	-	1	-	3	1	-	-	1
CO3	-	1	2	-	1	1	-	2	2	1	2	-	3
CO4	3	3	-	1	3	-	1	2	1	-	2	-	2
CO5	2	3	-	1	2	3	-	2	1	-	3	-	1
CO6	-	3	3	2	-	3	-	2	1	2	-	2	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam/ Creative projects/ social media simulation	Assignment/Quizzes/ Digital story telling/ podcasts/	Class Participation/ Discussion/ interactive essays with multimedia elemets/ peer teaching	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

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3CJ202 /ENG3MN200**				
Course Title	**LANGUAGE IN ACTION**				
Type of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	A fundamental understanding of Language, Media and Society				
Course Summary	The course aims to enable the learner to explore the diverse areas where English language is employed to perform various purposes. The areas include Media, Literature and Technical documentation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO1	To enable the learner to understand how language shapes and reflects societal norms, values, and power structures.	U	C	Exam/ Assignment/ Presentations/ workshops/ interactive sessions
CO2	To critically analyze the use of language in various forms of media.	Ap	P	Translation assignments/ workshops/
CO3	To comprehend how literary texts convey themes, perspectives, and cultural values.	An	C	Presentations/ reviews/ case studies
CO4	To develop proficiency in using clear, concise language in technical writing contexts.	C	C, P	Software demonstrations/ practical and digital presentations
CO5	To analyze similarities and differences in language use across the domains of media, literature, and technical documentation.	Ap	C, P	Translation practice and public presentations in various genres and fields of verbal, visual and print sectors
CO6	To appreciate critical reflection on the ethical and cultural implications of language use in various professional and personal contexts.	E, C	M	Innovative research productivity through independent research
	* - 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 (75)	Marks (70)
I		**Introduction**	12	16
	1	Language praxis- the role of language in social practice & identity formation -literature, media & policy documents	3	
	2	Literature as a language discourse-language use – creative writing	3	
	3	Media and the use of language- writing to performance-media and the formation of public opinion	3	
	4	Role of language in documenting policies- Clarity – Effectiveness-Precision- Purpose - -Ethical Considerations-Impact	3	
II		**LITERATURE AS LANGUAGE PRACTICE**	12	19
	5	The Transformation of Silence into Language and Action- Audre Lorde	3	
	6	What is Literature (First Three Paragraph)- Terry Eagleton	3	
	7	Commute (Chap1-Autobiography of Death) -Kim Hyesoon	3	
	8	Sea Oak – George Sanders	3	

III		MEDIA AND LANGUAGE	12	16
	9	Chapter 6-Understanding Media: The extensions of Man- Marshall McLuhan	3	
	10	'From Documents to Performances' (Page 33-36) Software Takes Commands-Lev Manovich	3	
	11	How Close Are We to a Climate Change Tipping Point?https://youtu.be/mFYE4CfeIj0?si=i75yzgYenB0SIrbz	3	
	12	Journey of a Kuchipudi dancer from Pakistan to India- Ujwal Bommakanti http://timesofindia.indiatimes.com/articleshow/60064428.cms?ut1m_source=contentofinterest&utm_medium=text&utm_campaign=cppst	3	
IV		LANGUAGE IN POLICY DOCUMENTS	12	19
	13	National Legal Services v. Union of India (Verdict)	3	
	14	No.WEC-19752-Women and Child Development – Dowry Prohibition Act, Kerala Dowry Prohibition (Amendment)	3	
	15	Universal Declaration of Human Rights- Preamble	3	
	16	The Forest Conservation Act 1980-Act.No.69 of 1980	3	

V	**PRACTICUM**	12	
	Suggested Activities: Module I: - Explore current events or historical speeches that have influenced societal attitudes or policies. - Analyze how language was used to convey messages of identity, social practices, or policy objectives. Discuss the ethical implications and the impact of language on public perception and action. - Create identity maps that incorporate language as a central element. They can include personal language use (slang, dialects), media influences, and policy implications on their identities. - Discuss how language shapes their self-perception and interactions within different social contexts. - Provide excerpts from policy documents (e.g., government policies, organizational guidelines) that address social issues such as education, healthcare, or environmental sustainability. - Ask students to evaluate the clarity, precision, and ethical considerations of the language used. Discuss how language can impact the implementation and interpretation of policies. Module II - Read other literary works and, in a group, analyse how they vary in theme, perspective and language - Conduct an analysis on historical, cultural or social context of the literary works given and submit assignment based on the analysis - Organise a debate on how various literary discourses contribute to the growth of literature - Read literary works which bring social change and present it as seminar in the class - Write your own version of the story 'Sea oak'. - Read other texts defining and detailing the nature of literature and compare it with Eagleton - Write a short note on South Asian literature. - Write an assignment on any literary narrative you recently read Module III - Read and analyse various newspaper reports, focusing on tone, Bias, language and perspective - Organise debates on current media topics, practicing argumentation and crtical thinking - Prepare and deliver your own version of TED talk in the classroom	12	

4. Write an editorial piece on a current issue, expressing your viewpoint and supporting evidence
5. Prepare an article on the role of performance in new media platforms
6. Identify various new media platforms where interactive writing can be done then attempt to participate in the writing process and read it in the class
7. Translate a work from regional language to English using translation apps or web tools of your choice
8. Enact a channel discussion in your classroom

Module IV

1. Read and analyse various government orders and find out the features of language used in the discourse focusing on clarity and structure
2. Identify other acts and policies given by govt. & non govt. organizations and discuss the impact of these on the society
3. Find out various petitions and submit a report based on any one of them
4. Compare different acts related to a particular issue, such as environmental protection or labour laws.
5. Attempt to draft a policy on the protection of any endangered species you like
6. Organize a debate on the fine points of any resent Supreme Court Verdict the class choose on the issue of dowry
7. Attempt to re draft the human rights declaration or any other charter provided by U N
8. Write a note on the role of language in policy making after finishing the module

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 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 Reading:

1. Terry Eagleton, "Introduction: What is Literature?"
2. Kim Hyesoon, *Autobiography of Death*
3. Audre Lorde- *The Cancer Journals*
4. Hiro Murai- *Sea Oak*
5. Marshall McLuhan- *Understanding Media: The extensions of Man*
6. Lev Manovich – Software Takes Comand
7. https://wcd.kerala.gov.in/
8. https://moef.gov.in/moef/division/forest-divisions-2/forest-conservation-fc/introduction/index.html#:~:text=The%20Forest%20(Conservation)%20Act%2C,for%20the%20non%2Dforestry%20purposes.
9. https://www.un.org/en/about-us/universal-declaration-of-human-rights

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	1	2	3	2	1	2	3	3	2	3	2
CO2	2	2	2	3	3	1	2	3	3	2	3	1	3
CO3	1	3	1	2	3	3	2	3	2	3	2	3	2
CO4	2	3	1	3	3	2	3	3	3	1	2	2	2
CO5	3	2	2	3	2	1	1	3	2	3	3	2	1
CO6	2	1	2	3	3	2	2	3	3	3	3	2	3

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Class Tests/Quiz (10%)
- 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	✓	✓	✓	✓
CO 6		✓	✓	

FOUR-YEAR UNDER GRADUATE

PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 1: ENGLISH FOR CONTENT CREATION

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3MN201**				
Course Title	**DIGITAL CONTENT CREATION IN THE ERA OF AI**				
Type of Course	**MINOR**				
Semester	3				
Academi c Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skill with an aptitude for technology-assisted language tools.				
Course Summar y	The course is designed to provide a basic understanding of the integration of Artificial Intelligence (AI) technologies and software applications in English language learning.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	Understand how AI technologies are transforming various aspects of the English language, including communication, literature, translation, and education.	U	C	Assignments
CO2	Classify a variety of AI-driven software tools and platforms for language learning and its application	U	P	Assignments Presentation
CO 3	Create an exposure towards various platforms to exercise AI for language learning and content creation.	U	P	Practical Assignments Presentations
CO 4	Analyse how AI influences literature, creative writing, and research	An	C	Group assignments and brainstorming sessions
CO 5	Evaluate the ethical implications of AI-mediated language technologies and develop new perspectives	E	M	Group Discussion

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

\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)Meta-cognitive Knowledge(M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**INTRODUCTION TO AI AND LANGUAGE**	**10**	**14**
	1	Introduction to the basic definitions and concepts of Artificial Intelligence	**3**	
	2	Historical context and evolution of AI in language processing	**2**	
	3	Overview of natural language processing (NLP) and machine learning in language-related tasks	**3**	
	4	Emerging trends in AI and language technologies	**2**	
		Suggested Activities: 1. Presentation on the evolution of AI using the traditional ways the learners are already familiar with. 2. Enlist the names of platforms the students use for academic purposes- group activity. 3. Prepare a speech on the relevance of AI tools in academics		
II		**IMPACT OF AI IN DIGITAL CONTENT CREATION**	**12**	**16**
	5	Role of AI in contemporary media	**2**	
	6	Impact of AI on Written (e.g., chatbots, automated content generation) and spoken communication (e.g., virtual assistants, voice recognition)	**3**	
	7	Case studies of AI-mediated communication platforms	**3**	
	8	AI-generated literature: Poetry/Short story/Novel/Essays/Speeches/News articles	**2**	
	9	Collaborations between AI and human authors	**2**	
		Suggested Activities: 1. Debate on 'Inevitable intervention of AI in the world of literature'. 2. Seminar on 'The impact of AI on language skills.' 3. Create a glossary of AI terms used in media 4. Classroom discussion by comparing a human authored literature and AI-generated literature.		

III		AI FOR DIGITAL LANGUAGE LEARNING- PRACTICAL APPLICATIONS	20	30
	10	AI-powered language learning applications and platforms (Learning, Editing/Research/Translation/Content Creation)	1	
	11	Adaptive learning systems and personalized instruction	1	
	12	The art of language prompts	1	
	13	Language Learning AI platforms (Examples: Duolingo- https://www.duolingo.com/, Babbel - https://www.babbel.com/, Rosetta Stone -https://www.rosettastone.com/ Memrise -https://www.memrise.com/, Tandem - https://www.tandem.net/) Content Creation- (Examples: Answer Garden https://answergarden.ch, Deftgpt - https://deftgpt.com/chat/new, Gemini -https://gemini.google.com ChatGPT -https://chat.openai.com, Sonicwrite - https://app.writesonic.com/ Perplexity -https://perplexity.ai/EduGPT https://edugpt.com/) Summarise- (Examples: Chatpdf -https://www.chatpdf.com / Chatdoc -https://www.chatdoc.ai/, Askyourpdf -https://askyourpdf.com/)	10	

	14	Presentation Tools- (Examples: Tome -https://tome.app/ Wepik -https://wepik.com/ Gamma-https://gamma.app/ Voice Typing-Translation- Live Transcribe App/Google Translate/Google Lens App Quiz generation-Quizizz- https://quizizz.com/admin/)	**4**	
	15	Audio / Video scripts transcripts: (Examples: Cockatoo https://www.cockatoo.com/) Interaction on videos - (Examples: Chattubehttps://chattube.io/) Mind mapping and Summarizing: (Examples: Whimsical https://whimsical.com/) Scientific Illustrations and Figures: (Examples: Bio Render www.app.biorender.com) Rephrasing-Grammar Correction: (Example: Quill bolt/Grammarly**)**	**3**	
		Suggested Activities: 1. Create an essay in English on any topic using at least 3 platforms. 2. Write a poem in English and translate the same into your mother tongue. 3. Interview your neighbour in a regional language and produce the audio and transcript of the same in English.		

IV		ETHICAL IMPLICATIONS OF AI IN LANGUAGE	6	10
	16	Bias and fairness in AI language models	2	
	17	Privacy concerns in AI-mediated communication	1	
	18	Cultural and societal impacts of AI on language use	1	
	19	Ethical considerations in AI-authored literature	1	
	20	The role of human agency	1	
		Suggested Activities: 1. Debate on 'The influence of AI in academic/research field 2. Classroom discussion on the opportunities and challenges for research and practice in the AI era 3. Project: Effective usage of AI for academic purposes- Write a research paper on any topic by utilising any platform you like		
V		**2. OPEN-ENDED**	12	

Note: The course is divided into five modules, with four having a total of 20 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 20 units from the fixed modules.

Suggested Reading:

1. Çakmak, F. (2022). Chatbot-human interaction and its effects on EFL pupils' L2 speaking performance and anxiety. Novitas-ROYAL (Research on Youth and Language), 16(2), 113–131.
2. Chen, Y.-L., Hsu, C.-C., Lin, C.-Y. & Hsu, H.-H. (2022). Robot-assisted language learning: Integrating artificial intelligence and virtual reality into English tour guide practice. Education Sciences, 12, 437. https://doi.org/10.3390/educsci12070437
3. Chon, Y. V., Shin, D. & Kim, G. E. (2021). Comparing L2 learners' writing against parallel machine-translated texts: Raters' assessment, linguistic complexity and errors. System, 96, 102408. https://doi.org/10.1016/j.system.2020.102408
4. Dizon, G. & Gayed, J. M. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. JALT CALL Journal, 17(2), 74–92. https://doi.org/10.29140/jaltcall.v17n2.336
5. Dizon, G. & Tang, D. (2020). Intelligent personal assistants for autonomous second language learning: An investigation of Alexa. JALT CALL Journal, 16(2), 107–120. https://doi.org/10.29140/jaltcall.v16n2.273

6. Edmett, Adam, Neenaz Ichaporia, Helen Crompton,and Ross Crichton. Artificial intelligence and English language teaching: Preparing for the future. British Council, 2023. https://doi.org/10.57884/78EA-3C69
7. Rowe, L. W. (2022). Google Translate and biliterate composing: Second-graders' use of digital translation tools to support bilingual writing. TESOL Quarterly, 56(3), 883–905. https://dx.doi.org/10.1002/tesq.3143
8. Shivakumar, A., Shukla, S., Vasoya, M., Kasrani, I. M. &Pei, Y. (2019). AI-enabled language speaking coaching for dual language learners. IADIS International Journal on WWW/Internet, 17(1).
9. Viktorivna, K. L., Oleksandrovych, V. A., Oleksandrivna, K. I. & Oleksandrivna, K. N. (2022). Artificial intelligence in language learning: What are we afraid of? Arab World English Journal (AWEJ) Special Issue on CALL, 8, 262–273. https://dx.doi.org/10.24093/awej/call8.18
10. Broussard, Meredith. (2019) Artificial Unintelligence: How Computers Misunderstand the World. The MIT Press.
11. Dickinson, M., Brew, C. and Meurers, D. (2013) Language and Computers. Wiley-Blackwell.
12. Dodigovic, Marina. (2005) Artificial Intelligence in Second Language Learning: Raising Error Awareness.Multilingual Matters.
13. Isotani, S. (2019) Artificial Intelligence in Education: 20th International Conference, AIED 2019, Chicago, IL, USA, June 25-29, 2019, Proceedings, part I & II. Cham: Springer International Publishing.
14. Mitchell,Melanie. (2019) Artificial Intelligence: A Guide for Thinking Humans. Penguin Books.
15. Taulli, Tom. (2019) Artificial Intelligence Basics: A Non-Technical Introduction. Apress.

Mapping of CO with PSO sand POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	3	2	-	3	2	1	3	-	-	2
CO2	3	-	-	3	1	1	2	2	-	3	-	-	-
CO3	2	-	-	3	2	-	1	1	-	2	-	-	-
C04	-	-	1	3	-	2	1	-	-	3	-	-	2
CO5	-	2	1	2	-	-	-	-	-	1	-	3	-

Correlation Levels:

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

Assessment Rubrics:

- Assignment/Quiz/ Discussion/Seminar
- Midterm Exam
- Record/ Projects/Assignments
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Seminar/ Presentation/ Project	End Semester Examination
CO1	✓		✓	✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓	✓	✓	✓
CO5	✓		✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 2: ENGLISH AT WORKSPACE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3MN202**				
Course Title	**WRITING FOR THE SCREEN: THEORY AND PRAXIS**				
Type of Course	**MINOR**				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills in English, aptitude for creative writing, interest in film and storytelling, familiarity with popular culture				
Course Summary	This course delves into the intricate relationship between language and cinema. It explores the communicative strategies and narrative structures utilised by films. Through a multifaceted pedagogical methodology encompassing lectures, screenings, interactive activities, and facilitated discussions, learners will cultivate a foundational understanding of film analysis, screenwriting, subtitling, and adaptation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO1	Understand the concept of film as a medium of communication and identifies the key elements that constitute its language	E	C	Assignments, Seminars Quiz
CO2	Write insightful and critically engaged reviews across diverse genres, enhancing proficiency in critical writing for movies	E	P	Assignments, Seminars, Review Writing Group Discussions
CO3	Enhance creative screenwriting outputs encompassing script formats, the writing process, narrative perspective, and cinematic techniques	C	P	Assignments, Seminars, Brainstorming sessions Script writing exercises
CO4	Create subtitle incorporating process analysis, cultural considerations, and practical application	C	C	Assignments, Seminars, Exercises of Subtitle Creations
CO5	Create adaptations considering cultural and linguistic nuances	E	P	Assignments, Review & Presentations
	* - 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		**BASICS OF SCREENWRITING**	13	20
	1	Introduction to Screenwriting- the foundation of screenwriting- visual storytelling/narration- types of scripts- abbreviations- stages of screenwriting, rules of screenwriting, the structure of screenplay-teleplay	4	
	2	Introduction to screenwriting software	2	
	3	Script breaking down sheet - camera positions-shots-basics of camera editing	3	
	4	Illustrative Reading: *The Shawshank Redemption* by Frank Darabont (focus on the screenplay) Transcript of "Feeling Through" (2020) by Doug Roland https://www.feelingthrough.com/transcript	4	
		Suggested Activities: 1. Practical exercises in screenplay writing 2. Creating character profiles based on film characters 3. Writing short dialogue scenes & analysis of screenplay excerpts		

II		**SUBTITLING**	13	20
	5	Introduction-Audio-visual translation -subtitling as translation-loss and gain in subtitling	2	
	6	Types of subtitling- principles of subtitling- creating subtitles	2	
	7	Myths about documentary translation Eva Espasa	2	
	8	Subtitles and International Anglification - Henrik Gottlieb	4	
	9	Amelie - Jean-Pierre Jeunet	3	
		Suggested Activities: 1. Create subtitles for sections of regional movies or short films. 2. Watch a movie of your choice create your own subtitles 3. Translate the subtitles of any regional movie into English		
III		**PERSPECTIVES AND REVIEW**	12	18
	10	Language and visual narratives – Synopsis- abstract- drafting of review (films, series, interviews, documentaries etc.	2	
	11	Factors that contribute to the language of visual media (camera- editing- sound - mise-en-scène-performance)	2	
	12	Elements of a good review: critical writing skills, Reading and Analysing Reviews	2	
	13	**Text**: *Disrupting the self: script development within the akademy*- Susan Cake and Louise Satwell	2	

	14	**Illustrative Reading:** *2001: A Space Odyssey* by Roger Ebert *https://www.rogerebert.com/reviews/great-movie-2001-a-space-odyssey-1968* Oppenheimer Review – Nolan's Atom Bomb Epic is Flawed but Extraordinary- Peter Bradshaw https://www.theguardian.com/film/2023/jul/19/oppenheimer-review-nolans-atom-bomb-epic-is-flawed-but-extraordinary	**4**	
		Suggested Activities: 1. Reviews of regional movies, reality shows and interviews within six months of release. 2. Review any movie nominated for/won Oscar/ Cannes 'Palme d'Or/ Golden Peacock, IFFI/ IFFK for the current year. 3. Prepare a transcript of a audio/video review of any movie, series, documentary, show that you watched.		
IV		**ADAPTATIONS**	**10**	**12**
	15	Media translation-fidelity Vs. creativity in adaptation- different types of adaptation - narrative shifts in adaptation - adapting literary texts into films - challenges and strategies of adapting novels, short stories, and plays – adaptation of movies from one language to another	4	
	16	Cultural and Linguistic Considerations - adapting works from different cultures and languages -discussion on the impact of translation on adaptation	2	
	17	Haider - Vishal Bhardwaj The Godfather -Francis Ford Coppola	4	

		Suggested Activities:		
		1. Analyse any adaptation you watched and submit an assignment on it 2. Short filmmaking/documentary/reels of any literary work you enjoyed (5-10 mins.) 3. Organise/ attend film festivals, interviewing filmmakers/actors etc		
V		**OPEN ENDED**	12	

Note: The course is divided into five modules, with four having a total of 17 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 17 units from the fixed modules.

Suggested Reading:

1. Corrigan, Timothy. *A Short Guide to Writing About Film*. Longman, 2015.

2. Field, Syd. *Screenplay: The Foundations of Screenwriting*. Delta, 2007.

3. Gottlieb, Henrik. "Subtitles and International Anglification." *Nordic Journal of English Studies* 3.1 (2004): 219-232. doi.org/10.35360/njes.32.

4. Gulino, Paul Joseph. *Screenwriting: The Sequence Approach*. Bloomsbury Publishing USA, 2013.

5. Howard, David, and Edward Mabley. *The Tools of Screenwriting: A Writer's Guide to the Craft and Elements of a Screenplay*. Macmillan, 1993.

6. McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford UP on Demand, 1996.

7. Monaco, James. *How to Read a Film: Movies, Media, and Beyond*. OUP USA, 2009.

8. Seger, Linda. *Making a Good Script Great*.Silman-James Press, 2010.

9. Alessandra, Pilar. *The Coffee Break Screenwriter: Writing Your Script Ten Minutes at a Time*.Michael Wiese Productions, 2016.

10. Aronson, Linda. *The21st Century Screenplay: A Comprehensive Guide to Writing Tomorrow's Films*. Allen and Unwin, 2010.

11. Chamberlain, Jill. *The Nutshell Technique: Crack the Secret of Successful Screenwriting*. University of Texas Press, 2016.

12. Hauge, Michael. *Writing Screenplays That Sell*. Bloomsbury Publishing, 2011.

13. Horton, Andrew. *Writing the Character-Centered Screenplay, Updated and Expanded Edition*. University of California Press, 2000.

14. Ranzato, Irene and Serenella Zanotti. *Linguistic and Cultural Representation in Audiovisual Translation*. Taylor and Francis, 201

15. *Subtitling: Concepts and Practices* by Jorge Díaz Cintas, and Remael Aline. Routledge, 2020.

Mapping of COs with PSOs and Pos and Correlation Levels:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	-	3	-	3	2	3	-	-	-	-
CO2	2	-	1	-	3	-	2	1	3	-	2	-	-
CO3	3	-	-	-	2	1	1	3	2	-	1	-	-
CO4	1	-	-	2	3	-	3	2	3	-	3	1	-
CO5	2	2	1	3	3	-	1	2	1	-	2	3	-

Corelation Level:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam

Mapping of COs to Assessment Rubrics:

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

FOUR-YEAR UNDER GRADUATEPROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3MN203**				
Course Title	**ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 3**				
Type of Course	**MINOR**				
Semester	3				
Academic Level	**200-299**				
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 is designed to enhance learners' English language skills to excel in language proficiency tests such as IELTS, TOEFL, and others, while also focusing on the development of professional communication skills essential for a successful career. The course covers test-specific strategies, practice modules for proficiency tests and practical communication techniques relevant to professional environments namely writing compelling resumes, covering letters, preparing for interviews and group discussions. It also incorporates presentation skills for academic and professional purposes.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the format and requirements of major English language proficiency tests (IELTS, TOEFL, etc.).	U	C	Assessment & Test
CO2	Develop language skills for international language proficiency tests in a competitive environment	Ap	P	Language lab activities/ classroom activities such as collaborative discussion
CO3	Enhance Communication skills in professional settings, including delivering presentations, participating in meetings, and engaging in professional interviews	Ap	P	Presentations and extempore
CO4	Develop critical thinking and analytical abilities exposing them to professional contexts and audiences	An	P	Group assignments and brainstorming sessions
CO5	Enhance verbal and non-verbal communication skills	Ap	M	Evaluate student presentations and role-play activities.
* - 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		**Teaching English for International Language Proficiency Tests- Part 1- Listening And Reading**	**14**	**20**
	1	Teaching listening as a receptive skill- part 1 Section 1: Social Needs Type of Recording: A conversation between two people set in an everyday social context (e.g., booking a hotel room, enquiring about accommodation). Section 2: Social Needs Type of Recording: A monologue set in an everyday social context (e.g., a speech about local facilities, a talk about educational events).	**3**	
	2	Teaching listening as a receptive skill- part 2 Section 1: Educational and Training Contexts Type of Recording: A conversation among four people set in an educational or training context (e.g., a group of students discussing an assignment, a tutor providing feedback). Section 2: Academic Context Type of Recording: A monologue on an academic subject (e.g., a university lecture).	**3**	
	3	Teaching Reading as a receptive skill- part 1 Three sections with texts extracted from notices, advertisements, company handbooks, official documents, books, magazines, and newspapers. Section 1: Two or three short factual texts related to everyday life. Section 2: Two short factual texts focusing on work-related issues. Section 3: One longer, more complex text on a topic of general interest.	**6**	
	4	Demo tests for Listening and Reading in the language lab	**2**	
		Suggested Activities: Practise Listening: Listen to a variety of English sources such as podcasts, news broadcasts, lectures, and conversations. 1. Familiarize with Different Accents: Make sure to practise listening to different English accents. 2. Improve Note-Taking Skills: Practise summarizing spoken texts and taking effective notes. 3. Expand Vocabulary: Building a broad vocabulary will help you understand a wider range of topics and contexts Reading practice: 1. Make note of new words and their meanings 2. Practise Different Question Types 3. Engage with the texts critically, asking questions about the writer's intentions and the text's context.		

II		**Teaching English for International Language Proficiency Tests- Part 2- Writing**	**14**	**20**
	5	Teaching Writing as a productive skill Task 1: Describing Visual Information Type of Task: You will be presented with a graph, table, chart, or diagram. You need to summarize and describe the main features, trends, and significant details.	**3**	
	6	Task 2: Essay Writing Type of Task: Respond to a point of view, argument, or problem.	**6**	
	7	Task 3: Letter Writing Type of Task: Write a letter in response to a given situation. The letter can be formal, semi-formal, or informal.	**3**	
	8	Demo tests for writing in the language lab	**2**	
		Suggested Activities: 1. Attempt passages followed by questions that test comprehension, inference, and vocabulary. 2. Conduct role-playing activities by simulating real-life situations (e.g., job interviews, ordering food at a restaurant). 3. Record Yourself: Listen to your recordings to identify areas for improvement.		
III		**Teaching English for International Language Proficiency Tests- Part 3- Speaking**	**10**	**15**
	09	Teaching Speaking as a productive skill Part 1: Introduction and Interview (4-5 minutes) In this part, the examiner will introduce them and ask you to introduce yourself. The questions will be about familiar topics such as your home, family, work, studies, and interests. This part aims to put you at ease and assess your ability to communicate on everyday topics.	**2**	
	10	Part 2: Long Turn (3-4 minutes) In this section, you will be given a card with a topic and some prompts. You will have 1 minute to prepare your response and make notes if you wish. After the preparation time, you will need to speak for 1-2 minutes on the given topic. The examiner may ask you one or two follow-up questions after you finish your monologue.	**2**	
	11	Part 3: Discussion (4-5 minutes) This part involves a two-way discussion with the examiner. The questions will be related to the topic you spoke about in Part 2 but will be more abstract and complex. The aim is to assess your ability to discuss and elaborate ideas, express opinions, and justify your arguments.	**4**	
	12	Demo test for speaking in the language lab	**2**	

		Suggested Activities: 1. Practise Speaking Regularly: Engage in English conversations as much as possible in the classrooms. 2. Prepare ideas and vocabulary for common topics and use them in everyday conversation. **3.** Work on the clarity of your speech, including stress and intonation.		
IV		**Teaching English for Career Development**	**10**	**15**
	13	Introduction to effective Communication skills in the professional field	2	
	14	Written Skills for Jobs and Careers- writing compelling Resume and covering letter- business registers	3	
	15	Oral Skills for Jobs and Careers- Interviewing for job, Group discussions	3	
	16	Teaching English for academic presentations- structuring and delivering a presentation	2	
		Suggested Activities: 1. Practise writing different types of resumes and covering letters 2. Organise mock interviews and group discussions in classrooms. 3. Prepare academic topics for presentation and deliver them in classrooms		
V		**OPEN-ENDED**	**12**	

Note: The course is divided into five modules, with four having a total of 16 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 16 units from the fixed modules.

Suggested Reading:
1. The Official Cambridge Guide to IELTS
   Student's Book with Answers with DVD-ROM by
2. Pauline Cullen, Amanda French, Vanessa Jakeman
3. The Official Cambridge Guide to IELTS
   Student's Book with Answers with DVD-ROM by
4. Pauline Cullen, Amanda French, Vanessa Jakeman
5. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press
6. The Official Cambridge Guide to IELTS
   Student's Book with Answers with DVD-ROM by
7. Pauline Cullen, Amanda French, Vanessa Jakeman
8. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press

9. Business communication by R C Bhatia

Links:

1. Listening materials for IELTS exam
   https://englishonline.britishcouncil.org
   https://ielts.idp.com
2. Listening materials for IELTS exam
   https://englishonline.britishcouncil.org
   https://ielts.idp.com
3. Listening materials for IELTS exam
   https://englishonline.britishcouncil.org
   https://ielts.idp.com
4. How to Write a Great Resume and Cover Letter
   https://youtu.be/PAthQKLhBTs
5. Group Discussion Techniques - Tips, Tricks & Ideas
   https://youtu.be/3w32jIsRlsw
6. Presentations in English - How to Give a Presentation - Business English
   https://youtu.be/fzIxD1jXn44

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	2	3	1	3	2	2	1	2	-	-
CO 2	2	-	-	3	2	2	3	1	1	2	3	-	-
CO 3	3	-	-	2	1	2	2	3	3	3	2	-	-
C04	3	-	1	3	1	3	3	2	3	1	1	-	-
CO 5	3	-	-	-	3	-	2	3	1	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion (10%)

- Seminar (10%)

- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/Presen tation	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓	✓	✓
CO5		✓		✓