

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

Institutional Learning Outcomes

Stella Maris College, an autonomous Catholic institution of higher education, is committed to the highest standards of academic excellence based on sound values and principles, where students are strengthened with whole person education to lead purposeful lives in service to the community and the nation.

The Institutional Learning Outcomes (ILOs) of Stella Maris College (SMC) reflect the broader mission and purpose of the institution. They are the overarching set of learning outcomes that all students, regardless of discipline, must achieve at graduation. All programme and course learning outcomes are mapped to the institutional outcomes, thus reflecting an overall alignment of values, knowledge and skills expected at programme completion. ILOs are designed to help guide individual departments and disciplines in the development of their programme learning outcomes.

The ILOs of SMC are formed by two components:

1. **Core commitments:** Knowledge and scholarship, values and principles, responsible citizenship, service to community
2. **Institutional values:** Quest for truth, spirit of selfless service, empowerment

Upon graduation, students of Stella Maris College will

- Display mastery of knowledge and skills in their core discipline (**Knowledge and Scholarship**)
- Exhibit in all actions and attitudes a commitment to truth and integrity in all contexts, both personal and professional (**Values and Principles**)
- Demonstrate knowledge about their role in society at local and global levels, and actively work for social and environmental justice (**Responsible Citizenship**)
- Engage in the process of self-discovery through a life-long process of learning (**Quest for truth**)
- Demonstrate readiness to serve those who are in need (**Spirit of selfless service**)
- Be able to function effectively and with confidence in personal and professional contexts (**Empowerment**)

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Programme Learning Outcomes/Intended Programme Learning Outcomes

Graduates of a Bachelor's Degree will have a broad and coherent body of knowledge in their disciplines, with a deep understanding of the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.

At the end of an undergraduate programme students will be able to

- Describe and define critical concepts in their discipline
- Explain and discuss concepts and ideas pertaining to their discipline
- Demonstrate a broad understanding of their discipline
- Demonstrate communication skills to present a clear, coherent and independent exposition of knowledge and ideas
- Demonstrate understanding of the interconnections of knowledge within and across disciplines
- Apply knowledge, theories, methods, and practices in their chosen field of study to address real-world challenges and opportunities
- Demonstrate proficiency in experimental techniques and methods of analysis appropriate for their area of specialisation
- Generate and analyse data using appropriate quantitative tools
- Construct and test hypotheses
- Demonstrate cognitive and technical skills to synthesise knowledge in interrelated disciplines
- Demonstrate critical thinking and judgement in identifying and solving problems with intellectual independence
- Demonstrate the skills needed to be able to function successfully in their field
- Show responsibility and understanding of local and global issues
- Demonstrate through their actions and speech that they are agents of social justice and change
- Practice the discipline's code of ethics in their academic, professional and personal lives
- Practice the values of democracy and principles of human rights
- Show self-awareness and emotional maturity
- Demonstrate career and leadership readiness
- Demonstrate intercultural, interracial, interclass, inter-caste, and ethical competency
- Exhibit the ability to work in teams
- Exhibit a strong sense of professionalism in a range of contexts
- Demonstrate sensitivity and readiness to share their knowledge, experience, and capabilities with the marginalised and oppressed in their communities

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH

PROGRAMME DESCRIPTION

The B.A. English and Communications Skills Degree programme lays equal emphasis on honing both literary and language skills. Through a range of texts from literatures across the globe, the programme intends to train students to engage critically with multiple genres and sensitise them to varied social contexts and multiple cultural and literary traditions. It also aims to provide students with opportunities to hone their communication skills in various professional contexts in a global environment that employs multiple modes of communication. While the courses cover a wide spectrum of skills for specific corporate and creative sectors—including advertising, business, public service and health care—it also seeks to prepare students for higher studies in the discipline. The overarching vision of the programme is to create independent learners equipped with creative, critical, and analytical skills required for lifelong learning.

PROGRAMME SPECIFIC LEARNING OUTCOMES

On successful completion of the BA English and Communication Skills programme, the students will be able to

- critically analyse literatures in English
- identify and analyse generic features of different literary texts
- demonstrate communication skills in various professional contexts
- use their creative skills in creating advertisements for the print and the electronic media
- comprehend and use reading methods from various schools of criticism and theory in the reading of literary texts
- study the varied relationships between literary texts and the social, political, economic and cultural realities that produced these texts
- analyse literatures produced from marginal positions empathetically
- analyse literary texts as part of the ecological and environmental realities from which they are produced and disseminated
- understand the varied inter-relationships between textual and other forms of representations of literary texts such as visual and audio-visual representations

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI 600 086

B.A. DEGREE-ENGLISH AND COMMUNICATION SKILLS

COURSES OF STUDY

(Effective from the academic year 2019-2020)

CHOICE BASED CREDIT SYSTEM

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continous Assessment Marks, ES-End Semester Marks, M-Maximum Marks										
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M	
SEMESTER-I										
19CE/MC/PS13	Presentation Skills	3	3	1	0	3	50	50	100	
19CE/MC/PP13	Introduction to Prose and Poetry	3	3	1	0	3	50	50	100	
19CE/AC/SW15	Introduction to Subaltern Writing	5	5	0	0	3	50	50	100	
19CE/GC/ES12	Environmental Studies	2	2	0	0	-	50	-	100	
19CE/SS/HC13	Life Skills:Health, Energy and Computer Basics	3	3	0	0	-	50	-	100	
CD / ET / SC	Value Education	2	2	0	0	-	50	-	100	
SEMESTER-II										
19CE/MC/AW23	Academic Writing	3	3	1	0	0	50	50	100	
19CE/MC/DF25	Introduction to Drama and Fiction	5	5	1	0	3	50	50	100	
19CE/AC/LG25	Introduction to Linguistics	5	5	0	0	3	50	50	100	
	Life Skills:Personality Development (EL)	3	3	0	0	-	50	-	100	
	Basic Tamil I / General Elective I	2	2	0	0	-	50	-	100	
SEMESTER-III										
19CE/MC/WM33	Writing for the Media	3	3	1	0	3	50	50	100	
19CE/MC/BL34	British Literature	4	4	1	0	3	50	50	100	
19CE/AC/LI35	Literature and Ideas	5	5	0	0	3	50	50	100	
19CE/SS/PS13	Life Skills:Personal and Social	3	3	0	0	-	50	-	100	
CD / ET / SC	Value Education	2	2	0	0	-	50	-	100	
	Basic Tamil II / General Elective II	2	2	0	0	-	50	-	100	
SEMESTER-IV										
19CE/MC/LC44	Literary Criticism	4	4	1	0	3	50	50	100	
19CE/MC/CW45	Contemporary World Literature	5	5	1	0	3	50	50	100	
19CE/AC/GD45	Literature and Gender	5	5	0	0	3	50	50	100	
	Major Elective I									
SEMESTER-V										
19CE/MC/LT55	English Language Teaching	5	5	1	0	3	50	50	100	
19CE/MC/IL55	Indian Literatures I	5	5	1	0	3	50	50	100	
19CE/MC/EA55	English for Advertising	5	5	1	0	3	50	50	100	
Inter Disciplinary Core Courses(CE and PY) to the students of Eng.& Comm.Skills and Psychology										
19ID/IC/LP55	Literature and Psychology	5	5	1	0	3	50	50	100	
	General Elective III	2	2	0	0	-	50	-	100	
	SAP / SL	2	2	0	0	-	50	-	100	
SEMESTER-VI										
19CE/MC/IL65	Indian Literatures-II	5	5	1	0	3	50	50	100	
19CE/MC/AL65	American Literature	5	5	1	0	3	50	50	100	
19CE/MC/TW65	Technical Writing	5	5	1	0	3	50	50	100	

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CHOICE BASED CREDIT SYSTEM

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continous Assessment Marks, ES-End Semester Marks, M-Maximum Marks									
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M
19VE/SS/HL63	Life Skills:An Approach to a Holistic Way of Life	3	3	0	0	-	50	-	100
	Major Elective II								
	General Elective IV	2	2	0	0	-	50	-	100
Major Elective Courses									
19CE/ME/WC45	World Classics in Translation	5	5	0	0	3	50	50	100
19CE/ME/LA45	Literature of Asia	5	5	0	0	3	50	50	100
19CE/ME/CC45	Content and Copy Editing	5	5	0	0	3	50	50	100
19CE/ME/TW45	Travel Writing	5	5	0	0	3	50	50	100
19CE/ME/PR45	Project	5	0	0	5	-	50	50	100
General Elective Courses									
19CE/GE/FF22	Fiction and Film	2	2	0	0	-	50	-	100
19CE/GE/IM22	Indian Mythology	2	2	0	0	-	50	-	100
19CE/GE/PC22	Popular Culture	2	2	0	0	-	50	-	100
19CE/GE/GN22	The Graphic Novel	2	2	0	0	-	50	-	100
Independent Elective Courses									
19CE/UI/CM23	Novel of Courtship and Marriage	3	0	0	0	3	-	100	100
19CE/UI/PR23	Poetry of the Romantic Age	3	0	0	0	3	-	100	100

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

PRESENTATION SKILLS

CODE: 19CE/MC/PS13

CREDITS: 3

L T P: 3 1 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To train students in oral presentation skills, good organisation and effective delivery
- To help students plan their presentation by gathering relevant information, determining needs of the audience and defining presentation purpose
- To assist students integrate audio-visual aids effectively in oral presentations
- To train students in the effective use of paralinguistic features

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- demonstrate effective presentation skills
- organise presentations using the concepts of determining and ordering of central, main and supporting ideas
- deliver effective and engaging presentations
- use body language and tone of voice to enhance their presentations.
- incorporate multimedia tools and techniques in presentations

Unit 1	Creating a Presentation	(10 Hours)
1.1	Features of an Information and Persuasion Presentation	
1.2	Basic Presentation Patterns	
1.3	Creating Visual Information	
1.4	Preparing an Outline and Acknowledging Sources	
Unit 2	Delivering a Presentation	(10 Hours)
2.1	Paralinguistic Features – Eye Contact, Body Language, Voice Modulation	
2.2	Using a Note Card for a Presentation	
2.3	Using Rhetorical Devices	
2.4	Observing Features of Good Speeches	
Unit 3	Post Presentation Observations	(12 Hours)
3.1.	Handling Post Presentation Interaction	
3.2.	Providing Constructive Positive/Negative Feedback	
3.3.	Speech for Special Occasion	

- Unit 4 IT Skills (12 Hours)**
- 4.1 Using Appropriate Presentation Software
 - 4.2 Choosing an Effective Design in Presentation Software
 - 4.3 Using Slide Transitions and Animation Effectively
 - 4.4 Using Word-Processing Software to Create a Handout
 - 4.5 Using Data-Processing Software to Create a Chart or Graph
- Unit 5 Practical Application Tasks (8 Hours)**
 Specific tasks relevant to the concepts and techniques discussed in Units 1 to 4 will be assigned as class work

BOOKS FOR REFERENCE

- Chivers, Barbera and Michael Shoolbred. *A Student's Guide to Presentations: Making your Presentation Count*. Sage Publications, 2017.
- Lundberg , Debbie. *Presenting Powerfully: Ideas, Outlooks & Actions for Empowering Presentations*. Debbie Lundberg Inc., Florida, 2011.
- Mattiske, Catherine. *Persuasive Presentation Skills: Create, Prepare and Design with Confidence*. The Performance Company Pvt. Ltd., Australia, 2011.
- McCarthy, Patsy and Caroline Hatcher. *Presentation Skills: The Essential Guide for Students*. Sage Publications, Australia, 2002.
- Negrino, Tom. *Creating a Presentation in Powerpoint*. Peachpit Press, California, 2005.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – four out of six 75 word essays		4x5 = 20 marks
Section B – three out of five 150 word essays		3x10 = 30 marks

Other Components: Total Marks: 50
 Voice-over Power Point Presentation/Group presentation/Assignment

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – four out of six 75 word essays		4x5 = 20 marks
Section B – four out of six 150 word essays		4x10 = 40 marks
Section C – Presentation Plan -Internal Choice (300 words)		2x20 = 40 marks

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DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

INTRODUCTION TO PROSE AND POETRY

CODE: 19CE/MC/PP13

CREDITS: 3

L T P: 3 1 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To help students to develop an understanding of the generic features of varied prose forms
- To train students to critically analyse prose texts
- To help students read poetry with reference to context, content and form.

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- identify varied prose forms and its features
- identify the themes and rhetorical devices of varied prose texts
- identify poetic forms and devices
- critically analyse poetry with reference to themes and context
- understand the contemporary relevance of the texts

Unit 1	Introduction to Prose Forms	(6 Hours)
1.1	Prose Forms (News Article, Biography, Essay, Speech...)	
Unit 2	Prose: A Selection	(16 Hours)
2.1	Francis Bacon Of Ambition	
2.2	Charles Lamb Dream Children	
2.3	Abraham Lincoln The Gettysburg Address	
2.4	Ramchandra Guha The Locality and the Nation, <i>The Hindu</i> , <i>Sunday Magazine</i> , 31 August 2003	
2.5	Severn Suzuki Earth Summit	
Unit 3	Introduction to Poetic Forms	(6 Hours)
3.1	Poetics Forms (Lyric, Elegy, Ode, Ballad...)	
Unit 4	Poetry: A Selection	(14 Hours)
4.1	John Keats Ode to a Nightingale	
4.2	Robert Frost Mending Wall	
4.3	Maya Angelou Phenomenal Woman	
4.4	Jackie Kay In My Country	

Unit 5 Practical Application Tasks (10 Hours)
Specific tasks relevant to the concepts and techniques discussed in Units 1 to 4 will be assigned as class work

BOOKS FOR REFERENCE

Bloom, Harold. *How to Read and Why*. Touchstone, New York, 2001.
Eagleton, Terry. *How to Read a Poem*. Blackwell Publishing, Victoria, 2007.
Matterson, Stephen and Darryl Jones. *Studying Poetry*. Oxford UP, New York, 2000.
Shelston, Alan. *Biography*. Methuen, London, 1977.
Walker, Hugh. *The English Essays and Essayists*. S. Chand & Co., New Delhi, 1966.

PATTERN OF ASSESSMENT

Continuous Assessment:	Total Marks: 50	Duration: 90 minutes
Section A – two out of four 150 word essays		2x10 = 20 marks
Section B – one out of two 300 words essays		1x15 = 15 marks
Section C – Passage analysis from prescribed texts (300 words)		1x15 = 15 marks

Other Components:	Total Marks: 50
Assignment/Seminar/Presentation/Take Home Test/Open book test/Scheduled Class work-Passage Analysis/Quiz/Panel Discussion/Group Presentation/Role- Play/Dramatisation Creative Writing	

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – three out of five 300 word essays		3x15 = 45 marks
Section B – two out of four 400 word essays		2x20 = 40 marks
Section C – Passage analysis from prescribed texts (300 words)		1x15 = 15 marks

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DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

INTRODUCTION TO SUBALTERN WRITING

CODE: 19CE/AC/SW15

CREDITS: 5

LTP: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To enable students to understand the concept of subalternity
- To help them position subaltern identities in texts
- To sensitise students to experiences of marginalisation
- To enable students to critically analyse literary texts with reference to subalternity

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- demonstrate an understanding of the issues related to marginalised sections of the society
- display a sensitive approach to marginalised sections of the society
- identify and understand the causes and consequences of oppression
- apply subaltern concepts and theories to the interpretation and analysis of texts
- extend their understanding of the issues discussed in the texts to the real world

Unit 1 Background Reading		(20 Hours)
1.1 Paulo Freire	Introduction, <i>Pedagogy of the Oppressed</i> .	
1.2 Frantz Fanon	On Violence (from <i>The Wretched of the Earth</i> , pp 1-13)	
Unit 2		(15 Hours)
2.1 Saeed Akhtar Mirza	The First Lady and the Terrorist: A Film Script in Five Acts (from <i>Ammi: Letter to a Democratic Mother</i> pp. 250-307)	
Unit 3		(10 Hours)
3.1 Maheswata Devi	Kunti and the Nishadin (from <i>After Kurukshetra</i>)	
Unit 4		(15 Hours)
4.1 Nellie Wong	When I was Growing up	
4.2 Cherrie Moraga	The Welder	
4.3 S. Sukirtharani	A Faint Smell of Meat	
Unit 5 Practical Application Tasks		(5 Hours)

BOOKS FOR REFERENCE

- Anazaldua, Gloria. *This Bridge Called My Back: Writing by Radical Women of Color*. Kitchen Table: Women of Colour, 1983, pp. 165-173.
- Fanon, Frantz. *Black Skin, White Mask*. Grove, 1967.
- Gail Omvedt "Chapter 11: Sita's Curse and Shambuk's Silence." *Dalit Visions*, Orient Longman, 2006.
- Gramsci, Antonio. "History of the Subaltern Classes." *Prison Notebooks* Vol. II, edited and translated by Joseph A. Buttigieg, 1996, 24-25.
- Milner, Andrew and Jeff Browitt. *Race and Ethnicity in Black and Latino Cultural Studies: Contemporary Critical Theory*. Rawat, 2003.
- Nilsen, Alf Gunvald and Srila Roy, eds. *New Subaltern Politics. Reconceptualizing Hegemony and Resistance in Contemporary India*. OUP, 2015.
- Spivak, Gayatri Chakraborti. "Subaltern Studies: Deconstructing Historiography" Vol IV. *Writings on South Asian History and Society*, edited by Ranajit Guha, OUP, 1985, pp. 330-363.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – two out of four 150-word essays		2x10=20 marks
Section B – one out of two 300-word essay		1x15=15 marks
Section C – Passage analysis (prescribed texts)		1x15= 15 marks

Other Components: **Total Marks: 50**
Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Quiz
Panel Discussion/Group Presentation/Role-Play/Dramatisation/Creative Writing

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – three out of five 300-word essays		3x15= 45marks
Section B – two out of four 400-word essays		2x20=40 marks
Section C – Passage analysis – (prescribed texts)		1x15=15 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**General Core Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019-2020)

ENVIRONMENTAL STUDIES

CODE:19CE/GC/ES12

CREDITS:2

L T P:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVES OF THE COURSE

- To help students to gain the fundamental knowledge of the environment
- To create in students an awareness of current environmental issues
- To inculcate in students an eco-sensitive, eco-conscious and eco-friendly attitude

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to

- Articulate the interdisciplinary context of environmental issues
- Adopt sustainable alternatives that integrate science, humanities and social perspectives
- Appreciate the importance of biodiversity and a balanced ecosystem
- Calculate one's carbon footprint

Unit 1 (10 Hours)

- 1.1 Introduction: The multidisciplinary nature of environmental studies;
Environmental Ethics-Role of the Individual in protecting the environment
- 1.2 Natural Resources: renewable (forests and water)and non-renewable (minerals)-
energy resources: renewable and non-renewable sources, impact of over-
exploitation
- 1.3 Ecosystems: terrestrial (forest, grassland and desert) and aquatic (ponds, oceans
and estuaries); structure and function
- 1.4 Biodiversity: India as a mega-diversity nation; threats to biodiversity; *in-situ* and
ex-situ conservation of biodiversity
- 1.5 Solid Waste Management, Source Segregation and Rain Water Harvesting

Unit 2 (10 Hours)

- 2.1 Environmental Pollution: Air, Water, Noise and Plastic Pollution: causes, effects
and control measures -Impact of over-population on pollution and health –
carbon footprint
- 2.2 The Environmental Dimension of Sustainable Development: The United Nations
Sustainable Development Goals of the 2030 Agenda

- 2.3 Climate Change and Environmental Disasters: Natural Disasters: floods, earthquakes, cyclones, tsunamis and landslides; man-made disasters: Bhopal Gas Tragedy and Chernobyl Nuclear Disaster
- 2.4 Environmental Movements: Chipko, Silent Valley and Narmada Bachao Andolan International Agreements: Montreal Protocol, Kyoto Protocol and Climate Change Conferences
- 2.5 An Overview of Environmental Laws in India: Environmental (Protection) Act 1986, Biological Act, 2002, National Green Tribunal Act, 2010, Coastal Regulation Zone Notification, 2011

Unit 3 (6 Hours)

- 3.1 A study of the eco-friendly initiatives on campus
- 3.2 A critical review of an environmental documentary film
- 3.3 Ecofeminism and the contributions of Indian Women Environmentalists
- 3.4 The highlights of Environmental Encyclical-*Laudato si*-On Care for our Common Home
- 3.5 Environmental Calendar

BOOK FOR STUDY

Bharucha, Erach. *Textbook of Environmental Studies for Undergraduate Courses*, (2nd ed.) Universities Press, 2013.

BOOKS FOR REFERENCE

Bhattacharya, K.S. Arunima Sharma, *Comprehensive Environmental Studies* Narosa Publishing House Pvt.. Ltd., New Delhi, 2015.

Saha, T.K., *Ecology and Environmental Biology* Books and Allied (P) Ltd., Kolkata 2016.

Sharma, J.P. *Environmental Studies (for undergraduate classes)* 3rd edition, University Science Press, 2016.

JOURNALS

Journal of Environmental Studies and Sciences

Journal of Environmental Studies

WEB RESOURCES

www.emn.com

www.nationalgeographic.com

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 25 Duration: 60 minutes

Section A-10 x 1 = 10 Marks (All questions to be answered) Multiple Choice Questions

Section B - 3 x 5 = 15 Marks (3 out of 6 to be answered in 150 words each)

Other Component: Total Marks: 25

Any **one** of the following for 25 marks

Quiz/Scrap Book/Assignment / Poster Making/Case Study/Project/Survey/Model-Making

No End Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Soft Skills Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019 – 2020)

LIFE SKILLS – HEALTH, ENERGY AND COMPUTER BASICS

CODE: 19CE/SS/HC13

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE

- To sensitise students to the fact that good health lies in nature
- To create an awareness about energy obtained from different components of food and to plan for a balanced diet
- To enable students to understand the significance of energy conservation and strategies for conserving energy
- To provide a basic knowledge of computer fundamentals and Email configuration

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- identify the importance of a few plants and their health benefits
- recognise the causes and symptoms of common disorders
- calculate food energy values and follow the Recommended Dietary Allowances (RDA) and appreciate the need for them.
- conserve energy and use it responsibly
- understand computer configuration for purchase of personal computer and E mail setting

Unit 1

(13 Hours)

Food and Health

1.1 Traditional food and their health benefits

1.1.1 **Six tastes** – Natural guide map towards proper nutrition

1.1.2 Nutritional value and significance of Navadhanya (Sesame seed, Bengal gram, Horse gram, Green gram, Paddy seeds, White beans, Wheat, black gram and Chick pea) and Greens (Vallarai, Thuthuvalai, Manathakkali, Pulichakeerai, Agathi Keerai, Murungai Keerai, Karuveppilai, Puthina and Kothamalli)

1.2 Causes, symptoms and home remedies for the following ailments

Common cold, Anaemia, Hypothyroidism, Obesity, Diabetes, Mellitus, Polycystic Ovarian Syndrome, Ulcer, Wheezing and Hypertension

Unit 2 (13 Hours)

Food and energy balance

- 2.1 Units of Energy, Components of Total Energy Requirement – Basal Metabolic Rate, energy requirements for (work) physical activity and Thermic effect of food
- 2.2 Factors affecting Basal Metabolic Rate and Thermic Effect of food
- 2.3 Recommended Dietary Allowances and Balanced Diet, Food Energy Values- Calculation

Unit 3 (13 Hours)

3.1 Energy conservation

3.1.1 Needs for Energy Conservation – Power consumption of domestic appliances – Electrical Energy Audit – Strategies for Energy Conservation - Modern lighting systems– Light emitting diode (LED), Compact fluorescent lamps (CFL), Green indicators and Inverter, Green building - Home lighting using Solar cell - Solar water heaters- Water and waste management - Biogas plant

3.1.2 Safety Practices in using electronic gadgets and electricity at home – Precautions - Shock- Use of testers to identify leakage

3.2 Computer fundamentals

3.2.1 Essentials of Purchasing a Personal Computer - Fundamentals of Networks – Local Area Network, Internet, Networking in real-time scenario- Computer Hacking – Computer Forensics Fundamentals – Cyber Laws - Secure Browsing

3.2.2 Configuring Email

Configure Email Settings – Attachments – Compression – Organizing Emails – Manage Folders - Auto Reply - Electronic Business Card - Email Filters- Manage Junk Mail - Calendar - Plan Meetings, Appointments - Scheduling Emails

3.2.3 Emerging Trends in IT - 3D Printing, Cloud Storage, Augmented Reality, Artificial Intelligence, Internet of Things (IoT)

BOOKS FOR REFERENCE

Achaya K. T. *The Illustrated Foods of India*. Oxford Publications, 2009.

Guyton, A.C. *Text Book of Medical Physiology*. (12th ed.). Philadelphia: W.B. Saunders & Co., 2011.

Joe Benton, *Computer Hacking: A Beginner's Guide to Computer Hacking, How to Hack, Internet Skills, Hacking Techniques, and More!*, Createspace Independent Pub, 2015.

John Vacca, *Computer Forensics: Computer Crime Scene Investigation*, Laxmi Publications 2015.

Pradeep Sinha, Priti Sinha, *Computer Fundamentals 6th Edition*, BPB Publications, 2003.

Srilakshmi, B. *Nutrition Science* (4th Revised Edition), New Delhi: New Age International (P) Ltd., 2014.

Suzanne Le Quesne *Nutrition: A Practical Approach*, Cornwall: Thomson, 2003.

Therapeutic Index – Siddha, 1st edition, SKM Siddha and Ayurveda, 2010.

Trevor Linsley, *Basic electrical installation work*. Newnes rint of Elsevier 2011.

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Two to three Task based components

Task based classroom activities

Case studies

Group discussions

Group presentation

Role play

No End Semester Examination

No CA test

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

ACADEMIC WRITING

CODE: 19CE/MC/AW23

CREDITS: 3

L T P: 3 1 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To hone the academic writing skills of students
- To train students in writing analytical paragraphs, essays and reports
- To enable students to write with academic integrity
- To enable students to formulate and express ideas and opinions in clear, concise prose
- To equip them with skills to describe and synthesise new ideas in writing

COURSE LEARNING OUTCOMES:

On successful completion of the course, students will be able to

- demonstrate an understanding of the process of writing
- demonstrate an awareness of academic writing conventions in a wide range of formats
- find, evaluate and use information from varied sources effectively in their writing tasks
- formulate and synthesise new ideas and opinions in writing
- create clear, grammatically correct, ethically sound, well-organised pieces of writing

Unit 1 Introduction (10 Hours)

- 1.1 What is Academic Writing?
 - 1.1.1 Ethics of Academic Writing
 - 1.1.2 Tone, Register, Purpose, Vocabulary, Grammar
 - 1.1.3 Kinds of Research Papers—Articles, Assignments, Term papers, Projects
- 1.2 Basics of Writing
 - 1.2.1 Writing a Plan
 - 1.2.2 Outlines
 - 1.2.3 Introduction, Body and Conclusion

Unit 2 Pre-Writing Strategies (10 Hours)

- 2.1 Brainstorming
- 2.2 Background and Research
- 2.3 Stages in Writing an Academic Paper
- 2.4 Planning the Arguments
- 2.5 Mechanics of Documentation

Unit 3	Writing An Academic Essay	(12 Hours)
3.1	Organizing a Paragraph	
3.2	Analytical Essay	
3.3	Argumentative Essay	
3.4	Documentation	
Unit 4	Writing Reports	(12 Hours)
4.1	Different Parts of a Report	
4.2	Analysing data	
4.3	Writing a Report	
Unit 5	Practical Application Tasks	(8 Hours)
	Specific tasks relevant to the concepts and techniques discussed in Units 1 to 4 will be assigned as class work	

BOOKS FOR REFERENCE

- Bowden, John. *Writing a Report*. Little, Brown and Company, 2011.
- Cooley, Thomas. *The Norton Guide to Writing*. W.W. Norton and Company, New York, 1992.
- Day, Trevor. *Success in Academic Writing*. Palgrave Macmillan, New York, 2013.
- McWhorter, Kathleen and Candalene J McCombs. *Write to Read and Read to Write*. Little, Brown and Company, 1983.
- Reid, Stephen. *The Prentice Hall Guide for College Writers*. Prentice Hall Inc., New Jersey, 1989.
- Swales, John. *Academic Writing for College Students*. University of Michigan Press, 1994.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – four out of six essays of 75 words each		4x5=20 marks
Section B – three out of five essays of 150 words each		3x10=30 marks

Other Components:	Total Marks: 50
Presentation/Group Presentation/Writing Tasks	

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – four out of six 75 word essays		4x5 = 20 marks
Section B – four out of six 150 word essays		4x10 = 40 marks
Section C – Writing Report/Essays- Internal Choice (300 words)		2x20 = 40 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

INTRODUCTION TO DRAMA AND FICTION

CODE: 19CE/MC/DF25

CREDITS: 5

L T P: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To introduce drama and fiction as genres
- To train students to identify, understand and interpret dramatic texts as vehicles for communicating ideas
- To enable students to identify narrative techniques and analyse a work of fiction.

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- identify various dramatic forms, techniques and devices
- identify different aspects of fiction
- critically analyse a short story
- understand the contemporary relevance of the prescribed texts
- critically analyse and appreciate a play and a work of fiction.

Unit 1	Elements of Drama		(12 Hours)
1.1.	Plot		
1.2.	Character		
1.3.	Setting		
1.4.	Structure		
1.5.	Symbolism		
Unit 2	Aspects of Fiction		(12 Hours)
2.1	Plot		
2.2	Characterisation		
2.3	Focalisation / Point of View		
2.4	Stream of Consciousness		
Unit 3	Text		(23 Hours)
3.1	Henrik Ibsen	<i>A Doll's House</i>	
3.2	Mahesh Dattani	<i>Dance Like a Man</i>	
Unit 4	Text		(23 Hours)
4.1	Jane Austen	<i>Pride and Prejudice</i>	
4.2	Shashi Deshpande	<i>Why a Robin?</i>	

Unit 5 Practical Application Tasks (8 Hours)
Specific tasks relevant to the concepts and techniques discussed in Units 1 to 4 will be assigned as class work

BOOKS FOR REFERENCE

Bloom, Harold ed. *Greek Drama*. Chealsea House, Philadelphia, 2004.
Elam, Keir. *The Semiotics of Theatre and Drama*. Routledge, London, 2009.
Macaulay.cuny.edu/eportfolios/iklichfall13t/files/2013/09/Esslin.pdf
Scholes, Robert ed. *Elements of Literature: Fiction, Poetry, Drama*. Oxford University Press, 2007.
Styan J.L. *Elements of Drama*. Cambridge: Cambridge University Press, 1967
www.anglistik.uni-freiburg.de/intranet/englishbasics/PDF/Drama.pdf

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – three out of five 150 word essays		3x10 = 30 marks
Section B – one out of two 400 word essays		1x20 = 20 marks

Other Components:	Total Marks: 50
Assignment/Seminar/Presentation/Take Home Test/Quiz/Panel Discussion/Group Presentation/Role- Play/Dramatisation/Creative Writing	

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – four out of six 300 word essays		4x15 = 60 marks
Section B – two out of four 400 words essays		2x20 = 40 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

INTRODUCTION TO LINGUISTICS

CODE: 19CE/AC/LG25

CREDITS: 5

L T P: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To introduce students to the fundamental concepts of linguistics
- To inculcate in students a scientific approach to language
- To equip them with tools to analyse linguistic units
- To introduce them to the relationship between language, culture and society

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- understand issues related to the structure and functioning of language
- analyse sounds and identify patterns of sounds in languages
- compare and contrast language in terms of phonetics, phonology, morphology, syntax and semantics
- understand how language, society and culture are related

Unit 1 Language as Communication (15 Hours)

- 1.1 Characteristics of Human Language
- 1.2 Human Language as a Signifying System
 - Saussure: Langue and Parole, Syntagm and Paradigm, Arbitrary Nature of Sign, Linear Nature of the Signifier
- 1.3 Varieties of Language – Dialect, Idiolect, Register

Unit 2 Phonology (15 Hours)

- 2.1 Segmental Phonemes
 - 2.1.1 Cardinal Vowel Scale
 - 2.1.2 Classification of Vowels and Consonants in English
- 2.2 Supra-Segmental Features
 - 2.2.1 Word and Sentence Stress
 - 2.2.2 Intonation

Unit 3 Morphology (10 Hours)

- 3.1 Morphemes
 - 3.1.1 Bound and Free Morphemes
 - 3.1.2 Derivatives – Root and Affix
 - 3.1.3 Zero and Empty Morph

Unit 4 Grammar (15 Hours)
4.1 Traditional Grammar
4.2 Five Basic Sentence Patterns
4.3 I.C. Analysis

Unit 5 Semantics (10 Hours)
5.1 Synonymy, Antonymy, Polysemy
5.2 Hyponymy and Homonymy

BOOKS FOR REFERENCE

- Balasubramanian, T. *A Text Book of English Phonetics for Indian Students*. Macmillan India, 1981.
Crystal, David. *The Cambridge Encyclopaedia of the English Language*. Cambridge UP, 2003.
Palmer, Frank. *Semantics: A New Outline*. Cambridge: Cambridge UP, 1977.
---. *Grammar*, second ed. Penguin, London, 1971.
Yule, George. *The Study of Language – An Introduction*. Oxford UP, 1970.
Piller, Ingrid. *Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics*. Oxford UP, 2016.
Pullum, Geoffrey K. *Linguistics: Why it Matters*. Wiley, 2018.

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes
Section A - Phonemic transcription, IC analysis,
Identifying sentence patterns, Morphemic analysis –no choice 20 marks
(Alternative questions, to replace Phonemic transcription and IC analysis, to be set for differently-abled students.)
Section B – three out of five 75-word essays 3x5= 15 marks
Section C – one out of three 300-word essay 1x15= 15 marks

Other Components: Total Marks: 50
Oral test on phonetics 20 marks
Transcription 10 marks
I.C. Analysis 10 marks
Identifying Sentence Patterns 10 marks

End-Semester Examination: Total Marks: 100 Duration: 3 hours
Section A – Phonemic transcription of ten words 10x1= 10 marks
Section B – Identifying sentence pattern of five sentences 5x2=10 marks
Morphemic analysis of ten words 10x1=10 marks
IC Analysis of two sentences 2x2½=5 marks
Section C – Four out of six 75 word-essays 4x5=20 marks
Three out of five 300 word-essays 3x15=45 marks
(Alternative questions, to replace phonemic transcription and IC analysis, to be set for differently-abled students.)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

WRITING FOR THE MEDIA

CODE: 19CE/MC/WM33

CREDITS: 3

L T P: 3 1 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To introduce students to different kinds of media
- To acquaint students with effective information-gathering skills and techniques
- To train students in the key principles of news writing and the specific requirements for writing for different media

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- gain the skills to research and organise information
- comprehend the foundations, process and practices of writing for the media
- present information with accuracy, objectivity, clarity and precision
- identify and use appropriate and effective writing styles for various media
- design and produce works in media based on effective principles for a target audience

Unit 1	Introduction	(10 Hours)
1.1	Different Kinds of Media and Their Characteristics	
1.2	Differences between Writing for the Media and Other Kinds of Writing	
1.3	Differences between Writing for the Audio/Visual Media and Print Writing	
Unit 2	Print media – Writing News Reports and Features	(12 Hours)
2.1	What is News? What is a Feature?	
2.2	Using Resources	
2.2	The Inverted Pyramid Structure	
2.3	Writing the Lead	
2.4	Developing the News Story	
Unit 3	Broadcast Media	(10 Hours)
3.1	Radio	
	3.1.1 Writing Anchor Scripts for Radio Programmes	
3.2	Television	
	3.2.1 Writing Anchor Scripts for Television Programmes	
Unit 4	New Media	(10 Hours)
4.1	Writing Reports and Features for the Web	

Unit 5	Social Media	(10 Hours)
5.1	Blogs	
5.2	Twitter, etc.	

BOOKS FOR REFERENCE

- Chapman, Nigel. *Digital Multimedia*. John Wiley and Sons, 2000.
- Hohenberg, John. *The Professional Journalist*. Oxford & IBH Publishing Co., Calcutta, Fourth Edition, 1978.
- Mass Media and Mass Communication*. Chdadwick Healy, Cambridge, 1991.
- Mass Media in India 2000*. Ministry of Information and Broadcasting, New Delhi, 2000.
- Mencher, Melvin. *Basic Media Writing*. Brown and Benchmark, 1996.
- Rivers, L. William. *The Mass Media: Reporting, Writing, Editing*. Harper & Row Publishers, Second Edition, 1964.
- Sharples, Mike. *How We Write: Writing as Creative Design*. Routledge, 1998.
- Manual for Writers & Editors*. Merriam-Webster Collegiate Dictionary, 2003.
- Wells, Gordon. *Be a Successful Writer: 99 Surefire Checklists*. Allison & Busby, 2001.

PATTERN OF ASSESSMENT

Continuous Assessment:	Total Marks: 50	Duration: 90 minutes
Section A – two out of four 200 word essays		2x10 = 20 marks
Section B – writing tasks		30 marks

Other Components:	Total Marks: 50
Assignment/Presentation/Take Home Test/Quiz	

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – Four out of six 200 word short notes OR/AND application-based questions from Units 1, 2 and 5 (E.g. matching headlines with synopses of the news stories, framing headlines, writing summary leads based on reporters’ notes, etc.)		4x10 = 40 marks
Section B – Three out of five reports/scripts		3x20= 60 marks

Write a news report based on reporter’s notes in Inverted Pyramid style.

Write a news report on any event held on campus.

For a feature article, write a headline, creative lead and a caption based on reporter’s notes and picture.

Write a radio script.

Write a TV anchor script.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

BRITISH LITERATURE

CODE: 19CE/MC/BL34

CREDITS: 4

L T P: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To equip students with the critical skills to engage with the British literary tradition
- To train them to interpret and interrogate texts with respect to the socio-cultural and political background of the times
- To introduce students to the complexities of literary production in the context of the changing socio-political milieu of Britain

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- demonstrate an understanding of the diverse socio-cultural aspects and multiplicities of expression in British Literature
- display analytical skills appropriate to read British Literature as an outcome of its traditions and cultures
- display adequate knowledge and understanding of the trajectory of British Literature
- engage with the dynamics of narratives in the context of the changing socio-political milieu of Britain

Unit 1 Sixteenth and Seventeenth Centuries		(10 Hours)
1.1 Edmund Spenser	Sonnet 75 (from <i>Amoretti</i>)	
1.2 Francis Bacon	Of Friendship	
1.3 George Herbert	The Collar	
Unit 2 Eighteenth Century		(10 Hours)
2.1 Daniel Defoe	<i>Robinson Crusoe</i>	
2.2 Alexander Pope	<i>The Rape of the Lock</i>	
2.3 William Blake	The Chimney Sweeper	
Unit 3 Nineteenth Century		(15 Hours)
3.1 William Wordsworth	Upon Westminster Bridge	
3.2 Charlotte Bronte	<i>Jane Eyre</i>	
3.3 G. M. Hopkins	God's Grandeur	
Unit 4 Twentieth and Twenty-first Centuries		(20 Hours)
4.1 J. M. Synge	<i>Riders to the Sea</i>	
4.2 D. H. Lawrence	Snake	
4.3 Harold Pinter	<i>The Birthday Party</i>	

4.4 Julian Barnes
4.5 Ian Russell McEwan

The Sense of an Ending
On Chesil Beach

Unit 5 Practical Application Tasks

(10 Hours)

Group Discussions
Seminars
Analysis

BOOKS FOR REFERENCE

Alexander, Michael. *A History of English Literature*. Palgrave, 2000. .
Blackwell, Wiley. *Reading the Eighteenth Century Novel*. Wiley Blackwell, 2017.
Bowra, C. M. *The Romantic Imagination*. Oxford University Press, 1973.
Esslin, Martin. *Theatre of the Absurd*. Penguin, 1991.
Gilbert, Sandra and Susan Gubar. *Mad Woman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. 1979. 2nd ed. Yale University Press, 1986.
Lodge, David. *The Modes of Modern Writing*. Edward Publishers, 1977.
Martines, Lauro. *Society and History in English Renaissance Verse*. Basil Blackwell, 1985.
Mathews, Greg J. *Literary Research and Irish Literature*. Scarecrow Press, 2008.
Prince, Martin. "The Restoration and the Eighteenth Century." *The Restoration and the Eighteenth Century*, Oxford University Press, 1973.
Steane, J. B. *Marlow: A Critical Study*. University Press, 1964.
Thwaite, Anthony. *Poetry Today: A Critical Guide to British Poetry*. Longman Group, 1985.

JOURNALS

Journal of Commonwealth Literature
ARIEL: A Review of International English Literature
Wasafiri
Postcolonial Studies
<http://criticalflame.org/>
<https://www.aprweb.org/>

WEBSITES

<http://www.bartleby.com/224/index.html#9>
<http://www.janeausten.org>
<http://www.poetryfoundation.org>poems&poets>

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 hours
Section A –two out of four 250-word essays		2x10=20 marks
Section B – one out of two 500-word essay		1x15=15 marks
Section C –Passage analysis from prescribed texts		1x15=15 marks

Other Components: Total Marks: 50

Assignment/Seminar/Presentation/Open Book Test/Class Assignment – Passage Analysis/
Quiz/Panel Discussion/Group Presentation/Dramatisation

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – Three short essays out of five (500 words)		3x15 = 45 marks
Section B – Two long essays out of four (600words)		2x20= 40 marks
Section C – Passage analysis from prescribed texts		1x15=15 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE AND IDEAS

CODE: 19CE/AC/LI35

CREDITS: 5

L T P: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To acquaint students with the major schools of thought that have impacted literature
- To guide students to an understanding of the major shifts in schools of thought
- To train students to analyse literary texts using these ideas as frames of reference

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- understand the concepts of major schools of thought, and place them in the appropriate context
- critically analyse literary texts using these concepts
- engage with canonical texts as well as contemporary literature
- extend the analysis to other media as well as real life

Unit 1 Romanticism (14 Hours)

1.1 Jean Jacques Rousseau	The Social Contract-General Will, Particular Will, Noble Savage, Sovereign, State of Nature, Civil State and The Social Contract
1.2 Immanuel Kant	Critique of Pure reason-A'priori, A' posteriori, Analytic, Synthetic, Noumena, Phenomena and Transcendental Deduction of Knowledge
1.3 G.W.F. Hegel	Phenomenology of the Mind-Absolute Consciousness, Totality, Negative Dialectics, Hegelian Triad, Self-Consciousness, Master-Slave Dialectic
Text: William Wordsworth	<i>The Prelude Book I</i> (Lines: 147-249)

Unit 2 Marxism and Psychoanalysis (13 Hours)

2.1 Freud and Jung	Id, Ego and Superego; Collective Unconscious
2.2 Karl Marx	Base and Superstructure
Text: Charles Dickens	<i>Hard Times</i> (Chapters 1-5);
Sylvia Plath	<i>Mirror</i>

Unit 3 Existentialism		(15 Hours)
3.1 Schopenhauer	The World as Will	
3.2 Nietzsche	Apollonian and Dionysian Principles	
3.3 Sartre	Awful freedom	
Texts: Ted Hughes	Tiger Psalm	
Kafka	<i>Metamorphosis</i>	
Unit 4 Feminist Thought		(13 Hours)
4.1 Toril Moi	Feminine, Feminist, Female	
4.2 bell hooks	Black Women - Shaping Feminist Theory	
Text: Makbula Manzoor	On the Road (in Galpa; Short Stories by Women from Bangladesh, Azim, Firdous and Niaz Zaman)	
Unit 5 Practical Application Tasks		(10 Hours)

BOOKS FOR REFERENCE

- Bhandari, D. R. *History of European Political Philosophy*. Bangalore Printing and Publishing, 1994.
- Beauvoir, Simone De. *The Second Sex*. Vintage Books, 1949.
- Copplestone, F. *A History of Philosophy*. Burn and Odes, 1959.
- Durant, Will. *The Story of Philosophy*. Simon and Schuster, 1926.
- Howells, Christina. Ed. *The Cambridge Companion to Sartre*. Cambridge UP, 1992.
- Lavine, T.S. *From Socrates to Sartre: The Philosophical Quest*. Bantam Books, 1984.
- Millet, Kate. *Sexual Politics*. Doubleday, 1970.
- Russell, Bertrand. *History of Western Philosophy*. Unwin, 1979.
- Zima, V., Peter. *Subjectivity and Identity: Between Modernity and Postmodernity*. Bloomsbury, 2015.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – three out of five 100 word essays		3x5=15 marks
Section B – one out of three 400 word essay		1x15=15 marks
Section C – Passage Analysis (unseen literary text)		1x20=20 marks

Other Components: **Total Marks: 50**
Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work –
Passage Analysis/Quiz/Panel Discussion/Group Presentation/Role-Play/Dramatisation
Creative Writing

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – four out of six 100 word essays on concepts		4x5=20 marks
Section B – three out of five 500 word essays		3x20=60 marks
Section C – Passage analysis (unseen literary text)		1x20=20 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Soft Skills Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

**SYLLABUS
(Effective from the academic year 2019 - 2020)**

LIFE SKILLS: PERSONAL AND SOCIAL

CODE: 19CE/SS/PS13

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE

- To enable students to understand the working of Indian Governance and laws
- To empower students as citizens by teaching them how to use the RTI, the PIL and the FIR
- To provide students an insight into the strengths and virtues essential to improve wellbeing
- To bring about awareness of societal dynamics
- To create awareness, impart knowledge and hone skills necessary to make sound financial decisions

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to

- demonstrate knowledge of the working of the government
- file RTIs, PILs and FIRs
- improve their quality of life
- exhibit social consciousness
- exhibit prudent behaviour in managing personal finance

Unit 1 (13 Hours)

Legal Literacy

- 1.1 Structure of Government- Central and State, Urban and Rural
- 1.2 Laws pertaining to Women (CEDAW) and Children (POCSO)
- 1.3 Right to Information Act 2005, drafting and filing an RTI
- 1.4 Introduction to PIL, Landmark PIL cases -Vishaka Vs. State of Rajasthan, Hussainara Khatoon Vs. State of Bihar, MC Mehta Vs. Union of India
- 1.5 Importance of FIR and lodging an FIR

Unit 2 (13 Hours)

2.1 Understanding Self

- 2.1.1 Psychological wellbeing - meaning, components and barriers
- 2.1.2 Gratitude- meaning, nature and expression
- 2.1.3 Resilience- meaning, nature, benefits and simple techniques for building resilience.

2.2 Understanding Society

- 2.2.1 Concepts of class, caste, gender, disability, race, culture, religion, ethnicity, context and language
- 2.2.2 Importance of societal analysis
- 2.2.3 Social indicators of development – HDI, GDI, Poverty Index, Hunger Index
- 2.2.4 Issues and challenges for social change in India

Unit 3

(13 Hours)

Personal Financial Planning

- 3.1 Meaning, Need and Importance of Personal Financial Planning
- 3.2 Core concepts in Financial Planning – Budget, Savings and Investment
- 3.3 Converting non-essential expenditure into Savings and Investment
 - 3.3.1 Forms of Savings – Deposits, Insurance
 - 3.3.2 Types of Investments – Securities, Real Estate and Gold
- 3.4 Digital transformation in Finance
 - 3.4.1 De-Mat Account
 - 3.4.2 Net Banking and Mobile Banking

BOOKS FOR REFERENCE

- Agarwal, R.C. Constitutional Development and National Movement of India. New Delhi: S. Chand, 1988.
- Ahuja Ram. Social Problems in India. Rawat Publications. 3rd Edition, 2014
- Allan, R. Modern Politics and Government. New York: Palgrave MacMillan, 2000.
- Baumgardner, S., & Crothers, M. Positive Psychology. Chennai: Pearson. 1st Edition, 2015.
- Grenville-Cleave, B. *Positive Psychology A practical Guide*. United Kingdom: Icon Books Ltd, 2012.
- Pandey, J.N. Constitutional Law of India. Allahabad: Central Law Agency, 2014.
- Weiner, M. The Indian Paradox. New Delhi: Sage , 1989.

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

- Two to three Task based components
- Task based classroom activities
- Case studies
- Group discussions
- Group presentation
- Role play

No End Semester Examination

No CA test

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

LITERARY CRITICISM

CODE: 19CE/MC/LC44

CREDITS: 4

L T P: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To familiarize the students with the key concepts and texts of literary criticism.
- To help the students gain an understanding of the development of modern criticism and theory.
- To train the students to apply the theoretical concept and techniques to literary texts.

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- identify, define and describe a variety of literary techniques and theories.
- identify the major critics and theorists.
- evaluate and analyse the strength and limitations of critical/theoretical arguments
- strengthen and deepen critical reading, writing and interpretive practices
- critically respond to texts using different critical and theoretical techniques

Unit 1

(10 Hours)

1.1 Introduction to Literary Criticism

M.H Abrams

Orientation of Critical Theories (from *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* pp. 3-26)

1.2 Aristotle

Poetics
Chapters 1,2,4,5,6,7,8
(Penguin Translation)

Text for Analysis

Sophocles

Oedipus Rex

Unit 2

(15 Hours)

2.1 Philip Sidney

Extract from *Apology for Poetry*
from V.S. Sethuraman: *Among the Roman...to teach and delight.* (46 –49)

2.2 Samuel Taylor Coleridge

Biographia Literaria

Chapter XIII (section on Fancy and Imagination) and *Chapter XIV* (The poet in ideal perfection ...)

2.3 Mathew Arnold

The Study of Poetry

(“Indeed there can be no more useful help...high poetic seriousness are absent from his substance and matter”)

Unit 3 New Criticism, Structuralism and Semiotics (15 Hours)

3.1 T.S. Eliot

Tradition and Individual Talent

3.2 Cleanth Brooks

Language of Paradox

3.3 Raman Selden

Binary Oppositions - Arthur Miller

3.4 Tzvetan Todorov

The Typology of Detective Fiction

Unit 4 Reader Response Theory (15 Hours)

4.1 Wolfgang Iser

Interaction Between Text and Reader

Unit 5 Practical Application Tasks (10 Hours)

Practical analysis of literary texts/passages applying relevant critical concepts

BOOKS FOR REFERENCE

Barthes, Roland. *Mythologies*. Translated by Annette Lavers, Vintage, 1993.

Guerin Wilfred et al. *A Handbook of Critical Approaches to Literature*. Oxford, 1992.

Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. Wiley-Blackwell, 2005.

Lodge, David. *Modern Criticism & Theory*. London: Longman, 1991.

Ramanujan, A.K. “On Ancient Tamil Poetics.” *Indian Literary Criticism*, Edited by G.N. Devy Hyderabad: Orient Longman. 2006.

Selden and Widdowson. *Contemporary Critical Theory*. Lexington: The UP of Kentucky, 1993.

Selden, Raman. *The Theory of Criticism*. Longman, London & New York. 1998.

Sethuraman, V.S. *Indian Aesthetics*. Madras: Macmillan India Ltd., 1977.

Wimsatt, William and Cleanth Brooks. *Literary Criticism: A Short History*. UP, 1992.

Wordsworth, William. “Preface to the Lyrical Ballads.” *English Critical Texts*, Edited by Enright and Chickera, OUP, 1962.

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
DEPARTMENT OF ENGLISH (SELF-FINANCED)**

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

CONTEMPORARY WORLD LITERATURE

CODE: 19CE/MC/CW45

CREDITS: 5

L T P: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To introduce students to writers and texts from across the world that represent the contemporary milieu
- To enable students to read, analyse and assess twenty-first century literature in the light of global, national and other topical issues
- To develop in students a deeper understanding and awareness of these contemporary issues in relation to their lives
- To engage with the collaborations, cross-overs and confrontations of various identities and cultures from across the world

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- critically analyse contemporary literature and the social, political, economic and cultural contexts that shape them
- appreciate different genres of literature that reflect the contemporary times
- appreciate hybrid and cultural identities of the twenty-first century from across the world
- analyse thematic patterns incorporated by contemporary authors
- relate to the texts and arrive at a better understanding of the contemporary world

Unit 1 Poetry (15 Hours)

1.1 Mourid Barghouti	A Night Unlike Others
1.2 Lionel Fogarty	Connection Requital
1.3 Meena Kandasamy	The Seven Stages
1.4 Dunya Mikhail	The Stranger in Her Feminine Sign
1.5 Kathryn Gwun-Yeen Lennon	Come West, Young Man

Unit 2 Fiction (25 Hours)

2.1 Suzanne Collins	<i>The Hunger Games</i> (Book 1)
2.2 Chimamanda Ngozi Adichie	The Thing Around Your Neck
2.3 Haruki Murakami	Birthday Girl
2.4 Alice Munro	The Bear Came Over the Mountain

Unit 3 Non-Fiction		(15 Hours)
3.1 Siddhartha Deb	The Girl from F&B: Women in the Big City	
3.2 Wangari Maathai	Learning from Trees (extract from her Nobel Peace Prize acceptance Speech)	
Unit 4 Drama		(15 Hours)
4.1 Caryl Churchill	<i>A Number</i>	
Unit 5 Graphic Novel		(8 Hours)
5.1 Barbara Yelin (Germany)	<i>Irmina</i>	

BOOKS FOR REFERENCE

- Baetens, Jan and Hugo Frey. *The Graphic Novel: An Introduction*. Cambridge University Press, 2015.
- Dawisha, Adeed. *Arab Nationalism in the Twentieth Century: From Triumph to Despair*. Princeton University Press, 2016.
- Etherington, Ben and Jarad Zimler, editors. *The Cambridge Companion to World Literature*. Cambridge University Press, 2018.
- Küpper, Joachim, editor. *Approaches to World Literature*. Walter de Gruyter, 2013.
- McCloud, Scott. *Understanding Comics: The Invisible Art*. Harper Perennial, 1994.
- Reddy, Bayapa, editor. *Aspects of Contemporary World Literature*. Atlantic, 2008.
- Schwarz, Henry and Sangeeta Ray, editors. *A Companion to Postcolonial Studies*. Blackwell, 2000.
- Tabachnik, Stephen E., editor. *The Cambridge Companion to the Graphic Novel*. Cambridge University Press, 2017.

PATTERN OF EVALUATION

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – two out of four 200 word essays		2 x 10 = 20 marks
Section B – two out of four 400 word essays		2 x 15 = 30 marks

Other Components: **Total Marks: 50**
Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Passage Analysis/Quiz/
Panel Discussion/Group Presentation/Role-Play/Dramatisation

End Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – four out of six 200 word essays		4 x 10 = 40 marks
Section B – three out of five 400 word essays		3 x 15 = 45 marks
Section C – passage analysis from the texts prescribed		1 x 15 = 15 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE AND GENDER

CODE: 19CE/AC/GD45

CREDITS: 5

L T P: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To enable students to explore literary texts with reference to gender relations and gendered ways of thinking
- To help students understand gender construction and perpetuation in society
- To enable students to use critical concepts and theoretical frameworks to analyse literary texts and extend this understanding to real life contexts

COURSE LEARNING OUTCOME

On successful completion of the course, the students will be able to

- display a knowledge of the history of Women's Movements and the development of Gender and Queer Studies
- apply appropriate concepts and critical frameworks for a gendered reading of canonical texts as well as contemporary literature
- respond sensitively to the construction of gender in other media and real life contexts
- understand the intersectionality of race, class and gender
- extend the critical tools to their engagement with textual as well as real life contexts

Unit 1 Introduction		(10 Hours)
1.1 Virginia Woolf	<i>A Room of One's Own</i>	
Unit 2 Poetry and Fiction		(15 Hours)
2.1 Adrienne Rich	Snapshots of a Daughter-in-law	
2.2 Grace Nichols	The Fat Black Woman Goes Shopping	
2.3 Shashi Deshpande	<i>Small Remedies</i>	
Unit 3 Autobiography		(12 Hours)
3.1 Revathi	<i>Truth About My Life</i> (Penguin 2010)	
Unit 4 Drama		(13 Hours)
4.1 Caryl Churchill	<i>Top Girls</i>	

Unit 5 Practical Application Tasks

(15 Hours)

Specific tasks relevant to the concepts discussed in Units 1 to 4 will be assigned as class work

BOOKS FOR REFERENCE

- Bhasin, Kamla. *Understanding Gender*. Kali for Women, 2000.
- Bhuthalia, Urvashi. "Confrontation and Negotiation: The Women's Movement's Response to Violence Against Women," *The Politics of Gender, Identity and Social Equality in India*. Kali for Women, 2002. pp. 207-33.
- Cann, Victoria. *Girls Like This, Boys Like That: Understanding the (Re)Production of Gender in Contemporary Youth Cultures*. I.B Tauris, 2018.
- Foran, John. "Alternatives to Development: Of Love, Dreams and Revolution," *Feminist Futures: Reimagining Women Culture and Development*. Ed. Kumkum Bhavnani, John Foran and Priya Kurian, Zubaan, 2003. pp. 268-274.
- Mackinnon, Catherine. "Towards a Feminist theory of State" *Feminisms*. Ed. Sandra Kemp and Judith Squires, 1997, pp. 351-358.
- Mies, Maria and Vandana Shiva. *Ecofeminism*. Zed Books, 1993.
- Rich, Adrienne. "When We Dead Awaken: Writing as Re-vision," *Adrienne Rich's Poetry*, Ed. Barbara Charles and Albert Gelpi, Norton, 1995, pp. 90-98.
- Sen, Amartya. "Gender and Co-operative Conflicts," *Capabilities, Freedom and Equality*, Ed. Bina Agarwal, Jane Humphries, Ingrid Robeyns, 2006, pp. 458-84.

JOURNALS

Indian Journal of Gender Studies (Sage)
A Journal of Feminist Cultural Studies
Feminist Review
A Journal of Women Studies

WEBSITES

<http://www.feministreview.com>
<http://ft.sagepub.com>
<http://dukeupress.edu/cameraobscura>

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

ENGLISH LANGUAGE TEACHING

CODE: 19CE/MC/LT55

CREDITS: 5

L T P: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To enable students to distinguish between language acquisition and language learning
- To acquaint the students with the psychology of language learning
- To equip students with the skills to identify the methods and approaches in language teaching.
- To train them to prepare materials for teaching the four skills of language.
- To train students in assessing the needs of learners and in preparing lesson plans for different levels of learners
- To familiarise students with the different components of curriculum
- To help students gain an understanding of the principles of language testing and the different kinds of tests

COURSE LEARNING OUTCOMES

On successful completion of the course the student will be able to

- gauge and use effectively the strategies identified by psychology with reference to language learning
- demonstrate awareness of appropriate teaching strategies
- demonstrate knowledge about language skills, and the different tasks that could be used to train learners in the use of the language
- assess learner needs and plan and teach lessons which take into account learners' backgrounds and needs
- plan and prepare lessons designed to develop their learners' overall language competence
- distinguish between the various kinds of tests and their purpose

Unit 1 Language Acquisition

(13 Hours)

1.1 First Language Acquisition of the Child

1.1.1 Lateralization of the Brain

1.1.2 Learning by Imitation

1.1.3 Language Acquisition Devices

1.1.4 Generalisation

1.2 Second Language Learning of the Adult

1.2.1 Mother tongue Interference

1.2.2 Psychological and Sociological Factors Influencing Second Language Learning

Unit 2 Psychology of Learning (15 Hours)

- 2.1 Behaviourism
 - 2.1.1 Behaviourist Psychology
 - 2.1.2 Stimulus–Response Learning
 - 2.1.3 Reinforcement
- 2.2 Cognitive Learning
 - 2.2.1 Cognitive Structure
 - 2.2.2 Concept Formation
 - 2.2.3 Theory of Subsuming
 - 2.2.4 Theory of Forgetting
 - 2.2.5 Bloom’s Taxonomy
- 2.3 Humanistic Approach to Learning
 - 2.3.1 The Teacher–Student Relationship

Unit 3 Approaches, Methods and Techniques in Language Teaching (20 Hours)

- 3.1 A survey of the Grammar Translation Method, the Situational Method and the Audio-Lingual Method
- 3.2 Communicative Approach
 - 3.2.1 Communicative Competence as different from Linguistic Competence
 - 3.2.2 The Teacher's Role—The Student's Role
 - 3.2.3 Task- based activities in the class
- 3.3 Skills Approach
 - 3.3.1 Teaching Reading Skills—Skimming, Scanning and Intensive Reading
 - 3.3.2 Teaching Listening Skills—Listening for Specific Details, Keywords, Concepts
 - 3.3.3 Teaching Speaking Skills—Expressing Ideas, Opinions, Presenting an Argument.
 - 3.3.4 Teaching Writing Skills—Writing a Paragraph—Topic Sentence, Main Idea, Supporting Ideas, Concluding Sentence—Descriptive and Narrative Writing

Note 3.1.1 only for short answers (no essay questions)

Unit 4 Syllabus (15 Hours)

- 4.1 Definition of Syllabus and Curriculum
 - 4.1.1 The Components of a Syllabus
 - 4.1.2 Testing and Evaluation
- 4.2 Kinds of Tests
 - 4.2.1. Placement Test
 - 4.2.2 Diagnostic Test
 - 4.2.3 Progress Test
 - 4.2.4 Achievement Test
 - 4.2.5 Proficiency Test
- 4.3 Criteria involved in Validity and Reliability

Unit 5 Materials Production (15 Hours)

- 5.1 Use of Conventional Resources
- 5.2 Use of Audiovisual Aids and Computer Software

BOOKS FOR REFERENCE

- Fulcher, Glen and Fred Davidson. *Language Testing Assessment*. Routledge, 2007.
- Hall, Graham. *Exploring English Language Teaching: Language in Action*, 2 ed. Routledge, 2017.
- Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*. Pergamon Press, 1981.
- Lefrancois, Guy R. *Psychology for Teaching*. Wordsworth Publishing Co., 2000.
- Mc Whorter, Kathleen. *College Reading and Study Skills*. Little, Brown and Company, 1986.
- Prabhu, N.S. *Communicative Teaching Project*. Bulletin of the Regional Institute of English, 1981.
- Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge UP, 2001.
- Yule, George and Gillian Brown. *Teaching Spoken English*. Cambridge UP, 1983.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – three out of five-200 words essay		3x5=15 marks
Section B – one out of three-500 words essay		1x15=15 marks
Section C – Framing tasks for a given passage		20 marks
Other Components:	Total Marks: 50	
Micro teaching (Teaching their own class mates)		30 marks
Lesson plan		20 marks
End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A– five out of seven - 200 words essays		5x6=30 marks
Section B –three out of five - 500 words essays		3x15=45 marks
Section C – Framing tasks for a given passage		25 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

INDIAN LITERATURES I

CODE: 19CE/MC/IL55

CREDITS: 5

L T P: 5 1 0

TOTAL TEACHING HOURS:78

OBJECTIVES OF THE COURSE

- To introduce students to Indian Literatures written in various languages from the classical age to the pre-independence era
- To introduce students to various genres of literature from different regions across India
- To trace the continuity, interrogation and change from classical to the pre-independence era in Indian Literature
- To enable students to understand the multiplicity of historical, social, cultural and political milieu of India as reflected in literature

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- appreciate, analyse, interpret and critique Indian Literature written in various languages from the classical age to the pre-independence era
- critically engage with various genres of Indian literatures written during this period
- relate Indian literatures to important historical, social, cultural and political developments that influenced it
- appreciate and engage critically with polyphonic discourses in Indian Literatures

Unit 1 Indian Aesthetics and Thought

(15 Hours)

- 1.1 Ananda Coomaraswamy
- 1.2 A.K. Ramanujan
- 1.3 Arundhati Subramaniam

That Beauty is a State
Afterword to *Poems of Love and War*
Introduction to *Eating God: A Book of Bhakti Poetry*

Unit 2 Upto the 6th Century AD

(15 Hours)

- 2.1 A.K. Ramanujan
- 2.2 Bhasa
- 2.3 Sangam Poetry
 - 2.3.1 Akam
 - 2.3.2 Puram

Flowering Tree. From *The Flowering Tree and Other Oral Tales from India*.
Ed. Stuart Blackburn and Alan Dundes
Urubhangam

Kuruntokai 25. Only a thief was there
Narrinai 179. If a calving Cow
Puranuru 235. If he found a little
liquor
Purananuru 69. Dear Singer
(from A. K. Ramanujan. *Poems of Love and War*)

2.4 Therigatha

Punna or Punnika
Ambapali
(Translated by Charles Hallissey)

Unit 3 7th Century to 18th Century

(15 Hours)

3.1 Bulle Shah

I have been pierced by the arrow of love, what shall I do?

3.2 Chokhamela

They thrash me Vithu

3.3 Soyra Bai

You say some bodies (from *Eating God. A Book of Bhakti Poetry* pp. 49)

3.4 Meera Bai

These eyes: like... (from *Three Bhakti Voices*. pp. 112-113)

3.5 Devara Dasimayya

Poem 120 (from *Speaking of Siva*)

3.6 Salabega

Get lost, you dirty flirt (from *Eating God* pp 127)

3.7 Ramprasad Sen

What a Joke (from *Singing to the Goddess: Poems to Kali and Uma from Bengal* pp. 22-23)

3.8 Babur

Baburnama Description of Kabul (pp. 199-207)

Unit 4 19th Century to 1947

(20 Hours)

4.1 Toru Dutt

The Tree of Life

4.2 Chandu Menon

Indulekha (Trans. Anitha Bevasia
Chitra

4.3 Rabindranath Tagore

Wife into Husband (from *Oxford India Premchand*)

4.4 Munshi Premchand

4.5 Ammani Ammal

Expectation and the Event (from *The Tamil Short Story: Through the Times, Through the Tides* pp. 1-4)

Unit 5 Practical Application Tasks

(13 Hours)

Specific tasks relevant to the concepts and techniques discussed in Units 1 to 4 will be assigned as class work

BOOKS FOR REFERENCE

Afterword. *The Flowering Tree and Other Oral Tales from India*. Ed. Stuart Blackburn and Alan Dundes. Penguin Books, 1997.

Bhat, G.K. "Two Plays of Tragic Design and Tragic Intent." *Tragedy and Sanskrit Drama*, Bhandarkar Oriental Institute, 1976.

Chakravarthy, Uma. "The Rise of Buddhism as Experienced by Women." Manushi.

Devy G N. *After Amnesia*. Orient Longman, 1994.

Naik, M K. *A History of Indian Literature*. Sahitya Akademi, 2005.

Pollock, Sheldon I. *A Rasa Reader: Classical Indian Aesthetics*. Columbia University Press, 2018.

Ramanujan A.K. Afterword. *Poems of Love and War*. Oxford University Press. 1996

JOURNALS

Indian Literature

Kavya Bharathi

The Little Magazine

The Journal of Commonwealth Literature

Literary Criterion

WEB RESOURCES

www.sawnet.com

www.ntm.org.in

www.indianruminations.com

ccrtindia.gov.in/literaryarts.php

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50

Duration: 90 minutes

Section A- two out of four 300-word essays

2x15=30 marks

Section B- one out of two 400-word essay

1x20=20 marks

Other Components: Total Marks: 50

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work-Passage Analysis/Quiz/Panel Discussion/Group Presentation/Role – Play/Dramatisation
Creative Writing

End-Semester Examination: Total Marks: 100

Duration: 3 hours

Section A- four out of six 300-word essays

4x15=60 marks

Section B- two out of four 400-word essay

2x20=40 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

ENGLISH FOR ADVERTISING

CODE: 19CE/MC/EA55

CREDITS: 5

L T P: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To introduce students to the basic concepts in advertising
- To enable students to understand the relationships between market forces and advertising
- To train students to think in creative ways to advertise products
- To train students to use language creatively and appropriately to create advertisements in the print and broadcast media

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- demonstrate an understanding of some of the basic concepts related to advertising
- identify the relationships between advertising and market forces
- formulate creative ways to advertise a product/service with respect to its position in the market
- use English creatively and effectively to produce advertisements in the print and broadcast media
- recognise the societal impact of advertising and the need for ethical advertisers

Unit 1 Introduction to Advertising (15 Hours)

- 1.1. The Need For Advertisements
- 1.2. Kinds of Advertisements
- 1.3. Social and Ethical Aspects of Advertising
- 1.4. Ethical Issues in Advertising

Unit 2 Preparing to create Advertisements (14 Hours)

- 2.1 Reading Advertisements as a Sign of Social Values and Beliefs, Reading for Hidden Messages and Implications
- 2.2 The Advertising Agency
 - 2.2.1 The Role of the Advertising Agency
 - 2.2.2 Various Departments and their Functions
- 2.3 The Promotional Mix
- 2.4 Advertiser's Pyramid
- 2.5 Copywriter's Pyramid

End-Semester Examination:**Total Marks: 100****Duration: 3 hours**

Section A – four out of six 200 word essays on theory of advertisements 4x10 = 40 marks

Section B – two out of four 75 word essays 2x5 = 10 marks

Section C- Creating product, brand name for a given visual
(two out of four)

2x5=10 marks

Creating print ad on a given topic (one out of two):

1x10=10 marks

Creating radio jingle on a given topic (one out of two):

1x10=10 marks

Creating television storyboard on a given topic (one out of two):

1x20=20 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

Interdisciplinary Core Course Offered by the Departments of English (English and Communication Skills) and Psychology to B.A. English and Communication Skills and B.Sc. Psychology Degree Programmes

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE AND PSYCHOLOGY

CODE: 19ID/IC/LP55

CREDITS: 5

LTP: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To introduce students to the interdisciplinary aspects between Literature and Psychology
- To help students understand the fundamentals of human behaviour
- To encourage students to employ psychological concepts in their understanding of literary texts

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to

- demonstrate an ability to interpret literary texts from literary and psychological perspectives
- explain psychological theories and their application in the attitude of individuals and group behaviour
- integrate basic concepts of psychology to explain human behavior in everyday life
- critique literary works using key concepts in psychology
- appreciate and identify various attribute of interdisciplinarity of texts

Unit 1 Introduction to Core Concepts (14 Hours)

- 1.1 Personality- nature, brief overview of determinants of personality
- 1.2 Overview of social behaviour and positive psychology
- 1.3 Overview of developmental psychology and abnormal psychology
- 1.4 Introduction to major theorists – Freud, Jung, Lacan, Kristeva

Unit 2 Developmental Psychology (20 Hours)

- 2.1 Stephen Chbosky *The Perks of Being a Wallflower*
- 2.2 Psychosocial issues in adolescence
- 2.3 Identity development in adolescence
- 2.4 Trauma, abuse and sexual identity

Unit 3 Abnormal Psychology (16 Hours)

- 3.1 Henry James *The Turn of the Screw*
- 3.2 Psychosis- losing touch with reality, visual hallucinations
- 3.3 Edgar Allan Poe *The Tell-Tale Heart*
- 3.4 Psychosis- delusions and paranoia
- 3.5 Psychopathy- presentation and traits

Unit 4 Social Psychology (12 Hours)
 4.1 Anne Sexton Pain for Daughter
 4.2 Grief, stages of grieving
 4.3 Meena Kandasamy ONE-eyed
 4.4 Prejudice, discrimination and casteism

Unit 5 Positive Psychology (16 Hours)
 5.1 Gabriele Muccino *The Pursuit of Happiness*
 5.2 Resilience, optimism and hope
 5.3 Coping and gratitude.

BOOKS FOR REFERENCE

- Baron. *Psychology*. Pearson Education India, 2001.
 Gottschall, Jonathan and David Sloan Wilson, editors. *The Literary Animal: Evolution and the Nature of Narrative*. Northwestern University Press, 2005.
 Haycock, Dean. *Characters on the Couch: Exploring Psychology through Literature and Film*. Greenwood, 2016.
 Knapp, John V. "New Psychologies and Modern Assessments: Rethinking Classics in Literature, including Film and Music."
 Lindauer, Martin S. *Psyche and the Literary Muses: The Contribution of Literary Content to Scientific Psychology*.
 Santos, Rosemary Conceição et al. "Psychology of Literature and Literature in Psychology."
 Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications, 2011.
 Winterowd, W. R. and Preston, C. *Themes and Variations: A College Reader*. Harcourt, 1985.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – Two out of four in 250 words		2 x 10 = 20
Section B – Passage analysis 350 words		2 x 15 = 30

Other Components: **Total Marks: 50**
 Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Passage Analysis
 Quiz/Panel Discussion/Group Presentation

Term paper: **Total Marks: 100**
 Students will choose a theory and will be tested on its application to a corresponding text
 (Word limit: 1500-2000 words)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

INDIAN LITERATURES II

CODE: 19CE/MC/IL65

CREDITS: 5

L T P: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To introduce students to Indian Literatures written in various languages from Independence to the contemporary times
- To introduce students to various genres of Literature from different regions across India.
- To enable students to understand the historical, social, cultural and political milieu of India through its literature.

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- analyse Indian Literatures written in various languages from Independence era to contemporary times
- critically appreciate various genres of Literature written across India
- relate Indian Literature to important historical, social, cultural and political developments that influenced the same.

Unit 1 Indian Thought and Aesthetics

(12 Hours)

Sharankumar Liumbale

Dalit literature and Aesthetics (from *Dalit Aesthetics* pp 103-121)

A K Ramanujan

Is there an Indian way of thinking?

Ranjit Hoskote

Reasons for Belonging

Unit 2 1947 to 1980

(14 Hours)

R K Narayan

Short Story

Nissim Ezekiel

Background, Casually

Jayaprabha

Burn this Sari (from *The Oxford Anthology of Modern Indian Poetry*. Ed. Vinay Dharwadkar and A K Ramanujan. pp 169-170)

Intiaz Dharker

Purdah 1 (from *The Oxford Anthology of Modern Indian Poetry*. Ed. Vinay

Dharwadkar and A. K. Ramanujan. pp. 170-71)

Kamala Das

The Old Playhouse

Sujatha Bhatt

The Stare

Unit 3 1980 to 2000 **(20 Hours)**

Kaifi Azmi	The Last Night (from <i>Selected Poems</i> . Kaifi Azmi. Trans. Pavan K Varma
Indira Goswami	Under the Shadow of Kamakhya
Amrita Pritam	The Annunciation (from <i>Selected Poems of Amrita Pritam</i>)
Na Muthuswamy	Naarkalikkarrar (from <i>Four Tamil Plays</i> . Ed. K Latha et al)
Urvashi Butalia	Honour (from <i>The Other Side of Silence</i>)

Unit 4 2000 onwards **(22 Hours)**

Arundhati Roy	<i>The Ministry of Utmost Happiness</i>
Thangjam Ibopishak	The Land of the Half Humans (from <i>Anthology of Contemporary Poetry from the Northeast</i> pp. 93-94)
Monalisa Changkija	Of a People unanswered (from <i>Anthology of Contemporary Poetry from the Northeast</i> pp 16)
Mahesh Dattani	Arun Kolatkar (from <i>Sarpa Satra</i>) <i>Final Solutions</i>

Unit 5 Practical Application Tasks **(10 Hours)**

BOOKS FOR REFERENCE

- Devy, G N. *After Amnesia*. Orient Longman, 1994.
- Dharwadker, Vinay. "Afterword: Modern Indian Poetry and its contexts." *The Oxford Anthology of Modern Indian Poetry*. OUP, 2008.
- *The Oxford Anthology of Modern Indian Poetry*. OUP, 2008.
- Hoskote, Ranjit. "Introduction." *Reasons for Belonging: Fourteen Contemporary Indian Poets*. edited by Hoskote, Penguin, 2004.
- Kakkar, Sudhir and Katharina Kakkar. *The Indians: Portrait of a People*. Penguin, 2007.
- King, Bruce, "Ezekiel and His Influence," *Modern Indian Poetry in English*. Oxford UP, pp. 91-109.
- Mehrotra, Arvind Krishna. Ed. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- Naik, M K. *A History of Indian Literature*. Sahitya Akademi, 2005.
- Ramaswamy, Radha. "Towards a Multicultural Theatre: Mahesh Dattani and the Changing Audience for Contemporary Indian Drama in English." *Mahesh Dattani's Plays: Critical Perspectives*, edited by Angelie Multani.
- De Souza, Eunice. *Talking Poems: Conversations with Poets*. Oxford UP, 1999.

JOURNALS

- Indian Literature
Kavya Bharathi
The Little Magazine
The Journal of Commonwealth Literature
Literary Criterion
Indian Journal of English Studies

WEB RESOURCES

www.sawnet.com

www.ntm.org.in

www.indianruminations.com

ccrtindia.gov.in/literaryarts.php

PATTERN ASSESSMENT

Continuous Assessment:	Total Marks: 50	Duration: 90 hours
Section A- two out of four 400-word essays		2x15=30 marks
Section B- one out of two 500-word essay		1x20=20 marks

Other Components:	Total Marks: 50	
Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work-Passage Analysis/Quiz/Panel Discussion/Group Presentation/Role – Play/Dramatisation Creative Writing		

End-Semester Examination:	Total Marks: 50	Duration: 3 hours
Section A- four out of six 400-word essays		4x15=60 marks
Section B- two out of four 500-word essays		2x20=40 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

AMERICAN LITERATURE

CODE:19CE/MC/AL65

CREDITS:5

L T P: 5 1 0

TOTAL TEACHING HOURS:78

OBJECTIVES OF THE COURSE

- To train students to identify, understand and appreciate the trajectory of the evolution of American Literature
- To introduce students to the diverse socio-cultural aspects and multiplicities of expression in American Literature
- To help students understand American Literature as an outcome of its traditions and cultures
- To equip students with the requisite technical and ideological tools to interrogate literary expressions produced by the different ethnic communities of America
- To train students to understand and deconstruct the notion of American nationhood

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- display adequate knowledge and understanding of the trajectory of the evolution of American Literature
- demonstrate an understanding of the diverse socio-cultural aspects and multiplicities of expression in American Literature
- display analytical skills appropriate to reading American Literature as an outcome of its traditions and cultures
- critically analyse and interrogate literary expressions produced by the different ethnic communities of America
- deconstruct the notion of American nationhood through a critical engagement with literary texts.

Unit 1 Prose (10 Hours)

1.1. Emerson *Self-Reliance*

Unit 2 Poetry (20 Hours)

2.1. Robert Frost
Fire and Ice
Birches

2.2. e.e. cummings
next to of course god America

2.3. Langston Hughes
The Negro Speaks of Rivers
Dream Deferred

2.4. Joy Harjo
Equinox

2.5. Nikki Giovanni
Nikki-Rosa

2.6. Elizabeth Bishop
The Fish

Unit 3 Drama (15 Hours)
3.1. Arthur Miller *Death of a Salesman*

Unit 4 Fiction (25 Hours)
4.1. Mark Twain *The Adventures of Huckleberry Finn*
4.2. Hemingway *The Old Man and the Sea*
4.3. Amy Tan *Two Kinds*

Unit 5 Practical Application Tasks (8 Hours)

BOOKS FOR REFERENCE

- Bigsby, C.S. *A Critical Introduction to Twentieth Century American Drama Vol II*. Cambridge University Press, 1984.
- Jarret, Gene Andrew. *The Wiley-Blackwell Anthology of African American Literature: Vol I and II*. Wiley Blackwell, 2014.
- . *Companion to African American Literature*. Wiley Blackwell, 2013.
- Hoffman, Daniel. *Harvard Guide to American Writing*. Harvard University Press, 1979.
- Miller, Arthur. "Introduction", *Collected Plays of Arthur Miller*. Allied Publishers, 1973.
- Mitchell, Angeline. *The Cambridge Companion to African American Women's Literature*. Cambridge University Press, 2009.
- Perkins, David. *Modern American Poetry 1945-2000 –An Introduction*. Blackwell Publishers, 2006.
- Porter, Joy and Kenneth M. Roemer. *The Cambridge Companion to Native American Literature*. Cambridge University Press, 2005.
- Wagner-Martin, Linda. *History of American Literature*. Wiley Blackwell, 2016.

JOURNALS

americanliterature.dukejournals.org/

WEBSITES

www.wsu.edu/~campbelld/amlit/sites.htm
www.library.rochester.edu/subject/.../web-resources
americanliteratureassociation.org
www.lang.nagoya-u.ac.jp/~matsuoka/AmeLit-G.html

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – two out of four 250-word essays		2x10=20 marks
Section B – two out of four 500-word essays		2x15=30 marks

Other Components:	Total Marks: 50
Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work – Passage Analysis/Quiz/Panel Discussion/Group Presentation	

End-Semester Examination:	Total Marks: 50	Duration: 3 hours
Section A – four out of six 250-word essays		4x10=40 marks
Section B – three out of six 600-word essays		3x20=60 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

TECHNICAL WRITING

CODE: 19CE/MC/TW65

CREDITS: 5

L T P: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To introduce students to various styles and methods in technical writing
- To train students in using basic online packages and applications as tools for technical writing
- To acquaint the students with practical application of technical writing

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- follow the three stages of the writing process (prewriting/writing/rewriting)
- demonstrate an understanding of styles and methods in Technical Writing
- write with clarity, coherence and grammatical accuracy
- find, evaluate and use online packages and applications effectively
- understand how to critically analyse and interpret data and acknowledge the sources with proper citation

Unit 1	Introduction	(13 Hours)
1.1.	What is Technical Writing?	
1.2.	Difference between Technical and Academic Writing	
1.3.	The scope of Technical Writing	
Unit 2	Clarity, Precision and Appropriacy	(15 Hours)
2.1.	Using Appropriate Vocabulary	
2.2.	Grammatical Accuracy	
2.3.	Formal and Informal Style	
2.4.	Writing with Clarity and Precision	
2.5.	The Fog Factor	
Unit 3	The Writing Process	(15 Hours)
3.1.	Pre-writing	
3.2.	Re-writing	
3.3.	Editing (using track changes)	
Unit 4	Application of Technical Writing	(20 Hours)
4.1.	Writing Proposals	
4.2.	User Manual and Brochures	
4.3.	Book and Film Review	

Unit 5	Practical Application Tasks	(15 Hours)
5.1.	Creating a Blog	
5.2.	Creating a Web Page	
5.3.	Writing for the Web	

BOOKS FOR REFERENCE

Blicq, Ronald, S and Lisa Moretto. *Technically Write!* Prentice Hall, 2004.
 Reddy, Devaki and Shreesh Chaudhary. *Technical English*. Macmillan, 2009.
 Rizvi, Ashraf M. *Effective Technical Communication*. Tata McGraw-Hill, 2006.
 Samson, C Donald. *Editing Technical Writing*. Oxford Uni. Press, 1995.

Electronic Resource

Business Writing – Clarity, UK

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50

Classwork for Portfolio preparation

Other Components: Total Marks: 50

Presentation/Take Home Test/Open Book Test/Group Presentation

End Semester Evaluation Total Marks: 50

Project: Designing a web page, with four links (to be submitted on a CD)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

WORLD CLASSICS IN TRANSLATION

CODE: 19CE/ME/WC45

CREDITS: 5

L T P: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To examine classical literature from across the globe
- To familiarise students to varied genres of World Literature
- To critically analyse literary texts from the social, historical and cultural perspectives

COURSE LEARNING OUTCOMES:

On successful completion of the course students will be able to

- appreciate the qualities that make a work of literature a classic
- gain a comprehensive overview of different literatures from across the globe
- appreciate varied national and global identities and cultures
- identify different genres stemming from different cultures
- analyse literary texts from multiple perspectives

Unit 1 The Epic (20 Hours)

1.1 Homer

The Iliad Book I

1.2 Ilango Atikal

Cilappatikaram Trans. R. Parthasarathy

Book 1 – Cantos 1–3; Book 2 – Cantos 18–22

Unit 2 Ritual and Drama: The Noh Play (5 Hours)

2.1. Zeami Motokiyo

Hagoromo

Unit 3 Sufi Poetry (20 Hours)

3.1 Rumi

3.1.1 The Worm's Waking

3.1.2 Wean Yourself

3.1.3 Story Water

3.1.4 The Night Air

3.1.5. In Baghdad dreaming of Cairo, In Cairo Dreaming of Baghdad

(from *The Essential Rumi* (1995) Trans. Coleman Barks. San Francisco: HarperCollins)

Unit 4 Short Fiction (10 Hours)

4.1. Boccaccio

The Decameron

Book I: 3rd day: IX story

4.2 Somadeva

Visamasila *The Kathasaritsagara* Trans. Arshia Sattar

Unit 5 Practical Application Tasks

(10 Hours)

Specific tasks relevant to the concepts and techniques discussed in Units 1 to 4 will be assigned as class work

BOOKS FOR REFERENCE

Eliot, T. S. "What is a Classic?" *Selected Prose of T.S.Eliot*, edited by Frank Kermode. Kermode, Frank. *The Classic*. Faber, 1975.

Shulman, David. *The Wisdom of Poets: Studies in Tamil, Telugu and Sanskrit*. OUP, 2001.

Fadiman, James. *Essential Sufism*. HarperCollins, 2000.

Choo, Lim Beng. "They Came to Party: An Examination of the Social Status of the Medieval Noh Theatre" *Japan Forum*, 16(1) 2004, 111-113.

Dubois, Page. *History, Rhetorical Description and the Epic: From Homer to Spenser*. Brewer, Cambridge.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – three out of five 200 word essays		3x10 = 30 marks
Section B – one out of two 500 word essay		1x20 = 20 marks

Other Components:	Total Marks: 50
Seminar/Group Presentation/Quiz/Assignment	

End Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – four out of six 200 word essays		4x10 = 40 marks
Section B – two out of four 500 word essays		2x20 = 40 marks
Section C – Analysis of one passage out of two from Unit 1		1x 20= 20 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURES OF ASIA

CODE: 19CE/ME/LA45

CREDITS : 5

L T P : 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- to introduce students to a range of modern literatures from Asia
- to develop global awareness through identification of the values, perspectives, and practices of Asian societies
- to describe, compare, and contrast the literary forms and works from a variety of Asian cultures.

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- critically analyse and respond sensitively to a variety of texts from the region
- explore the similarities and differences between literatures and cultures of the region
- engage critically with important aspects of the historical and cultural developments and trends in Asia
- gain a comparative perspective on issues affecting Asia as a region
- express one's opinion and perspectives on Asian cultural texts

Unit 1	Pakistan, Afghanistan & Bangladesh		(12 Hours)
1.1	Sadat Hasan Manto	Khol Do	
1.2	Khaled Hosseini	<i>The Kite Runner</i>	
1.3	Khaleda Salahuddin	Relief Camp	
Unit 2	Sri Lanka, China & Japan		(15 Hours)
2.1	Shanmugalingam	Land of our Parents	
2.2	Xue Mo	Old Man Xingjang	
2.3	Masoka Shiki	Selected Haiku (4)	
Unit 3	Palestine Israel and Syria		(15 Hours)
3.1	Palestine		
3.1.1	Mahmoud Darwish	The Passport	
3.1.2	Falastine Dwikat	Beit Byout (Play House)	
		Alignment	

JOURNALS

Fayad, Mona. *Reinscribing Identity: Nation and Community in Arab Women's Writing*.

WEBSITES

<http://www.sawnet.com>

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – three out of five 100-word essays		3x5=15 marks
Section B – two out of four 200-word essays		2x10=20 marks
Section C – Passage Analysis- no choice		1x15=15 marks

Other Components:	Total Marks: 50
Assignment/Seminar/Presentation/Online Test	

End-Semester Examination:	Total Marks: 100	Duration: 3 hours
Section A – Three out of five 350 word essays		3x15= 45 marks
Section B – Two out of four 600 word essays		2x20=40 marks
Section C – Passage analysis		1x15=15 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

CONTENT AND COPY EDITING

CODE: 19CE/ME/CC45

CREDITS: 5

L T P: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To expose the students to the principles of content editing
- To familiarise students with the techniques of copy-editing
- To train students to use different editing software
- To train students to edit for accuracy and appropriacy of content, grammar and vocabulary

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- understand the role of an editor
- spot issues with the content and organisation of information and rectify them
- assess and edit material for content, structure, style, readability and marketability
- apply editing skills to produce error-free documents

Unit 1 The Editorial Triangle (5 Hours)

- 1.1 Role and Responsibility of the editor
- 1.2 The Editing Process – workflow
- 1.3 The Writer-Editor-Reader Relationship

Unit 2 Content Editing (20 Hours)

- 2.1 Determining readership
- 2.2 Checking for accuracy of information
- 2.3 Coherence, Syntax, Structure
- 2.4 Finalising Style Specifications

Unit 3 Copy Editing (20 Hours)

- 3.1 The role of the copyeditor
- 3.2 Standardisation – Style Sheet and Style Manual
- 3.3 Mechanics of editing
 - 3.3.1 Copy-editing marks
 - 3.3.2 Punctuation
 - 3.3.3 Grammar – Cohesion, Subject-Verb Agreement, Dangling Participles
- 3.4 Citation styles

Unit 4 Editing Tools (10 Hours)
4.1 Editing on MS Word and PDF
4.2 Grammarly

Unit 5 Professional Ethics (10 Hours)
5.1 Over-editing & under-editing
5.2 Acknowledging Sources
5.3 Cultural sensitivity and political correctness

BOOKS FOR REFERENCE:

- Bly, W. Robert. *The Copy-Writer's Handbook: A Step-by-Step Guide to Writing Copy That Sells*. Henry Holt and Company, 2005.
Butcher, Judith, et al. *Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-Editors and Proof Readers*. Cambridge University Press, 2006.
Gilad, Suzanne. *Copy-editing & Proofreading for Dummies*. Wiley Publishing Inc, 2007.
Mill, David. *Content is King: Writing and Editing Online*. Elsevier Ltd, 2005.
Sharpe, T. Leslie, Irene Gunther. *Fact and Fiction: A Concise Guide to Book Editing*. Cambridge University Press, 1997.
Stoval, Glenn James, Edward Mullins. *The Complete Editor*. Routledge, 2016.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 60 minutes
Section A– two out of three 100 word essays		(2x5=10 marks)
Section B – Copy-editing – one out of two		(1x20=20 marks)
Content-editing – one of two		(1x20=20 marks)

Other Components:	Total Marks: 50
Assignment/Take home test/Open book test	

End-Semester Evaluation:	Total Marks: 100
Copy editing and Content editing exercise	

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

TRAVEL WRITING

CODE: 19CE/ME/TW45

CREDITS: 5

L T P: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To introduce students to travel writing, different types of travel literature, and the prominent tropes of the genre
- To enable students to discern those features that have evolved to keep the genre relevant and popular
- To train them to analyse travel texts and issues from multiple perspectives, with special concern for how cultural assumptions inform literatures of travel
- To sensitise them to the issues that arise in different contexts, and to the nuances of ethical travel writing

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- critique and appreciate a travel writing text from different perspectives
- analyse how their ideas and experiences intersect with and diverge from those of others
- respond empathetically to narratives that record difference and conflict
- discern the ways in which travel and travel writing are both local and global practices that create points of intersection

Unit 1 Introduction to the Genre (12 Hours)

- 1.1 Carl Thompson Defining the Genre (from *Travel Writing*, pp 9–33)
1.2 Pico Iyer Why We Travel (from salon.com)

Unit 2 Travel and Anthropology (15 Hours)

- 2.1 Marco Polo Of the Great Island of Madagascar (Chapter xxxvi)
(from *Travels of Marco Polo the Venetian*, pp 302–04)
2.2 Bruce Chatwin *Songlines*. Chapters 5 and 6. pp 20–29
2.3 Zac O’Yeah Gateway to the World in *The Hindu* Magazine dated 12
March 2017
2.4 Vikram Seth *From Heaven Lake: Travels through Sinkiang and
Tibet*, Chapter 13

Unit 3 Travel and Socio-political Issues (15 Hours)

- 3.1 William Dalrymple The Daughters of Yellamma (from *Nine Lives*)

- 3.2 Eddy L. Harris *South of Haunted Dreams*, Chapter 7
 3.3 Joe Sacco *Footnotes in Gaza*

Unit 4 Travel and Humour (12 Hours)

- 4.1 Bill Bryson *Neither Here nor There: Travels in Europe*
 (Chapters on Paris, Brussels, Amsterdam, and Florence)
 4.2 Dervla Murphy *On a Shoestring to Coorg: A Travel Memoir of India*,
 Chapters 1, 2
 4.3 William Dalrymple *In Xanadu*. pp 46–58; 68–71 (Penguin Edition)

Unit 5 Travel and Food (11 Hours)

- 5.1 Anthony Bourdain Tokyo Redux (from *A Cook's Tour*)
 5.2 Samanth Subramanian On Hunting Hilsa and Mastering its Bones (from
Following Fish)
 5.3 Calvin Trillin Three Chopsticks in *The New Yorker* dated 27 August
 2007
 5.4 Griffin Shea Cape Malay Food: South Africa's Cuisine Secret in
CNN dated 27 March 2017

BOOKS FOR REFERENCE

- Buford, Bill. *The Best American Travel Writing*. Houghton Mifflin Harcourt, 2010.
 Burton, Stacy. *Travel Narrative and the Ends of Modernity*. Cambridge UP, 2014.
 Clarke, Robert, editor. *The Cambridge Companion to Postcolonial Travel Writing*.
 Cambridge UP, 2018.
 Dalrymple, William. *In Xanadu: A Quest*. Penguin Books, 2004.
 ---. *Nine Lives: In Search of the Sacred in Modern India*. Bloomsbury, 2009.
 Eco, Umberto. *How to Travel with a Salmon and other Essays*. Houghton Mifflin, 1994.
 Edwards, Justin D. and Rune Graulund editors. *Postcolonial Travel Writing: Critical
 Explorations*. Palgrave Macmillan, 2011.
 Frank, Søren. *Migration and Literature*. Palgrave Macmillan, 2008.
 Ghosh, Amitav, *In an Antique Land*. Granta, 1994.
 Holland, Patrick, and Graham Huggan. *Tourists with Typewriters: Critical Reflections on
 Contemporary Travel Writing*. U of Michigan P, 1998.
 Hulme, Peter and Tim Youngs, editors. *The Cambridge Companion to Travel Writing*.
 Cambridge UP, 2002.
 Iyer, Pico. "Where is Home?" *TED Talks*.
 Knowles, Sam. *Travel Writing and the Transnational Author*. Palgrave Macmillan, 2014.
 Kuehn, Julia and Paul Smethurst, editors. *Travel Writing, Form and Empire: The Poetics and
 Politics of Mobility*. Routledge, 2009.
 Lisle, Debbie. *The Global Politics of Contemporary Travel Writing*. Cambridge UP, 2006.
 Mehta, Suketu, *Maximum City: Bombay Lost and Found*. Penguin, 2004.
 Mohanty, Sachidananda, editor. *Travel Writing and the Empire*. Katha, 2003.
 Speake, Jennifer. *Literature of Travel and Explorations: An Encyclopedia*. Fitzroy Dearborn,
 2003.
 Thompson, Carl. *Travel Writing*. Routledge, 2011.
 ---, editor. *The Routledge Companion to Travel Writing*. Routledge, 2016.
 Youngs, Tim, editor. *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*.
 Anthem Press, 2006.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A- two out of four 200-word essays		2x10=20 marks
Section B- two out of three 400-word essays		2x15=30 marks

Other Components:	Total Marks: 50	
Seminar (on texts prescribed in the syllabus)		10 marks
Quiz (on texts prescribed in the syllabus)		20 marks
Practical Analysis (on texts outside the syllabus)		20 marks

End Semester Evaluation:	Total Marks: 100
Term Paper (1500 words – open choice of text)	

No End Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

PROJECT

CODE: 19CE/ME/PR45

CREDITS: 5

OBJECTIVES OF THE COURSE

- To provide students with the skills to undertake independent research on an area of their interest.
- To inculcate in students the skillset required to carry out structured and ethical research
- To train students in writing a well-organised and well-documented short research paper

COURSE LEARNING OUTCOMES

On successful completion of the course, the student will be able to

- identify a research area of their interest and the research gap in that area
- recognize the aspects of and need for ethical research
- differentiate between different kinds of research and identify the kind most suited to their research interest
- make optimal and ethical use print and electronic resources in their area of research
- draft a well-organised and well-documented research paper

Description: Analysis/argument in the form of an extended research paper on a topic or aspect of a topic following the MLA (Eighth Edition) documentation and citation style.

Length : Around 3000-4000 words/10-20 pages, organised in 2 to 3 chapters

Scope : Students could work on

- a) an author/authors
- b) a particular theme or issue in the context of a literary work
- c) use a given theoretical approach to a particular text/group of texts

The above entails extensive reading of primary and secondary texts.
(to be done in consultation with the supervisor)

Requirement: An abstract of 150-200 words

1. A clear thesis statement
2. Works Cited
3. Documentation and Bibliography using MLA (Eighth Edition) format
4. Drafting and revising process to be followed – with a percentage of the marks to be allotted to drafts as given below:

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Annotated Bibliography		20
Draft 1		30
End-Semester Examination:	Total Marks: 50	
Dissertation		75
Viva voce		25

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600086

**General Elective Course Offered by the Department of English to
B.A / B.Sc / B.Com / B.B.A/ B.S.W / B.V.A/B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019-2020)

FICTION AND FILM

CODE: 19CE/GE/FF22

CREDITS: 2

L T P: 2 0 0

TOTAL TEACHING HOURS: 26

OBJECTIVES OF THE COURSE

- To equip learners with the skills to appreciate the narrative techniques of fiction and film
- To train the students to examine the interaction between films and literary texts
- To introduce learners to issues of the cultural aspects of adaptation in fiction and film

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- discern narrative techniques in fiction and film.
- engage with the different cultural aspects of film adaptation.
- demonstrate an understanding of the elements involved in adapting texts to films
- demonstrate analytical skills in reading filmed texts

Unit 1 Narrative in Fiction and Film (8 Hours)

- 1.1 Point of view
- 1.2 Issues of cultural aspects of adaptation
- 1.3 Narrative techniques in Fiction and Films

Unit 2 Novel (9 Hours)

- 2.1 Text *Harry Potter and The Philosopher's Stone*
- 2.2 Film Dir. by Chris Columbus

Unit 3 One Text Two Visions (9 Hours)

- 3.1 Film *Sense and Sensibility* (English version)
- 3.2 Film *Kandukondein Kandukondein* (Tamil version)

BOOKS FOR REFERENCE

Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction and Film*. Cornell University Press, 1978.

Corrigan, Timothy. *Film and Literature: An Introduction and Reader*. Pearson, 1998.

Giannetti, Louis. *Understanding Movies*. Pearson, 2008.

Lothe, Jakobs. *Narrative in Fiction and Film*. OUP.

Seeger, Linda. *The Art of Adaptation: Turning Fact and Fiction into Film*.

Synder, Mary. *Analyzing Literature to Film Adaptations*. Continuum, 2011.

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 25** **Duration: 60 minutes**

Section A- three out of five 75-word answers 3x5=15 marks

(Definitions and concepts from Unit I, using e.g. from Unit II and III)

Section B- one out of two 150-word essay 1x10=10marks

(Comparison and Contrast between the different versions of prescribed texts)

Other Components: **Total Marks: 25**

Quiz/Presentations/Analysis of narrative techniques in a passage from fiction/clipping from a movie

Analysis of cultural differences in film adaptations

No End-semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600086

**General Elective Course Offered by the Department of English to
B.A / B.Sc / B.Com / B.B.A/ B.S.W / B.V.A/B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019-2020)

INDIAN MYTHOLOGY

CODE: 19CE/GE/IM22

CREDITS: 2

L T P: 2 0 0

TOTAL TEACHING HOURS: 26

OBJECTIVES OF THE COURSE

- To acquaint the students with themes, motifs and symbols in Indian mythology.
- To understand the historical and contemporary significance of mythic narratives from India.
- To analyze the influence of mythic narratives on literature and films
- To explore modern retellings of myths

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- demonstrate an understanding of the prevalence of mythological narratives in society
- recognize recurring mythological themes and motifs and understand their significance
- interpret how mythology reflects the culture and history of countries and communities they originate from.
- engage with the nuances of contemporary re-workings of mythic narratives

Unit 1 Introduction

(6 Hours)

1.1 Defining Myth

1.1.1 Introduction: Myth = Mithya (from *Myth = Mithya* – Devdutt Pattanaik)

1.1.2 Myths around the World: An Overview

Unit 2 Mythology

(10 Hours)

2.1 Draupadi

2.1.1 Meera Uberoi Chapters XXI and XXII (from *The Mahabharata*)

2.1.2 Lakshmi Kannan Draupadi

2.2 The Birth of Ganesha

2.2.1 Uma Krishnaswami Ganesha's Head (from *The Broken Tusk: Stories of the Hindu God Ganesha*)

2.2.2 Sujatha Bhatt What Happened to the Elephant?

Unit 3 Modern Retellings

(10 Hours)

3.1 Defining Retelling

3.2 Sita (from the *Handbook of Hindu Mythology* – George M Williams)

3.3 Retelling of the Rāmāyana in the film *Raavan*

BOOKS FOR REFERENCE

Armstrong, Karen. *A Short History of Myth*. Knopf Canada, 2010.

Dimmitt, Cornelia. *Classical Hindu Mythology: A Reader in the Sanskrit Puranas*. Temple University Press, 2012.

Mani, Vettam. *Purāṇic Encyclopaedia: A Comprehensive Dictionary with Special Reference to the Epic and Purāṇic Literature*. Motilal Banarsidass, 1975.

Mukhoty, Ira. *Heroines: Powerful Indian Women of Myth & History*. Aleph, 2017.

Pattanaik, Devdutt. *Indian Mythology: Tales, Symbols and Rituals from the Heart of the Subcontinent*. Rochester, 2003.

---. *Myth = Mithya: A Handbook of Hindu Mythology*. Penguin Books, 2006.

---. *Shikhandi: And Other Tales They Don't Tell You*. Penguin UK, 2014.

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 25

Duration: 60 minutes

Section A – three out of five 75 word answers

3x5= 15 marks

Section B – one out of two 150 word essay

1x10= 10 marks

Other Components

Total Marks: 25

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Passage Analysis/Quiz
Panel Discussion/Group Presentation/Role-Play/Dramatisation

No end semester examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600086

**General Elective Course Offered by the Department of English to
B.A / B.Sc / B.Com / B.B.A/ B.S.W / B.V.A/B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019-2020)

POPULAR CULTURE

CODE: 19CE/GE/PC22

CREDITS: 2

L T P: 2 0 0

TOTAL TEACHING HOURS: 26

OBJECTIVES OF THE COURSE

- To enable students to arrive at a definition of what ‘popular culture’ means in the contemporary world.
- To encourage students to think critically about popular culture.
- To equip students to examine the contexts of most popular culture elements and the reasons behind their origin.

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to

- demonstrate a clear understanding of what pop culture is and what constitutes it.
- find and examine examples of popular culture in different contexts with different kinds of representation.
- interact with the different pop culture elements around them with a more analytical and critical perspective
- appreciate the value of pop culture in shaping our zeitgeist

Unit 1 Introduction to Popular Culture (8 Hours)

- 1.1. Defining ‘popular culture’
- 1.2 ‘High’ vs. ‘Low’ Culture

Unit 2 Popular Culture in the Indian Sub-Continent (9 Hours)

- 2.1 Song Why This Kolaveri
- 2.2 Advertisements Generation of Care (Vicks)
- 2.3 Hashtag Movements #MeToo
- 2.4 Street Art GuessWho (from Kochi Muziris Biennale)

Unit 3 Popular Culture in the Global Context (9 Hours)

- 3.1 Song Childish Gambino This is America
- 3.2 Stand-up Hassan Minhaj Content Moderation and Free Speech (*Patriot Act: V1, E1*)
- 3.3 Advertisements Bodyform Fear Going to School Less
- 3.4 YouTube Lily Singh A Geography Class for Racist People
- 3.5 TV Show Dan Goor, Michael Schur Game Night, Season 5 Episode 9 (*Brooklyn Nine-Nine*)

BOOKS FOR REFERENCE

- Danesi, Marcel. *Popular Culture: Introductory Perspectives*. Fourth ed., Rowman & Littlefield, 2018.
- Miller, Toby. *The Routledge Companion to Global Popular Culture*. Routledge, 2017.
- Ed. Gokulsing, K. Moti, and Wimmel Dissanayake. *Popular Culture in a Globalised India*. Routledge, 2009.
- Ed. Guins, Rainford, and Omayra Zaragoza Cruz. *Popular Culture: A Reader*. Sage Publications, 2005.
- Kasbekar, Asha. *Pop Culture India! Media, Arts, and Lifestyle*. ABC-CLIO, Inc., California, 2006.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 25	Duration: 60 minutes
Section A: three out of five 100 word essays		3 x 5 = 15 marks
Section B: one out of three 200 word essays		1 x 10 = 10 marks

Other Components:	Total Marks: 25
Quiz/Presentation/Analysis of Pop Culture texts	

No End-semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600086

**General Elective Course Offered by the Department of English to
B.A. / B.Sc, /B.Com. / B.S.W. / B.V.A./ B.C.A Degree Programme**

SYLLABUS

(Effective from the academic year 2019-2020)

THE GRAPHIC NOVEL

CODE: 19CE/GE/GN22

CREDITS: 2

L T P: 2 0 0

TOTAL TEACHING HOURS: 26

OBJECTIVES OF THE COURSE

- To encourage students to view graphic novels as a composite medium like film by examining both visual and textual elements.
- To train students to appreciate the unique textures and ‘language’ of narration in graphic novels.
- To introduce students to the complexities of storyboarding and sequential art.

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- appreciate and critique graphic novels as literature
- comprehend the different levels of interaction between visual and textual elements in graphic novels
- empathise with the different perspectives shared through the conflict/witness literature as seen in graphic novels.

Unit 1 Introduction to Graphic Novels (6 Hours)

1.1 Interaction between textual and visual elements of graphic novels

1.2 Narrative

1.2.1 Storyboarding

1.2.2 Dialogue

1.2.3 Setting

1.2.4 Characterisation

1.3 Genres: Humour, Political, Memoir, Manga, and so on.

1.4 Representation: Gender, Race, Sexuality

Unit 2 Fiction (10 Hours)

2.1 Frank Miller, John Romita Jr.

Daredevil: The Man Without Fear

Unit 3 Non-Fiction (10 Hours)

3.1 Malik Sajad

Munnu: A Boy from Kashmir

BOOKS FOR REFERENCE

Adams, Jeff. *Documenting Graphic Novels and Social Realism*. Peter Lang Publishers, 2008.

McCloud, Scott. *Understanding Comics: The Invisible Art*. HarperCollins Publishers, 1993.

Danner, Alexander, et. al. *The Cambridge Companion to the Graphic Novel*. Cambridge University Press, 2017.

Wolk, Douglas. *Reading Comics: How Graphic Novels Work and What They Mean*. Da Capo Press, 2007.

PATTERN OF ASSESSMENT

Continuous Assessment Test:	Total Marks: 25	Duration: 60 minutes
Section A: three out of five 100 word essays		3 x 5 = 15 marks
Section B: one out of three 200 word essays		1 x 10 = 10 marks

Other Components:	Total Marks: 25	
Quiz/ Presentation/ Text Analysis		25 marks

No End Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF ENGLISH (SELF-FINANCED)

B.A. DEGREE: ENGLISH AND COMMUNICATION SKILLS

SYLLABUS

(Effective from the academic year 2019-2020)

NOVEL OF COURTSHIP AND MARRIAGE

CODE:19CE/UI/CM23

CREDITS: 3

OBJECTIVES OF THE COURSE

- To enable students to undertake independent learning and research
- To enable students to place the institutions of courtship and marriage within a social and historical context
- To facilitate students to study the fictional representation of courtship and marriage and related themes

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to

- study fictional representations of courtship and marriage by placing them within specific social and historical contexts
- undertake independent learning and research

Text: Vikram Seth: *A Suitable Boy*

Unit 1

Background

- 1.1 European/Western Conventions of Courtship and Marriage – Its History and Contemporary Views on Them
- 1.2 Indian Conventions of Courtship and Marriage

Unit 2

Socio-Economic and Religious Perspectives

- 2.1 Role of Social Class in Marriages
- 2.2 Caste-Based and Religious Considerations
- 2.3 Arranged Marriages and Marriages by Personal Choice
- 2.4 Rebellion and Conformity

Unit 3

Gender Perspectives

- 3.1 Feminist Perspectives
- 3.2 Sexual/Gender Role

Unit 4

Techniques

- 4.1 Fictional Narrative Techniques

Unit 5 Practical Analysis Tasks

BOOKS FOR REFERENCE

- Beauvoir, Simone De. *The Second Sex*. Vintage Books, 1949.
- Brownstein, Rachel, M. *Becoming a Heroine*. The Viking Press, 1982.
- Halwani, Raja. *Philosophy of Love, Sex and Marriage: An Introduction*. Routledge, 2018.
- Kakar, Sudhir and Katherina Kakar. *The Indians: Portrait of a People*. Penguin India, 2009.
- Lewis, C. S. *The Allegory of Love*. OUP, 1958.
- Millet, Kate. *Sexual Politics*. Doubleday, 1970.
- Uberoi, Patricia, editor. *Family, Kinship and Marriage in India*. OUP, 1994.

PATTERN OF ASSESSMENT

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Four out of six 600-word essays (4 x 25=100)

BOOKS FOR REFERENCE

- Black, Joseph et al. *The Broadview Anthology of Romantic Poetry*. Broadview Press, 2016.
- Feldman, Paula. Ed. *British Women Poets of the Romantic Era: An Anthology*. John Hopkins Press, 1997.
- Hough, Graham. *The Romantic Poets*. Routledge, 2016.
- Simpson, David. *Irony and Authority in Romantic Poetry*. Macmillan Press, 1979.
- Wordsworth, Jonathan and Jessica Wordsworth, editors. *The Penguin Book of Romantic Poetry*. Penguin Books, 2003.

PATTERN OF ASSESSMENT

End Semester Examination:	Total Marks: 100	Duration: 3 hours
Four out of six 600-word essays		4 x 25 = 100 marks