

COURSE OUTCOME OF MODERN LANGUAGE

SEMESTER - I “INTRODUCTION TO ENGLISH LANGUAGE AND LITERATURE”

- Introduction to English as a global language
- Introduction to English Literature

A) History of English Language:

- Origin and Descent of Language
- Old , Middle, Modern English - Pronunciation, Vocabulary and Grammar
- To read a poem from Old ,Middle English and translate into Modern English
- Language is evolutionary and not static.

B) Structure of Language:

- Methodology of the formation of new words
- Words - drifted their meaning from the Old, Middle and Modern English
–Change of meaning

C) Sentence Structure:

- The origin, formation of words, evolution of words they learn about sentence structure- Its constituents
- Identifying the Figures of Speech-comparing the usage of figures of speech in common and in literary text.

D) Literary Movements:

- Evolution of English Literature through Literary movements like Renaissance, Reformation, Neo-classicism, Romanticism, Modernism
- The elements of literature - Imagery, Symbolism, Tone, Setting, Character, Atmosphere, Story, Plot , Point of View, Narrative Technique-Short video clipping from different ages are taken from Drama and novel.

II SEMESTER POETRY FROM 16TH -20TH CENTURY

- Recognize poetry from a variety of cultures, languages and historic periods
- Understand and appreciate poetry as a literary art form
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- It helps the student to improve their understanding of the world the poets lived in
- Recognize the rhythms, metrics and other musical aspects of poetry
- Apply the principles of literary criticism to the analysis of poetry
- Broaden their vocabularies and to develop an appreciation of language
- Develop their critical thinking skills
- Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
- Develop their own creativity
- Enhance their writing skills

II BA MODERN LANGUAGE (ENGLISH) SEMESTER III

The IInd Year B.A Modern language (English) syllabus under Semester III, CBCS contains Types of Drama: Tragedy, Comedy, Farce, Melodrama, Historical Plays and five dramatic texts by renowned English playwrights from different periods of time in history. The course outcomes can be stated as follows:

1. Students are formed into skilled, knowledgeable, and ethical interpreters of literary texts in English by utilizing the opportunity to nurture their ability to understand drama.
2. They conceptualize various types of drama through the prescribed texts, understand the structure of a play and the dramatic devices used in writing a play, and analyze the effect it creates in the audience.
3. They become well acquainted with the literary genre of Drama, and the rhetorical aspect of drama help them understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of language.
4. Students understand the process of communicating and interpreting human experience through literary representation; and in doing so they develop reading, writing and analytical skills, esp. in the English language.

5. They learn to raise significant questions, gather relevant evidence, reach well-reasoned conclusions, weigh alternative systems of thought, and write as means of intellectual inquiry and creative expression.
6. Students learn historical contexts, psycho-social aspects and discern the various cultural and moral values associated with the texts which help them to become ethical communicators.
7. Students also obtain a value orientation to living through their study of literature, as it encourages them to value human actions and their consequences by means of poetic justice in tragedy or comedy.
8. Students learn to think and communicate effectively in the current information-intensive society.

B.A ENGLISH MODERN LANGUAGE PAPER III

Unit I Poetry

Romantic Age to Modern Age

- a) General Introduction to Literature – Definition, Meaning, Significance and Branches
 - Various Ages in the History of English Literature
- b) The chief features of Romantic, Victorian & Modern Age – social, political, historical and the literary background.
- c) Poetry is spontaneous overflow of powerful emotions and feelings recollected in tranquility; one's own interpretations; aesthetic sense that is appreciation of beauty (Art) and moral purpose – didacticism.
- d) Critical appreciation of poetry
- e) To enjoy the suggested poems of Wordsworth's Tintern Abbey, Keats' Ode to a Nightingale, Tennyson's Come into the Garden Maud, T.S Eliot's The Love Song of Alfred Prufrock and Dylan Thomas' Poem in October and give an apperception analyzing critically.
- f) Literary Album to kindle students' creative mind with innovative thoughts.
- g) ICT learning through PPT's and quiz for critical thinking.
- h) Poetic skills – through poetry writing, painting and recitation

Unit II Drama 18th Century from Richard Sheridan to Bernard Shaw

British Drama- Bernard Shaw's Arms and the Man

- a) Origin of English Drama – Miracle, Mystery and Morality plays; types of Drama, Classical rules- distinctive line between comedy and tragedy and unity of time, place and action; elements of Drama
- b) 18th Century Drama a barren period except a few dramatists – sentimental, domestic or she tragedy – new realism – Goldsmith's 'The Good Natured Man' 1768, 'She

Stoops to Conquer' 1773 – 'Comedy of Errors' – Richard Sheridan's 'The Rivals' 1775, 'The School for Scandal' 1777 and 'The Critic' 1779.

- c) Anti sentimental drama – Shavian drama of Ideas - Ibsen the pioneer – comparison between romantic drama and drama of ideas/ theatre of ideas
- d) A detailed study of 'Arms and the Man' highlighting social issues, war, love and marriage through role play.
- e) Project on making this play into a film by PPML students – exhibiting dramatic skills and film making as an alternative career.

Unit III Prose – Criticism

- a) Introduction to Criticism – definition, types, principle, method, Origin, development, qualification of the critic etc.
- b) Ancient criticism of Aristotle and Plato 427-387 BC – 'Mimesia' Plato's 'Republic' on imitation and Aristotle's 'Poetic's' on imaginative creation Plato equates poetry with painting and Aristotle with music.
 - 'Neo – Classicism'(1660) – definition, causes for its rise, features etc.
 - Romantic Criticism - 'Fancy and Imaginatio'(1772-1834) – primary and secondary imagination, difference between fancy and imagination.
 - Influence on TS Eliot. 'Art for Art's Sake' (1835-1890) Victorian Criticism – Mathew Arnold and Ruskin – Art and Morality – Walter Pater and Oscar Wilde excluded beauty from life and reality – Kant, the ultimate source – the aesthetic movement that is Art provides pleasant sensation – form in art more valuable than content – Swinburnes poems and ballads the Swistles – leader of aesthetic movement.
 - 'Symbolism' 20th Century use of symbols in writing – literary movement originated in France – its influence on British poetry – medley of metaphors by Edmund Wilson – Baudelaire, the forerunner followed by Mallarme, Valery, Edgar Allen Poe, Rimbaud, Verlaine(French).
- c) Read, analyze, criticize, evaluate and judge the prescribed essays- Coleridge's 'Biographia Literaria', Johnsons' on 'Shakespeare plays', Mathew Arnolds 'Function of Criticism' and I.A Richards views on Poetry, Criticism and Communication.
- d) Critical thinking ignited through book reviews, film reviews etc.

Unit IV Novel – 19th Century – Social Realism and 20th Century – Stream of Consciousness Technique

British Novel William Golding's 'Lord of the Flies'

- a) Origin of novel – elements of novel, types of novels
- b) 19th century background study – Henry Fielding – Father of English novel; the features of the first half of Victorian novel – Charles Dickens and William Thackeray - Fielding's realism- realism in characterization through George Eliot's novels 'Adam Bede' and 'Mill on the Floss' – HG Wells' scientific fantasies and social criticism –

- 'Time Machine' (1895) a novel of physical science- Bennet and Galsworthy's novels with social reforms and social criticism.
- c) 20th Century novel – stream of consciousness technique 1900-1960 – novel of subjectivity or the psychological novel – SCT 1st used by William James followed by the women novelist Dorothy Richardson in England, James Joyce in Ireland and Proust in France. Virginia Woolf gave form and discipline to it – the important features of their novels.
 - d) Introduction of the novelist and the novel - first reading of the 'Lord of the Flies' by Golding by the students followed by reading, explaining, discussing and interacting in the class.
 - e) Oral presentation – narration of the story through video clipping, film, PPT's, picture albums on the novel give way for creativity and creative writing and reading skills enhance their confidence and communication.

B.A ENGLISH MODERN LANGUAGE PAPER IV

Unit I Poetry An Anthology of Common Wealth poetry

- a) An introduction to the Indian writers in English – RK Narayan, Mulkraj Anand, Rabindranath Tagore, Sarojini Niadu, Toru Dutt, Ramanujan, Girish Karnad, Anitha Desai, Kamala Markandaya, Arundhati Roy, Harindranath Chattopadhyaya etc.
- b) The features of the typical Indian Poetry and Novel – environment, atmosphere, tradition, culture, heritage etc.
- c) Critical appreciation of the poems, Didacticism and Aestheticism – Art and morality
- d) To enjoy the suggested poems of Kamala Das' 'An Introduction', AK Ramanujan's 'Love Poem of a Wife', AD Hope's 'A Song for St. Cecilia's Day', Derek Walcott's 'A Far Cry from Africa' and Wole Soyinka's 'Telephone Conversation' and give an apperception analyzing critically.
- e) Comparing British, Indian and African poetry.

Unit II American Drama – Arthur Miller's 'Death of a Sales Man'

- a) Meaning of American Dream then according to Abraham Lincoln and now according to Arthur Miller – discussion
- b) Definition of a tragedy according to Aristotle- tragic hero – tragic flaw- denouement and catastrophe
- c) The play as a typical tragedy of an American family – Willy Loman the tragic hero with a low profile – a liar, poor character with false dream – not a real model to sons – deceived by American dream
- d) Contrast of Willy and Charlie who does not believe in the myth of the American Dream – Willy failed in society and in business, no right to live hence faces death through suicide

- e) Comparison between Shaw's Drama of ideas and Arthur's American Dream- a tragedy
- f) Role play and enactment make the class lively and comprehensible

Unit III Prose Speeches of great personalities

- a) Prose is for vocabulary, oration, presentation and message conveyed by eminent speakers.
- b) The story of 'Julius Cesar' by Shakespeare dealt in detail followed by the prosaic speech of Brutus followed by the poetic speech by Mark Anthony.
- c) The contrast between prose and poetry – reason and eloquence – Brutus a politician appeals to principles whereas Mark Antony as an idealist, took personality of Cesar-dramatic approach
- d) Nehru's speech on 'Freedom and its Foundation' highlight challenges that India has to face in the future to end her poverty and inequality through socialism – a political approach.
- e) Philosophical, moralistic, courageous and eloquent speech of Socrates 'On being condemned to Death'- Death a reality, a sleep and a blessing – philosophical approach
- f) Abraham Lincoln's presidential address 'At Gettysburg' Pennsylvania, November 1863- short and meaningful talk – highlight of American Constitution on promise of equality 'All Men are Created Equal'- prose poem
- g) Videos of the above speeches inculcate interest in speaking, confidence in expressing and strengthen their vocabulary.

Unit IV Fiction – RK Narayan's 'The Guide'

- a) RK Narayan as Indian writer in English – discussion and interaction
- b) 'The Guide' focusing on the theme of Love, Sex and Money
- c) Emphasize the novel as a typical Indian novel – culture, tradition, environment, philosophy, mythology, superstitions, typical Indian family, agriculture etc
- d) Comparison between western life and culture with Indian life and culture
- e) Comparative study of 'The Guide' as a film and a novel
- f) Project on making this novel into a film by MPML students – exhibiting dramatic skills and film making as an innovative career.
