

THIRUVALLUVAR UNIVERSITY

BACHELOR OF ARTS

B.A. ENGLISH

DEGREE COURSE

CBCS PATTERN

(With effect from 2020 - 2021)

The Course of Study and the Scheme of Examinations

S.NO.	Part	Study Components		Ins. hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
SEMESTER III							CIA	Uni. Exam	Total
1.	I	Language	Paper-3	6	4	Tamil / Other Languages	25	75	100
2.	II	English	Paper-3	6	4	English	25	75	100
3.	III	Core Theory	Paper-5	4	4	British literature II	25	75	100
4.	III	Core Theory	Paper-6	5	4	Introduction to English Phonetics	25	75	100
5.	III	ALLIED-2	Paper-3	5	3	History of English literature I	25	75	100
6.	IV	Skill based Subject	Paper-1	2	2	Skills for Employment	25	75	100
7.	IV	Non-major elective	Paper-1	2	2	Language skills and communication I	25	75	100
Sem. Total				30	23		175	525	700
SEMESTER IV							CIA	Uni. Exam	Total
8.	I	Language	Paper-4	6	4	Tamil/Other Languages	25	75	100
9.	II	English	Paper-4	6	4	English	25	75	100
10.	III	Core Theory	Paper-7	5	4	British literature III	25	75	100
11.	III	Core Theory	Paper-8	4	3	History of English Language	25	75	100
12.	III	ALLIED-2	Paper-4	5	5	History of English Literature II	25	75	100
13.	IV	Skill based Subject	Paper-2	2	2	Writing for special purpose	25	75	100
14.	IV	Non-major elective	Paper-2	2	2	Language skills and communication II	25	75	100
Sem. Total				30	24		175	525	700

B.A. English: Syllabus (CBCS)

Part	Subject	Papers	Credit	Total Credits	Marks	Total Marks
Part I	Languages	4	4	16	100	400
Part II	Communicative English & English	4	4	16	100	400
Part III	Allied (Odd Semester)	2	3	6	100	200
	Allied (Even Semester)	2	5	10	100	200
	Electives	3	3	9	100	300
	Core	15	(3-5)	54	100	1500
	Professional English	2	3	6	100	200
	Compulsory Project (Group/Individual Project)	1	5	5	100	100
Part IV	Environmental Science	1	2	2	100	100
	Soft skill	1	1	1	100	100
	Value Education	1	2	2	100	100
	Lang. & Others /NME	2	2	4	100	200
	Skill Based	4	2	8	100	400
Part V	Extension Activities	1	1	1	100	100
	Total	43		140		4300

THIRUVALLUVAR UNIVERSITY

B.A. ENGLISH SYLLABUS

CBCS PATTERN

(With effect from 2020 - 2021)

SECOND YEAR

SEMESTER III

CORE PAPER - 5

BRITISH LITERATURE II

Objectives

1. To acquaint the students with the transformation of literature from neoclassicism to Romanticism
2. To make the students familiar with the poems of Romantic age
3. To understand the essays of Charles Lamb and Oliver Goldsmith
4. To understand the characteristic features of Anti Sentimental Comedy
5. To expose the students to genres, Travelogue and Bildungsroman

UNIT - I: POETRY

1. Lines written a few Miles above Tintern Abbey - William Wordsworth
2. Ode to The West Wind - P B Shelly

UNIT - II: POETRY

1. Ode on a Grecian Urn - John Keats
2. Kublakhan - Samuel Taylor Coleridge

UNIT - III: PROSE

1. A Dissertation Upon Roast Pig - Charles Lamb
2. A City Night Piece - Oliver Goldsmith

UNIT - IV: DRAMA

1. The Rivals - Richard Brinsley Sheridan

UNIT - V: NOVEL

1. Robinson Crusoe - Daniel Defoe
2. Jane Eyre - Charollette Bronte

Course Outcome:

Unit I

The students will be able to understand :

1. William Wordsworth as a Nature Poet
2. Autobiographical element found in Tintern Abbey
3. P.B. Shelly as a Revolutionary Romantic poet
4. Literary devices used in Ode to the West Wind
5. The theme of regeneration in Ode to the West Wind

Unit II

The students will be able to

1. Characteristic features of Romantic age
2. Appreciate Keats as a poet who is Known for his Odes
3. Understand “beauty is Truth, truth beauty” with reference to Ode on a Grecian Urn
4. Understand Samuel Taylor Coleridge as a romantic poet
5. Analyze the supernatural element in Kublakhan

Unit III

The students will be able to

1. Know the essayists of the Romantic Age
2. Appreciate Charles Lamb as an essayist
3. Analyze the humour in “A Dissertation Upon Roast Pig
4. Understand Oliver Goldsmith as an essayist
5. Critically analyze the essay, “A City Night Piece”

Unit IV

The students will be able to understand

1. Rivals as an anti sentimental comedy
2. Why Lydia wants to marry a poor man
3. The idea of malapropism
4. The concept of duel
5. How does Falkland’s plan backfire

Unit V

The students will be able to

1. Analyze Robinson Crusoe as a travelogue
2. Know whether Robinson Crusoe changed at the end of the novel
3. Critically analyze Jane Eyre as a gothic novel
4. Understand how Jane Eyre fits into romantic Literature
5. Analyze the character of Jane Eyre

Text Book and Reference material

Palgrave , F.T Palgrave's Golden Treasury, Oxford Publisher, 1997

Web Source:

<https://www.poetryfoundation.org/poems/45527/lines-composed-a-few-miles-above-tintern-abbey-on-revisiting-the-banks-of-the-wye-during-a-tour-july-13-1798>

<https://www.poetryfoundation.org/poems/45134/ode-to-the-west-wind>

<https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>

<https://www.poetryfoundation.org/poems/43991/kubla-khan>

<https://www.bartleby.com/380/prose/491.html>

<http://www.blupete.com/Literature/Essays/Best/GoldsmithCity.htm>

<http://www.gutenberg.org/files/24761/24761.txt>

<https://www.planetebook.com/free-ebooks/robinson-crusoe.pdf>

<https://www.gutenberg.org/files/1260/1260-h/1260-h.htm>

CORE PAPER - 6

INTRODUCTION TO ENGLISH PHONETICS

Objectives

- 1) Students are exposed to the Evaluation of English Language at a deeper level, updating communication using Language, Spoken medium and Written medium.
- 2) Students enrich information about understanding English phonetics with information on general phonetics.
- 3) Illustrations facilitating readers comprehension of the subject both in orthography and in Phonetic transcription.
- 4) Student gets knowledge about medium of speech medium of writing.
- 5) Students attempt to the represent written language using marks on paper sounds used in spoken Language.
- 6) Students are thought about intricacies of articulating English sounds enabling them to speak better.
- 7) Students are thought about different levels of Linguistic analysis thereby preparing them to become effective speakers of English Language.
- 8) Students are exposed to the use of modern technology stressing the importance of speech using mobile phone, radio, tape recorder, multimedia, etc.,

SYLLABUS

UNIT - I

Introduction to Language - Arbitrariness - Duality - Displacement - Cultural Transmission.

UNIT - II

Phonetics - Phonology - Branches of Phonetics - Organs of Speech.

UNIT – III

Phonatory System and Articulatory System - Classification of Speech Sound - Consonants - Vowels.

UNIT - IV

Syllable and Syllabic Structure - Onset - Nucleus - Coda - Syllabic Consonants - Consonant Clusters - Abutting Consonants - Word accent - Rhythm and intonation.

UNIT - V

Place and Manner of articulation - Phonemic transcription.

References :

1. S. K. Verma and N. Krishnaswamy Modern Linguistics: An Introduction. New Delhi : OUP, 1989.28
2. H. A. Gleason: Linguistics and English Grammar. New York: Holt, Rinehart & Winston.Inc., 1965.
3. Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: Linguistics - An Introduction. Cambridge University Press, Cambridge, 1999
4. Robins R H: General Linguistics: An Introductory Survey, Longman Group Limited, London:1971
5. Fasold R. W. And Connor-Linton J (ed.): An Introduction to Language and Linguistics, Cambridge University Press, Cambridge, 2006.
6. Daniel Jones: The Pronunciation of English. New Delhi: Blackie and Sons, 1976 A. C. Gimson. An Introduction to the Pronunciation of English. London: Methuen, 1980.
7. J. D. O'Conner. Better English Pronunciation. New Delhi: CUP, 2008. T. Balasubramanian. A Textbook of English Phonetics for Indian Students. New Delhi:Macmillan, 1981.
8. T. Balasubramanian. English Phonetics for Indian Students: A Workbook. New Delhi: Macmillan.
9. ABERCROMBIE, D., Elements of General Phonetics, Edinburgh, Edinburgh University Press, 1967.
10. BANSAL, R.K. AND J.B. HARRISON, Spoken English for India, Second Edition, Madras, Orient Longman, 1972.
11. GIMSON, A.C., An Introduction to the Pronunciation of English, London, Edward Arnold, 1962.
12. HEFFNER, R., General Phonetics, Madison, University of Wisconsin Press, 1949. JONEW, DANIEL, The Pronunciation of English, Eight Edition, Cambridge, Cambridge University Press, 1956.
13. _____, The Phoneme: Its Nature and Use, Cambridge, Heffer,1950.
14. _____, An English Pronouncing Dictionary, London, Dent, 1917; ELBS, 1968.
15. LADEFOGED, P., A Course in Phonetics, New York, Harcourt Brace Jovanovich, 1975.
16. Vir Aggarwal & V.S.Gupta., Handbook of Journalism and Mass Communication. Concept Publishing Company, New Delhi.
17. Puri. G.K. Competition Success: Review Communication. New Delhi: Sudha Publication.
18. Roy, Baron, Beginner's Guide to Journalism, New Helhi: Pushtak Mahal, 2003.
19. Parthasarathy, Rangaswami. Basic Journalism, Macmillan Publications, New Delhi, 1984 Print.

ALLIED -2

PAPER- 3

HISTORY OF ENGLISH LITERATURE I

Course Objectives

- 1 To provide an extensive background to the course
- 2 To introduce the eminent writers of English Literature
- 3 To expose the students to the magnum opuses of the literary masters
- 4 To prepare the students to undergo the course thoroughly
- 5 To provide the nuances of the history of English Literature

UNIT - I

Introduction to English Literature - Old English Secular Poetry Beowulf - Old English War Poems - Old English Prose Writings - Old English Grammar - Old English dialects, The Age of Chaucer - Geoffrey Chaucer - His Life and Career - The Canterbury Tales, The Sonneteers - Wyatt - Surrey - Daniel , Dryden - Spenser as a Sonneteer and Shakespeare's Sonnets - Major poets in the Elizabethan Age - Spenser and Shakespeare - Their works

UNIT - II

Prose in Elizabethan Age: Roger Ascham - The Chronicles of the tutor period - Hall - Holinshed - The Bible - Wycliffe, Tyndale, Coverdale - King James I' s authorized version of the Bible. Francis Bacon - Literary Criticism - Sir. Philip Sydney's Apologie for Poetry - Puritanism - Ben Jonson - - The origin and growth of English Drama - Mysteries, Miracles, Moralities, Interludes - The first English Comedy and Tragedy.

UNIT - III

The University Wits - George Peale- Thomas Kyd - Christopher Marlowe - Robert Greene - Thomas Nash - Thomas Lodge - John Lyly - William Shakespeare - Life of Shakespeare - The four periods of Shakespeare's dramatic career - His contemporaries and successors - Elizabethan Prose Fiction, The Puritan Writers - John Bunyan, John Milton, George Herbert, Sir Thomas Browne - The Metaphysical poets - John Donne & Others

UNIT - IV

The Restoration Age: Poetry: John Dryden & Samuel Butler: Drama: The Comedy of Manners - William Congreve - Wycherley - Thomas Shadwell - Dryden. Augustan Age - Alexander Pope as a poet , Critic - Addison and Steele - Doctor Johnson, Goldsmith - Sheridan - Henry Fielding - Tobias Smollett, Lawrence Sterne, Horace Walpole

UNIT - V

Pre Romantic and the Romantic Age: Goldsmith - Thompson - Gray - Burns - Blake - William Wordsworth - S.T Coleridge - Lord Bryon - P.B Shelley and Keats - Charles Lamb - Hazlitt, De Quincey , Jane Austen, Sir Walter Scott.

Text Books

1. A History of English Literature by DR. A. Shanmugakani, Harrows Publications
2. An Outline History of English Literature by W.H Hudson, Mahaam Publishers
3. A.C Ward: Twentieth Century English Literature
4. Authur Compton - Rickett: History of English Literature

Reference Items: Books, Journal

An Outline History of English Literature by Hudson, Mahaam Publishers

E - Materials

Course out Come:

1. Students are able to have a vast knowledge in History of English Literature down the ages
2. Students are exposed to the major movements, changes and impacts in history.
3. The students gain confidence in their course of study.
4. It helps them in the long run to take up the competitive examination.
5. It enables them to pass in the entrance tests when they go for higher studies.

SKILLS BASED SUBJECT

PAPER - 2

SKILLS FOR EMPLOYMENT

Course Objectives

1. Learn what a group is and how individuals interact in a group
2. Know why interviews are held and what they are looking for
3. Have a good understanding of what your own priorities are in a job
4. Appreciate the importance of etiquette for a successful cause
5. Examine how work attitudes relate to job performance.

UNIT - I

1. Skills for Group Discussion
2. Leadership and problem-solving skills

UNIT - II

1. Purpose of Interviews
2. Before and after the Interview

UNIT - III

1. Preparing a Resume
2. Writing a cover Letter
3. Answering FAQs about you and your family

UNIT - IV

1. Answering FAQs about likes and dislikes
2. Answering FAQs on justifying candidature
3. Answering FAQs on priorities, attitudes and biases

UNIT – V

1. Workplace etiquette
2. Values and Ethics
3. Culture
4. Gender equality

Course out Come

Student is able to prepare her\him self

Unit - I

1. The student will be able to know types of GD
2. The student will be able to know about GD
3. The student will be able to know how to prepare for GD
4. The student will be able to understand leadership and problem solving skills
5. The student will be able to develop leadership and problem solving skills

Unit - II

1. The student will be able to discuss the purpose of interviews
2. What are the technique the student will be able to follow at the time of interviews
3. The student will be able know their strengths and weakness
4. The students will be able to focus purpose of interviews
5. The student will be able to concentrate do and don'ts while attending the interviews

Unit - III

- 1.The students will be able to Know how to lay out the details in a CV
- 2.The student will be able to learn how to organize in formation in an cover letter
- 3.The student will be able come to know how to write a covering letter
- 4.The student will be able to know FAOS about their family members
- 5.The student will be able to learn how to answer question about yourself and your family

Unit - IV

- 1.The students will be able to grasp the workplace etiquette.
- 2.The student will come to know values and Ethics
- 3.The student will be able to discuss culture issues.
- 4.The students will be able to know equal rights of boys and girls
- 5.The students will come to know empowerment of women

Unit - V

- 1.The students will be able to know ones likes and dislikes
- 2.The student will be able to understand their attitude.
- 3.They will be become familiar with things they need to talk about to answer a question.
- 4.They will be able to answer the question about the suitability of the job.
- 5.The student will be able to understand positive qualities that are valued at work.

Reference

Co, Lina Mukhopadhyay &. *Polyskills: A course in communication skills and life skills*. Chennai: Foundation, 2012. print.

NON-MAJOR ELECTIVE

PAPER - 1

LANGUAGE SKILLS AND COMMUNICATION I

Course Objectives

To improve the ability of speaking skills.

To provide training in developing the interpersonal skills.

To develop communicative skills

To make students confident in dealing with communicative skills

To facilitate students practical social knowledge through conversations

UNIT - I

1. Meeting people
2. Exchanging greetings
3. Introducing, others, giving personal information, talking about people animals and places

UNIT - II

1. Answering telephone, asking for someone
2. Making enquiries on the phone
3. Dealing with wrong number
4. Taking and leaving messages

COURSE OUTCOMES

UNIT - I

1. Students will be able to know how to behave while meeting people.
2. Students will be able to understand the ways of exchanging greetings.
3. Students will be able to introduce them to a group of people.
4. Students will be able to understand how to introduce others in any situation.
5. Student will be able to understand how to give personal information in a coherent way.

UNIT - II

1. Students will be able to know how to converse over phone.
2. Students will be able to know how to enquire over phone in formal situation
3. Students will be able to know how to deal with wrong numbers in telephone.
4. Students will be able to know how to take and leave message after a telephonic conversation.
5. Students will be able to develop the skill of answering over phone.

Text books:

Mastering communication skills and soft skills

N.Krishnaswamy, ManjuDariwal, LalithaKrishnaswamy(Bloomsbury)

SEMESTER IV

CORE PAPER - 7

BRITISH LITERATURE III

Objectives

The students learn

1. what makes the Victorian period unique in literature
2. the key themes of Victorian literature
3. to appreciate the plays of Victorian age
4. why this age is considered as the age of novels
5. to appreciate the novels of Dickens, Thomas Hardy and George Eliot.

SYLLABUS

UNIT - I: POETRY

1. Ulysses - Alfred Tennyson
2. The Scholar Gypsy - Mathew Arnold

UNIT - II: POETRY

1. Dover Beach - Mathew Arnold
2. My Last Duchess -Robert Browning

UNIT - III: POETRY

1. On Falling in Love-R.L. Stevenson
2. On Liberty-John Stuart Mill

UNIT - IV: DRAMA

1. The Importance of Being Ernest - Oscar Wilde

UNIT - V: NOVEL

1. Pickwick Papers -Charles Dickenson
2. The Mayor of Casterbridge- Thomas Hardy
3. Silas Marner - George Eliot

Course outcome:

Unit I

The students will be able to understand

1. the theme of Ulysses
2. Ulysses as a dramatic monologue
3. Character of Ulyses
4. What does the scholar gypsy symbolize
5. The “strange disease of modern life”

Unit II

The students will be able to understand

1. My Last Duchess as a dramatic monologue
2. critical appreciation of the poem My Last Duchess
3. Describe the social custom according to “My Last Duchess “ - Ferrara by Robert Browning
4. Theme of Darkling Thrush
5. Mood of the poem Darkling Thrush

Unit III

The students will be able to

1. Know the novelist R.L. Stevenson as a poet
2. Critically appreciate the poem On Falling in Love.
3. Analyze the poem On Liberty
4. Comprehend the style of John Stuart Mill's Poetry
5. Understand the social life of 19th Century.

Unit IV

The students will be able to

1. Identify targets of Wilde's satire and analyze the treatment of these targets.
2. Discuss the idea of art for art's sake.
3. Identify the pun central to the play and analyze its meaning
4. Who is the blocking figure in The Importance of Being Earnest?
5. What precisely is a Bunburyist?

Unit V

The students will be able to:

1. Identify who Charles Dickens was.
2. Summarize the characters and events of The Pickwick Papers.
3. understand that true happiness is achieved only through reciprocated love
4. See the tremendous impact that one person's life can have on the many people with whom he comes in contact.
5. Consider whether man or fate controls one's destiny.

Text Book and Reference material

Palgrave , F.T Palgrave's Golden Treasury, Oxford Publisher,1997

Web Source

<https://www.poetryfoundation.org/poems/43606/the-scholar-gipsy>

<https://www.poetryfoundation.org/poems/43588/dover-beach>

<https://www.poetryfoundation.org/poems/43768/my-last-duchess>

<https://deriv.nls.uk/dcn6/7869/78693125.6.pdf>

<https://www.gutenberg.org/files/34901/34901-h/34901-h.htm>

<https://www.gutenberg.org/files/844/844-h/844-h.htm>

<http://www.gutenberg.org/files/580/580-0.txt>

<https://www.fulltextarchive.com/page/The-Mayor-of-Casterbridge-by-Thomas-Hardy/>

<http://www.gutenberg.org/files/550/550-0.txt>

CORE PAPER - 8

HISTORY OF ENGLISH LANGUAGE

Objectives

The students are expected to know

1. General characteristics of English language
2. Development of vocabulary and change of meaning
3. Foreign influences on English language
4. Evolution of American English and standard English
5. Development of English as World language

SYLLABUS

UNIT - I

1. Characteristic features of English Language
2. Indo European Family of Languages

UNIT - II

1. The Growth of English Vocabulary
2. Change of Meaning

UNIT - III

1. History of English Spelling, Pronunciation and Dictionaries
2. Growth of Standard English

UNIT - IV

1. Contribution of Foreign languages
 - a. Latin
 - b. Greek
 - c. French
2. American English

UNIT - V

1. American English
2. English as world language

Course Outcome :

Unit I

The students will be able to know the

1. Characteristic features of English language like heterogeneousness, effect of loss of inflexions, simplicity of inflexions, gender system of English and development of periphrases
2. Indo European family of languages
3. Grimm's law
4. Verner's law
5. English as part of Indo European family of languages

Unit II

The students will be able to understand

1. various methods of development of vocabulary
2. words coined by imitation, abbreviation, initials, back formation
3. words coined by suffixes and prefixes, syncopation, telescoping, metaanalysis, etc.
4. various methods of change of meaning
5. change of meaning listed by F.T. Wood,,

Unit III

The students will be able to understand

1. the impact of influences of foreign languages
2. the influence of Latin language
3. greek influence
4. French influence

Unit IV

The students will be able to understand

1. The history of English spelling
2. Reason for discrepancy between spelling and pronunciation
3. Development of dictionaries
4. Growth of Standard English
5. Received pronunciation

Unit V

The students will be able to understand

1. The reason for the development of American English
2. New coinages
3. Differences between American English and British English'
4. Evolution of English as world Language
5. Impact of English as universal language

ALLIED -2

PAPER - 4

HISTORY OF ENGLISH LITERATURE II

Course Objectives

1. To provide an extensive background to the course
2. To introduce the eminent writers of English Literature
3. To expose the students to the magnum opuses of the literary masters
4. To prepare the students to undergo the course thoroughly
5. To provide the nuances of the history of English Literature

SYLLABUS

UNIT - I

1. The Victorian Age:
2. Poetry: Tennyson, Browning, Arnold and Hopkins.
3. Prose: Macaulay, Carlyles, Ruskin - Arnold - Walter Pater - R.L Stevenson:
4. Drama: Oscar Wilde
5. Fiction: Dickens, Thackeray - Mrs. Gaskell - Willkie Collins, Charlotte Bronte - George Eliot - Thomas Hardy - Author Canonon Doyle - Rudyard Kipling

UNIT - II

1. The Pre- Raphaelite Movement: Dante Gabriel Rossetti - Morris - Swinburne:
2. Georgian Poets: John Masefield, Walter de la More, Blunden, Housman, W.H Davies; Lascelles Abercrombie

UNIT - III : TWENTIETH CENTURY

1. Poetry: W. B Yeats, T. S Eliot - W. H Adden - Stephen Spender - Dylan Thomas - C.D Lewis, Ted Hughes - Philip Larkin
2. Prose: G.K Chesterton, Robert Lynd - A.G Gardiner, Lytton Strachey - T.E Lawrence - Hilaire Belloc.

UNIT - IV : DRAMA

1. Drama: Bernard Shaw - John Galsworthy - J. M Synge - Sean O' Casey - J.M Barrie - T.S Eliot - Christopher Fry - Beckett - John Osborne - Harold Pinter

2. Fiction: Arnold Bennett - H.G Wells - Graham Greene - Joseph Conrad - Somerset Maugham - E.M Forster - D.H Lawrence - Aldus Huxley - James Joyce - Virginia Wolf - George Orwell - P.G Wodehouse - Kinsley Amis - John Braine - William Golding

UNIT - V : 21ST CENTURY

1. **Poetry:** Carol Ann Duffy, Kathleen Raine, Edward Bond
2. **Prose:** Monica Ali, Martin Louis Amis, Diana Athill
3. **Fiction:** Margaret Allen, Paul Adam, Douglas Adam, J.K Rowling, Salmon Rushdie
4. **Drama:** Samantha Ellis, Christine Dennison, Alan Bennett & Angela Clarke

Course out Come

1. Students are able to have a vast knowledge in History of English Literature down the ages
2. Students are exposed to the major movements, changes and impacts in history.
3. The students gain confidence in their course of study.
4. It helps them in the long run to take up the competitive examination.
5. It enables them to pass in the entrance tests when they go for higher studies.

Text Books

Unit - 1,2,3,4:

A History of English Literature by DR. A. Shanmugakani, Harrows Publications

An Outline History of English Literature by W.H Hudson, Mahaam Publishers

A.C Ward: Twentieth Century English Literature

Authur Compton - Rickett: History of English Literature

Unit - 5

<https://oxfords.com>

<https://www.britanica.com>

Reference Items: Books, Journal

An Outline History of English Literature by W.H Hudson, Mahaam Publishers

E - Materials

<https://oxfords.com>

<https://www.britanica.com>

SKILL BASED SUBJECT

PAPER - 2

Writing for Specific Purpose

Course Objectives

1. To create a passion for writing in English for special purposes
2. Enable students to learn the techniques of writing
3. To learn the situations and choose the right type of words and wages
4. To create develop creative interest and encourage them to write or them own
5. To help them become more competent and confident writers

SYLLABUS

UNIT - I

- Getting started
- Gaining control
- Writing for a Diverse Audience
- Organizing your thought
- Managing the purpose of writing
- Overcoming the writes Block.

UNIT - II

- Making your message Accessible
- The subject time
- Beginning
- Endings
- Headings
- Graphic Devices
- Bullets

UNIT - III

- An easy to read style
- Strengthening a weak memo
- Writing for special purpose
- The executive summary
- Clear Instructions

UNIT - IV

- Good well letters
- Letter of congratulations
- Thank you notes
- Letter of apology
- Letter of recommendation
- Delivering welcome news

UNIT - V

- Letter of complaint
- Responses to letters of complaint
- Letter of request
- Persuasion : some practical pointer
- Shaping a persuasion message
- The sales letter
- International correspondence
- Message for email

Course Out Comes :

Student is able to prepare her\him self

Unit I

1. To start with work
2. Learns the methodical approach
3. Able to focus on the task
4. Gains control and get involved in the specific work
5. Understands the need of the reading
6. Gain control one writing and get involved in the specific work

Unit II

1. Learn to organize ideas and write
2. Known how to draft the message
3. Write the revised message
4. Known to edit the draft after proof-reading
5. Learn to overcome the writes block.

Unit III

1. Construct subject line the key lines of the message in a captive way.
2. Include the punctuation marks in the right place
3. Learn to use the tens in the items in the menu bar like headings endings bullets and graphic devices
4. Makes the message accessible
5. Learn to incorporate the special effect

Unit IV

1. Read their writing and make it clear
2. Analyze the structure and word choice
3. Able to give helpful information
4. Known to write quick clean and direct
5. Learn to write an easy to read style.

Unit V

1. Learn to deliver un- welcome news
2. Responses to letter of complaints
3. Shape a persuasive message
4. Draft sales letters
5. Interact with international correspondence

Text Book :

Reference: Effective business writing Maryann PIOTROWSKI, Harper Collins publisher. Inc. NY 10022

NON-MAJOR ELECTIVE

PAPER - 2

LANGUAGE SKILLS AND COMMUNICATION II

Course Objectives

1. To enable the students to improve both ability to communicate and linguistic competence in the language.
2. To study a language and various transferable skills as a part of this course

UNIT - I:

1. Getting people's attention and interrupting
2. Giving instructions and seeking clarification
3. Making requests, asking for directions and giving directions.

UNIT - II:

1. Inviting, accepting and refusing invitation.
2. Apologizing and responding to an apology.
3. Congratulating and responding to congratulations.
4. Asking for, giving and refusing permission.

COURSE OUTCOMES

UNIT I

1. Students will be able to use expression to get someone's attention.
2. Students will be able to mention connecting word while giving instruction.
3. Students will be able to know the ways of making request, asking for directions, and also giving directions.
4. Students will be able to know how to give instruction and seek clarification.
5. Student will be able to grasp the procedures while present dialogues for any situation.

UNIT II

1. Students will be able to know how to invite, accept and refusing invitation.
2. Students will be able to develop the formal and informal ways for accepting and declining invitation.
3. Students will be able to know how to congratulate and how to respond to congratulations.
4. Students will be able to know how to ask, give and refuse permission in both formal and informal situations.
5. Students will be able to learn how to apologize and respond to apologize.

Text books:

KamleshSadam and SusheelaPunitha. Spoken English:
A Foundation Course (Part I). Orient black swan. 2014
