University Of Kerala

Four Year Under Graduate Programme (UoK FYUGP)

Syllabus

Major Discipline Communicative English

May 2024

ABOUT THE DISCIPLINE

The Communicative English Stream/ Discipline is a specialized undergraduate program offered by the University of Kerala under the FYUGP. It has been designed with the aim of developing students' communicative competence in English, focusing on speaking, listening, reading, and writing, improving students' vocabulary, grammar, and pronunciation, fostering critical thinking, problem-solving, and analytical skills through English language activities, and preparing them for higher education and employment in fields that require effective English communication. Given the fact that language proficiency is integral to the learning process, the Communicative English stream focuses on the ability to effectively and appropriately use the language in various social and professional situations, thereby promoting functional language use. Learners are encouraged to express themselves without inhibitions, fostering a more natural and spontaneous use of language, building their confidence, and enhancing cultural understanding. The curriculum includes a range of core and elective courses designed to provide students with a comprehensive understanding of the English language and its communicative aspects. Students can choose from a variety of courses to tailor their program to their interests and career goals.

Graduate Attributes

Graduate attributes bridge the gap between academia and the real world, fostering lifelong learning and meaningful contributions. They denote the skills, competencies and high-level qualities that a student should acquire during their university education. Apart from gathering content knowledge, these attributes go beyond the assimilation of information to its application in various contexts throughout a graduate's life. It aims in inculcating the art of critical thinking, problem solving, professionalism, leadership readiness, teamwork, communication skills and intellectual breadth of knowledge. The University of Kerala envisages to pave the path in guiding the student's journey to shape these attributes uniquely, making them integral to personal growth and success in various spheres of life. The University strives to ensure that these graduate attributes are not just checkboxes, but they play a pivotal role in shaping the students into capable, compassionate and responsible individuals with a high degree of social responsibility.

PROGRAMME OUTCOMES

No.	Programme Outcomes (POs)
PO-1	**Critical thinking** ○ analyze information objectively and make a reasoned judgment ○ draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions ○ identify logical flaws in the arguments of others ○ evaluate data, facts, observable phenomena, and research findings to draw valid and relevant results that are domain-specific
PO-2	**Complex problem-solving** ○ solve different kinds of problems in familiar and no-familiar contexts and apply the learning to real-life situations ○ analyze a problem, generate and implement a solution and to assess the success of the plan ○ understand how the solution will affect both the people involved and the surrounding environment
PO-3	**Creativity** ○ produce or develop original work, theories and techniques ○ think in multiple ways for making connections between seemingly unrelated concepts or phenomena ○ add a unique perspective or improve existing ideas or solutions ○ generate, develop and express original ideas that are useful or have values

PO-4	**Communication skills** ○ convey or share ideas or feelings effectively ○ use words in delivering the intended message with utmost clarity ○ engage the audience effectively ○ be a good listener who are able to understand, respond and empathize with the speaker ○ confidently share views and express himself/herself
PO-5	**Leadership qualities** ○ work effectively and lead respectfully with diverse teams ○ build a team working towards a common goal ○ motivate a group of people and make them achieve the best possible solution. ○ help and support others in their difficult times to tide over the adverse situations with courage
PO-6	**Learning 'how to learn' skills** ○ acquire new knowledge and skills, including 'learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning ○ work independently, identify appropriate resources required for further learning ○ acquire organizational skills and time management to set self-defined goals and targets with timelines ○ inculcate a healthy attitude to be a lifelong learner
PO-7	**Digital and technological skills** ○ use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources ○ use appropriate software for analysis of data ○ understand the pitfalls in the digital world and keep safe from them

PO-8	**Value inculcation**
	○ embrace and practice constitutional, humanistic, ethical, and moral values in life including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values
	○ formulate a position/argument about an ethical issue from multiple perspectives
	○ identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights
	○ adopt an objective, unbiased, and truthful actions in all aspects of work

PROGRAMME-SPECIFIC OBJECTIVES OF COMMUNICATIVE ENGLISH

PSO No.	Upon completion of BA in Communicative English Programme, the graduate will acquire the following skills.	PO
PSO 1	The students will have excellent communicative skills in English.	4
PSO 2	The students will be able to appreciate the inherent value of the English Language and of Literature.	4, 6
PSO 3	The students will be able to hone their creative talents and expand the scope of their imagination.	3
PSO 4	The students will be able to envision and articulate a dynamic vision of the personal and professional environments that they wish to create.	3, 4, 5, 6
PSO 5	The students will be responsible global citizens with heightened responsibilities and accountability towards human and non-human entities.	8
PSO 6	The students will be sensitive to diversity and inclusivity.	5, 8

PSO 7	The students will be able to become employable by acquiring professional skills needed in a corporate or non- corporate workplace.	4, 6, 7
PSO 8	The students will be able to acquire 21st century skills and be conversant with relevant technology.	2, 7
PSO 9	The students will be able to have a professional and an ethical understanding of the Media- both modern and traditional.	2, 7
PSO 10	The students will be able to acquire an intersectional understanding of the centrality of communication.	1, 3, 4
PSO 11	The students will be industry ready and also exhibit a willingness to learn and adapt.	4, 6, 7

TABLE OF CONTENTS

SEMESTER 1

SEMESTER 2

2	DSC	UK2DSCECE101	Soft Skills	Communicative skills to enhance interpersonal relationships- 4 hours	55
3	DSC	UK2DSCECE102	Digital Literature and New Media	Literary creation using digital tools, online storytelling- 5 hours	60
5	DSC	UK2DSCECE103	Travel Writing	Travel writing as a genre and the elements which make it effective. - 5 hours	65
6	DSC	UK2DSCECE104	Introduction to Broadcast Media	Different types of broadcast media and how to effectively create content for each. -5 hours	70
7	DSC	UK2DSCECE105	Popular Literature and Culture	Introduces the concepts of high and low culture and exploring popular literature. – 5 hours	77

SEMESTER 3

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK3DSCECE200	Professional Communication and Practice	Explores the various types of communication in the professional world to boost employability. – 4 hrs	83
2	DSC	UK3DSCECE201	Scripting Cyberspaces	Introduces the various types of writing skills needed for communicating effectively in the cyberworld - 5 hours	89
3	DSC	UK3DSCECE202	Narratives for Marketing	Provides an understanding of the stories that are told to build the value of products. Develops the ability to create such stories - 5 hours	92
4	DSC	UK3DSCECE203	British Literature I	Literary developments till the Age of Milton. – 4 hours	98

5	DSC	UK3DSCECE204	Reading Manga and Anime	Introduces the genres of anime and manga which enjoy immense popularity. -4 hours	105
6	DSC	UK3DSCECE205	Language for Advertising and Marketing	Promotes the linguistic skills that are needed to advertise and market products - 5 hours	112
7	DSE	UK3DSEECE200	Phonetics and Phonology	Examines the sound system of English in order to enhance listening and speaking skills. - 5 hours	118
8	DSE	UK3DSEECE201	Evolution of English Language	Traces the changes of the English language over the years and the major factors which influenced it. – 4 hours	122
9	DSE	UK3DSEECE202	Game Studies	Gaming as an emerging area of study - 5 hours	128

SEMESTER 4

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK4DSCECE200	Business Communication	Proficiency in the various types of communication which will help to create a better impact in the business world. – 4 hours	135
2	DSC	UK4DSCECE201	Language through Literature	Enhances language proficiency and fluency through Literary works - 5 hours	140
3	DSC	UK4DSCECE202	Reading the Multiverse	Explores the different aspects of the multiverse in popular imagination. 5 hrs	148
4	DSC	UK4DSCECE203	Theatre and Performance	Introduces the different elements and forms of theatre and a deeper understanding of the performative aspect. – 5 hours	153

5	DSC	UK4DSCECE204	British Literature II	Literary developments till the nineteenth century. – 4 hours	158
6	DSC	UK4DSCECE205	Content Writing	Teaches students to write effectively and prepares them for the role of content writer- 5 hours	164
7	DSE	UK4DSEECE200	Adaptation Studies in Folklore	Study of folklore alongside their adaptations into literature, film, and other media. – 4 hours	170
8	DSE	UK4DSEECE201	Selections from American Literature	An overview of American literature. – 4 hours	176
9	INT	UK4INTECE200	Summer Internship		

SEMESTER 5

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK5DSCECE300	Review Writing	The analytical approaches and language skills for effective review writing- 5 hours	182
2	DSC	UK5DSCECE301	Translation Studies	Theoretical and practical approaches to translation- 5 hours	189
3	DSC	UK5DSCECE302	Language Studies I	Linguistic aspects of language- 5 hrs	195
4	DSC	UK5DSCECE303	Narratives of Resistance	Literature that challenges the hegemonic power structures. -4 hrs	200
5	DSC	UK5DSCECE304	Literary Criticism: Plato to I. A. Richards	Critical approaches from the classical era to modern times. – 4 hours	208
6	DSC	UK5DSCECE305	Indian Writings in English	Literary works from various parts of India in English. – 4 hours	213

7	DSC	UK5DSCECE306	Introduction to Podcasting	Introduces the terms and aspects of podcasting and imparts the skills required for it- 5 hours	220
8	DSE	UK5DSEECE300	Introduction to Dalit Studies	The emergence and evolution of Dalit narratives. – 4 hours	225
9	DSE	UK5DSEECE301	Introduction to Postcolonial Studies	The global effects of colonialism explored through literature- 4 hours	231
10	DSE	UK5DSEECE302	Introduction to Comparative Literature Studies	Introduces the comparative approach to literary study. – 4 hours	236

SEMESTER 6

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK6DSCECE300	Public Relations and Corporate Communication	Language skills for the corporate world. – 5 hours	240
2	DSC	UK6DSCECE301	Academic Writing	Foundational skills for effective academic writing- 5 hours	245
3	DSC	UK6DSCECE302	Environmental Communication	Writings about the environment and their impact- 5 hours	250
4	DSC	UK6DSCECE303	Language Editing and Publishing	The skills to edit and publish manuscripts with an awareness of necessary digital tools. – 5 hours	256
5	DSC	UK6DSCECE304	Rhetoric: Analysis and Composition	Rhetorical skills for persuasion which can be used for advertising and for creating viral content- 5 hrs	262
6	DSC	UK6DSCECE305	Gender, Sexuality, and Society	Introduces the perceptions of gender and sexuality prevalent in society 5hr	267
7	DSC	UK6DSCECE306	British Literature III	Literature from the twentieth century to the present. – 4 hours	273

8	DSE	UK6DSEECE300	Introducing Health Humanities	Introduces the interdisciplinary field of health humanities. – 4 hours	278
9	DSE	UK6DSEECE301	Queer Narratives	Writings that foreground LGBTQ experiences that challenge societal norms. – 5 hours	285

SEMESTER 7

Sl No.	Category	Course Code	Course Title	Description	Page No.
1	DSC	UK7DSCECE400	Critical Theories	Introduces the various theoretical approaches to the study of literature and culture. – 4 hours	291
2	DSC	UK7DSCECE401	Language Studies II	Approaches and techniques of English Language Teaching. – 4 hrs	297
3	DSC	UK7DSCECE402	Research Methodology	Introduces the basic concepts in research with the process and procedure. – 5 hours	303
4	DSC	UK7DSCECE403	Cultural Studies: Theory and Practice	Equips students to approach culture and cultural forms critically. 5 hours	306
5	DSC	UK7DSCECE404	Film Theory and Practice	Film as a cultural artifact as well as major movements in cinema- 4 hrs	312
6	DSE	UK7DSEECE400	Communication Psychology	Explores the psychology behind communication in order to improve communicative abilities- 5 hrs	317
7	DSE	UK7DSEECE401	Readings in Speculative Fiction	Genres of literature that depart from realism and build alternate realities- 4 hours	323
8	DSE	UK7DSEECE402	Power Dynamics and Literature	The intricate equations of power as manifested in literature. – 5 hours	329

SEMESTER 8

1	DSC	UK8DSCECE400	ONLINE
2	DSC	UK8DSCECE401	ONLINE
3		UK8CIPECE4OO	Internship Project
4		UK8RPHECE400	Research Project

SEMESTER 1

University of Kerala

Discipline	Communicative English
Course Code	UK1DSCECE100
Course Title	English for Daily Use
Type of Course	DSC
Semester	I
Academic Level	100 – 199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5

Pre-requisites	1. Basic knowledge in English language 2. Aptitude for improving speaking and writing skills
Course Summary	It is designed to improve verbal and non-verbal communication ability of students. It shall enrich English language communication skills in daily formal and informal life situations. It shall equip the students with digital knowledge for professional communication. It helps to communicate in error free written and spoken language in all important aspects of life.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	**15**
	1	Basics of communication: levels – channels – types https://englishhelpinghand.home.blog/category/basics-of-communication/	
	2	Verbal & non-verbal Communication - Dialogues	
	3	Situational conversations – Formal and Informal situations	
	4	Developing speaking skills: narration (events/anecdotes etc)Extempore/ telephone communication/picture description	
II		**English at Job Market**	**15**
	5	Writing job applications and Resumes	
	6	Writing Reports – Emails	
	7	Group discussions/Panel discussions	
	8	Participating in discussions for the recruitment process or job interviews - https://www.robertwalters.co.nz/content/dam/robert-walters/global/files/complete-interview-guide/Interview-guide-web.pdf	
III		**English at Digital Hub**	**15**

	9	Use of Digital Media	
	10	Electronic Literature – https://www.oeln.net/electronic-literature	
	11	Social networking – Pros and Cons - https://www.lifespan.org/lifespan-living/social-media-good-bad-and-ugly	
	12	Digital presentations - https://www.storydoc.com/blog/what-is-a-presentation	
IV		**English at Official Places**	**15**
	13	Making an RTI request - https://www.businessinsider.in/india/article/how-to-file-rti-application-step-by-step/articleshow/72054100.cms	
	14	Writing Survey Questionnaires	
	15	Letters – Official / Business	
	16	Official vocabulary - https://promova.com/blog/office-english-20-popular-phrases-to-communicate-with-colleagues	
V		**Practicum: Common Errors in Writing and Speaking**	**15**
	23	Identifying common errors in writing: subject-verb agreement - noun-pronoun agreement - articles - prepositions etc. - https://www.uvm.edu/sites/default/files/Undergraduate-Writing-Center/CommonErrorsGuide.pdf	
	24	Common errors in pronunciation	

Books & Sites for Reference

1. Bruce Ross, Larson. *Writing for the Information Age.* W W Norton & Co. 2002
2. Dale Carnegi. *The Quick &Easy way to Effective Speaking.* Rupa Publications, India. 2016
3. S. C Gupta. *A Handbook for Letter Writing*. Arihant Publications, 3rd Edition. 2016
4. Wood, J. *Interpersonal Communication : Everyday Encounters*. Boston, MA : Wadsworth - Cengage Learning, 2010
5. Dr. Shivnarayan Chaturvedi. *Official Notings &Drafting*. V&V Publishers. 2011
6. Michael Swan. *Oxford Practical English Usage*. Oxford University Press. 2016
7. https://www.goucher.edu/career-education-office/documents/Preparing-for-an-Interview.pdf
8. Hayles, N. Katherine. *Electronic Literature: new horizons for the literary*. University of Notre Dame. 2008
9. Grigar, Dene. & O'Sullivan, James (Ed.). *Electronic Literature as Digital Humanities Contexts, Forms, & Practices.* Bloomsbury Publishing Inc. 2021
10. https://www.simplilearn.com/real-impact-social-media-article
11. https://www.gicre.in/images/pdf/RTI-Application-format_new.pdf

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PO addressed
CO-1	Build verbal and non-verbal communication ability	U, Ap	PO-1,3,4,7
CO-2	Understand professional communication	Ap, C	PO -1, 3, 4, 5
CO-3	Implement digital knowledge in various contexts	U, An, C	PO- 3,5, 7, 8
CO-4	Design different application in formal situations	Ap, E, C	PO- 1,2, 3,8
CO-5	Determine and analyse common errors	U, An,	PO -1, 2, 3,8

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:)

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Build verbal and non-verbal communication ability	PO- 1,3,4,7	U, Ap	C, M	L	P
2	Understand professional communication	PO -1, 3, 4, 5	Ap, C	F, C	L	P
3	Implement digital knowledge in various contexts	PO - 3,5, 7, 8	U, An, C	P, M	L	P
4	Design different application in	PO - 1,2, 3,8	Ap, E, C	C, M	L	P

	formal situations					
5	Determine and analyse common errors	PO - 1, 2, 3,8	U, An,	F, P	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	2	-	2	1	-	-	2	-
CO 2	1	-	2	1	1	-	-	-
CO 3	-	-	2	-	2	-	2	1
CO 4	2	2	2	-	-	-	-	1
CO 5	2	2	1	-	-	-	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam √√

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	Communicative English
Course Code	UK1DSCECE101
Course Title	**Introduction to Cinema**
Type of Course	**DSC**
Semester	I
Academic Level	100 – 199

Course Details	Credit		Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4		3 hours	-	2 hours	5

Pre-requisites	1. 2.
Course Summary	The course will help students to understand the basic features of cinema. The students will also be exposed to the techniques in film production and the way in which cinema is used as medium of entertainment as well as communicating social justice. The course also intends to create an interest in various careers related to films.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**BASICS**	**15**
		Film — film as a cultural artifact — hybrid nature of film – history of cinema--– different genres of cinema—short films—documentary films – censorship.	
II		**TECHNIQUES**	**15**
		Camera angles, shots and movements – Mis-en-scene –--techniques of editing –montage—30 degree rule —180-degree rule — Focus—Sound—Lighting—Colour	

III	Dramatic structure/ narrative techniques	15
	Novel and film Story/ plot/ narration—motif Adaptation (Genre, Fidelity, Types) **For Discussion** **Vidheyan (1994)** **The Shining(1980)** **Aadujeevitham (2024)**	
IV	**FILM REVIEW/ CRITICISM**	**15**
	Film Criticism/ Review: genre—ideology—culture—narration—techniques etc. How to write a film review- John Hayward **https://breakoutenglish.com/b2/how-to-write-film-review/**	
V	**PRACTICUM**	**15**
	Films for detailed Study **Psycho (1960)** **Yavanika (1982)** **Finding Nemo (2003)** A detailed discussion of the above movies, touching on various aspects dealt in the above modules Compare and contrast the above movies to other movies of the same genre and make a presentation on that Students should write a film review by taking a film of their choice, other than the films mentioned under detailed study.	

Recommended Reading

- Andreu Dix. Beginning Film Studies. Manchester UP. 2008.

- Ascher, Steven. The Filmmaker's Handbook. Penguin, 2012.

- Boggs, Joseph M. *The Art of Watching Films.* Mountain View CA: Mayfield Publishing, 1991.

- Bone, Jan and Ron Johnson. *Understanding the Film: an Introduction to Film Appreciation.* Lincolnwood IL: NTC Publishing, 1997.

- Dix, Andrew. Beginning Film Studies. Manchester University Press, 2013.

- Giannetti, Louis and Scott Eyman. *Flashback: A Brief History of Film*, *Third Ed.* Englewood Cliffs NJ: Prentice-Hall, 1996.

- Katz, Steve. Film Directing Shot by Shot: Visualizing from Concept to Screen. Focal Press, 1991.

- Saran, Renu. History of Indian Cinema. Diamond Books, 2012.

- Villarejo, Amy. Film Studies: The Basics. Routledge, 2013

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Analyze and understand the world of cinema	R. U	PSO- 8, 9,11
CO-2	Examine the key formal, thematic and contextual features of cinema	U, An	8,, 9, 11
CO 3	Conceptualize the various techniques and terminologies relating to the field.	An, E	2, 8,9, 11

| CO 4 | Engage themselves in matters of social/ gender justice though the medium | An, Ap, E | 2, 3, 11 |
| CO 5 | Decode the language of films and use it creatively for job purposes as well | E, C | 2, 3, 4, 9, 11 |

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		3	R, U	F, C	L	
2		3, 5	U, An	C	L	
3		5,	An, E	C, P	L	
4		11, 15	An, Ap, E	P	L	
5		15	E, C	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	-	-	-	-	-	-	-	1	2	-	1	-=	-	1	-	-	1	-	1

CO2	-	-	-	-	-	-	-	1	2	-	1	-	-	1	-	-	1	-	-
CO3	-	3	-	-	-	-	-	1	1	-	1	-	-	-	2	-	1	-	-
CO4	-	1	3	-	-	-	-	-	-	1	1	1	-	3	2	-	1	-	-
CO5	-	1	3	2	-	-	-	-	3	-	2	3	-	3	-	-	1	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Instructions to question paper setters

Questions should not be asked from films given for discussion. It's for discussion in the classroom only.

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK1DSCECE102				
Course Title	**CREATIVE WRITING**				
Type of Course	**DSC**				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	2	-	5
Pre-requisites					
Course Summary	The course is designed to enable students to acquire creative writing skill. The students are introduced to various disciplines of creative writing and help them create a better understanding of successful writing. The course				

		aims to enable the students to discover their creative voices and impart them the tools to express their ideas effectively.

Detailed Syllabus:

Module	Unit	Content	Hrs 75
I		**Introducing Creative Writing**	15
		Creativity-creative process-ICEDIP (Inspiration, clarification, evaluation, distillation, incubation and perspiration)	
		Meaning and Significance of Creative Writing-Why Write?-finding time to write-word about technology-capturing ideas-generate your own ideas-using magazines and newspaper articles	
		Genres of Creative Writing:Poetry, fiction, non-fiction, drama and other forms	
II		**Elements of Creative Writing**	15
		Plot,Setting, Character, Dialogue, Perspective	
		Genres, Literary Devices and Figurative Language	
		Elements of Style	
		Grammar and the Structure of Language	
		Proof Reading and Editing	
III		**Fiction and Non-Fiction**	15
		Ingredients in short story-finding ideas-finding believable characters-a convincing background-a good opening-shape-a satisfying ending-travel writing-stand and stare-imbibing the personality into the picture-creative non-fiction-finding a subject-structure-flexibility-beginning your research-organizing your material	
IV		**Poetry and Dramatic Writings**	15
		Traditional and Experimental poetry-poetic types-stylistic features-figures of speech-balancing-finding your own voice in poetry Formula play writing-Writing stage plays-the purpose of theatre-stage characters-conflict-tension-dialogue versus action-structure-writing radio plays-television drama-screen plays	
V		**New Trends in Creative Writing**	15
		Web Content Writing and Blog Writing-Script Writing-Journalistic Writing-Copywriting-Graphic Novel-Flash Fiction **Practical Sessions** 　1.　Attempt a piece of novella, story, play and poem with commentary on the written text as well as the experience of writing.	

		2. Critical appreciation of any literary text chosen in consultation with the concerned teacher.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Distinguish between the literary genres.	R, U	1,2, 7, 11
CO2	Write for various literary and social media.	U, Ap	1, 2, 7, 11
CO3	Critically appreciate various forms of literature	An, Ap	1, 2, 3, 9, 11
CO4	Make innovative use of their creative and critical faculties	E, Ap	1, 2, 3, 7, 9, 11
CO5	Seek employment in various creative fields.	Ap	1, 2, 3, 4, 7, 8,9, 11

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

Note: 1 or 2 COs/module
Name of the Course:

Credits: 3:0:2 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						

4					
5					
6					

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	3	-	-	-	-	-	-	-	1	-	-	3	2	-	3	2	-
CO2	1	2	3	-	-	-	2	-	-	-	2	-	-	3	3	-	2	-	-
CO3	1	2	3	-	-	-	-	-	1	-	1	-	-	3	3	-	3	-	-
CO4	1	2	3				1		2		2	-	-	3	3	-	3	-	-
CO5	1	3	3	2	1				2		2	-	-	3	3	-	3	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Role play
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Reference

May, Stephan: *Creative Writing*. Arvon Foundation, 2008.

Freeman, Sarah: *Written Communication*. Orient Longman Ltd. 1977.

Hedge, Tricia: *Writing*. Oxford University Press, 1988.

Morley David. *Cambridge Introduction to Creative Writing*. New Delhi:C UP, 2007.

Ueland, Brenda. *If You Want to Write*. India:General Press, 2019.

Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh:EUP, 2007.

University of Kerala

Discipline	**ENGLISH**				
Course Code	UK1DSCECE103				
Course Title	**MASS MEDIA AND ADVERTISING**				
Type of Course	**DSC**				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	The course is designed to enlighten the students about the origin and growth of broadcast media and to familiarise them with the terms related to broadcast media. The students are introduced to the different types of radio and television programmes and the steps involved in their production process. The course aims to inform the students regarding the features, structure, and layout of radio and television scripts and equip them to write scripts for various radio and television programmes.				

Detailed Syllabus:

Module	Unit	Content	Hrs 75
I		**Introduction to Broadcast Media**	**15**
		Mass Media- Definition – Types	

		Functions of Mass Media- Primary Functions and Secondary Functions	
		Broadcast Media- Definition – How it is different from other mass media	
		The Origin and Growth of Broadcast Media- Radio and Television	
		History and Development of Broadcast Media in India	
		Terms related to Broadcast Media: Anchor, A- Roll, B- Roll, Bridge, Bug, Bumpers, Cold Copy, Crawl, Dateline, Follow-Up, Jingle, Lead, MOS, On Air, Promo, Rating, Raw video, RJ, Slug line, Sting, VJ	
II		**Radio**	**15**
		Characteristics, Scope, Limitation	
		Different types of radio: AM, FM, Amateur Radio, Community Radio, Educational Radio, Internet Radio, Satellite Radio	
		Components of a Radio Programme – Words, Music, Sound effects, Silence	
		Types of Radio Programmes: News and Informational Programmes, Educational Programmes, Music Programmes, Radio Plays, Sports Commentary, Talk Shows, Phone-in Programmes, Interviews, Comedy Programmes, Advertisements	
		Production Process- Pre-Production, Production, Post-Production	
		Qualities of an RJ	
		Practicum: 1. Role play- Talk show	
III		**Writing for Radio**	**15**
		Steps for preparing a Radio Script	
		Principles/Features of Radio Script	
		Structure and Format of Radio Scripts	
		6 C's of a Radio script	
		Practicum: 1. Prepare a script for any of the following: a) a radio news bulletin, b) a short radio play c) a radio spot	
IV		**Television**	**15**
		Characteristics, Scope, Limitation	
		Types of Television Programmes: News and Current Affairs, Informational Programmes, Educational Programmes, Documentaries, Music Programmes, Talk Shows, Talent Hunt Shows, Reality Shows, Soap Operas, Children's Programme, Films, Advertisements	
		Production Process: Pre-Production, Production, Post- Production	
		Mise-en-scene: Setting, Light, Props	

		Camera Angles: High, Low, Eye–Level, Hip level, Over the Shoulder, Bird's Eye, Dutch Angle	
		Camera Shots: Extreme Close-up, Close- up, Medium Shot, Long Shot, Extreme Long Shot	
		Camera Movements: Static, Pan, Whip Pan, Tilt, Dolly: Push in and Pull Out, Dolly Zoom, Truck, Pedestal, Arc, Tracking	
		Impact and influence of Television	
		Practicum: 1.Recreate a scene from a popular television programme.	
V		**Writing for Television**	15
		Steps for preparing a TV script	
		Features of a Television Script - Difference between a radio script and a television script	
		Proposal, Treatment, Scripts: Scene Script and Shooting Script, Screenplay, Storyboard	
		Structure and Layout of a Television Script	
		Single Column Format and Double Column Format	
		Technical Instructions: O/c, V/o, SIL, SOT, ENG, VG or Graphis, SL/ESS	
		Practicum: 1. Prepare a television script for a prime-time news bulletin 2. Write a script for a television documentary	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Trace the origin and growth of broadcast media.	R, U	5, 9
CO2	Identity and understand the terms used in broadcast media.	R	1, 2, 3,4,7,8,9, 11

CO3	Identify different radio and television programmes.	R, U	1, 2, 3, 4, 7,8,9, 11
CO4	Familiarise themselves with the steps involved in the production of radio and television programmes.	R, U,	1,2, 3, 4, 5, 7, 8, 9,11
CO5	Understand the features, structure, and layout of radio scripts and will be able to create scripts for various radio genres.	U, Ap, An, E, C	1, 2,3, 4, 5, 7, 8, 9,11

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

Note: 1 or 2 COs/module
Name of the Course:

Credits: 3:0:2 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						
4						
5						
6						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	-	-	-	-	1	-	-	-	3	-	-	-	-	-	-	-	3	-	1
CO2	3	2	3	3	-	-	3	2	3	-	3	2	1	3	3	-	3	1	1
CO3	3	2	3	3	-	-	3	2	3	-	3	1	1	3	3	-	2	1	-
CO4	3	2	3	3	1	-	3	3	3	-	3	1	-	3	3	-	1	-	-
CO5	3	2	3	3	2	-	7	3	3	-	3	1	1	3	3	-	1	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz

- Role play
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Reference

Chatterji, P. C. *Indian Broadcasting*. Sage Publication ,1993.

Hausman, Carl, et al. *Modern Radio Production: Production, Programming, and Performance*. 9th ed., Wadsworth Publishing Co In, 2012.

Jereemy, Orlebar. The Television Handbook. Routledge, 2011.

Luthra, H. R. *Indian Broadcasting*. Publication Division, Ministry of Information and Broadcasting, 1986.

Menon, Mridula. *Indian Television and Video Programmes*. Kanishka Publishers, 2007.

Prabhakar, Navel and Basu Narendra. *Encyclopaedia of Mass media and communication 21st century*. Commonwealth Publisher, 2006

Shrivastava, K. M. Radio and TV Journalism. Sterling Publisher, 1989.

Williams, Rivers Mayfield Pub Co, 1988.

Wills, Edger. *Writing Television and Radio Programmes*. Holt, Rinehart & Winston of

Canada Ltd, 1968.

Online Reference

Module 1

https://techwholesale.com/history-of-the-radio.html

https://www.thoughtco.com/the-invention-of-television-1992531

https://open.lib.umn.edu/mediaandculture/chapter/9-1-the-evolution-of-television/

https://prasarbharati.gov.in/growth-development-air/

https://indianmediastudies.com/television-in-india/

Module 2

https://indianmediastudies.com/characteristics-of-radio/

https://www.crunchreviews.com/blog/different-types-of-radio-technology/

https://egyankosh.ac.in/bitstream/123456789/91974/1/Unit-7.pdf (7.3 only)

https://studymasscom.com/radio/formats-of-radio-programs/

https://www.nimcj.org/blog-detail/these-6-qualities-you-need-to-become-a-radio-jockey-rj.html

Module 3

https://egyankosh.ac.in/bitstream/123456789/91974/1/Unit-7.pdf

https://live365.com/blog/how-to-write-a-script-for-your-live-radio-event/

Module 4

https://egyankosh.ac.in/handle/123456789/72936

https://indianmediastudies.com/characteristics-of-television/

https://emilabraham.postach.io/post/television-as-a-medium-characteristics-impacts

Module 5

https://egyankosh.ac.in/bitstream/123456789/86129/1/Unit-8.pdf

Recommended Reading:

https://mmhapu.ac.in/doc/eContent/MJMC/mukeshKumar/Nov2020/Radio%20Formats.pdf

University of Kerala

Discipline	ENGLISH				
Course Code	UK1DSCECE104				
Course Title	**Introduction to Artificial Intelligence**				
Type of Course	**DSC**				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary	The course is intended to provide foundational knowledge on the theory and application of Artificial Intelligence in the field of Literary Studies and creativity. The course is also designed to develop an inquisitiveness to learn more about the nuances of the technology in the fields of literature, language and communication using various AI tools.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**AI – History and Concepts**	**12**
	1	AI- definitions – history – development - Alan Turing - Turing Test	
	2	Key terms - algorithm – Generative AI – GPT -deep learning—neural networks—data mining—machine learning—prompting—bias— AGI—	
	3	Generations of AI – Branches of AI - General AI and Narrow AI	
	4	Role of Humans in the Age of AI – Human-centric AI	
II		**AI and/in Communication and AI Ethics**	**12**
	5	AI and human language – Impact of AI on communication - AI for enhancing LSRW skills - AI-driven chatbots and virtual assistants –	

		Alexa, Google Assistant, Cortana - AI tools for communication (Grammarly, Crystal, Poised, Zoom.ai, Tact.ai, Chorus.ai, etc.) – AI for Fact Checking	
	6	Moral and ethical issues while using AI (Lack of precision in search results – Bias – Privacy infringement – threats to security) - Importance of ethics in AI research and usage – AI ethics—key principles of AI Ethics - AI and human mind manipulation—Responsible AI	
	7	AI in Education	
III		**AI and Literary Studies**	**12**
	8	Humanities and AI – AI in Literary Studies – AI and Creativity – AI for Literary Research -	
	9	Pranvi Shukla – "The Integration of English Literature in the AI-Driven World: Preserving Originality" – *Medium.* https://pranvishukla.medium.com/the-integration-of-english-literature-in-the-ai-driven-world-preserving-originality-a99a79c4ebc8	
IV		**AI Tools for Literary Studies**	**12**
	10	Major AI Tools - OpenAI - ChatGPT- Wolfram Alpha - Gemini - Scispace.ai – Chatpdf.ai- xTiles - Gamma.app - Wiseone.ai – Gradescope - Connected Papers - Pdf.ai - Paperpal – Consensus **-** Elicit2 - Trinka AI**1** **-**	
	11	Arpit – "The Intersection of Technology and Literature: How AI is Changing the Writing and Reading Experience." *Medium*. https://medium.com/@arp3348/the-intersection-of-technology-and-literature-how-ai-is-changing-the-writing-and-reading-4527ab8edc95	
	12	Manu Anthrayose – "Enhancing English Literature Studies with Generative AI Tools." *LinkedIn*. https://www.linkedin.com/pulse/enhancing-english-literature-studies-generative-ai-tools-anthrayose-732jc/	
	13	Prepare and edit articles and papers using appropriate AI tools.	
V		**AI and Literature – Today and Tomorrow**	**12**
	14	Case Studies – Experiments – Upcoming Projects and Research in AI and Literary Studies	
	15	A O Scott. "Literature Under the Spell of A.I. What happens when writers embrace artificial intelligence as their muse?" The New York Times. 27 Dec. 2023. https://www.nytimes.com/2023/12/27/books/review/writers-artificial-intelligence-inspiration.html	

References

Selmer Bringsjord, and David Ferrucci. *Artificial Intelligence and Literary Creativity.* Psychology Press, 1999.

E-Resources

https://lithub.com/why-novelists-should-embrace-artificial-intelligence/

The Expanding Landscape of Literary Studies in the Age of Artificial Intelligence (bitperfect.pe)

https://www.taylorfrancis.com/books/mono/10.4324/9781410602398/artificial-intelligence-literary-creativity-selmer-bringsjord-david-ferrucci

https://www.jetir.org/papers/JETIR2308371.pdf

https://timesofindia.indiatimes.com/education/news/ai-cannot-replace-human-beings-in-creating-great-literature-experts/articleshow/105347444.cms

https://openai.com/

https://www.sas.com/en_in/insights/analytics/what-is-artificial-intelligence.html

https://www.sap.com/india/products/artificial-intelligence/what-is-artificial-intelligence.html

https://www.hpe.com/us/en/what-is/artificial-intelligence.html

https://www.acton.org/religion-liberty/volume-34-number-1/ai-and-discipline-human-flourishing?utm_term=artificial%20intelligence&utm_campaign=&utm_source=adwords&utm_medium=ppc&hsa_acc=9098040689&hsa_cam=21105034464&hsa_grp=165715983811&hsa_ad=694003522452&hsa_src=g&hsa_tgt=kwd-10592891&hsa_kw=artificial%20intelligence&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAjw8diwBhAbEiwA7i_sJb7pd9FhB6vHnUysYtWzAhVHMdfGRU6yXIw8cq2k74UFrbRm7NafJBoCu9IQAvD_BwE

https://www.sciencedirect.com/topics/computer-science/artificial-intelligence

https://blog.google/technology/ai/

https://www.carnegiecouncil.org/initiatives-issues/artificial-intelligence-and-equality?utm_term=problems%20with%20ai&utm_campaign=ai_general&utm_source=google&utm_medium=cpc&hsa_acc=2829230793&hsa_cam=20509360511&hsa_grp=156030468667&hsa_ad=672208741144&hsa_src=g&hsa_tgt=kwd-628991644019&hsa_kw=problems%20with%20ai&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAjw8diwBhAbEiwA7i_sJY9kgtVhHT8q_JQMh_NOvZetffZ6LK98DOZbffQNzzEaMM4PbYKy2xoCjUUQAvD_BwE

https://chat.openai.com/auth/login

https://www.whitehouse.gov/ostp/ai-bill-of-rights/

https://www.linkedin.com/pulse/5-ai-tools-change-way-you-communicate-james-lusk

https://www.teachfloor.com/blog/ai-communication-skills-learn-prompting-techniques

https://www.linkedin.com/advice/0/how-can-you-use-ai-enhance-your-communication

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Learn the technology and techniques involved in AI	U	PSO- 5, 7,8, 11
CO-2	Understand the key notions with regards to the area of Specialization, i.e., Literary Studies and AI	R, U	PSO - 2, 3,4, 5,6, 9
CO-3	Analyse the scope, ethics and practicality of the techniques and tools for literary studies.	An, Ap	PSO- 2,3, 4,7, 9
CO-4	Develop systems that can analyze and produce data driven decisions.	E, C	PSO-2,3 4, 8,11
CO-5	Ensures enhancement, productivity and creativity by improving quality experience	C	PSO- 3, 7, 8,11

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C		
2			R, U	P		
3			An, Ap	C, P		
4			E, C	C, P, M		
5			C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	-	-	-	-	2	-	1	2	-	-	2	-	-	-	-	-	3	3	2
CO2	-	2	2	-	2		3	-	3	-	-	1	-	1	-	1	3	3	2
CO3	-	3	3	2	-	-	2	-	2	-	-	-	-	3	-	2	3	3	3
CO4	-	3	3	2	-	-	-	2	-	-	3	1	-	2	2	1	3	3	3
CO5	-	-	3		-	-	3	3	-	-	3	1	2	3	2	1	3	3	3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK1DSCECE105				
Course Title	Introducing Literature				
Type of Course	**DSC**				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary	Introduces the various genres and forms of literature				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	12
	1	Art form-Oral-Written- Narrative forms- Poetry- Poetic forms-	
	2	Prose- Literary Fiction- Novel-Novella-Short Story-Essays-	
	3	Drama- Tragedy-Comedy-Tragicomedy-One Act Plays - Melodrama-Opera-Pantomime-Mime-Ballet-Electronic Literature	
	4	W.H.Hudson – "Chapter 1: Some Ways of Studying Literature -The Nature and Elements of Literature", *An Introduction to the Study of Literature.*	
II		**Introducing Poetry**	12
	5	William Shakespeare – Sonnet 130 "My Mistress' eyes are nothing like the sun" John Keats– "Ode to a Nightingale" Robert Browning – "My Last Duchess" Emily Dickinson- "I felt a Funeral, in my Brain"	
	6	Billy Collins – "Introduction to Poetry" https://www.poetryfoundation.org/poems/46712/introduction-to-poetry Elizabeth Barrett Browning – "The Lady's Yes" https://www.poetryfoundation.org/poems/43727/the-ladys-yes E.V.Ramakrishnan – "Mending Shoes" https://www.poetryinternational.com/en/poets-poems/poems/poem/103-14080_MENDING-SHOES Audre Lorde- " A Woman Speaks" https://www.poetryfoundation.org/poems/42583/a-woman-speaks Naomi Shihab Nye- "Kindness" https://poets.org/poem/kindness	
III		**Introducing Novel and Short Fiction**	12
	8	Charles Dickens – *A Christmas Carol* (novel) O Henry – "Gift of the Magi" https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf Fyodor Dostoevsky: "An Honest Thief" https://www.gutenberg.org/files/40745/40745-h/40745-h.htm Somerset Maugham – "The Luncheon" https://online.htseden.co.za/wp-content/uploads/2021/05/The-Luncheon-Short-story.pdf Kamala Das: " The Smell of the Bird" https://www.google.co.in/books/edition/The_Sandal_Trees_and_Other_Stories/z9idi608gaUC?hl=en&gbpv=1&dq=kamala+das+stories+in+english&printsec=frontcover	

IV		**Introducing One Act Plays**	12
	9	Percival Wilde – *Refund*	
V		**Introducing Prose**	12
	10	Francis Bacon- "Of Studies" Charles Lamb- "Dream Children: A Reverie" Joseph Addison- "Sir Roger at the Play" Toni Morrison: 'What the Back Woman Thinks About Women's Lib' https://www.nytimes.com/1971/08/22/archives/what-the-black-woman-thinks-about-womens-lib-the-black-woman-and.html Tim Kreider – "I Know What You Think of Me" https://archive.nytimes.com/opinionator.blogs.nytimes.com/2013/06/15/i-know-what-you-think-of-me/?smid=pl-share	

Recommended Reading

Anjaria, Ulka. *A History of Indian Novel in English*, New York, Cambridge University Press, 2015.

Brillenburg Wrth, Kiene and Ann Rigney. *The Life of Texts: An Introduction to Literary Studies.*Amsterdam, Amsterdam University Press, 2019.

Carey, John. *A Little History of Poetry*. United States, Yale University Press, 2020

Casey, Maryrose. *Creating Space Contemporary Indigenous Theatre*. Brisbane, University of Queensland Press, 2004

Casserto, Leonard and Benjamin Reiss.*The Cambridge History of American Novel*. Cambridge University Press, 2011.

Chaudhuri, Rosinka. *A History of Indian Poetry in English*.Cambridge University Press, 2016
Damrosch, David. What is World Literature?Princeton University Press, 2018

De, Souza, Eunice. Ed. *These my Words* The Penguin Book of Indian Poetry. Penguin Books, 2012.
Billy Collins – "Introduction to Poetry"
https://www.poetryfoundation.org/poems/46712/introduction-to-poetry
Elizabeth Barrett Browning – "The Lady's Yes"
https://www.poetryfoundation.org/poems/43727/the-ladys-yes
Abdushukur Muhammet Qumtur – "An Ear on the Wall"

https://modernpoetryintranslation.com/poem/an-ear-on-the-wall/
Rudolph Muller –"A Sixteen Year Old Girl"
https://www.lidous.net/2009/01/08/a-sixteen-year-old-girl/
Yahuda Amichai — "Jerusalem"
https://hellopoetry.com/poem/73514/jerusalem/

Fischer-Lichte, Erika, *History of Drama and Theatre*, Routledge, 2002. Frow, John. Genre.UK, Taylor and Francis, 2013.

Geir Farner. *Literary Fiction*.Bloomsburry. 2014.

Harper, Michael, S, Antony Walton.*The Vintage book of African American Poetry* New York, Knopf Doubleday Publishing Group, 2012.

Hart, Stephen, M. *The Cambridge Companion to Latin American Poetry*, Cambridge, Cmbridge University Press, 2008.

Hosein, Ann. *The History of Theatre*. New York, The Rosen Publishing Group, 2015. Ibsen,

Klarer, Mario. *An Introduction to Literary Studies*. UK,Taylor and Francis, 2005. Lal, Ananda, Theatres of India A Concise Companion.Oxford University Press, 2009. Mason, Bim. Street Theatre and other Outdoor Performance, Routledge, 1992.

Mc Clatchy, J,D. *The Vintage Book of Contemporary World Poetry*.New York, Vintage Books, 1996.

Mc Clatchy, J,D. *The Vintage Book of Contemporary American Poetry*.New York, Vintage Books, 2009.

Moretti, Franco. *Atlas of the European Novel 1800-1900*. London, Verso, 1998.

Ricks, Christopher. *The Oxford Book of English Verse*, Oxford, Oxford University Press, 1999.

Roy, Rituparna. *South Asian Partition Fiction in English, From Khushwant Singh to Amitav Ghosh* .Amsterdam UP. 2010.

Styan, John L, John Louis Styan. *The English Stage A History of Drama and Performance*. Cambridge, Cambridge University Press, 1996.

Tickell, Alex. *South-Asian Fiction in English, Contemporary Transformations*. UK, Palgrave Macmillan, 2016.

Turner, Palgrave Francis. *The Golden Treasury*.New York, Steriling Publishing Private Limited. 2005.

Thayil, Jeet, *60 Indian Poets*, London, Penguin Books Limted,2008.

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https://www.poetryfoundation.org/ https://www.poemhunter.com/
https://pabloneruda.net

https://www.poetryinternational.org/pi/home https://www.pitt.edu/~dash/folktexts.html
https://www.gutenberg.org/ebooks/search/?query=poetry&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=one+act+plays&submit_search=Go%21

https://balkhandecollege.com/study/Refund%20B.A.l%20(second%20sem).docx

https://www.nobelprize.org/prizes/lists/all-nobel-prizes-in-literature
https://www.thebalancecareers.com/the-man-booker-prize-winners-1968-to-present-2799885

 https://www.abebooks.com/books/50-essential-non-fiction-books/index.shtml
https://www.gutenberg.org/ebooks/search/?query=novels&submit_search=Go%21
https://www.gutenberg.org/ebooks/search/?query=short+stories&submit_search=Go%21

 https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students https://www.holocaust.com.au/resources/websites/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an awareness of the diversity of world literature, representing different forms, time and space.	U	PSO-2, 3
CO-2	Familiarize with the nature and characteristics of literature	R, U	2, 3, 6
CO 3	Discuss the nature and characteristics of literature	An, Ap	2, 3, 10
CO4	Acquire familiarity with key genres of literature	Ap, C	2,3, 4, 6,10
CO 5	Possess a foundational understanding of various literary forms and representations	C	2, 3, 4,6,10

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		PSO-1, 2	U	F, C		
2		2, 3, 5	R, U	F, C		
3		9, 11, 13	An, Ap	C, P		
4		9, 11, 13,15	Ap, C	C, P, M		
5		11, 13, 14, 15	C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	-	3	2	-	-	-	-	-	-	-	-	-	-	1	1	-	1	-	3
CO2	-	3	2	-	-	1	-	-	-	-	-	-	-	2	-	-	2	-	3

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

Correlation Levels:

Lev el	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

SEMESTER 2

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK2DSCECE100				
Course Title	**English for Specific Purposes**				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. A knowledge of basic language skills. 2.				
Course Summary	The course introduces the student to the different ways in which English can be used for communication. Students will learn how to use English for specific subjects and and broad areas such as business, technology and logistics.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**English for Specific Purposes**	**12**
	1	Definition of English for Specific Purpose- Characteristics of ESP- Importance of ESP -English for General Purpose (EGP)-EGP vs. ESP Importance of learning ESP.	
	2	Types of ESP-EAP and EOP- Brief history and development of ESP - EST	
	3	Common abbreviations in ESP-BE, EAP, ELP, EMP, EOP, EST, EVP, IELTS, TEEP, TOEFL	
	4		
II		**English for Science and Technology (EST)**	**12**
	5	Use of English in scientific publications, textbooks, technical reports https://englishlive.ef.com/en/blog/career-english/science-vocabulary/	
	6	Technical Vocabulary for describing machines/gadgets; procedure & processes	
	7	Communicating in the Technical Workplace: discussions of processes; technical problems & solutions; safety instructions (Basic Level)	
III		**Business English**	**12**
	8	Business English: -Business Correspondence: business letters, letter of complaint-letter of enquiry-Emails-Memos-Agenda-Minutes	
	9	Negotiations: Negotiating language- process - negotiating with suppliers and clients.	
	10	Job applications-resumes-cover letters- preparing for interviews	
IV		**English for Logistics**	**12**
	11	Logistics - Job roles in Logistics - English for Logistics - Essential vocabulary- commonly used terms and abbreviations https://wheels.report/Resources/Whitepapers/45f26183-d7a6-4491-b458-3f7e7f26b290_C.pdf (Theme 1 Pp. 5-17)	
V		**Legal and Medical English**	**12**
	12	Job Roles in Legal Sector - English for Legal Affairs – key terms - vocabulary for court procedure - commonly used terms and abbreviations. https://englishlive.ef.com/en/blog/career-english/insurance-legal-english/	
	13	Job Roles in Medical sector - Medical English – medical vocabulary – common words https://promova.com/english-vocabulary/hospital-and-medical-vocabulary	

Suggested Reading

Alred, Gerald J., Charles T. Brusaw, and Walter Oliu. Handbook of Technical Writing. 6th
       ed. Boston: Bedford/St. Martin's, 2000.

Anthony, Laurence. *Introducing English for Specific Purposes*. 2018

Dudley-Evans Tony, Maggie Jo Saint John, *Developments in English for Specific Purposes: A Multidisciplinary Approach.* 2011.

Kourilova, Magda. "Teaching English For Specific Purposes." *The British Medical Journal*, vol. 2, no. 6187, 1979, pp. 431–433. *JSTOR*, www.jstor.org/stable/25433614.

Paltridge Brian and Sue Starfield, *The Handbook of English for Specific Purposes*. 2012

Talbot, Fiona. *How to write effective Business English?* 2009

Thorn, Michael and Alan Badrick. An Introduction to Technical English. Harlow: Prentice Hall Europe, 1993.

Waters, Alan and Tom Hutchinson, *English for Specific Purposes: A Learning Centered Approach.* 1988

E-resources

https://multilingualpedagogy.lmc.gatech.edu/english-for-specific-purposes-esp/

https://busyteacher.org/20571-7-turn-taking-strategies-boost-student-speaking.html

English for Science and Technology

https://www.youtube.com/watch?v=jhRzdo2gl1k

https://www.atlantis-press.com/article/25840524.pdf

https://www.slideshare.net/deepikavaja/english-for-science-and-technology

Business English

https://www.englishclub.com/business-english/negotiations-process.html
https://www.thesuccessfactory.co.uk/blog/the-ultimate-guide-to-chairing-meetingseffectively#s3

https://www.fluentu.com/blog/business-english/english-for-logistics-vocabulary/

Medical English

https://www.cambridgescholars.com/resources/pdfs/978-1-4438-9578-1-sample.pdf

https://www.englishclub.com/english-for-work/medical-vocabulary.php

https://englishclassviaskype.com/blog/how-to-learn-english/medical-english-vocabulary

https://english-at-home.com/vocabulary/medical-vocabulary/

https://www.vocabulary.com/lists/270426

https://englishclassviaskype.com/blog/how-to-learn-english/medical-english-vocabulary

Legal English

https://www.britannica.com/dictionary/eb/3000-words/topic/legal-english

https://amilawfirm.com/wp-content/uploads/2019/05/4.-Legal-English.pdf

https://english.legal/legal-english-guide

English for Logistics

https://www.fluentu.com/blog/english/english-for-logistics-vocabulary/#toc_9

https://www.linkedin.com/pulse/essential-logistics-vocabulary-business-english-learners-kau%C3%AA-sousa/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand ESP and differentiate English for General Purpose and English for Specific Purpose	U	PSO-1,2
CO-2	Be able to speak and write English for various specific purposes	R, U	
CO-3	Enable to meet their professional needs like effective inter-personal skills	U, Ap	
CO- 4	Familiarize with the vocabulary and language of Business English, Technical English, Medical English, Legal English, English for Logistics, etc.	An, E	
CO- 5	Develop strategies and tactics that businessmen, scientists, legal and medical professionals and others need in order to communicate successfully on the job	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C		
2			R, U	P		
3			U, Ap	C, P		
4			An, E	C, P		
5			C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						

CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓

CO 5		✓			✓
CO 6				✓	

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK2DSCECE101				
Course Title	Soft Skills				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. A knowledge of basic communication skills. 2				
Course Summary	The course introduces the student to the basics communication skills and the need for acquiring soft skills . It provides the necessary soft skills through theory and practice sessions.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Soft Skills**	**12**
	1	Soft Skills- definition and significance-	
	2	Difference between soft skills and hard skills	
	3	Soft skills and life skills	
	4		
II		**Personal Skills**	**12**
	5	Discovering the self- setting goals- values- attitude-	

	6	Positivity and motivation- developing Positive Thinking-	
	7	Body language and Etiquette-	
	8	Listening skills - Time Management Skills- Life skills.	
III		**Social Skills**	**12**
	9	Nonverbal communication - interpersonal skills	
	10	Circumstantial use of Language-Public Speaking	
	11	Decision-Making and Problem-Solving Skills -	
	12	Emotional Intelligence	
IV		**Professional Skills**	**12**
	13	Job oriented skills- - Communication skills	
	14	Team work - organizational skills	
	15	Interview & Group discussion skills- team communication - leadership skills-	
	16	Corporate communication styles (assertion, persuasion, negotiation.) -	
	17	Presentation skills	
V		**Workplace etiquette**	**12**
	18	Behaviour at work -	
	19	Personal etiquette - Using office utilities and resources - Travel etiquette - Professional etiquette -	
	20	Work-life balance	

Recommended Reading

Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

2012. Print.

Singh, Prakash and Raman, Meenakshi. *Business Communication*. New Delhi: Oxford UP.

2006. Print.

Bailey, Edward P. *Writing and Speaking at Work: A Practical Guide for Business*

Communication. Pennsylvania: Prentice Hall. 2007.Print.

Pease, Allan and Peas, Barbara. *The Definitive Book of Body Language*. New York: Random

House.2006.Print.

De Bono, Edward.1993. *Serious Creativity*. Re print. Harper Business.

Pease, Allan. 1998. Body Language: *How to Read Others Thoughts by their Gestures*. Suda

Publications. New Delhi.

Gardner, Howard. 1993. *Multiple Intelligences: The Theory in Practice: A Reader Basic Book*.

New York.

De Bono, Edward. 2000. *Six Thinking Hats*. 2nd Edition. Penguin Books.

De Bono, Edward. 1993. *Serious Creativity*. Re print. Harper Business.

E-Resources

https://www.investopedia.com/terms/s/soft-skills.asp#:~:text=Soft%20skills%20can%20also%20be,carried%20over%20to%20any%20position.

https://www.forbes.com/advisor/in/business/soft-skills-examples/

https://www.themuse.com/advice/soft-skills-definition-examples

https://www.thebalancemoney.com/list-of-soft-skills-2063770

<u>Course Outcomes</u>

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop unique soft sills which is beneficial for a successful life and better career performances	U	PSO-1,2
CO-2	Increase personal, social and professional skills	R, U	
CO-3	Enhance leadership qualities and demonstrate a positive work outlook	An, Ap,	
CO-4	Inculcate potential skills in the to prepare to deal with the world in a productive manner.	E, C	
CO-5	Confront their surroundings enthusiastically with confidence	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C		
2			R, U	C, P		
3			An, Ap,	C		
4			E, C	P		
5			C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK2DSCECE102				
Course Title	DIGITAL LITERATURE AND NEW MEDIA				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Understanding the Genre**	**15**
	1	Digital/Electronic Literature, New Media, Technology, AI, Digital communication, Digital creation of texts, Online media platforms, Use of technology, Digital reading,Virtual reality, Intersection of digital media and textuality, Digital Vs traditional Print literature	
	2	Origin and Evolution of Digital Literature-From the 'print antecedents' to the present age Key aspects of Digital Literature: Interactivity-Multimedia-Networked Communication-Generative and Algorithmic Systems	
II		**Types of Digital Literature and its Impact**	**15**
	3	Hypertext Fiction-Interactive Fiction and Games-Generative Literature-Digital Poetry-Hybrid Genre Electronic Literature-Cell Phone Novels-Netprov-Creepypasta-Fan fiction	

	4	Challenge to traditional concepts of authorship-Reinterpretation of classic literature in digital forms-Expanding reading and writing practices-Critical analysis and pedagogy-Integration of diverse media and disciplines-Structural experimentation	
III		**Role of Electronic Literature Organisation (ELO)**	**12**
	5	Promotion of Electronic Literature-Research and Scholarship-Preservation and Archiving-Educational Outreach Electronic Literature Collection (ELC)-ELO repository-Conferences and Festivals-Publications-Awards and Recognition	
IV		**Exploring Digital Literature in Various Formats**	**18**
	6	Hypertext Fiction "I Have Said Nothing" by J Yellowlees Douglas https://wwnorton.com/college/english/pmaf/hypertext/ihsn/i_have_said_nothing.html	
	7	Interactive Fiction *Galatea* by Emily Short https://iplayif.com/?story=http%3A%2F%2Fwww.ifarchive.org%2Fif-archive%2Fgames%2Fzcode%2FGalatea.zblorb	
	8	Generative Literature "Taroko Gorge", a poem by Nick Montfort https://nickm.com/taroko_gorge/ "The Gathering Cloud", a multimedia poem by J R Carpenter. https://luckysoap.com/thegatheringcloud/plate5.html	
	9	Video Poetry "We Keep Searching" https://youtu.be/Rv70rKU-A6c?si=RHw-DIbbQoDiA_ZE	
	10	Twitterature The account @DeadEndFiction which publishes horror-themed microfiction https://twitter.com/DeadEndFiction	
	V	**Practical Sessions**	**15**
	11	Attempt a Fan fiction based on any of your favourite novels and publish it in your twitter account.	
	12	Prepare a short video poetry in connection with environmental protection and upload it in your youtube channel.	

| | 13 | Create a blog account and upload a short hypertext fiction exemplifying a non-linear style of storytelling. | |
| | 14 | Create an article on a personal topic of your choice and publish it through the medium of the social media site, Twitter. | |

Recommended Reading

Books

- N. Katherine Hayles. *Electronic Literature:New Horizons for the Literary*. University of Notre Dame Press, 2008.
- Scott Rettberg. *Electronic Literature.Polity*, 2018.
- Roderick Coover (Ed). *The Digital Imaginary: Literature and Cinema of the Database.* Bloomsbury Publishing, 2021.
- Seema Hassan. *Mass Communication Principles and Concepts* (second edition) CBS Publishers and Distributers, 2013. 3.
- M V Kamath. *Professional Journalism*, New Delhi, Vikas Press, 1980.
- *Understanding Media and Culture: An Introduction to Mass Communication*: University of Minnesota Libraries Publishing Edition, 2016.

Online References

https://bookriot.com/digital-literature/

https://www.studysmarter.co.uk/explanations/english-literature/literary-studies/electronic-literature/

https://www.researchgate.net/publication/347650931_DIGITAL_LITERATURE_A_LITERARY_TREND_OF_THE_TWENTY_FIRST_CENTURY

https://www.routledge.com/Global-Perspectives-on-Digital-Literature-A-Critical-Introduction-for-the-Twenty-First-Century/Ghosal/p/book/9781032103495

https://courses.washington.edu/asthetik/sven_digital.html

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Explain various terminologies related to digital media	R	
CO-2	Define the concepts of new media and digital literature	U, An	
CO-3	Explain the modalities and functions of digital writing	U, E	
C0-4	Apply their skills in digital writing	Ap, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	1	R	F, C	L	-
2	2	1	U,An	F,C	L	-
3	3	1	U,Ap	C,P	L/T	-
4	4	2,3	An	C,P	L/T	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO 6
CO 1	1	-	-	-	-	-						

CO 2	1	-	-	-	-	-						
CO 3	2	-	-	-	-	-						
CO 4	-	2	3		-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK2DSCECE103				
Course Title	TRAVEL WRITING				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	This course provides students with an immersive journey into the world of travel literature, exploring diverse cultural perspectives through critical analysis of travel narratives. With a primary focus on the art and craft of travel writing, it examines how the genre has evolved, particularly since the twentieth century, showcasing its myriad forms and narrative techniques. Through close examination of select texts, students will gain an understanding of the genre's aesthetic principles, its historical roots, and the dynamic interplay between tradition and innovation. Moreover, the course equips students with practical skills to engage with travel writing beyond the classroom. They will learn to create their own travel blogs, diaries, and tourism advertisements, enabling them to express their experiences and insights in compelling ways. Whether in journalism, on the internet, television, podcasts, or traditional literature, students will emerge with a comprehensive understanding of travel writing and the tools to contribute meaningfully to the genre.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Travel Writing**	**15**
	1	Travel writing as genre – early British and American travel writings of repute - travel and gender	
	2	Evolution of travel – atlas – maps – Google & GPS	

	3	Types of travel – exploration - colonialism – tourism – adventure – pilgrimage – immigration – exile	
	4		
II		**Exploring Travel Literatures**	**15**
	5	Graham Green: Journey without Maps (Penguin, 1936) (Part One: "The Way to Africa", pp 11-19)	
	6	Thomas Hardy - Midnight on the Great Western https://internetpoem.com/thomas-hardy/midnight-on-the-grea-poem/#google_vignette	
	7	Faith Adiele. "Passing through Bandit Country". (from A Woman Alone: Travel Tales from Around the Globe. Faith Conlon, et al. editors) (56-72). Seal Press, 2001.	
	8	Rajat Ubhaykar. Truck de India!: A Hitchhiker's guide to Hindustan. Simon & Schuster, 2019.	
III		**Travel Narratives**	**15**
	9	Pico Iyer: "Why We Travel." https://picoiyerjourneys.com/2000/03/18/why-we-travel/	
	10	Pankaj Mishra : *Butter Chicken in Ludhiana: Travels in Small Town India.*	
	10	Wes Anderson "The Darjeeling Limited"(2007)	
	11	Case Study 1: Travel photography: https://www.instagram.com/worthashott/?hl=en	
	12	Case Study 2: "God's Own Country" Tourism Campaign in Kerala	
	13	Case Study 3: @hippie.trail (https://www.instagram.com/hippie.trail/?hl=en)	
IV		**Travel Writing**	**15**
	18	Personal narratives - Writing Travelogues - Travel-Diaries	
	19	Preparing Itineraries, Radio/Podcast narratives of travel - Social Media Travel Content	
	20	Travel reports, articles.	
	21	Case Study 1: Young Pioneers Tours (Travel Agency that specialises in dangerous locations: https://www.youngpioneertours.com)	
	22	Case Study 2: Inditales: Travel Blog from India by Anuradha Goyal (https://www.inditales.com)	
		Case Study 3: Solo Travel: Travel blog by Shivya Nath (https://the-shooting-star.com/)	

V		**Travel and Tourism**	**15**
	23	Writing Blogs on Tourist Attractions, Travel Info	
	24	Tour Plan, and advice Travel - videos/documentaries - Travel photography	
	25	Travel and Tourism Advertisement	

Recommended Reading

Dictionary of Leisure, Travel, and Tourism: Third Edition. A & C Black, 2003.

Duncan, James and Derek Gregory. *Writes of Passage: Reading Travel Writing*. Routledge, 1999.

Forsdick, Charles, Zoë Kinsley and Kathryn Walchester, eds. *Keywords for Travel Writing Studies: A Critical Glossary*. Anthem Press, 2022.

Fussell, Paul. *Abroad: British Literary Travelling between the Wars*. OUP, 1980.

Hulme, Peter and Tim Youngs, eds. *The Cambridge Companion to Travel Writing*. CUP, 2002.

Nesvet, R. (2017). Revolutions per minute: technology–travel–writing, 1800–1940. Studies in Travel Writing, 21(2), 221–226. https://doi.org/10.1080/13645145.2017.1330673

Pratt, Mary-Louis. *Imperial Eyes: Travel Writing and Transculturation*. Routledge, 1992.

Thompson, Carl. *Travel Writing*. Routledge, 2011.

Sharply, Richard. *Travel and Tourism* (SAGE Course Companions). Sage, 2006.

Singh, L.K. Fundamentals of Tourism and Travel. Isha Books,

Youngs, Tim. *Travel Writing: a Very Short Introduction*. Oxford UP 2022.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To understand the fundamentals of travel writing as a genre.	U, R	PSO-1,2
CO-2	To develop proficiency in descriptive and narrative writing techniques.	Ap, C	

CO-3	To explore different styles and formats of travel writing.	An, Ap	
CO-4	To analyze and critique exemplary travel writing pieces.	U, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.		3, 5/4,5,7	3	F, C	L/T	Written or oral Assignment
2.		1,6, 7/4, 5, 7	1	P	T	-do-
3.		3, 4, 8/ 1,4,8	2	F, C	L/T	-do-
4.		2,4,9/1,2,8	2	F, P	L/T	-do-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	-	-	3	-	-	-	-	3	3	-

CO 2	1		-	-	-	1	-	-	-	1	1	-
CO 3	-	-	2	2	-	-	2	-	-	2	-	-
CO 4	-	2	-	2	-	-	2	2	-	-	-	-
CO 5	-	-	-	-	-	-	-	-	-	-	-	-
CO 6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5				
CO 6				

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK2DSCECE104				
Course Title	**INTRODUCTION TO BROADCAST MEDIA**				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	An interest in media and communication. The basic language and other communication skills needed for broadcast media communication.				
Course Summary	The course is designed to enlighten the students about the origin and growth of broadcast media and to familiarise them with the terms related to broadcast media. The students are introduced to the different types of radio and television programmes and the steps involved in their production process. The course aims to inform the students regarding the features, structure, and layout of radio and television scripts and equip them to write scripts for various radio and television programmes.				

Detailed Syllabus:

Module	Unit	Content	Hrs 75
I		**Introduction to Broadcast Media**	15
		Mass Media- Definition – Types	
		Functions of Mass Media- Primary Functions and Secondary Functions	
		Broadcast Media- Definition – How it is different from other mass media	
		The Origin and Growth of Broadcast Media- Radio and Television	
		History and Development of Broadcast Media in India	
		Terms related to Broadcast Media: Anchor, A- Roll, B- Roll, Bridge, Bug, Bumpers, Cold Copy, Crawl, Dateline, Follow-Up, Jingle, Lead, MOS, On Air, Promo, Rating, Raw video, RJ, Slug line, Sting, VJ	
II		**Radio**	15
		Characteristics, Scope, Limitation	
		Different types of radio: AM, FM, Amateur Radio, Community Radio, Educational Radio, Internet Radio, Satellite Radio	
		Components of a Radio Programme – Words, Music, Sound effects, Silence	
		Types of Radio Programmes: News and Informational Programmes, Educational Programmes, Music Programmes, Radio Plays, Sports Commentary, Talk Shows, Phone-in Programmes, Interviews, Comedy Programmes, Advertisements	
		Production Process- Pre-Production, Production, Post-Production	
		Qualities of an RJ	
		Practicum: 1. Role play- Talk show	
III		**Writing for Radio**	15
		Steps for preparing a Radio Script	
		Principles/Features of Radio Script	
		Structure and Format of Radio Scripts	
		6 C's of a Radio script	
		Practicum: 1. Prepare a script for any of the following: a) a radio news bulletin, b) a short radio play c) a radio spot	
IV		**Television**	15
		Characteristics, Scope, Limitation	
		Types of Television Programmes: News and Current Affairs, Informational Programmes, Educational Programmes, Documentaries, Music Programmes, Talk Shows, Talent Hunt	

		Shows, Reality Shows, Soap Operas, Children's Programme, Films, Advertisements	
		Production Process: Pre-Production, Production, Post- Production	
		Mise-en-scene: Setting, Light, Props	
		Camera Angles: High, Low, Eye–Level, Hip level, Over the Shoulder, Bird's Eye, Dutch Angle	
		Camera Shots: Extreme Close-up, Close- up, Medium Shot, Long Shot, Extreme Long Shot	
		Camera Movements: Static, Pan, Whip Pan, Tilt, Dolly: Push in and Pull Out, Dolly Zoom, Truck, Pedestal, Arc, Tracking	
		Impact and influence of Television	
		Practicum: 1.Recreate a scene from a popular television programme.	
V		**Writing for Television**	**15**
		Steps for preparing a TV script	
		Features of a Television Script - Difference between a radio script and a television script	
		Proposal, Treatment, Scripts: Scene Script and Shooting Script, Screenplay, Storyboard	
		Structure and Layout of a Television Script	
		Single Column Format and Double Column Format	
		Technical Instructions: O/c, V/o, SIL, SOT, ENG, VG or Graphis, SL/ESS	
		Practicum: 1. Prepare a television script for a prime-time news bulletin 2. Write a script for a television documentary	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Trace the origin and growth of broadcast media.	R, U	
CO2	Identity and understand the terms used in broadcast media.	R	
CO3	Identity different radio and television programmes.	R, U	
CO4	Familiarise themselves with the steps involved in the production of radio and television programmes.	R, U,	

CO5	Understand the features, structure, and layout of radio scripts and will be able to create scripts for various radio genres.	U, Ap, An, E, C	
CO6	Identify the features, structure and layout of television script and will be able to create scripts for various television programmes.	U, Ap, An, C	

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

Note: 1 or 2 COs/module
Name of the Course:

Credits: 3:0:2 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						
4						
5						
6						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6

CO 1											
CO 2											
CO 3											
CO 4											
CO 5											
CO 6											

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Role play
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Reference

Chatterji, P. C. *Indian Broadcasting*. Sage Publication ,1993.

Hausman, Carl, et al. *Modern Radio Production: Production, Programming, and Performance*. 9th ed., Wadsworth Publishing Co In, 2012.

Jereemy, Orlebar. The Television Handbook. Routledge, 2011.

Luthra, H. R. *Indian Broadcasting*. Publication Division, Ministry of Information and Broadcasting, 1986.

Menon, Mridula. *Indian Television and Video Programmes*. Kanishka Publishers, 2007.

Prabhakar, Navel and Basu Narendra. *Encyclopaedia of Mass media and communication 21st century*. Commonwealth Publisher, 2006

Shrivastava, K. M. Radio and TV Journalism. Sterling Publisher, 1989.

Williams, Rivers Mayfield Pub Co, 1988.

Wills, Edger. *Writing Television and Radio Programmes*. Holt, Rinehart & Winston of Canada Ltd, 1968.

Online Reference

Module 1

https://techwholesale.com/history-of-the-radio.html

https://www.thoughtco.com/the-invention-of-television-1992531

https://open.lib.umn.edu/mediaandculture/chapter/9-1-the-evolution-of-television/

https://prasarbharati.gov.in/growth-development-air/

https://indianmediastudies.com/television-in-india/

Module 2

https://indianmediastudies.com/characteristics-of-radio/

https://www.crunchreviews.com/blog/different-types-of-radio-technology/

https://egyankosh.ac.in/bitstream/123456789/91974/1/Unit-7.pdf (7.3 only)

https://studymasscom.com/radio/formats-of-radio-programs/

https://www.nimcj.org/blog-detail/these-6-qualities-you-need-to-become-a-radio-jockey-rj.html

Module 3

https://egyankosh.ac.in/bitstream/123456789/91974/1/Unit-7.pdf

https://live365.com/blog/how-to-write-a-script-for-your-live-radio-event/

Module 4

https://egyankosh.ac.in/handle/123456789/72936

https://indianmediastudies.com/characteristics-of-television/

https://emilabraham.postach.io/post/television-as-a-medium-characteristics-impacts

Module 5

https://egyankosh.ac.in/bitstream/123456789/86129/1/Unit-8.pdf

Recommended Reading:

https://mmhapu.ac.in/doc/eContent/MJMC/mukeshKumar/Nov2020/Radio%20Formats.pdf

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK2DSCECE105				
Course Title	**Popular Literature and Culture**				
Type of Course	**DSC**				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4
Pre-requisites					
Course Summary	This course gives students an understanding of popular literature which cuts across genres. The students will be able to understand the difference between the popular and the canonical and will gain the ability to think critically about the factors which bring about such a differentiation.				

Modul e	Uni t	Content	Hr s
I		**Popular Literature**	**12**
	1	Popular Literature- Growth, Development, Characteristics - genres and subgenres - folk tales - fairy tales-ballads-romances-periodicals-	

		detective fiction- sci-fi, fantasy-horror-chick lit- Children's literature-cartoon/comic strips	
	2	Arshad Ahammad A. ― "Popular Fiction: A Short Introduction." https://popularliterature2acbcss.blogspot.com/2022/03/popular-fiction-short-introduction-by.html	
II		**Popular Genres: Crime Fiction**	12
	3	Gavin Holman – "What is the Appeal of Detective Fiction?" https://www.researchgate.net/publication/322539719_What_Is_The_Appeal_Of_Detective_Fiction	
	4	Detective Story Sir Arthur Conan Doyle. "The Second Stain." https://www.arthur-conan-doyle.com/index.php/The_Adventure_of_the_Second_Stain	
III		**Popular Genres: Children's Literature, Fantasy, Fairy-tale and Pulp Fiction**	12
	5	Children's Literature Ruskin Bond – "The Cherry Tree" (short story for children) http://englishories.blogspot.com/2014/02/the-cherry-tree-ruskin-bond.html	
	6	Folk-tale Somdev Bhatt: ― "Three Suitors and Somprabha" (Vikram-Betaal Story) http://vikrambetalstory.blogspot.com/	
	7	Fairy Tale *The Story of Aladdin; or, The Wonderful Lamp.* https://americanliterature.com/author/arabian-nights/short-story/the-story-of-aladdin-or-the-wonderful-lamp "The Shoes That Were Danced to Pieces" by Jacob and Wilhelm Grimm https://www.pitt.edu/~dash/grimm133.html	
	8	Pulp/Romance Fiction Swagata Pradhan -- "A Tale of Two Strangers" - Love Stories that Touched my Heart edited by Ravinder Singh https://akshaygurnani.wordpress.com/wp-content/uploads/2016/09/love-stories-that-touched-my-heart-ravinder-singh_ebook4in-blogspot-com-1.pdf	
IV		**Novels**	12
	9	Stephen King – *Carrie*. Doubleday, 1974. (Horror Novel)	

		Christian Lax. *The Red Mother with Child*. 2020. https://www.zipcomic.com/the-red-mother-with-child-issue-tpb (Graphic Novel)	
V		**Creative Non- Fiction**	**12**
	10	Robert Atwan . "Of Memoir and Memory: Making a Case for a New Type of Literary Criticism." https://www.creativenonfiction.org/online-reading/memoir-and-memory Gwen Francis-Williams - "Asian Pears and Red Azaleas." https://www.hippocampusmagazine.com/2016/09/asian-pears-and-red-azaleas-by-gwen-francis-williams/	
	11	Blog Post Anne Pinkerton – "Precious" https://truescrawl.com/2019/08/29/precious/#more-2411	

Recommended Reading

Atwood, Margaret. *The Handmaid's Tale,* McClelland and Stewar, 1985.

Christie, Agatha. *The Murder of Roger Ackroyd*. (Novel)

Cain, James M. *Postman always Rings Twice*. (Novel)

Dozois, Gardner (editor). *The Mammoth Book of Best New SF 26.* Robinson, 2013.

Highmore, Ben. *Culture.* Routledge, 2015.

Horne, Philip (editor). *Tales from a Master's Notebook: Stories Henry James Never Wrote.* Vintage, 2018.

Khanna, Rakesh (editor). *Blaft Anthology of Tamil Pulp Fiction.* Blaft Publications, 2008.

Pawling, Christopher. "Popular Fiction: Ideology or Utopia?' *Popular Fiction and Social Change*. Basingstoke: Macmillan, 1985.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Bloomsbury, 2017.

Suvin, Darco, ―On Teaching SF Critically‖, Positions and Presuppositions in Science Fiction. Kent, Ohio: Kent State University Press. 1989

Todorov, Tzevetan. ―The Typology of Detective Fiction‖. *The Poetics of Prose*. Ithaca: Cornell UP, 1995.

Verne, Jules. *Twenty Thousand Leagues Under the Seas.* 1872, Wordsworth Editions, 1992.

Yei Theodora Ozaki. "The Ogre of Rashomon." *Japanese Fairy Tales.*
https://etc.usf.edu/lit2go/72/japanese-fairy-tales/4847/the-ogre-of-rashomon/

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Grossman, Lev. Literary Revolution in the Supermarket Aisle: Genre Fiction Is Disruptive Technology.
23 May 2012, https://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/

Khair, Tabish. "Indian Pulp Fiction in English: A Preliminary Overview from Dutt to Dé." *The Journal of Commonwealth Literature*, vol. 43, no. 3, Sept. 2008, pp. 59–74, doi:10.1177/0021989408095238.

Lee , L. J. Guilty Pleasures: Reading Romance Novels as Reworked Fairy Tales . Marvels & Tales 22 (1) 2008. https://www.muse.-jhu.edu/article/247497

.

Swirsky, Peter. ―Popular and Highbrow Literature: A Comparative View‖ CLCweb: Comparative Literature and Culture. Volume 1 Issue 4 1999.
https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1053&context=clcweb

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Encourage to think critically about popular literature.	U, An	PSO-1, 2
CO-2	Understand the categories of the ―popular‖ and the ―canonical	R, U	2, 3, 5
CO-3	Identify the conventions, formulas, themes and styles of popular genres such as detective fiction, the science fiction and fantasy, and children 's literature.	An	9, 11, 13

CO–4	Evaluate the literary and cultural value of popular tales, novels and creative non-fiction writings	Ap, E	9, 11, 13,15
CO-5	Sensitize students to the ways in which popular fiction reflects and engages with questions of gender, identity, ethics and education.	E, C	11, 13, 14, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		1, 2	U, An	F		
2		2, 3, 5	R, U	F, C		
3		9, 11, 13	An	C		
4		9, 11, 3,15	Ap, E	C, P		
5		11, 13, 14, 15	E, C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

Level	Correlation
-	
1	
2	
3	

Assessment Rubrics:

§ Assignment/ Quiz/ Discussion / Seminar

§ Midterm Exam

§ Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1				
CO 2				
CO 3				
CO 4				
CO 5				
CO 6				

SEMESTER 3

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK3DSCECE200
Course Title	Professional Communication and Practice
Type of Course	**DSC**

Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary					

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Oral Communication for the Workplace**	**15**
	1	Professional language — Words, phrases and expressions to use while introducing a topic for deliberation, giving opinion, agreeing and disagreeing, appreciating, summarising, clarifying, interrupting, apologising.	
	2	Leadership language — Diplomatic language to use for persuasion, negotiation, mediation, assertion, motivation	
	3	Hospitality language — Customer empathetic language for client service executives, guestcontact, personnel, master of ceremonies etc.	
	4	Marketing Language — language of salesmanship	
II		**Non-Verbal Communication**	**15**
	5	Vocalics — non-verbal use of voice — pitch, rate, volume, tone, prosody-Kinesics — the science of body language — gestures, postures, facial expressions — Oculesics — eye behaviour.	
	6	Proxemics — spatial communication — maintaining zone distances — pandemic-informed proxemics — digital proxemics. Haptics — communication via touch for functional and social purposes — haptic rules in different contexts and cultures.	
	7	Chronemics — time perception and management — multitasking — monochronic and polychronic approaches	
	8	Physical Appearance — personal grooming — Chromatics — communication through the use of colour — Olfactics — smell as communication.	
III		**Introduction to Modern Assessment Methods**	**12**
	9	Personality Assessment — SWOT analysis — personality types — personality quizzes to gauge aptitude, emotional intelligence, conscientiousness, peer cooperation	
	10	Psychometric Assessment — different types of reasoning test (numerical, verbal, inductive, deductive, spatial, situational, abstract)	

	11	Interview Skills — answering stock interview questions about self and family, strengths and weaknesses, likes and dislikes, justifying candidature, core values, professional goals, remuneration	
	12	Online Profile Management — maintaining formal profiles in employment oriented online services and professional networks like LinkedIn	
IV		**Values, Ethics and Etiquette**	**12**
	13	Workplace ethics and values — gender and cultural sensitivity, green ethics — humility, approachability, accountability, considerate behaviour, critical thinking, social responsibility	
	14	Social Etiquette — uncivilised conduct in movie theatres, trains and other public spaces, defacing public property, shaming others, disrespecting personal space and time, gatecrashing events — pandemic protocol — physical distancing, public hygiene	
	15	Digital Media Etiquette — responding to and acknowledging messages promptly— spamming messaging groups — indiscriminate use of emoji, GIFs and stickers — abuse of social media anonymity — shaming, verbal abuse, hate posts. — share with discretion — respecting intellectual property	
	16	Information and media literacy — misinformation, disinformation — fake news, pseudoscience, deepfakes — source seeking, fact checking, critical thinking — online fact checking methods and tools	
	17	Virtual Meeting/Online Interview Etiquette — ensuring necessary hardware and internet connection, formal display picture and username, appropriate attire, proper background and setting, muting microphone and camera, raising hand to speak	
V		**Classroom Practice**	**12**
	18	Group discussions on relevant topics Role-play workplace scenarios — aggrieved customer, disgruntled employees etc. Informal speaking opportunities to settle the nerves Online profile creation (LinkedIn) Personality quizzes Fact checking practice using online tools	

Suggested Reading

Bovée, Courtland L. and John V. Thill. *Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace.* Pearson, 2020.

Chaturvedi, P. D. and Mukesh Chaturvedi. *The Art and Science of Business Communication: Skills, Concepts, Cases, and Applications.* Pearson, 2017.

Ghosh, B. N. Ed. *Managing Soft Skills for Personality Development*. McGraw-Hill, 2012.

Lata, Pushp and Sanjay Kumar. *English for Effective Communication*. OUP, 2013.

Sen, Madhucchanda. *An Introduction to Critical Thinking*. Pearson, 2010.

Sharma, Prashant. *Soft Skills: Personality Development for Life Success*. BPB, 2019.

Suresh Kumar E., P. Sreehari and J. Savithri. *Communication Skills and Soft Skills: An Integrated Approach.* Pearson, 2011.

Zimdar, Melissa and Kembrew McLeod. Eds. *Fake News: Understanding Media and Misinformation in the Digital Age*. MITP, 2020.

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https://www.indiatoday.in/education-today/grammar-vocabulary/story/phrases-to-be-used-atworkplace-office-vocabulary-1647692-2020-02-18
https://www.mindtools.com/pages/article/newTMC_05.htm
https://blogs.lse.ac.uk/medialse/2020/06/17/fake-news-covid-19-and-digital-literacy-do-whatthe-experts-do/

https://www.mdpi.com/2078-2489/12/5/201/htm

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop the skill ecosystem of the students	U	PSO-1,2
CO-2	Update knowledge about the competency framework of modern professional organisations.	R, U	
CO-3	Mold ethical consciousness	An, Ap	
CO-4	Improve their recruitability, employability and entrepreneurship quotient	E	
CO-5	Be able to meet the demands of the industry and professional options	E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO	CO	PO/PSO	Cognitive	Knowledge	Lecture	Practical

No.			Level	Category	(L)/Tutorial (T)	(P)
1		1,6, 8, 10	U	F, C		
2		1, 6, 10, 12, 14	R, U	P		
3		1, 8	An, Ap	P		
4		6, 10, 12	E	P, M		
5		6, 12, 14	E, C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE201				
Course Title	Scripting Cyberspaces				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. Basic competence in creative writing 2. Computer and Internet literacy.				
Course Summary	The course will enable the students to use creative and technical tools to create content for the Internet.				

Detailed Syllabus:

Module	Unit	Contents	Hrs
I			15
	1	Basics of Electronic Writing-Text- (Protocols, margins, punctuations, font- font size- readability- accessibility)- Spellcheck, Citations- Word- Functions of apps to improve writing- Grammarly-Evernote- Scrivener-	
II			15
	2	How to write for the internet? https://www.market8.net/b2b-web-design-and-inbound-marketing-blog/how-people-read-on-the-web-best-practices-for-writing-on-the-web	
	3	Who reads the Internet? https://www.nngroup.com/articles/how-users-read-on-the-web/	
III			15

	4	How to channel thinking through design? https://www.ted.com/talks/tristan_harris_how_a_handful_of_tech_compa nies_control_billions_of_minds_every_day?referrer=playlist-the_race_for_your_attention&autoplay=true	
	5	Understanding Cyberspace- What is the internet? Cybermedia- Tools for writing online- Blogs-Wordpress- News Sites- Infotainment sites-Freelance Writing online- Responsible Writing- cultural- social-political-gender sensitivity- fact check	
IV		How to write a blog- writing for websites- news sites-sites for women-children-men-gender/ability/health diverse- listicles- creating and sustaining a blog. https://wordpress.com/support/tutorials/five-step-website-setup/ https://www.theguardian.com/money/2022/dec/05/how-to-start-a-blog-tips-profitable https://www.outbrain.com/blog/8-tips-to-create-better-content-for-your-target-demographic/	**15**
V		Start a blog catering to a particular aspect of your choice- maintain it and create content that can generate interest. Create listicles on the topics of your choice.	**15**

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	contextualise the demands of the media at hand.	U	
CO-2	design content for specific arenas of cyberspace.	U, Ap	
CO-3	show sensitivity to the language, presentation and geopolitics of the content being prepared.	R, Ap, An	
CO-4	use the basic design and hosting templates available online.	Ap, C	
CO-5			

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK3DSCECE202
Course Title	NARRATIVES FOR MARKETING

Type of Course	**DSC**				
Semester	IIII				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	Course designed for those learners who want to study how to create persuasive contents for marketing. The course begins with a deep understanding of the term brand storytelling and how to formulate an effective narrative founded on strong USP. In a world of competition among the brands, the course focuses on creating specific contents depending on the diverse target audience. The course concludes by providing a deeper insight about how to shift the trajectories of narratives according to the demands of the age.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Brand Storytelling**	**15**
	1	What is brand storytelling? - Evolution of brand storytelling- First Wave: Story-Addictive Interruption- Second Wave: Deceptive-Story Manipulation-Third Wave: Authentic Story-Driven Connection Compulsory Reading: Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 6-9. https://online.sbu.edu/news/ultimate-guide-brand-storytelling	
	2	Creating stories v/s content marketing– storytelling in brand communication-planning and developing engaging, intriguing, authentic stories- creating values- brand loyalty https://www.toptal.com/designers/brand/brand-storytelling#:~:text=The%20key%20elements%20that%20make,what%20the%20characters%20are%20saying).	
	3	Formulating Unique Selling Propositions (USP)- 4 Ps of brand storytelling-plot, purpose, people, place https://www.wishup.co/blog/brand-storytelling/	
	4	Creation of brand guidelines- Headlines, slogans, taglines, illustrations, whitespace-Practicum	
II		**Branding**	**15**
	5	Branding- Analysis of Amul Ads	

		https://www.atlantis-press.com/article/125985773.pdf Amul Hits :: Amul - The Taste of India	
	6	Brand ambassadors, and social media influencers as story tellers https://www.itcan.co/en/blog/social-media-influencers-and-their-impact-on-brands	
	7	Analysis of brands and their stories - Practicum	
III		**Storytelling in Ad Campaigns**	**15**
	8	Diverse ad campaigns for an inclusive society ● Women- Femvertising- Dove- #realbeauty, Ariel-#ShareTheLoad ● Transgender centred ads-Bhima #PureAsLove, Brooke Bond -# *Swad Apnepan Ka'* ● Disabled -#EatQual - McDonald's India, Samsung Ads - India Good Vibes App : Caring for the impossible ● Water conservation -Hindustan Unilever Limited- https://www.youtube.com/watch?v=2bdvoVr64HI ● Education for all- Idea- "What an idea sirji? Idea new ad on 'Education for all' (youtube.com)	
	9	Strategies to create effective brand stories https://neilpatel.com/blog/create-authentic-brand-story/ ● Jingles- Titan watches (Mozart symphony No.25), Cadbury's Dairy Milk Chocolate– 'Kiss me' ● Oxymorons- Surf Excel- '*Dag achhe hain*,' Mountain Dew- '*dar le aage jit ha*i' ● Humour- Vodafone Zoo Zoo Ads, Fevicol Ads ● Childhood innocence- Dhara oil https://www.youtube.com/watch?v=7I5OvEzLG6I ● Celebrating cricket- Cadbury's Dairy Milk *Asali Swad Zindagi Ka* male and female version- https://www.youtube.com/watch?v=z_OtC06ndUE & https://www.youtube.com/watch?v=e7JATezA1nY ● Celebrating festivals- Coca-Cola's #*MilkeHiManegiDiwali*, Tanishq's *Ekatvam* campaign	
	10	Formulating diverse brand stories- Practicum	
IV		**Brand- Consumer Communication in the Digital Era**	**15**
	11	Types of brand stories- strategic brand story- tactical brand story-company-centric tactical stories-customer centric tactical stories Compulsory Reading: Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 57-62	
	12	Media,the partner in storytelling- create strong social media narratives-short reels and stories	

	13	Incorporating brand storytelling into Integrated Market Communication (IMC)	
	14	Identify three advertisements that rely on customer centric tactical stories	
V		**Future of Brand Storytelling**	**15**
	15	Exploring AI, AR and big data in storytelling	
	16	Tracking the shifting trajectories of consumer needs- relevance of imagination and creativity in creating authentic stories- competition from a machine-driven world Compulsory Reading: Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 88-95	

Recommended Reading

Walter, Ekaterina, and Jessica Gioglio. *The Laws of Brand Storytelling: Win - and Keep - Your Customers' Hearts and Minds*. McGraw-Hill Education, 2019.

Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020

Rodriguez, Miri. *Brand Storytelling: Put Customers at the Heart of Your Brand Story*. Kogan Page, 2023.

Miller, Donald. *Building a Story Brand*. Harper Collins Leadership, 2017.

Kingsnorth, Simon. Digital Marketing Strategy : An Integrated Approach to Online Marketing. 2nd ed., New York, Kogan Page Ltd, 2019.http://elibrary.gci.edu.np/bitstream/123456789/3389/1/Bt.bm.522Digital%20Marketing%20Strategy%20An%20Integrated%20Approach%20to%20Online%20Marketing%20by%20Simon%20Kingsnorth.pdf

234624114.pdf (core.ac.uk)

15 Steps to Get Started with Content Marketing | NYTLicensing

15 Content Marketing Objectives to Prioritize in 2023 | NYTLicensing

The Evolving Relationship between Digital and Conventional Media: A Study of Media Consumption Habits in the Digital Era | THE PROGRESS: A Journal of Multidisciplinary Studies (hnpublisher.com)

View of Content marketing strategy in increasing consumer interaction on social media (seaninstitute.or.id)

paper22.pdf (ceur-ws.org)

Slogans-and-Unique-Selling-Propositions-(USP)-Beneficial-to-Advertisers-and-the-Consumers-libre.pdf (d1wqtxts1xzle7.cloudfront.net)

Storytelling in Content Marketing: The Ultimate Toolkit | NYTLicensing

https://www.wisestamp.com/blog/storytelling-marketing/

Rise of the Brand Ambassador: Social Stake, Corporate Social Responsibility and Influence among the Social Media Influencers (srce.hr)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand brand storytelling and comprehend the new developments in advertising	U	
CO-2	Evaluate the analytical frameworks and narratives used in marketing	E, An	
CO3	Formulate brand stories to meet the demands of the evolving market	Ap, C	
CO4	Develop strategies for integrated marketing communication	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE203				
Course Title	British Literature I				
Type of Course	**DSC**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week

	4	4 hours	-		4
Pre-requisites	1. Students should have a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.				

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units. Essay questions only from the units specified in the syllabus.

Module	Unit	Content	Hrs
I		**The Old English Period**	**12**
	1	Early History of Britain – Roman invasion - Anglo Saxon Conquest	
	2	Anglo Saxon Poetry – features - *Beowulf*, Caedmon and Cynewulf	
	3	Anglo Saxon Prose - Literary contributions of King Alfred - Venerable Bede	
		Essay Questions from unit 2 and 3	
II		**The Middle English Period**	**12**
	4	Norman Conquest	
	5	Middle English literature - Medieval Romances – *Sir Gawain and the Green Knight*	
	6	Literary contributions of Geoffrey Chaucer - *Canterbury Tales* – William Langland – *Piers the Plowman* -John Gower	
	7	Origin of British Drama – Miracle, Morality and Mystery Plays, and Interludes	
		Essay Questions from unit 6 and 7	
III		**Age of Renaissance**	**12**
	8	Beginning of Renaissance – Fall of Constantinople – features of Renaissance	
	9	Renaissance in England – William Caxton's Printing Press	
	10	Reformation Movement in Europe	
	11	Reformation in England – John Wycliff	
	12	Literature of the Renaissance - Sir Thomas More's *Utopia*	
		Essay Questions from units 9 and 12	
IV		**Elizabethan Age**	**12**
	13	Elizabethan Literature – Elizabethan Poetry - Tottel's Miscellany – Sidney, Spenser, Shakespeare, Isabella Whitney, Mary Sidney	

14	Early English Drama – *Gorboduc, Ralph Roister Doister*	
15	Elizabethan Drama – Elizabethan theatre - literary contributions of William Shakespeare – University Wits - Ben Jonson and Comedy of Humours	
16	Elizabethan Prose - Prose Romances - Francis Bacon - Authorized Version of the Bible	
17	John Donne and the Metaphysical Poetry	
18	Core texts *Hamlet* - "To be or not to be" soliloquy https://www.poetryfoundation.org/poems/56965/speech-to-be-or-not-to-be-that-is-the-question *As You Like It* – "All the World's a Stage" https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a-stage Bacon – Essay "Of Studies" *Bacon's Essays. Macmillan, 1992.* John Donne – "The Good-Morrow" https://www.poetryfoundation.org/poems/44104/the-good-morrow	
Essay Questions from units 13,15, 16 and 18		
V	**Puritan Age**	**12**
19	Oliver Cromwell's Commonwealth - Puritan Interregnum - Rise of Puritanism	
20	Literary contributions of John Milton and John Bunyan	
21	Core Text Milton- Sonnet "On His Blindness" https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent	
Essay Questions from unit 20		

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British	U	3, 15

	literary history		
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Explain the social and political background of different periods of British history	-	U	F	4	0
CO-2	Outline different stages of development of British literary history	-	U	F	4	0
CO3	Identify the distinct traits of various Ages and movements in British	PO1	U, An	C	4	0

CO4	Illustrate how a writer represents a particular literary school or movement	PO1, PO3	Ap	C	4	0
CO5	Analyse the literary techniques employed by a writer	PO1, PO2	An	C	4	0
CO6	Evaluate the literary contributions of the writers	PO1, PO2, PO3	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-						-	-	-	-	-	-
CO 2							-	-	-	-	-	-
CO 3							2	-	-	-	-	-
CO 4							3	-	2	-	-	-
CO 5							3	2	-	-	-	-

CO 6							3	2	3	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading

Albert, Edward. *History of English Literature*. OUP, 1979.

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

 Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

 e- resources

 https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose

https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE204				
Course Title	READING MANGA AND ANIME				
Type of Course	**DSC**				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites					
Course Summary	The course is designed to understand, evaluate, and analyse the popular narrative art forms- Manga and Anime. Tracing the history of these genres from Japan, the course aims to explore the global identity and popularity of these art forms among different ages and gender in the contemporary world. These visual representations will be studied focusing on their aesthetic, technological and transcultural bearing.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Manga and Anime**	12
	1.	What is Manga and Anime? – difference between Manga and Anime- difference between Anime and Cartoon.	
	2.	Evolution of Manga- "Long Tradition history"- product of post-1945 developments- role of Tezuka Osamu- late nineteenth century influenced by Western comic art- social change- the growth of modern print media industry	
	3	Evolution of Anime Pioneers of Japanese Anime- Shimokawa Ōten (aka Shimokawa Hekoten), Kitayama Seitarō, Kōuchi Jun'ichi Film companies- Nikkatsu, Tenkatsu, and Kobayashi	
	4	Screening of the documentary *The Early Years of Anime* https://www.youtube.com/watch?v=Dctj4qjr07o	
II		**Manga and Anime - Themes**	12
	5	Commentary and social critique-family -friendship-war- gender- Japanese identity- tradition v/s modernity- study of *Akira* as a reminder of Nagasaki and Hiroshima	

	6	Science fiction -study of the series *Astro Boy*	
	7	Demographics of Manga - Shonen-target teen boys-Masashi Kishimoto's *Naruto* - Shōjo manga- teen girls-The year 24 group- Moto Hagio, Keiko Takemiya, Yumiko Ōshima-Japanese girls' culture-female audience- magazine Shōjo-kai- *Princess Knight* by Osamu Tezuka - Seinen- adult men-Katsuhiro Otomo's *Akira* - Josei- adult women-Yun Kouga's *Loveless* - Kodomomuke-young children *Pokemon Adventures*	
III		**Reading Manga and Anime**	**12**
	8	Manga-multifaceted reading- interpreting symbols-deciphering text and images- cultural references - Koma-frame work - Manpu-Manga symbols - Fukidashi-speech bubbles - Gitaigo-illustrations of sound effects and feelings	
	9	Anime- Animation techniques - Story board - Voice actor - Character design - Cel production - Music Studios- Toei Animation, Studio Ghibli, Gainax, Madhouse, Gonzo, Sunrise, Bones	
	10	Reading *The Secret World of Arrietty* (2010)	
IV		**Transculturation in Manga and Anime**	**12**
	11	Adaptations-translation from page to screen- imaginative reinterpretation- visual vocabulary- theme, characters, medium Reading: *Howl's Moving Castle* (2004) *Ramayana: The Legend of Prince Rama* (1993)	
	12	Globalisation and marketing- Anime in America-Advertising- from McDonald's to WcDonald's- Media mix-marketing characters	
V		**Fandom**	**12**
	13	Creating fan interest- fan community of anime- fan creativity-websites- ethics of fandom-global culture	

Recommended Reading

Module 1

Brenner, Robert E. *Understanding Manga and Anime*. Libraries Unlimited, 2007, pp. 1-25

Litten, Frederick S. *Animated Film in Japan until 1919*, Herstellung und Verlag: BoD – Books on Demand, 2017, pp. 41-76. https://litten.de/fulltext/animebeg.pdf

Suzuki, Shige (CJ), and Ronald Stewart. *Manga: A Critical Guide*, Bloomsbury Academic, 2023, pp. 10-24.

Yasuo, Yamaguchi. "The Evolution of the Japanese Anime Industry." https://www.nippon.com/en/features/h00043/

https://web.archive.org/web/20200528051728/http://www.widewalls.ch/japanese-manga-comics-history/

Module 2

Dollase, Hiromi Tsuchiya. *Age of Shōjo*. State University of New York Press, 2019, pp. 17-30

Fox, David Charles. "The Cultural Significance of Manga and Anime." https://davidcharlesfox.com/cultural-significance-of-manga-and-anime/

Pagan. Amanda. "A Beginner's Guide to Manga." https://www.nypl.org/blog/2018/12/27/beginners-guide-manga

Takeuchi, Kayo. "The Genealogy of Japanese "Shōjo Manga" (Girls' Comics) Studies." *University of Hawai'i Press*, no.38, 2010, pp. 81-112, *JSTOR*, https://www.jstor.org/stable/42772011

Toku, Masami, "Shojo Manga! Girls' Comics! A Mirror of Girls' Dreams." *Mechademia,* vol. 2, 2007, pp. 19–32. *JSTOR*, http://www.jstor.org/stable/41503727.

https://repository.usfca.edu/cgi/viewcontent.cgi?article=2621&context=capstone

Module 3

How to read manga https://www.soas.ac.uk/study/blog/how-read-manga

Fusanosuke, Natsume. "The Construction of Panels (Koma) in Manga." https://imagetextjournal.com/the-construction-of-panels-koma-in-manga/

What are "manpu"? Anime and manga comic symbols and how to use them right! Part 1-https://animeartmagazine.com/what-are-manpu-anime-and-manga-comic-symbols-and-how-to-use-them-right-part-1/

Manga Sound Effect Guide https://www.japanpowered.com/anime-articles/manga-sound-effect-guide

How They Make Anime: A Guide to Creating Anime Storyboards https://storyboardhero.ai/guide-to-creating-anime-storyboards#:~:text=What%20are%20Anime%20Storyboards%3F,animators%20meticulously%20bring%20to%20life.

How To Become an Anime Voice Actor: A Beginner's Guide https://www.voquent.com/blog/how-to-become-an-anime-voice-actor-a-beginners-guide/

Brenner, Robert E. *Understanding Manga and Anime*. Libraries Unlimited, 2007, pp.27-76

Module 4

Cavallaro, Dani. *Anime and the Art of Adaptation*. McFarland & Company, Inc., Publishers, 2010.

Anime as a Form of Transculturation https://www.scribd.com/document/368628507/Anime-as-a-form-of-Transculturation

Cowan, Alec. "How anime came to the United States and became an international powerhouse" https://aleccowan12.medium.com/how-anime-took-off-in-the-u-s-8d6354557867

"McDonald's India Embraces Anime-inspired WcDonald's Makeover" https://www.hindustantimes.com/entertainment/anime/mcdonalds-india-embraces-anime-inspired-wcdonalds-makeover-take-a-peek-inside-immersive-epic-dining-adventure-101712407423078.html

Steinberg, Marc. *Anime's Media Mix: Franchising Toys and Characters in Japan*. University of Minnesota Press, 2012

Module 5

Brenner, Robert E. *Understanding Manga and Anime*. Libraries Unlimited, 2007, pp.193-250

Annett, Sandra. *Anime Fan Communities: Transcultural Flows and Frictions*. Palgrave Macmillan, 2014

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the difference between Manga and Anime, anime and cartoon	U	
CO-2	Evaluate the diverse themes and demographics of Manga and Anime	E, An	
CO3	Analyse the transculturation through adaptation	An	
CO4	Develop a framework for reading Manga and Anime	C	
CO5	Comprehend the market and fandom of Manga and Anime	U	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK3DSCECE205				
Course Title	LANGUAGE FOR ADVERTISING AND MARKETING				
Type of Course	**DSC**				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	1 hour	5
Pre-requisites	1. Basic communication skills 2. Interest in advertising and marketing				
Course Summary	OBJECTIVES 1. To familiarize students with the main concepts in Advertising and Marketing - Its Importance & Functions 2. To make students aware of the evolution of advertising and different types of advertisements. 3. To develop critical thinking and analytical skills 4. To raise awareness among students about the social responsibilities associated with advertising and marketing.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction/Practice**	**15**
	1	Advertising- Definition- Evolution of advertising in India- Functions of advertising https://www.britannica.com/money/advertising https://www.linkedin.com/pulse/from-recall-relevance-brief-history-advertising-india-kushwaha#:~:text=The%20history%20of%20advertising%20in,Bengal%20Gazette%22%20(weekly).	
	2	Classification of Advertising—On the basis of Media (print, electronic, outdoor and digital media), Audience (consumer/B2C, B2B & Social Cause Advertising), Area (local, national & international) and Function (informative, persuasive, comparing, reminder)	

		https://www.gingermediagroup.com/classification-of-advertising-all-you-need-to-know/	
	3	Classroom Activity: Developing Slogans for Products and Services.	
II		**Types of Advertising & Apex Bodies of Advertising/Practice**	**15**
	4	Types of advertising : print, direct mail, outdoor, Broadcast, Video and TV advertising, online search advertising, social media ads, mobile ads,display ads, pay-per-click ads, radio and podcast ads, consumer-generated ads, product placement ads, public service ads https://designshifu.com/types-of-advertising/ https://www.geeksforgeeks.org/types-of-advertising/	
	5	Apex Bodies of Advertising: AAAI, ASCI, TAM, BARC- Structure, Function and Roles https://www.vskills.in/certification/tutorial/advertising-agencies-association-of-india-aaai/ https://www.ascionline.in/the-asci-code/ https://blog.ipleaders.in/advertisement-standards-council-india-asci/ https://en.wikipedia.org/wiki/Total_addressable_market https://mplan.media/blog/how-to-use-barc-data-for-television-advertising-in-india/	
	6	Advantages of advertising https://www.yourarticlelibrary.com/advertising/advantages-of-advertising-12-major-advantages-of-advertising-explained/25872	
	7	Writing script for print ads- radio ads - preparing storyboard for tv ads https://decibelads.com/30-second-radio-ad-script-examples/ https://www.geeksforgeeks.org/print-advertising-meaning-types-and-examples/ https://www.manypixels.co/blog/print-design/print-ads https://www.adobe.com/creativecloud/business/teams/resources/how-to/print-ads.html https://www.storyboards.com/storyboard-examples https://medium.com/@Oliviathewriter/effective-tv-commercial-storyboarding-techniques-88cc618b4e99	
	8	Group Activity: Create a three-minute Ad using your smartphone	

III		**Impact of Ads on Society/Practice**	**15**
	9	Advertising and Society: Impact of Ads on Children, Portrayal of Women in Ads, Social Impact, Psychological Impact https://parenting.firstcry.com/articles/effects-of-advertising-on-children/ https://www.media-marketing.com/en/opinion/objectification-women-advertising/ https://www.psychologs.com/gender-stereotypes-in-advertisements-and-their-impact-on-mental-health/ https://www.liftupmarketing.in/blog/the-role-of-advertising-the-impact-on-society/#:~:text=Without%20advertising%20and%20society%2C%20businesses,promoting%20social%20causes%20and%20messages.	
	10	Importance of Media Selection https://en.wikipedia.org/wiki/Advertising_media_selection	
	11	Group discussion on Socio-Economic and Cultural Impact of Advertising.	
	12	Discussion on any top Five Creative Indian and International Advertisements. (ads showing gender equity, breaking stereotypical beauty standards etc- ads such as Amul, Bhima, Red Label etc)	
IV		**Marketing/Practice**	**15**
	13	Marketing Definition https://blog.hubspot.com/marketing/what-is-marketing	
	14	Marketing Mix (**Four Ps- Product, Price, Place & Promotion**) **h**ttps://www.ama.org/marketing-news/the-four-ps-of-marketing/	
	15	Types of marketing- internet marketing- SEM-SEO-CPC-ROI-, email marketing-content marketing- viral marketing- buzz marketing-guerilla marketing- social media marketing-social media influencer marketing https://ca.indeed.com/career-advice/career-development/types-of-marketing	
	16	Branding- Definition Importance of Logos in Marketing Consumer behavior https://www.questionpro.com/blog/consumer-behavior-definition/ SWOT analysis https://www.techtarget.com/searchcio/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis	

	17	Brand Analysis presentation- Students should choose a well-known brand and analyze its marketing strategies, including branding, advertising campaigns, and target audience	
V		**Trends in Marketing**	**15**
	18	Current trends in Marketing https://uk.indeed.com/career-advice/career-development/what-are-trends-in-marketing	
	19	Conduct debates on ethical issues in marketing, such as targeting children and promoting harmful products	
	20	Conduct seminar on any successful television advertisements- (analyse its social relevance, content, message, creativity)	

Recommended Reading

Ogilvy, David. *Ogilvy On Advertising*. Welbeck Publishing Group. 2007

Pushpanath**,** Rayan, *Mastering Marketing: A Comprehensive Guide for Professionals and Students* . TallMount Publishing. 2024

Kumar, Arun & Tyagi, *Advertising Management.* New Delhi: Atlantic Publishers and

Distributors, 2004.

Wells, Burnett & Moriarty. *Advertising: Principles and Practice.* UP: Dorling Kindersley (India) Pvt. Limited, 2007.

Gupta, Oma. *Advertising in India: Trends and Impact.* NewDelhi: Kalpaz Publications, 2005.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain an understanding of how advertising has evolved over time and learn about different classifications of advertisements.	U, Ap,C	
CO-2	Identify and comprehend various types of advertisements.	R, U, Ap,C	

CO-3	Develop the ability to critically analyze the influence of advertising on society.	U, Ap,C	
CO-4	Acquire knowledge about different marketing methods and strategies.	R,U	
CO-5	Enhance analytical and communication skills through practical exercises.	R,Ap, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						

CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSEECE200				
Course Title	PHONETICS AND PHONOLOGY				
Type of Course	**DSE**				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	An interest in learning the correct pronunciation of English, and willingness to improve pronunciation and language use through practice.				
Course Summary	This course offers a comprehensive understanding of the phonetics and phonology of human languages. Phonetics delves into the production and perception of sounds across various languages. Phonology investigates how these sounds are classified, differentiated, and arranged within a particular language framework. The primary aim of the course is to help students in the pronunciation of English in a standard accent commonly adopted by learners of British English, and used globally. Additionally, it provides insights within the broader framework of Phonetics and Phonology, offering a theoretical understanding of speech sounds and their utilization in language.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	**15**
	1	What is Language? – Characteristics – Language and Animal Communication. Language and Linguistics – Psycholinguistics - Sociolinguistics Varieties of language – Dialect, Register, Pidgin, Creole, Isoglosses	
	2	Phonetics – definition, RP, GIE Types – Articulatory, Acoustic and Auditory	
	3	Air stream Mechanisms – Organs of Speech	
	4	Speech Sounds - IPA	
II		Classification of Speech Sounds	**15**

	5	Consonants – Means of Articulation, Manner of Articulation, Voice	
	6	Classification of Vowels - English vowels- Cardinal Vowels - Vowel Diagram	
	7	Classification of Diphthongs – Closing, Centring, Falling, Rising	
	8	Three term labelling – Consonants & Vowels	
III		**Phonology**	**15**
	9	Phonology - phoneme, Minimal pairs, Allophones and their distribution	
	10	Free Variation – linking /r/ & Intrusive /r/	
	11	Suprasegmental features - Stress - word and sentence stress	
	12	Intonation, Rhythm, Juncture	
	13	Assimilation & Elision	
	14	Strong and weak forms	
	15	Aspects of connected speech	
	16	GIE, influence of mother tongue	
	17	Difference between American, RP & GIE	
IV		**Transcription – Practical**	**15**
	18	Transcription of words, sentences and passages	
	19	Syllable Structure – Stress patterns	
	20		
	21		
	22		
V		**Practical Sessions**	**15**
	23	Language Lab - students access audio or audio-visual materials	
	24	practicing and assessing one's speech, role plays, Audio books	
	25	Language pronunciation Apps - Pronunroid - IPA pronunciation	

Recommended Reading

Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Second Edition. Madras: Macmillian, 2013. Print.

Jones, D. Cambridge English Pronouncing Dictionary; 18th edition, CUP, 2022. Print.

Marks, Jonathan. English Pronunciation in Use: Elementary. Cambridge, CUP, 1989. Print.

Rani, D. Sudha. A Manual for English Language Laboratories. New Delhi: Pearson, 2010. Print.

Roach, P. English Phonetics and Phonology. Fourth edition, CUP, 2009. Print.

Web

https://www.fluentu.com/blog/english/learn-english-daily/

https://learnenglish.britishcouncil.org/skills/speaking

https://pronunroid-ipa-pronunciation.soft112.com/

https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/daily-routine

https://www.youtube.com/channel/UCV1h_cBE0Drdx19qkTM0WNw

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain an understanding of the basics of English phonology and Phonetics	U, R	PSO-1,2
CO-2	Acquire good pronunciation and transcription skills	Ap, C	
CO-3	Being able to read and interpret phonetic symbols from the International Phonetic Alphabet (IPA)	E	
CO-4	Acquisition of skills for independent use of pronunciation Dictionaries	U, Ap	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.		1/ 4, 7	2	F, C	L/T	Written or oral Assignment in Language Lab
2.		1/ 4, 5, 7	2	P	L/T	-do-

		6/ 4,5	2	P, F	L/T	-do-
3.						
4.		1,4/ 4, 7, 2	3	Ap, C	T	-do-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2	-	-	-	-	3	-	-	-	2	3	-
CO 2	1	-	-	-	-	-	-	-	-	1	1	-
CO 3	-	-	1	-	-	-	-	-	-	2	1	2
CO 4	1	-	2	2	-	2	-	-	-	1	1	-
CO 5	-	--	-	-	-	-	-	-	-	-	-	-
CO 6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

Lev el	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH

Course Code	**UK3DSEENG201**				
Course Title	EVOLUTION OF ENGLISH LANGUAGE				
Type of Course	**DSE**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	A strong understanding and an interest for exploring the historical, socio-cultural and literary achievements of England.				
Course Summary	The course intends to provide a thorough understanding of the diachronic development of the English language into a global language with special emphasis on various social, cultural and historical factors which resulted in significant changes in vocabulary, pronunciation and semantics.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Module 1- Old English**	12
	1	Language families – Indo-European family – Germanic group	
	2	Consonant shift- Grimm's law- Verner's law- Umlaut and Ablaut	
	3	Old English and its features	
	4	Dialects of Old English	
	5	Celtic, Latin and Scandinavian influences in vocabulary	
II		**Module 2 - Middle English**	12
	6	Norman Conquest and its impact on English language	
	7	Middle English and its features	
	8	French influence on English vocabulary	
	9	Contributions of Geoffrey Chaucer	
	10	Bible Translations	
	11	Rise of Standard English	
III		**Module 3- Modern English**	12

	12	Impact of Renaissance and Reformation in the development of English language.	
	13	Modern English and its features	
	14	Changes in pronunciation (Great Vowel Shift)	
	15	Spelling reforms .	
	16	Contributions of Spenser, Shakespeare and Milton to English language	
	17	Development of Dictionaries- Dr. Johnson's dictionary, The Oxford English Dictionary	
IV		**Module 4-Process of Word Formation & Semantic changes**	**12**
	18	Word formation –-Imitation, Conversion, Abbreviation, Portmanteau Words, Compounding, Acronyms, Extension of Meaning, Affixation, Telescoping , Syncopation, Corruption, Metanalysis, Words from Proper Nouns	
	19	Semantic changes in English -Widening, Narrowing of Meaning, Degeneration, Amelioration, Radiation, Synaesthesia, Metonymy, Synecdoche, Euphemism	
	20	Jargon, Slang, Dialects	
V		**Module 5-English as a Global Language**	**12**
	21	Varieties of English-Indian English-American English-British English	
	22	Digital English	
	23	Future of English as an Global Language	

Recommended Reading:

Barber C.L. John C Beal and Philip A Shaw. *The English Language: A Historical Introduction*. New York: CUP, 2004.

Baugh, Albert C, Thomas Cable. *A History of the English Language*. London: Routledge, 2012.

Crystal, David. *The Stories of English*. London: Penguin Books Ltd., 2005.

Kumari, K. Radha, *A Concise History of English Literature and Language*. Noida: Primus Books, 2013.

Syamala V. *History of the English Language*, Ganga Publishers, 1996.

Mallik, Nilank o. *Historical and Social Evolution of the English Language*. New Delhi: Educreation Publishing, 2017.

McIntyre, Dan. *History of English: A Resource Book for Students*. London: Routledge,2020.

 Wood, Frederick T. *An Outline History of English Language*. Noida: Macmillan Publishers India Pvt Ltd., 2000.

e- resources:

"English language" https://www.britannica.com/topic/English-language

"The History of English" https://www.thehistoryofenglish.com/

"Studying the History of English" http://www.raymondhickey.com/index_(SHE).html

"History of the English Language" https://en.wikipedia.org/wiki/History_of_English

"Word formation " https://en.wikipedia.org/wiki/Word_formation

"English as a Global language" https://sastra.um.ac.id/wp-content/uploads/2009/10/English-as-a-Global-Language-Its-Historical-Past-and-Its-Future-Zuliati-Rohmah.pdf

"History of English language" https://sde.uoc.ac.in/sites/default/files/sde_videos/History%20of%20English%20Language_0.pdf

"History of English Language"https://manuu.edu.in/dde/sites/default/files/DDE/DDE-SelfLearnmaterial/12jan2023/History-of-English-language-and-literature.pdf

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain knowledge of the paradigm shifts in the development of English	U, R	
CO-2	Imbibe the historical, social and cultural factors that went into the shaping of the English Language	U, An	
CO-3	Understand the contributions of major writers towards	U, R	

	the development of English Language		
CO-4	Comprehend the process of word formation and semantic changes in English	U, An	
CO-5	Recognize the varieties of English and analyse English language in a global context.	U	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						

CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓	✓		✓
CO 4	✓			✓
CO 5	✓	✓		✓

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSEECE202				
Course Title	Game Studies				
Type of Course	DSE				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	None				
Course Summary	The course will equip students in understanding the basic feature of video games. The students will be exposed to the techniques in video game and the way in which video game is used as medium of entertainment and education. The course also intends to stimulate an interest in various careers related to video games.				

Module	Unit	Content	Hrs
I		**What is Game Studies?**	**15**
		Game Studies- History of Game Studies- Types of videogames (Genres and Subgenres)-Entertainment games (AAA games and its categorization and etc) - Serious games- -Censorship (video game content rating system such as PEGI, ESRB, IARC etc)- Evolution of technology in gaming and its impact on game design and player experiences- Transition from 2D to 3D graphics- Game Engines	

		Jonathan Ostenson. "Exploring the Boundaries of Narrative: Video Games in the English Classroom" *The English Journal* , July 2013, Vol. 102, No. 6 (July 2013), pp. 71-78 Stable URL: https://www.jstor.org/stable/24484129	
II	**Videogames Discourse**		**15**
		Narratology – Ludology – Cognition-Art and Aesthetics (pixel art, realism, stylized graphics, and the use of colour theory)- Augmented, Mixed, Cloud gaming, and Virtual Reality- Interactivity- Players/ Gamers - Character agency -Player Agency -Platforms (Xbox, PlayStation, PC etc)- Game Design (game play, mechanics, player experience)-Game Environment- Map-Game World (Open World, Sandbox, Linear, Nonlinear, etc)- Role of sound design, music, and narrative -Game script- Immersion – Ethics (inclusivity, representation, microtransactions, and player well-being) and Stereotypes- Cut scenes- Death (Game over and Permadeath) – Characters – Modding Catherine Burwell. "Game Changers: Making New Meanings and New Media with Video Games" *The English Journal*, Vol. 106, No. 6 (July 2017), pp. 41-47 Stable URL: https://www.jstor.org/stable/26359545	
III	**Games as representation of Cultural and Sociological Aspects**		**15**
		Games as cultural systems (1940s to present)- subcultures- Study of play in culture- Identity – Disability – Diversity – Femininity – Masculinity – Race – Game Communities- The growth of online games- Competition and Cooperation- International gaming industry Sater, Anastasia, Bridget Blogett. **"**Playing the Humanities:Feminist Game Studies and Public Discourse" Bodies of Information: Intersectional Feminism and the Digita Humanities. Eds. Elizabeth Losh and JacquelineWernimont. University of Minnesota Press. 2018. Print.	
IV	**Videogame Review/ Criticism**		**15**
		Films vs Games-Interactive Movie- Genre sharing as an interdisciplinary concern- Symbiotic Relationship (Film, Marketing, Technology, Health, Fashion (Cosplay Culture))-Environmental	

		Storytelling-Discourse Analysis- Metamodernism- Academic and journalistic perspectives -Adaptation of Assassin's Creed (2007) Video game to Assassin's Creed (2016) film -Adaptation of Metro 2033 Novel to Metro 2033 Videogame -Analysing Metamodernism in Death Stranding (2019) https://themechroblog.wordpress.com/2017/06/19/books-vs-games-vs-movies-which-is-the-better-medium-for-storytelling/	
V	**Practical**		**15**
		Can be played/ watch YouTube Walkthroughs **Minecraft** (Sandbox Game) https://www.minecraft.net/en-us https://www.youtube.com/watch?v=ET9n1aKzY-0 **The Witcher 3 Wild Hunt** (Open World) https://www.thewitcher.com/us/en/witcher3 https://www.youtube.com/watch?v=cn_taKva-AQ **Resident Evil 4** (Linear, third-person shooter survival horror) https://www.residentevil.com/4/uk/ https://www.youtube.com/watch?v=eFuHLUuuzLI Remake https://www.residentevil.com/re4/en-asia/ https://www.youtube.com/watch?v=puWTz8toRHc **Firewatch** (narrative-driven exploration adventure) https://www.firewatchgame.com https://www.youtube.com/watch?v=F2snk0zU018 **The Last of Us Part 1** (Linear, action-adventure) https://www.playstation.com/en-in/games/the-last-of-us-part-i/ https://www.youtube.com/watch?v=y99DqGw-jG4 **Far Cry 3** (Non-linear, First Person Shooter, open world) https://www.ubisoft.com/en-gb/game/far-cry/far-cry-3	

		https://www.youtube.com/watch?v=YQDBNaC71j8 **Dishonored** (Non-linear, Morality system) https://bethesda.net/en/game/dishonored#/dishonored https://www.youtube.com/watch?v=3CVc4L12Mfw **Detroit: Become Human** (Player Agency, Morality system) https://www.quanticdream.com/en/detroit-become-human https://www.youtube.com/watch?v=JVywqFx0GdE https://www.youtube.com/watch?v=yrfTEG0OkrY **The Stanley Parable** (Player-driven narrative, metafictional exploration) - challenges traditional gaming conventions. https://www.stanleyparable.com https://www.youtube.com/watch?v=-pHsFDiRqOM **Depression Quest** (Serious game) https://store.steampowered.com/app/270170/Depression_Quest/ https://www.youtube.com/watch?v=IUsGXfqHWTQ **Darfur is Dying** (browser-based Serious game) https://www.to14.com/game.php?id=4d486a521b01e https://www.youtube.com/watch?v=uQqaQSDTm4k	

References

Bostan, Barbaros, editor. *Games and Narrative: Theory and Practice*. 2021. 1st ed., Springer Cham, 2022, doi.org/10.1007/978-3-030-81538-7.

Gee, James Paul. "Why Game Studies Now? Video Games: A New Art Form." *Games and Culture*, vol. 1, no. 1, Jan. 2006, pp. 58–61, https://doi.org/10.1177/1555412005281788.

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Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the historical development and scope of game studies, including types of video games and censorship mechanisms	U	
CO-2	Explore the artistic and aesthetic elements of video games, including virtual realities, interactivity, and narrative techniques.	U, An	
CO-3	Criticlly analyse how video games reflect cultural and sociological aspects, including identity, diversity, and online gaming communities.	An, E	
CO-4	Evaluate video games through review and criticism, comparing them with other media forms and analysing storytelling techniques.	An, E, C	
CO-5	Apply theoretical knowledge to practical examples by engaging with a variety of video games, assessing gameplay experiences and ethical considerations	An, Ap, E	

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create
Note: 1 or 2 COs/module
Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C	L	
2			U, An	P	L	
3			An, E	F, P	L	
4			U, An, E, C	P, M	L, T	
5			U, Ap, E	P, M	L, T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓	✓	✓

SEMESTER 4

University of Kerala

Discipline	Communicative English
Course Code	UK4DSCECE200
Course Title	Business Communication
Type of Course	**DSC**
Semester	IV
Academic Level	200-299

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4

Pre-requisites	1. 2.
Course Summary	The course aims to accomplish the skills required for business arena. It helps to practice English which is used in real business situations.

Detailed Syllabus:

Modul e	Uni t	Content	Hr s
I		**Module1- Introduction**	**12**
	1	**Business language – how to begin- interrupt- organize- control a meeting**	
	2	Getting and giving information- reply to an information shared- agreeing – disagreeing- refusing- expressing an opinion	

	3	Etiquettes- Greetings, Farewells, Invitation, Giving requests, advice, suggestions, apologies, regrets, gratitude	
	4	Conversations: Asking way, making accommodations in hotels, Telephone conversations	
	5	Class room activity- divide the students into pairs or groups- provide situations to practise what they have learned	
II			**12**
		Module II Office Regulations and Procedure	
	6	Starting a job in a company-asking for information on a company- conversations between receptionist and visitor, customer- care interactions	
	7	Planning ahead, making arrangements, recruiting, advertising, interviewing	
	8	Presentations- preparations for successful presentations, answering questions Meetings, running a meeting, controlling a meeting, evaluating of a meeting, question- group discussions	
III		**Office writings**	**12**
	9	Letters- business letters format and conventions,	
	10	Memoranda – purpose of writing memo, parts of a memo, format.	
	11	Agenda, Minutes, Emails- short message service- teleconferencing- video conferencing	
	12	Report writing- types of business reports- characteristics and purpose of a good report, guiding principles of writing reports, preparing a report, structure of a report.	
IV		**Preparations for a job and interview**	**12**
	13	Job advertisements.	
	14	Applying for a job- Writing application letters, C V, Resume	
	15	Interviews- Preparations for an interview- researching organization- the responsibilities, things to do on the previous day- frequently asked questions during a job interview, how to communicate with confidence Telephonic interviews- do's and don'ts.	
	16	Nonverbal factors- dress, punctuality, body language, eye contact, sitting postures, smiles	
V		**Presentation Skills**	**12**
	17	Presentation- elements of presentation- designing a presentation- using visual aids- appearance and postures- rehearsal for presentation- tips for an effective presentation	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Overcome inhibitions about communicating in business life situations	U, R, Ap, E,C	PSO-1,4,7,8
CO-2	develop proficiency in business communication	U, R, Ap, An, E, C	PSO-1,4,7,11
CO-3	Able to have a knowledge of the soft skills needed for business communication	U, R, Ap, An, E, C	PSO-1,4,7,11
CO-4	Meet the professional needs.	U, R, Ap, An, E, C	PSO-1,4,7

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Overcome inhibitions about communicating in business life situations	PSO-1,4,7,8	U, R, Ap, E,C	F, C, P	L/T	P
2	develop proficiency in business communication	PSO-1,4,7,11	U, R, Ap, An, E, C	F, C,P, M	L/T	P

| 3 | Able to have a knowledge of the soft skills needed for business communication | PSO-1,4,7,11 | U, R, Ap, An, E, C | F, C, P | L/T | P |
| 4 | Meet the professional needs. | PSO-1,4,7 | U, R, Ap, An, E, C | F, C, P | L/T | P |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O7	PSO 11	PO1	PO2	PO3	PO4
CO 1	2	-	-	1	1	1				
CO 2	2	-	-	2	1	1				
CO 3	2	-	-	1	2	1				
CO 4	2	-	-	2	2	-				

Correlation Levels:

Lev el	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Reading Materials

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Cypress, Linda. *Let's Speak Business English*. **Hauppauge, NY: Barron's Educational series, 1998.**

Guffey, Mary Ellen. Business Communication: Process and Product.3rd ed. Cincinnati: South-Western College Publishing, 2000.

Piotrowski, Maryann V. *Effective Business Writing*. **NY: Harper Collins,1996.**

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University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK4DSCECE201				
Course Title	**LANGUAGE THROUGH LITERATURE**				
Type of Course	**DSC**				
Semester	**IV**				
Academic Level	**200-299**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	**3 hours**	**-**	**2 hours**	**5**
Pre-requisites	1. Basic language competence expected of higher secondary level 2. Basic communicative competence expected of higher secondary level.				
Course Summary	**Objectives:** This course is intended to 1. enhance lexical competency by facilitating students' progression from basic word usage to nuanced expression, enabling a proficient application of words, phrases, and idioms in context 2. cultivate analytical skills in discerning changes in meaning, formality, and propriety across different syntactic structures, promoting a deeper comprehension of language structure and usage 3. encourage students to develop enhanced semiotic awareness and engage critically with language cues, thereby deepening their comprehension of language in diverse socio-cultural contexts. 4. introduce students to Popular Literature so as to gain a perspective into its distinguishing features and the difference between high and low literature through an understanding of the language used. 5. introduce students to the fundamentals of translation, elucidating the challenges inherent in translating texts and enhancing their ability to comprehend translated materials.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**The Word Way**	**15**
	1	The Fringe Benefits of Failure, and the Importance of Imagination (Essay) J.K. Rowling *[use of words]* Harvard Commencement Address 2008, J.K. Rowling http://harvardmagazine.com/2008/06/the-fringe-benefits-failure-the-importance-imagination or https://bpb-us-e1.wpmucdn.com/sites.pc.gsu.edu/dist/6/45/files/2015/11/speech-Rowling-Harvard-2fiq78x.pdf	
	2	Craig Raine – "A Martian Sends a Postcard Home" (Poem) *[Use of phrases]* https://www.poetrybyheart.org.uk/poems/a-martian-sends-a-postcard-home.	
	3	Arundhathi Roy– Chapter 2 "God of Small Things" (Excerpt from novel) *[Use of phrases]*	
	4	Babak Anvari-"Two & Two"/ "2+2=5" -(short film) *[Use of idiom]* https://youtu.be/EHAuGA7gqFU?si=mN-WzTTN8OS5LHKU	
		Assessment/ Activity/Practical Session 1) Imagine you are a Martian who has landed on planet Earth. Describe what you see from an alien perspective. 2) Use an idiom to create a poem/ story/ painting/ photograph/ short film.	
		References 1.Foster, Thomas C. *How to Read Poetry Like a Professor: A Quippy and Sonorous Guide to Verse*. HarperCollins, 2018. 2.Strunk, William. *THE ELEMENTS OF STYLE*. Strelbytskyy Multimedia Publishing, 2021. 3.Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin Books, 2015. 4.Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. Vintage, 2010. 5.Gardner, John. *On Moral Fiction*. Open Road Media, 2013. Fish, Stanley. *How to Write a Sentence: And How to Read One*. Harper Collins, 2011. 6.Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012. 7.Dittmer, Lars. *The Communications System of the Twins in Arundhati Roy's "the God of Small Things": How They Apply the*	

		English Language in a Postcolonial Indian Setting. GRIN Verlag, 2006. 8.Mullaney, Julie. *Arundhati Roy's the God of Small Things: A Reader's Guide*. 2002, ci.nii.ac.jp/ncid/BA79515336. 9.Tasnim, Zakiyah. "Reading the Language of Children in Arundhati Roy's the God of Small Things." *Crossings (Dhaka)*, vol. 7, Dec. 2016, pp. 117–23, doi:10.59817/cjes.v7i.169	
II		**The Syntactic Way**	**15**
	5	Syntax -Syntax and Diction-Syntax, Active Voice, and Passive Voice-Periodic sentences-Parallelism	
	6	Sidney Sheldon's *The Master of the Game* – Chapter 1 *(Passive voice)*	
	7	Henry Wadsworth Longfellow's "Snowflakes" *(Periodic sentences)* https://www.poetryfoundation.org/poems/44649/snow-flakes	
	8	Harper Lee's *To Kill a Mockingbird Chapter 1 (Parallelism)*	
	9	P J Kavanagh's "Beyond Decoration" https://poetryarchive.org/poem/beyond-decoration/	
	10	Dylan Thomas's "A Refusal to Mourn the Death, By Fire, of a Child in London" https://poets.org/poem/refusal-mourn-death-fire-child-london	
	11	Anton Chekhov's A Marriage Proposal (one-act play) https://genius.com/Anton-chekhov-the-proposal-full-text-annotated	
		Assessment/Activity/Practical Session Attempt a spinoff with the characters Scout and Jem Finch Write a different poem with the title "Snowflakes" Adapt "A Marriage Proposal" to a short story Design an alternative outset for the novel The Master of the Game	
		References/Suggested Reading https://web.stanford.edu/group/cslipublications/cslipublications/site/1575865688.shtml English Syntax: An Introduction by Andrew Radford (published by CUP) An Introduction to English Syntax by J. Miller	
III		**Read between the Lines**	**15**
	12	[Interpreting/picking up cues in language – reading between the lines – differentiating fact and opinion – comprehend language in use]	
	13	"Metaphors" – Sylvia Plath (poem) *[use of figurative language]* https://allpoetry.com/metaphors	
	14	Calvin & Hobbes – Bill Watterson (comic strip) *[reading between the lines, interpreting sub texts]*	

		https://static1.cbrimages.com/wordpress/wp-content/uploads/2022/10/Calvin-gets-bullies.jpg?q=50&fit=crop&w=480&dpr=1.5	
	15	"The Real AIpocalypse" – Chetan Bhagat (essay) *[differentiating between fact and opinion]* https://www.chetanbhagat.com/columns/the-real-aipocalypse-its-not-colonisation-by-the-machines-but-by-western-algorithms-that-india-needs-to-ward-off-with-our-own-hardware-software-chips-and-large-language-models/	
	16	"The Last Leaf" – O. Henry (short story) *[cues on story flow, insights into character]* https://americanenglish.state.gov/files/ae/resource_files/the-last-leaf.pdf	
		Assessment/Activity/Practical Session 1) Rewrite Plath's poem without using any figurative language or by employing a different metaphor/imagery 2) Write your own opinion about AIpocalypse 3) Write a sequel to "The Last Leaf" 4) Read and analyse a poem/story of your choice, highlighting linguistic/literary features	
		References 1. Yule G. Semantics. In: *The Study of Language*. Cambridge University Press; 2010:112-126. 2. https://www.masterclass.com/articles/writing-101-what-is-figurative-language-learn-about-10-types-of-figurative-language-with-examples 3. https://www.grammarly.com/blog/how-to-write-a-story/ 4. https://literacyideas.com/teaching-fact-and-opinion/ 5. https://theurbanwriters.com/blogs/publishing/reading-between-the-lines-the-art-of-leaving-dialogue-unsaid 6.https://pressbooks.pub/compositionforcommodores/chapter/18-2-what-is-literary-interpretation/ 7. https://lewisu.edu/writingcenter/pdf/final-writing-a-literary-analysis3212019.pdf 8. https://blambot.com/pages/comic-book-grammar-tradition#:~:text=Captions,Monologue%2C%20Spoken%2C%20and%20%20Editorial. 9. https://screenrant.com/calvin-and-hobbes-funniest-bully-moe-strips/	
IV		**Language of Popular Fiction**	**15**
	17	Popular literature- - origins and development- characteristic features – use of language- genres and subgenres.	
	18	Yei Theodora Ozaki ― "The Goblin of Adachigahara". Japanese Fairy Tales. https://etc.usf.edu/lit2go/72/japanese-fairy-tales/4838/the-goblin-of-adachigahara/	

		[Fairy tale/Folktale]	
	19	Swagata Pradhan -- "A Tale of Two Strangers" - Love Stories that Touched my Heart edited by Ravinder Singh file:///C:/Users/HP/AppData/Local/Microsoft/Windows/INetCache/IE/DJ6CEG3M/love-stories-that-touched-my-heart-ravinder-singh_ebook4in-blogspot-com-1[1].pdf *[Pulp Fiction]*	
	20	Stephen King – "The Man Who Loved Flowers" https://www.infobooks.org/pdfview/7967-the-man-who-loved-flowers-article-stephen-king/ *[Horror]*	
	21	Murray Leinster— "The Forgotten Planet- Prologue" The Project Gutenberg Ebook https://www.gutenberg.org/ebooks/41637 *[Science Fiction]*	
		Assessment/Activity/Practical Session Compare and contrast the language used in a literary text of with that of a popular text (both, of your choice)	
		References/Suggested Reading 1. eGyanKosh- UNIT 1 WHAT IS POPULAR LITERATURE? IGNOU https://egyankosh.ac.in/bitstream/123456789/69468/3/Unit-1.pdf 2. Dr. Arshad Ahammad A. - Popular Fiction: A Short Introduction https://popularliterature2acbcss.blogspot.com/2022/03/popular-fiction-short-introduction-by.html 3. Burns, Gary (editor). A Companion to Popular Culture. Wiley Blackwell, 2016.	
V		**Translating Culture**	**15**
	22	Introduction to translation- basic terminology (SL, TL, ST, ST, equivalence, faithfulness, untranslatability)	
	23	Interpretation- transcreation- transliteration- Various types to translation-literary and non-literary, bound & free, legal, medical, commercial, financial, scientific	
	24	Difficulties faced by translators- cultural differences- semantic difficulties (dialects/ slangs, idioms, technical jargon, maintaining style and tone, problem of equivalence, faithfulness and untranslatability)	
	25	"Vayaskara. Chathurvedi Bhattathiriyum Yakshiyum"- Kottarathil Shankunni (Translation from *Aithihyamala*) https://archive.org/details/AithihyamalaEnglish-KottarathilSankunny/page/n7/mode/1up	
	26	Ayyappa Paniker - "I Can't Help Blossoming"	
	27	M.Mukundan "Breast Milk" translated by Donald R. Davis, Jr https://library.oapen.org/bitstream/handle/20.500.12657/42784/9780472901678.pdf?sequence=1&isAllowed=y	

| | | **Assessment/ Activity/Practical Session**
1)Comparative study of the original and translated work.
2) Attempt translation of any work in popular literature from Malayalam/native language to English
3) Write about the difficulties in translating a text in its cultural context.
 4) Attempt a translation of an academic article/ user manual. | |
| | | **References**
https://books.sayahna.org/ml/pdf/aithihyamala.pdf
https://www.atltranslate.com/blog/solve-problems-technology-translation
Hatim, Basil and Jeremy Munday.Translation: An Advanced Resource Book. London: Routledge, 2004.
Palumbo, Giuseppe. Key Terms in Translation Studies. Continuum, 2009.
Baker, Mona., and Gabriela. Saldanha. *Routledge Encyclopedia of Translation Studies*. 2nd ed. London ; Routledge, 2009. Print.
Basheer, Vaikom Muhammed. Poovan Banana and Other Stories. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009 | |

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Through active engagement with literature, students will exhibit an expanded vocabulary and adept usage of words, phrases, and idioms in diverse contexts	R, U, Ap	
CO-2	Students will showcase a nuanced understanding of syntax, discerning changes in meaning, formality, and appropriateness across different structures, thereby enhancing their communicative fluency	R, U, Ap	
CO-3	By the end of the course, students will have developed enhanced semiotic awareness, enabling them to interpret language cues, discern underlying meanings, and distinguish between fact and opinion, thereby deepening their comprehension of language in diverse socio-cultural contexts.	U, Ap, An	
CO-4	Students will demonstrate the ability to distinguish literary texts from popular literature and develop an understanding of different genre fiction thereby improving overall language proficiency.	U, An, E	

| CO-5 | Upon completion of the course, students will possess foundational skills in translation, enabling them to comprehend the challenges inherent in translating texts and facilitating their ability to engage with translated materials effectively | Ap, An, C | |

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK4DSCECE202				
Course Title	Reading the Multiverse				
Type of Course	DSC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. Basic idea about parallel universes in popular imagination 2. Interest in exploring the historical, ethical and philosophical aspects of the multiverse				
Course Summary	The course seeks to impart a comprehensive idea about the multiverse in popular imagination.				

Detailed Syllabus:

Module	Unit	Contents	Hrs
I		Introduction to the Multiverse	**15**
	1	William James' definition- alternative universe-bubbleverse-megaverse-multiverse-parallel universe-visible universe-universe branching-metaverse- quantum mechanics-Heisenberg's uncertainty principle-MWI- Eternal Inflation-Brane Theory. https://www.newsweek.com/multiverse-theory-explained-spider-man-no-way-home-marvel-brian-greene-alan-guth-fred-adams-1652915	

	2	https://youtu.be/2bZi3Xm9tJE?si=aUK_Cv3pg3TxZTds Discussion: Is it possible that what we cannot imagine exists?	
	3	https://www.bbc.com/reel/video/p0g9hhcg/four-ways-to-understand-the-multiverse Discussion: What is reality? Explore the multiple possibilities of reality.	
		Theorising the Multiverse	15
	4	https://www.nationalgeographic.com/science/article/what-is-the-multiverse Discussion: Can there be a multiverse?	
	5	Schrodinger's Cat- Analyse the possibilities of many worlds https://thereader.mitpress.mit.edu/the-many-worlds-theory/	
	6	The road not taken and what happens https://www.nytimes.com/2022/06/20/special-series/michio-kaku-multiverse-reality.html Discussion: Can your desire to be someone else create an alternate universe?	
II		**The Multiverse in Literature**	**15**
	4	https://scroll.in/article/916584/dont-listen-to-the-critics-science-fiction-explores-what-it-means-to-be-human-in-the-truest-way	
	5	Isaac Asimov *Living Space* https://dokumen.tips/download/link/living-space-isaac-asimov.html	
	6	Philip Pullman: *The Northern Lights* (*The Golden Compass Book 1*) also called Book 1 of *His Dark Materials*	
	7	Jorge Louis Borges - *The Garden of Forking Paths* https://archive.org/stream/TheGardenOfForkingPathsJorgeLuisBorges1941/The-Garden-of-Forking-Paths-Jorge-Luis-Borges-1941_djvu.txt	
III		**The 'Other' Multiverse**	**15**
		Futurisms- Indigenous Futurisms-Afro-Futurisms- Dalit Futurisms- Osheen Siva https://www.youtube.com/watch?v=fwoGWD2U_Js	

	8	Vandana Singh: *Delhi* from *The Woman Who Thought She was a Planet and Other Stories*. https://www.lightspeedmagazine.com/fiction/delhi/	
	9	Michaella Batten: *in another string of the multiverse, perhaps,* https://www.poetryfoundation.org/poetrymagazine/poems/155917/in-another-string-of-the-multiverse-perhaps	
	10	Discussion: Are equal societies an alternate universe?	
IV	**The Multiverse in Film - Antecedents**		**15**
	11	What does the multiverse represent in cinema? https://www.theguardian.com/film/2019/dec/05/why-alternate-reality-movies-are-making-comeback-la-belle-epoque-jumanji	
	12	Back to the Future Part 1 https://www.youtube.com/watch?v=X1W4CNIiSzA	
	13	The Matrix (Part 1) https://www.youtube.com/watch?v=ZLdFEQoY78E Discussion: The cinema as an ideal medium of the multiverse	
V	**The Multiverse in Film – the Contemporary**		**15**
	13	Sustaining the multiverse in Cinema https://edition.cnn.com/style/article/multiverse-movies-newfound-popularity/index.html	
	15	Spiderman: Into the Spider-verse.Directed by Bob Persichetti, Peter Ramsey, Rodney Rothman, Daniel Pemberton, and Kier Lehman, Performances by Shameik Moore, Jake Johnson, Oscar Isaac, Columbia/Sony/Marvel,USA, 2018.	
	16	Jumanji: The Next Level. Directed by Jake Kasdan, performances by Dwyane Johnson, Kevin Hart. Sony Pictures, 2019	
	17	Everything Everywhere All At Once. Directed by Daniel Kwan and Daniel Scheniart, performances by Michelle Yeoh, Ke Huy Quan, Stephanie Hsu, James Hong, and Jaime Lee Curtis, A24, 2022 Discussion: Does cinema engender socio-cultural, racial, economic, political diversity through the multiverse?	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Contextualise the multiverse	U	
CO-2	understand the scientific underpinnings of the multiverse.	U, Ap	
CO-3	examine the multiverse as an imaginative, creative space.	R, Ap, An, E	
CO-4	critique the philosophical, social, sociological possibilities of the multiverse.	Ap, An	
CO-5	Interrogate the representations of the multiverse.	Ap, A, E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK4DSCECE203
Course Title	**Theatre and Performance**

Type of Course	**DSC**				
Semester	IV				
Academic Level	200 –299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	This course provides an overview of the history, and practice of theatre. Students will explore various elements of theatre, while examining the cultural, social, and historical contexts in which theatre operates. Through readings, discussions, performances, and practical exercises, students will develop a deeper understanding and appreciation of the art of theatre.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Origin and Growth of Theatre**	**15**
	1	Ancient Greek and Roman theatre - Sophocles, Aeschylus, Euripides, Aristophanes – The Chorus- Plautus and Terrence Medieval and Renaissance theatre - Miracle and mystery plays, Interlude – Tragedy, Comedy – Comedy of Humours Discussion of mystery play "Whom do You Seek?"	
	2		
	3	Elizabethan and Jacobean theatre Read excerpts from Elizabethan Plays to get to know the romantic fervour of the age. No detailed reading required	
	4		
II		**Modern and contemporary theatre movements**	**15**
	5	Exploration of experimental and avant-garde theatre	
	6	Expressionism, Epic Theatre, Theatre of the Absurd.	
	7	Read excerpts from The Bald Soprano by Eugene Ionesco	
	8	Read excerpts from Emperor Jones	
III		**Global Theatre Traditions**	**15**
	9	Asian theatre (e.g., Kabuki, Noh, Beijing Opera) 1.The feather Mantle https://noh.manasvi.com/hagoromo.html	

		2. The Fisherman's Revenge	
	10	African and Caribbean theatre	
	11	Latin American theatre	
	12	Indigenous and folk theatre traditions	
IV		**Indian Theatre**	**15**
	18	Indian classical drama – Kalidasa –Folk theatre - Street theatre- Major contributors of Indian English drama – Girish Karnad- –Mahasweta Devi etc	
	19		
	20	**Origin of Theatre in Kerala** – Theatre movements in Kerala –KPAC - Discuss the major plays - An overview of Thanathu Nataka Vedi and Radio plays – Contemporary stage- Nireeksha	
V		**Practicum**	**15**
	23	Preparation of a script – writing a one-act play based on a story	
	24	Critical approaches to analyzing plays and performances- Writing and presenting theatre reviews	
	25	Social and community engagement through theatre.	
		Students will work individually or in groups to develop and present a Street Play.	

Reading List

1. Antonin Artaud, "The Theatre and Its Double" (1938)
2. Bertolt Brecht, "Brecht on Theatre: The Development of an Aesthetic" (1964)
3. Viola Spolin, "Improvisation for the Theater" (3rd edition, 1999)
4. Augusto Boal, "Theatre of the Oppressed" (1974)
5. Brockett, Oscar G. "The Golden Age of Theatre: Greece and Rome." Holt, Rinehart, and Winston, 1955.
6. Bevington, David. "English Renaissance Drama." Norton, 2002.
7. Das, Sisir Kumar. "A History of Indian Literature: 500-1399: From Courtly to the Popular." Sahitya Akademi, 2005.
8. Dharwadker, Aparna Bhargava. "Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947." University of Iowa Press, 2005.
9. Singh, N.K. "Modern Indian Drama: An Anthology." Sahitya Akademi, 2004.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Describe the impact stories can have on individuals	R, U	2, 3
CO-2	Think critically about stories and their performance contexts	An	3, 9, 14
CO 3	Analyse stories and place them culturally	An, Ap	2, 6, 11
CO 4	Communicate perceptions into forms of cultural expression	E, C	7, 9
CO 5	Demonstrate the ability to identify and target specific audiences	C	5, 13, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2, 3	R, U	F, C	L	
2	2	3, 9, 14	An	C	L	
3	3	2, 6, 11	An. Ap	C, P	L	
4	4	7, 9	E, C	C, M	L	
5	5	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						

CO 3	-	-			-	-	-						
CO 4	-	-				-	-						
CO 5	-			-	-	-	-						
CO 6	-	-	-			-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK4DSCECE204
Course Title	British Literature II
Type of Course	**DSC**
Semester	IV
Academic Level	200-299

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4

Pre-requisites	1. Familiarity with British Literature (I), which would give the students a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units. Essay questions only from the units specified in the syllabus.

Module	Unit	Content	Hrs
I		**Restoration Age**	**12**
	1	Restoration of Monarchy- 1660- Social life of England in the Restoration Age	
	2	Literature in the Restoration Age – Restoration Theatre – Comedy of Manners –	

		Heroic Tragedy – distinctive features - representative playwrights – contributions of Aphra Ben	
	3	Augustan Age – features of Neo-classical Poetry – Mock-epic literary contributions of Dryden and Pope	
	4	**Core Text** John Dryden – Extract from "Mac Flecknoe" lines 1-63: (From "All human things are subject to decay" to "That for anointed dullness he was made") https://www.poetryfoundation.org/poems/44181/mac-flecknoe	
		Essay Questions from units 2, 3, and 4	
II		**18th Century Literature**	12
	5	Sentimental and Anti-Sentimental Comedy- literary contributions of Oliver Goldsmith and Sheridan	
	6	Periodical Literature – Essayists - Eliza Haywood's *The Female Spectator*	
	7	18th century fiction – growth of satire – major prose writers – literary contributions of Daniel Defoe and Jonathan Swift	
	8	Rise of the English Novel – Epistolary novel - Picaresque novel – Four Wheels of the Novel- literary contributions of Eliza Haywood, Fanny Burney	
	9	**Core Text** Richard Steele – "The Spectator Club" https://www.bartleby.com/lit-hub/hc/english-essays-from-sir-philip-sidney-to-macaulay/the-spectator-club/	
	10	Jonathan Swift – *Gullivers Travels: A Voyage to Lilliput* **https://archive.org/details/in.ernet.dli.2015.31485/page/n93/mode/2up**	
		Essay Questions from units 5, 6, 8, and 9	
III		**Transition Age**	12
	10	Age of Dr Johnson – Johnson's literary contributions – Johnson's *Dictionary*	
	11	Transitional Poetry– features – Transitional Poets	
	12	Thomas Gray – "Elegy Written in a Country Churchyard"	
		Essay Questions from unit 11	
IV		**The Romantic Age**	12
	13	The French Revolution and Romantic Revival – Features of Romanticism	
	14	First and Second generation of Romantic poets – literary contributions of Felicia Hemans	
	15	Essayists – Charles Lamb, Mary Lamb, William Hazlitt, Thomas de Quincey, Mary Wollstonecraft	
	16	Fiction - Jane Austen – Gothic fiction – Mary Shelley —— Historical novels of Walter Scott	
	17	**Core Texts** P.B Shelley : "Ode to the West Wind"	
	18	William Hazlitt: Sir Walter Scott	
		Essay Questions from units 13, 14, 15, and 16	
V		**The Victorian Age**	12
	17	Era of Scientific advance – Charles Darwin and the Theory of Evolution	

	18	Victorian Conflict and Compromise	
	19	Victorian Literature Victorian Poets –Dramatic Monologue – Pre-Raphaelite Poetry	
	20	Victorian Novelists – Women Novelists of the Victorian Era	
	21	Oscar Wilde –Art for Art's Sake Movement - Plays	
	22	**Core Text** Arnold – "Dover Beach" https://www.poetryfoundation.org/poems/43588/dover-beach	
	23	Oscar Wilde- Lady Windermere's Fan	
		Essay Questions from units 19, 20, and 22	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial	Practical (P)

					(T)	
CO-1	Explain the social and political background of different periods of British history	-	U	F	4	0
CO-2	Outline different stages of development of British literary history	-	U	F	4	0
CO3	Identify the distinct traits of various Ages and movements in British literary history	PO1	U, An	C	4	0
CO4	Illustrate how a writer represents a particular literary school or movement	PO1, PO3	Ap	C	4	0
CO5	Analyse the literary techniques employed by a writer	PO1, PO2	An	C	4	0
CO6	Evaluate the literary contributions of the writers	PO1, PO2, PO3	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-						-	-	-	-	-	-
CO 2							-	-	-	-	-	-
CO 3							2	-	-	-	-	-
CO 4							3	-	2	-	-	-
CO 5							3	2	-	-	-	-
CO 6							3	2	3	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading

Albert, Edward. *History of English Literature*. OUP, 1979.

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

e- resources

https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose

https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK4DSCECE205				
Course Title	**CONTENT WRITING**				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	With the world going digital, the demands of the job market have changed and Content Writing has emerged as a very lucrative and promising career. The course exposes and prepares students for a lucrative employment				

		opportunity. It aims to equip students with demands of the digital world with global competency.

Detailed Syllabus:

Module	Unit	Content	Hrs 75
I		**Introduction to Content Writing**	15
		Digital content writing- scope and relevance - types of content creation- articles, blogs, e-books, press releases, newsletters etc - print and web content writing - technical and marketing content development-corporate communication **Practicum**: Invited talk by a Content Writer. **Resources**: https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/ https://iimskills.com/what-is-content-writing/	
II		**Process of Content Writing**	15
		Role of a content writer- content writing in digital marketing and social media marketing. The process of Content Writing – prewriting- writing – revising – editing -publishing – wrapping up. Editing and Proof-Reading—following company style sheet, grammar, copy flow, restructuring, market research Practicum: **Resources**: Skrabanek, Britt, et al. "Content Writers: 10 Types and When to Use Them – Clearvoice." https://study.com/articles/What_is_a_Content_Writer.html https://www.salford.ac.uk/salford-business-school/importance-of-content-marketing-for-your-digital-marketing-	

		strategy#:~:text=The%20term%20content%20marketing%20refers,using%20storytelling%20and%20sharing%20information. https://www.google.com/amp/s/www.demandjump.com/blog/social-media-content-writing-examples%3fhs_amp=true https://www.elegantthemes.com/blog/marketing/using-the-5-step-writing-process-to-create-better-content https://gathercontent.com/blog/make-proofreading-part-content-strategy	
III		**Writing for the Social Media**	**15**
		Writing Styles – Non-fiction (Essays, Reports), Advertising, Newspapers – Writing blogs, case studies. Social media writing-writing for web landing pages and e commerce websites-blog writing articles-introduction to WordPress website, LinkedIn profile creation, podcast creation. **Practicum**: Practice content writings in blogs **Resources**: Gray, Sherry. "The 5 Skills You Need to Become a Successful Content Writer." Entrepreneur, Entrepreneur, 5 Aug. 2015, www.entrepreneur.com/article/247908 . https://blog.hubspot.com/marketing/how-to-start-a-blog	
IV		**Content Writing**	**15**
		Promotional product description-digital news report writing. Steps to be followed: researching the topic-creating outline-writing the first draft-reviewing, editing and proofreading - unity and coherence-writing attractive headlines. **Practicum**: Select text in any two styles and practice editing and proof-reading **Resources:** Sharma, Vibha, et al. "A Career in Content Writing: 5 Easy Steps to Get Started." Mindler Blog, 28 May 2021, www.mindler.com/blog/how-to-become-a-content-writer-in-india/	

V		**Ethics in Content Writing**	**15**
		What is ethics? Ethical writing attributes of a Content Writer. What is plagiarism? Rules of plagiarism. How to write plagiarism free copies Visual Contents in Content Writing- It's importance -Infographics – images – screenshots- GIFs- videos – memes . **Practicum**: Analyse the writings of prominent content writers and construct a report on it. **Resources**: https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-itimportant-for-blog-writing/ "What Is Plagiarism & Why Is It Important for Blog Writing?" The Uni Square Blog, 30 Apr. 2019, blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-it-important-forblog-writing/ . https://contentwritingtrainings.com/8-ethical-writing-attributes-of-a-content-writer/ https://wordpress.com/support/prevent-content-theft/	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand what content writing is and attain an awareness of its scope.	R, U	

CO2	Gain familiarity with various digital platforms and the formats of online publications.	R,U,Ap	
CO3	Introduced to various aspects of content writing.	R,U	
CO4	Enhance and nourish the creative writing among the students.	R, U, Ap	
CO5	Create an awareness on the ethics in Content Writing .	R,U	
CO6	Strengthen content writing skills through practice tasks and gain an awareness about style and specifications in digital media platforms.	R, U,Ap,An,,E C	

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

Note: 1 or 2 COs/module
Name of the Course:

Credits: 3:0:2 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						
4						
5						
6						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Role play
- Assignment
- Seminar
- Midterm Exam

▪ Final Exam

Mapping of COs to Assessment Rubrics :

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

Reference

Handley, Ann. Everybody Writes: Your Go-to Guide to Creating Ridiculously Good Content.

Sharma, Vibha, et al. "A Career in Content Writing: 5 Easy Steps to Get Started." Mindler Blog, 28 May 2021, www.mindler.com/blog/how-to-become-a-content-writer-in-india/ .

ClearVoice Blog, 29 June 2021, www.clearvoice.com/blog/10-types-content-writers-use/ .

"Want to Start b2b Writing? Here's Everything You Need to Know." Location Rebel, 21 Feb. 2022, www.locationrebel.com/b2b-writing/ .

https://www.pdfdrive.com/content-writing-books.html

https://www.clearvoice.com/blog/10-types-content-writers-use/

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK4DSEECE200

Course Title	Adaptation Studies in Folklore				
Type of Course	DSE				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total hours/week
	4	4 hours	-	-	4 hours
Pre-requisites	1. Aptitude in literature and culture 2. Aspiration towards interdisciplinary domains				
Course Summary	The course will expose students to challenging ideas and self-reflections as several folklore will be reviewed alongside newer adaptations into literature, film and other media. The students shall view how their own identities are culturally constructed, and how it engages with the world around them.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	**12**
	1	Adaptation – definition and types	
	2	Beginning theory – Perspectives Hutcheon,Linda. *A Theory of Adaptation.* Routledge (2006), pp 1- 15	
	3	Folklore Studies - Impact of folklore and its interaction with other genres http://www.ciil-ebooks.net/html/folkintro/ch1.htm	
	4	Fidelity discourse	
II		**Adaptation of folklore to literature**	**12**
	1	Influence of folk histories in literature	
	2	Folklore as cultural construct in shaping literature - R. Rajeshwari. History Preservation and Folk LIterature-A Study. Vidyabharati International Interdisciplinary Research Journal 12(2) ISSN 2319-4979	
	3	Folklore as literary canons	
	4	Literary adaptations - Key Concepts – A.K. Ramanujan's Selections from *Folktales from India (Outwitting Fate, Other Lives, A Friend in Need, The Lord of Death, The Barber and the Brahman Demon, Winning a Princess)*	
III		**Adaptation of folklore to cinema**	**12**
	9	History of folk adaptations in films - https://www1.chapman.edu/~lhall/webpage/Critical_History.html	
	10	Challenges of visual art	

	11	Cultural Assimilation	
	12	Screened adaptations – *Oru Vadakkan Veeragadha*	
IV		**Adaptation of folklore in music**	**12**
	13	Concept of Ethnomusicology as a discipline – Merriam, Alan P. The Anthropology of Music. Northwestern University Press. 1980 – Chapter One	
	14	Music as a symbol of nation - https://www.academia.edu/37814949/MUSICAL_SYMBOL_IN_THE_N ATIONAL_ASPECT	
	15	Folklorism	
	16	Folk music – Recent Trends - Indian Context	
V		**Case Studies**	**12**
	23	Malayalam folklore/ Folk Art – (Kudiyattam, Krishnanattam, Kalamezhuthu, etc.)	
	24	Women narratives in Folklore	

Book/Site References

1. Vilmos Voigt (1981) Adaptation and Interaction of Professional and Folk Literature in Adaptation and change and Decline in Oral Literaturer Laui Honko and Vilmos Voigt (eds) Helsiniki, S. K. Seura
2. Linda Hutcheon, A Theory of Adaptation, Routledge (2013)
3. Cutchins, D., Raw, L.,Welsh, J.M. (red.), Redefining Adaptation Studies, The Scarecrow Press, Lanham, Toronto, Plymouth 2010. 181 pages.
4. Ben-Amos Dan (Ed),Folklore Genres, Austin, University of Texas, Press, 1976.
5. Dundas, Aian (Ed), The Study of Folklore, PRENTICE Hall, 1965.
6. Handoo Jawaharlal, *Folklore -an Introduction*, C.I.I.L. Mysore, 1989
7. Handoo Jawaharlal, *Folklore in modern C.I.I.L.* Mysore-1998
8. Peter Clauss and Frank J Korom, 'Folkloristics and Indian Folklore' Regional Resource, Centre.Udupi. 1991.
9. https://www.ijfmr.com/papers/2020/2/14224.pdf
10. C, S, Sajeesh., Dr K.K.Geethakumari. Folk Elements in Classical Artforms of Kerala – A Study Based on Krishnanattam. IOSR – JHSS. Vol 20, Issue 5, Ver VII (May 2015), PP 07 -12.
11. Nenola, Aili. Cultural Traditions and Women. ELO, 5 (1999), pp. 21 – 42
12. https://academic.oup.com/bjaesthetics/article/58/1/89/4838369
13. http://www.asjournal.org/53-2009/adapting-history-and-literature-into-movies/
14. Propp, Vlladimir. *Theory and History of Folklore*. University of Minnesota Press. 1997
15. https://sapientia.ualg.pt/bitstream/10400.1/1277/1/ELO-02-10-JH.pdf
16. Merriam, Alan P. *The Anthropology of Music*. Northwestern University Press. 1980
17. Ramanujan, A.K. *Folktales from India*. Penguin Books. 1991.

Course Outcome

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PO addressed
CO-1	Compare and evaluate folklore in its different forms of adaptations	U, E	PO -1, 7
CO-2	Understand the elements involved in adapting folklore into literature, film, music, dance and other forms	U, R, An	PO - 1, 4, 12
CO-3	Analyse specific texts, film and other art forms	An, E	PO - 1, 4, 12
CO-4	Determine adaptations through notions of fidelity	An, E	PO - 1, 5
CO-5	Create community engagement by connecting with culture	Ap, C	PO – 4, 8, 12

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:\)

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Compare and evaluate folklore in its different forms of adaptations	PO -1, 7	U, E	F, P	L	-
2	Understand the elements involved in adapting folklore into literature, film, music, dance and other forms	PO - 1, 4, 12	U, R, An	C, P	L	-
3	Analyse specific texts, film and other art forms	PO - 1, 4, 12	An, E	F, M	L	-

| 4 | Determine adaptations through notions of fidelity | PO - 1, 5 | An, E | F, P | L | - |
| 5 | Create community engagement by connecting with culture | PO – 4, 8, 12 | Ap, C | C, M | L | - |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	PO 1	PO4	PO 5	PO 7	PO 8	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 9
CO 1	2	-	-	1	-	-	-	-	1	-	-	1
CO 2	2	1	-	-	-	2	-	2	1	-	-	1
CO 3	1	1	-	-	-	2	-	1	1	1	-	1
CO 4	2	-	1	-	-	-	-	1	1	1	-	1
CO 5	-	2	-	-	1	1	-	1	1	2	1	1

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar / Project
- Midterm Exam
- Programming Assignments
- Final Exam √√

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK4DSEECE201				
Course Title	Selections from American Literature				
Type of Course	**DSE**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites					
Course Summary	**AMERICAN LITERATURE** The course throws light upon the historical, cultural and the political contexts under which American literature as a significant stream of literature became popular. The students get an opportunity to understand how American literature developed through times, to know the eminent writers who shaped the identity of the country's literature and critically analyse how the literary works reflect the cultural, social and political scenario of the nation. After completion of the course, the students should be equipped enough to trace the evolution of American Literature, critically analyse the literary works, identify their Americanness as well as vibrancy and continue to critically evaluate the emerging tendencies of American literature.				

Detailed Syllabus:

Module	Unit		KEY CONCEPTS	Hrs
I				12
	1.		Native Americans and colonialism – Colonial literature – Puritanism and New England –Literature of the Revolutionary period –Post-Independence era and Nationalism –American Renaissance - Transcendentalism –Rise of Literary Realism – Civil War – Modernism – Jazz age and Harlem Renaissance – Great Depression and literature –Post-War Literature – American Theatre - Broadway –Developments in poetry, fiction,	

			drama – American Multiculturalism and contemporary literature. Suggested reference: Daniel S. Burt: *The Chronology of American Literature* Marcus Cunliffe: *Literature of the United States*	
II			**AMERICAN POETRY**	**12**
	1.		Phillis Wheatley: "A Hymn to the Evening" A Hymn to the Evening by Phillis Wheatley	Poetry Foundation	
	2.		Anne Bradstreet: "The Author to her Book" The Author to Her Book by Anne Bradstreet	Poetry Foundation	
	3.		Walt Whitman: "For You O Democracy" For You O Democracy by Walt Whitman	Poetry Foundation	
	4.		Emily Dickinson: "Because I Could Not Stop for Death" Because I could not stop for Death – (479) by…	Poetry Foundation	
	5.		Robert Frost: "The Road not Taken" The Road Not Taken by Robert Frost	Poetry Foundation	
	6.		Wallace Stevens: "The Emperor of Ice-Cream" The Emperor of Ice-Cream by Wallace Stevens	Poetry Foundation	
	7.		Allen Ginsberg: "Homework" Homework by Allen Ginsberg	Poetry Foundation	
	8.		Anne Sexton: "Her Kind" Her Kind by Anne Sexton	Poetry Foundation	
	9.		Louise Gluck: "Telescope" Telescope :: Louise Glück – The Floating Library	
	10.		Ocean Vuong: "Someday I'll Love Ocean Vuong" Ocean Vuong – Someday I'll Love Ocean Vuong	Genius	

III			FICTION	12
	1.		Nathaneil Hawthorne: "Young Goodman Brown" Young Goodman Brown Full Text - Young Goodman Brown - Owl Eyes	
	2.		Edgar Allen Poe: "The Fall of the House of Usher" The Fall of the House of Usher by Edgar Allan Poe (poestories.com)	
	3.		William Faulkner: "Barn Burning" Barn Burning (jerrywbrown.com)	
	4.		Alice Walker: "Everyday Use" Everyday Use, by Alice Walker (harpers.org)	
	5.		Louise Erdrich: "The Red Convertible" Microsoft Word - The Red Convertible2.doc (oneida-boces.org)	
	6.		Ernest Hemmingway: *Old Man and the Sea* Ernest Hemingway – The Old Man and the Sea (Day One)	Genius	
IV			AMERICAN DRAMA	12
	1.		Eugene O' Neil: *Thirst* Thirst by Eugene O' Neill – EnglishLiterature.Net	
	2.		Arthur Miller: *Death of a Salesman* Death of a Salesman (cpb-us-e1.wpmucdn.com)	
V			ESSAYS	12
	1.		Henry David Thoreau: "The Battle of the Ants" https://americanliterature.com/author/henry-david-thoreau/essay/the-battle-of-the-ants	
	2.		James Baldwin: "If Black English isn't a Language, Then Tell Me, What Is" scholar.archive.org/work/zqcwjodlwndvjl2c7eb5nvvvhu	
	3.		Toni Morrison: "Peril" Peril by Toni Morrison (and the Necessity of Writing) - Julie Tallard Johnson	

| | 4. | | Bob Dylan: "Nobel Acceptance Speech" Bob Dylan – Nobel Lecture - NobelPrize.org | |

REFERENCES

1. Burt, Daniel S., *The Chronology of American Literature.* Houghton Mifflin, 2004.

2. Cunliffe, Marcus. *The Literature of the United States.* Penguin, 1954.

3. **Bercovitch, Sacvan. Ed.** *The Cambridge History of American Literature.* CUP, 1994.

4. **Richards, Jeffrey H. Ed.** *The Oxford Handbook of American Drama.* OUP, 2014.

5. **Lehman, David. John Brehm. Ed.** *The Oxford Book of American Poetry.* OUP, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To know who the major American writers are and develop a sense of Americanism that characterizes American literature.	R, An	PSO-2, PSO-3
CO-2	Trace the historical/ political contexts of American literary works and develop a critical perspective about American literary history.	Ap, An, E	PSO-3, PSO-11
CO-3	Determine the place of American literature within the corpus of world literature, even while identifying its uniqueness.	Ap, An	PSO-15
CO-4	To distinguish American literature from the literatures of other countries and infer the themes and narratives particular to American literary expressions.	An, U	PSO-2, PSO-11

| CO-5 | Explore further about the recent and more popular forms of American literature. | An, U | PSO-2 |

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.	CO- 1	PSO-2 PSO-3	R, An	F, C	L	-
2.	CO-2	PSO-3 PSO-11	Ap, An, E	F, C, P	L	-
3.	CO-3	PSO-15	Ap, An	P, C	L	-
4.	CO-4	PSO-2 PSO-11	An, U	F, C, P	L	-
5.	CO-5	PSO-2	An, U	F, C	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 15
CO 1	-	1	2	-	-	-	-					

CO 2	-	-	2									2	
CO 3	-	-	-										2
CO 4	-	2, 3										2, 3	
CO 5	-	2, 3											
CO 6													

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

SEMESTER 5

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	**UK5DSCECE300**				
Course Title	Review Writing				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	This course aims to equip students with the skills and techniques necessary to proficiently analyse and articulate critical assessments across various subjects through the medium of review writing.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Literary Review**	**15**
	1	Basics of book review; identifying the book to be reviewed- understanding the content of the book- highlighting - writing without revealing the story-	

		plot-narrative techniques- characterisation- settings- comparison – strengths- draft-editing- concluding verdict.	
	2	Writing an Effective Literature Review by Allan Gaw https://www.docs.hss.ed.ac.uk/iad/Researchers/Research_staff/Study_Guide_How_to_Write_an_Effective_Literature_Review_v2.0_.pdf	
	3	Book review of The Ministry of Utmost Happiness by Arundhati Roy review – a patchwork of narratives, The Guardian. //www.theguardian.com/books/2017/jun/11/ministry-utmost-happiness-arundhati-roy-review	
	4	Book review of Harper Lee's To Kill a Mocking Bird https://time.com/3693680/to-kill-a-mockingbird-review/	
	5	Book review of Jhumpa Lahiri's *Roman Stories* https://www.nytimes.com/2023/10/06/books/review/jhumpa-lahiri-roman-stories.html	
II		**Film Reviews**	**15**
	6	Purpose of Film Reviews-importance of film reviews Objectives of a review: informing, entertaining, and guiding audiences Key Elements of a Review Introduction - Grabbing the reader's attention with a compelling opening - Providing essential information about the film - Plot Summary - Summarizing the main storyline and premise of the film - Analysis and Evaluation - Evaluating the strengths and weaknesses of the film Assessing the technical aspects, performances, and overall impact Conclusion- Summarizing your main point - Providing a final recommendation or verdict	
	7	How to Write a Film Review https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/film-review-1.original.pdf	
	8	Review of Citizen Kane https://www.rogerebert.com/reviews/great-movie-citizen-kane-1941	

	9	Review of *The Godfather* https://www.theguardian.com/film/2022/feb/23/the-godfather-review-a-brutal-sweep-of-magnificent-storytelling	
	10	Review of *Pather Panchali* https://www.reelviews.net/reelviews/pather-panchali	
III		**Product Review**	**15**
	11	The purpose of product review: informing, guiding, and influencing, increasing sales.Research: acquiring product knowledge, features, specifications, ratings, comparative studies, Writing: identify target audience, grabbing opening, placing the product, reviewing, specifications, durability, guarantee , strengths and weakness, and final verdict.	
	12	How to write a Product Review https: https://chisellabs.com/blog/product-analysis/	
	13	How to write a gadget review https://www.gadgets360.com/mobiles/reviews/iphone-15-review-price-in-india-apple-4532174	
	14	Writing a food product review: https://www.chocablog.com/reviews/cadbury-dairy-milk/	
	15	Household product review https://www.nytimes.com/wirecutter/reviews/ge-profile-washer-dryer-combo-review/	
IV		**Tourism Review**	**15**
	16	Purpose of tourism review: to give insight about a tourist destination Steps involved: visit the place- how to reach directions- major attractions- historical significance- scope the place offers- kind of place: rural, urban, sea-side, mountain- recommended hotels- foods- must watch events- expense- safety.	
	17	Review of Penang, Malaysia. https://www.scmp.com/magazines/post-magazine/travel/article/2110970/good-bad-and-ugly-sides-holiday-penang-malaysia	
	18	Review of Cruise	

		https://www.cruisecritic.com.au/cruise/princess/majestic-princess	
	19	Writing Testimonials https://www.petersommer.com/testimonials https://traveltriangle.com/testimonials	
	20	Airport review: Dubai Airport https://touristhelpline.com/review-dubai-airport/	
V		**Practising Review Writing**	**15**
	21	Step by Step Guide for Review Writing https://www.nytimes.com/2023/10/30/learning/teenagers-as-critics-a-step-by-step-guide-for-writing-a-review.html	
	22	Engaging Audience https://www.hamilton.edu/academics/centers/oralcommunication/guides/how-to-engage-your-audience-and-keep-them-with-you	
	23	Developing a Persuasive writing style https://www.upwork.com/resources/persuasive-writing#:~:text=Persuasive%20writing%20is%20all%20about,audience%20should%20agree%20with%20you	
	24	Write reviews based on the modules above	

Suggested Reading

Corrigan, Timothy, and Corrigan, Graham. A Short Guide to Writing about Film. Pearson, 2015.

Drewry, John Eldridge. Writing Book Reviews. The Writer, 1966.

Nicieja, Kamil. Writing Great Specifications: Using Specification by Example and Gherkin. Manning, 2017.

Ebert, Roger. Roger Ebert's Movie Yearbook 2017. Andrews McMeel Publishing, 2017.

Kermode, Mark. Hatchet Job: Love Movies, Hate Critics. Picador, 2014.

Phillips, Kenneth. The Film Book: A Complete Guide to the World of Cinema. DK, 2015.

Rosenbaum, Jonathan. Goodbye Cinema, Hello Cinephilia: Film Culture in Transition. University of Chicago Press, 2016.

Travers, Peter. Pauline Kael: A Life in the Dark. Mariner Books, 2015.

Adato, Allison. Creative Writing: How to Write a Review. The Rosen Publishing Group, 2019.

Belcher, Wendy Laura. Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success. 2nd ed., University of Chicago Press, 2018.

Cialdini, Robert B. Influence: The Psychology of Persuasion. Harper Business, 2016.

Dellarocas, Chrysanthos. Digital Marketing and Pricing. MIT Press, 2017.

Gilovich, Thomas, et al. Social Psychology. 5th ed., W. W. Norton & Company, 2018.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Acquire proficiency in critical assessment.	An	2,11
CO-2	Demonstrates critical thinking skills and the ability to articulate clear and persuasive evaluations.	E	6, 12
Co-3	Develop understanding of how to assess and communicate their insights effectively.	U	6, 12
CO-4	Demonstrate a comprehensive understanding of the	R	2, 11

	fundamentals of review writing			
CO-5	Develop proficiency in proficiency in drafting, editing, and refining reviews to ensure clarity, coherence, and conciseness.	Ap	6, 12

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO1	2	R, U	F	L T	
2	CO2	1	Ap	C	L	
3	CO3	7	An	P, M	L	
4	CO4	3	E	C	L	
5	CO5	4	C	P, M	L T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		1	-	-	-	-						
CO 2	2		-	-	-	-						

CO 3	-	-	1	-	-	-							
CO 4	-	-	2	3	-	-							
CO 5	-	1	-	-	-	-							
CO 6	-	-	-	3	-	-							

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2		✓		✓
CO 3		✓	✓	
CO 4		✓	✓	
CO 5		✓		✓
CO 6	✓			✓

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK5DSCECE301				
Course Title	**Translation Studies**				
Type of Course	**DSC**				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. Basic Knowledge in English 2.Knowledge about the functional aspects of Translation Studies				
Course Summary	This course provides an in-depth exploration of translation studies with a focus on bridging the linguistic and cultural gaps between English and various Indian languages. Through theoretical discussions, practical exercises, and comparative literary analyses, students will gain a comprehensive understanding of translation principles and techniques, while also developing practical skills in translating texts across different genres and contexts.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Title of the Module- Module –I Foundations of Translation Studies**	**15**
	1	Introduction to Translation Studies. -Definitions, Scope, and Importance.	
	2	Historical Overview and Major Theories	
	3	Types of Translation Literal vs. Free, Interlingua vs. Intralingual, etc.	
	4	Challenges in Translation-Cultural, Linguistic, and Pragmatic Considerations.	
II		**Title of the Module- Module-2 Translation Techniques and Strategies**	**15**
	5	Equivalence and Translation Methods.	
	6	Translating Idioms, Proverbs, and Cultural References	
	7	Adaptation, Localization, and Computer-Assisted Translation Tools.	
III		**Title of the Module- Module-3 Specialized Translation**	**15**
	8	Legal Translation: Contracts, Agreements, and Legal Documents	
	9	Medical and Scientific Translation: Terminology and Precision.	
	10	Literary Translation: Fiction, Poetry, and Drama-Fiction: Required Readings: Fiction: 1."Chemmeen" by Thakazhi Sivasankara Pillai.(Only short excerpts) 2. "Randamoozham" by M.T. Vasudevan Nair.(Only short excerpts) Poetry: 1.Poems by Kumaran Asan. (Only short excerpts) 2.Poems by Ayyappa Paniker. (Only short excerpts) Drama: 1. "Avanavan Kadamba" by Thoppil Bhasi. (Only short excerpts) 2. "Chora Chuvanna Chora" by Thikkodiyan. (Only short excerpts)	
	11	Audiovisual Translation: Subtitling, Dubbing, and Voiceover.	
IV		**Title of the Module- Module -4 Comparative Literary Studies in Translation**	**15**
	12	Introduction to Comparative Literature and Translation.	
	13	Comparative Analysis of Literary Texts: Themes, Motifs, and Narratives.	
V		**Title of the Module- Module-5 Practical Applications and Project Work**	**15**
	14	Translation Ethics, Professional Standards, and Career Opportunities Guest Lectures by Professional Translators and Experts	
	24	Building a Career in Translation: Freelancing, Agencies, and In-house Positions	

	25		
		Group Project Work: Collaborative Translation Project.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	1. Understand the fundamental concepts and theories in translation studies. 2.	U,E	PSO-2
CO-2	3. Identify the challenges and ethical considerations involved in cross-cultural translation.	U,E	PSO-8,3
CO-3	4. Develop practical skills in translating texts between English and Indian languages.	A,Ap,E	PSO-1
CO-4	Analyze and evaluate different translation strategies and techniques.	A,E	PSO-4
CO-5	Apply translation principles to specialized fields such as legal, medical, and literary translation.	U,R, Ap	PSO-4,9
CO-6	5. Engage in comparative literary analysis to explore themes, motifs, and narrative structures across different linguistic and cultural contexts.	R, Ap	PSO-3,13
CO-7	6. Appreciate the cultural and linguistic diversity within India and its implications for translation practice.	R,U,E	3,13

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

Note: 1 or 2 COs/module

Name of the Course: Cross-Cultural Translation Studies: Exploring English and Indian Languages Credits: 4:0:0 (Lecture:3Tutorial:-0 Practical-1)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1,2	7. Understand the fundamental concepts and theories in translation studies. 8. Identify the challenges and ethical considerations involved in cross-cultural translation.	1,4,8/2	2	F, C	L/T	Assignments
3,4	9. Develop practical skills in translating texts between English and Indian languages. Analyze and evaluate different translation strategies and techniques.	2,45,7/1, 4	2	P,M	L/T	Assignments
5,6	10. Apply translation principles to specialized fields such as legal, medical, and	1,2,3,6/4, 9,3,13	2	P,M	L/T	Assignments

	literary translation. Engage in comparative literary analysis to explore themes, motifs, and narrative structures across different linguistic and cultural contexts.					
7	11. Appreciate the cultural and linguistic diversity within India and its implications for translation practice.	3,4,5,8/3, 13	2	C,P,M	L/T	Assignments

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-	1	-	-	1	-	1
CO 2	-	-	2	-	-	-	-	-	-	2	-	2
CO 3	1	3	1	-	-	-	3	-	-	3	-	1
CO 4	-	-	-	2	-	-	2	-	-	2	-	1

CO 5	-	1	-	2	-	-	-	-	2	-	2	-
CO 6	-	-	2	1	-	-	-	1	--	-	1	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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

Text Books/ References/ Web Resources

1."Translation Studies" by Susan Bassnett

2."In Other Words: A Coursebook on Translation" by Mona Baker

3."Foundations of Translation Studies" by Carmen Millán and Francesca Bartrina

4."The Translation Studies Reader" edited by Lawrence Venuti

5."Introducing Translation Studies: Theories and Applications" by Jeremy Munday

6."Translation: Theory and Practice: A Historical Reader" edited by Daniel Weissbort and Astradur Eysteinsson

7."Translation and Globalization" by Michael Cronin

8."Legal Translation Explained" by Enrique Alcaraz Varó and Brian Hughes

9."Medical Translation Step by Step: Learning by Drafting" by Vicent Montalt and Maria González Davies

10."Audiovisual Translation: Subtitling" by Jorge Díaz-Cintas and Aline Remael

11."In Other Words: A Coursebook on Translation" by Mona Baker.

12."Translation: Theory and Practice: A Historical Reader" edited by Daniel Weissbort and Astradur Eysteinsson

13. "Foundations of Translation Studies" by Carmen Millán and Francesca Bartrina

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK5DSCECE302				
Course Title	Language Studies I				
Type of Course	**DSC**				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	1. Language processing skills 2.				

Course Summary	This paper looks at the various aspects of language studies specifically the levels of linguistics analysis from phonetic to pragmatics. The paper also introduces students to the different grammars of English

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Linguistics**	**15**
	1	Defining linguistics- Branches of Linguistics - Sociolinguistics, Historical and Comparative linguistics, Psycholinguistics	
	2	Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics	
	3	Approaches to the study of language – Diachronic and Synchronic – Prescriptive and Descriptive	
	4	Language as a system of signs – Sign, Signifier and Signified, Langue and Parole, Competence and Performance, Syntagmatic and Paradigmatic axes.	
	5	Varieties of Language – Dialect, Register, Pidgin and Creole - Received Pronunciation (RP)	
II		**Phonetics & Phonology**	**15**
	6	Phonetics – definition – types – Articulatory, Acoustic and Auditory. Speech mechanism – Organs of speech – Speech sounds – classification - Vowels, Cardinal vowels, Consonants – three part labelling - IPA	
	7	Phonology – Phonemes – Allophones and their distribution Syllable structure – Suprasegmental features - Stress – word stress and sentence stress – Strong and weak forms - Rhythm –Juncture –Intonation – Assimilation – Elision	
	8	Transcription (words and sentences)	
III		**Morphology & Syntax**	**15**
	9	Morphology – Morphemes – classification – Free and Bound – Roots and Affixes – Lexical and Grammatical – Inflectional and Derivational - Allomorphs and their distribution	
	10	Syntax – Word classes – Form class and Function class – features	
IV		**Traditional & Structural Grammars**	**15**
	18	Major Practitioners - East and West - Panini, Patanjali, Bharthrhari, Bloomfield, Saussure, Chomsky (no questions need to be asked)	

	19	Traditional Grammar and its fallacies – Grammaticality and Acceptability	
	20	Structural grammar – Introduction to IC Analysis – Phrase Structure (PS) Grammar – Transformational Generative (TG) Grammar (no need to do sentence analysis using TG)	
V	**Language in Use**		**15**
	21	**How language shapes the way we think.** **https://youtu.be/RKK7wGAYP6k?si=mUk-zRlbPvdcsOk7**	
	22	**Practicum** - Language Activities: Organize listening sessions, debates, discussions, seminars, role-plays, stage speaking, and public speaking events.	

Books for Reference:

Catford J.C., *A Practical Introduction to Phonetics*, Oxford: Clarendon Press. 1933

Davenport & Hannahs, 2005, *Introducing Phonetics and Phonology*, Hodder

Arnold.

Bauer, L. 2007. *The linguistics student's handbook*. Edinburgh: Edinburgh University

Press.

Bloomfield. L. *Language*. Henry Holt. 1933

Crystal, David. *The Cambridge Encyclopedia of Language.* Cambridge University Press, 1995.

Jones, Daniel. *Cambridge English Pronuncing Dictionary.* CUP, 2006.

Syal, Pushpinder and D V Jinadal. *An Introduction to Linguistics: Language, Grammar and Semantics.* PHI Learning, 2012.

Yule,G. The Study of Language. Cambridge. CUP. 2010

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Accomplish a comprehensive understanding of the fundamental concepts, various branches, and historical	U	PSO-1,2

	developments within linguistics.		
CO-2	Phonetics aids students in mastering precise articulatory movements for clearer and more intelligible speech, crucial for effective communication.	R, U	
CO 3	Studying frameworks such as IC Analysis, PS Grammar and TG grammar helps students gain insight into the underlying structure of language.	U, Ap	
CO 4	Learning about linguists from both Eastern and Western traditions provides a broader understanding of linguistic theories and methodologies, enriching one's perspective on language study.	An, E	
CO 5	Demonstrate an enhanced understanding of language use and linguistics principles through engagement in practical language activities	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK5DSCECE303				
Course Title	Narratives of Resistance				
Type of Course	**DSC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. Basic proficiency in language use				

		2. Awareness of contemporary events
Course Summary		This course explores the powerful intersection of language, literature, and social justice advocacy. Participants will delve into the nuanced use of language in understanding and addressing pressing issues such as justice, child welfare, mental health, human rights, international social work, and community development. Through a combination of education, research, and critical analysis, students will develop the skills to identify and defend against human rights violations using literature and language as tools for advocacy.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Narratives- Grand narratives - Metanarratives- Privilege- Power- Hegemony-Narratives of resistance- Narratives of social justice –Narratives of Struggle-Inclusion and Exclusion**	12
	1	Mahmoud Darwish - "Identity Card" https://www.poemhunter.com/poem/identity-card/	
	2	From extradition risks to broader implications: Human rights expert breaks down Assange case https://news.un.org/en/interview/2024/02/1146567	
	3	Is graffiti an act of resistance? https://www.resetdoc.org/story/challenging-monopoly-state-representation-public-spaces/	
II		Gender	12
		Gender equity-violence prevention – empowerment – gender identity- intersectionality - transgender-intersex-preferred pronouns	
	4	We Are Everything – Kalki Subramaniam https://pipewrenchmag.com/kalki-subramaniam-apart-yet-alike/	
	5	We should all be feminists	Chimamanda Ngozi Adichie	TEDxEuston https://www.youtube.com/watch?v=hg3umXU_qWc	

	6	News paper article on Janaki Ammal – the pioneering Indian female botanist https://timesofindia.indiatimes.com/city/chennai/she-broke-caste-gender-barriers-with-science/articleshow/62876921.cms	
III		**Ecology**	**12**
		Environmental activism – climate change- land and resource rights- environmental refugees- global environmental governance	
	8	Photo- activism: Photography with purpose https://medium.com/@weanimalsmedia/photo-activism-photography-with-purpose-87737285a36c#:~:text=Throughout%20history%2C%20photographers%20have%20covered,or%20lp%20deliver	
	9	Greta Thunberg's Speech at the UN Climate Conference https://youtu.be/11FCyUB81rI?si=WqC6vKdo4u3F2JoU	
	10	**Locker – Short film** **https://youtu.be/yNw1X5u7k9g?si=tuu0vgV5-JGvg3xo**	
IV		**Indigenous/Marginalized/ Refugee/ Tribal/ Disabled**	**12**
	12	Shishu _ Mahasweta Devi	
	13	*Nadugadhika*- K J Baby	
	14	The laughter of hunger (Paikinjana Chiri) -Leela Santhosh, Sindhu Viswanath https://youtu.be/5wPyMyb70ZU	
	15	"Home" by Warsan Shire https://www.facinghistory.org/resource-library/home-warsan-shire	

	16	Disability stereotypes in the media https://www.aruma.com.au/about-us/blog/run-forest-run-disability-stereotypes-in-the-media/	
V		**Resistance movements from across the world**	**12**
	17	Decolonisation Frantz Fanon – The Wretched of the Earth (A Summary) https://monoskop.org/images/6/6b/Fanon_Frantz_The_Wretched_of_the_Earth_1963.pdf	
	18	Dalit Resistance and Anit-caste movements Jaydeep Sarangi – Writing as Resistance Margin Speaks: Indian Dalit Literature. A Review of Writing as Resistance: Literature of Emancipation, ed. Jaydeep Sarangi (New Delhi: Gnosis, 2011)	
	19	Anti-Racism : Black Lives Matter An interview with the founders of Black Lives Matter	Alicia Garza, Patrisse Cullors, Opal Tometi https://www.youtube.com/watch?v=tbicAmaXYtM	

Recommended Reading

- **Lewis, T. Literature as Resistance: the Hudson Review, 60 (4), 655-664. www.jstor.org/stable/20464787**

- **Mibang ,tamo, M. C. Behera. Tribal Studies: Emerging Frontiers of Knowledge , Mittal Publications, 2007**

- **Goswami, Shivani and Rakesh Kumar Handa. "The Peril of Acid Attacks in India and Susceptibility of Women", Journal of Victimology and Victim Justice, Vol 3,Issue 1, 2020 https://doi.org/10.1177/2516606920927247**

- **Wong, Alice. Disability Visibility: First Person Stories from the Twenty- first**

Century, Vintage, 2020

Jacques, Juliet. Trans: A Memoir, Verso 2015

E-Resources

Module 1

https://www.purplepencilproject.com/resistance-literature-in-india/

https://www.bbc.com/news/world-us-canada-68282613

https://www.researchgate.net/publication/318330847_The_Street_Art_of_Resistance

Module 2

https://www.uua.org/lgbtq/identity/queer

https://www.un.org/en/un-chronicle/lack-gender-equality-science-everyone%E2%80%99s-problem#:~:text=Their%20work%20is%20underrepresented%20in,national%20science%20academies%20are%20women.

https://www.ijtrd.com/papers/IJTRD28293.pdf

Module 3

https://www.un.org/en/climatechange/what-is-climate-change#:~:text=The%20consequences%20of%20climate%20change,catastrophic%20storms%20and%20declining%20biodiversity.

https://www.degruyter.com/document/doi/10.7312/obri18265-004/html?lang=en

wearewater.org/en-in/insights/locker-a-life-goes-into-every-water-ration/

Module 4

https://www.journalcra.com/article/tale-dispossessed-mahasweta-devi%E2%80%99s-little-ones#:~:text=Her%20short%20story%2C%20Little%20Ones,of%20extreme%20poverty%20and%20scarcity.

https://www.pursuits.mercycollege.edu.in/pdf/articles/ROSE-4.pdf

https://www.newindianexpress.com/entertainment/malayalam/2020/Apr/15/kerala-tribal-filmmaker-fights-to-reclaim-indigenous-narratives-2130578.html

Module 5

https://www.gradesaver.com/the-wretched-of-the-earth/study-guide/summary

https://en.wikipedia.org/wiki/Black_Lives_Matter

https://www.outlookindia.com/national/tracing-the-movement-magazine-309532

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Able to identify themes of resistance in different forms and genres of literature	U	PSO-1, 2
CO-2	Understand the interconnection between various genres in manifesting struggle and resistance	R, U	2, 3, ,4,56,7
CO 3	To create awareness of the language use in understanding justice, child welfare , mental health, human rights, international social work and community development	An, Ap	8, 9, 12, 13, 14
CO4	To understand and practice literature and language to identify and defend human rights violation	Ap, C	12, 13, 14, 15
CO 5	To acquire skills of social work intervention in social issues	C	5, 6, 9, 10

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		PSO-1, 2	U	F, C		

2		2, 3, 4,5	R, U	F, C		
3		6,7,9, 11, 13	An, Ap	C, P		
4		8, 9, 11, 13,15	Ap, C	C, P, M		
5		11, 13, 14, 15	C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK5DSCECE304				
Course Title	Literary Criticism: Plato to I.A. Richards				
Type of Course	**DSC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-		4
Pre-requisites	1. 2.				
Course Summary	The course intends to provide students with a thorough understanding of the history and principles of literary criticism since Plato and to cultivate in them the philosophical and analytical skills essential for critically analysing and appreciating literary texts.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		CLASSICAL CRITICISM	**12**
	1	Nature and Function of Criticism	
	2	Plato- Concept of Mimesis, views on art, poetry	
	3	Aristotle- Definition of Tragedy, Elements of tragedy, Mimesis, Tragic hero, Hamartia, Catharsis	
	4	Longinus- Sublimity, sources of Sublimity	
II		RENAISSANCE & NEO-CLASSICAL CRITICISM	**12**
	5	Sir Philip Sidney- Definition of Poetry, Function of Poetry	
	6	Dryden- Estimate of authors, views on rhyme, unities and tragic comedy	
	7	Dr Johnson -The Lives of Poets, Preface to Shakespeare	
III		ROMANTIC & VICTORIAN CRITICISM	**12**
	8	Romantic: William Wordsworth- Preface to Lyrical Ballads, Definition of poetry, Concept of poetic diction and language.	
	9	Victorian: Matthew Arnold- Definition of Poetry, Grand Style, Touchstone Method, Disinterestedness	

IV		TWENTIETH CENTURY CRITICISM	12
	10	T.S. Eliot- Views on Tradition, Theory of Impersonality, Objective Correlative, Dissociation of Sensibility.	
	11	I A Richards - Practical Criticism, Poetry and Synaesthesia, Four kinds of meaning	
	12	Ajaz Ahamad- Chapter I, Part II https://books.google.co.in/books?id=Vr89RWtWDjoC&pg=PR3&source=gbs_selected_pages&cad=1#v=onepage&q&f=false	
V		INDIAN AESTHETICS	12
	13	Indian Aesthetics- The Evolution of Indian Poetics-Art and Aesthetics of Dramatic Experience-Bharatamuni Natyasastra	
	14	Rasa Theory-Alamkara- Dhwani Siddhant- Vakrokti- Auchitya	

Recommended Reading

Prasad,B. *An Introduction to Literary Criticism*. New Delhi: Macmillian India Ltd,1965.

Das, B and J M Mohanty. *Literary Criticism: A Reading*. Noida: Oxford UP, 1997.

Habeeb, M A R. *Literary Criticism from Plato to the Present: An Introduction*. New Jersey: Wiley-Blackwell, 2011

Nagarajan, M S. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2011.

Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics*. New York: Columbia UP, 2016.

Seturaman, V S. *Indian Aesthetics*. New Delhi: Laxmi Publications, 2017.

Upadhyay, Ami. *A Handbook of The Indian Poetics and Aesthetics*. Bareilly: Prakash Book Depot, 2017.

e-resources

Classical Criticism http://www.egyankosh.ac.in/bitstream/123456789/22610/1/Unit-1.pdf

Classical Criticism
https://www.academia.edu/35408906/CLASSICAL_CRITICISM_A_CRITICAL_ENQUIRY From Plato to the Present

Matthew Arnold as critic https://www.lsj.org/literature/essays/arnold

Indian Aesthetics https://www.openart.in/general-topics/indian-aesthetics/

https://egyankosh.ac.in/handle/123456789/21564

literaryCriticismhttps://dde.pondiuni.edu.in/files/StudyMaterials/PG/MAEnglish/1year/MAEG1004LiteraryCriticismandTheory.pdf

https://oms.bdu.ac.in/ec/admin/contents/175_P16EN24_2020051610241895.pdf

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Introduce the origin and development and function of literary criticism	U	
CO-2	Understand the developments in literary criticism from the beginnings to the 20th century.	R, U	11
CO-3	Develop an aptitude for critical analysis of literary works.	U	
CO-4	Analyze and appreciate texts critically, from different critical perspectives.	Ap, An	
CO-5	Appreciate Indian Aesthetics and find linkages between Western thought and Indian critical tradition	U, An	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK5DSCECE305				
Course Title	**Indian Writings in English**				
Type of Course	**DSC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4
Pre-requisites					
Course Summary	The course attempts to trace the historical and literary genesis and development of Indian Writing in English				

Mod ule	Un it	Content	H rs
I		**Introduction**	12
	1	Colonialism- Macaulay's Minutes- historical context for the rise of Indian writing in English- Gandhi's influence- Tagore's life and philosophy - Raja Ram Mohan Roy- Romanticism and Nationalism in Indian English Literature	
	2	Poetry- Henry Derozio, Michael Madhusudan Dutt, Toru Dutt, Aurobindo Ghose, Rabindranath Tagore, Sarojini Naidu	

		Fiction- Novel- Bankim Chandra Chattopadhyay, Lal Behari Dey, Toru Dutt, Krupabai Satthianadhan, Satthianandhan, R. K. Narayan, Mulk Raj Anand, Raja Rao	
		Non Fiction- Swami Vivekananda, Rabindranath Tagore, Chittaranjan Das, Bal Gangadhar Tilak, Mahatma Gandhi and Subhas Chandra Bose, Bhimrao Ramji Ambedkar	
	3	Toru Dutt – "Our Casuarina Tree", Rabindranath Tagore: "Freedom"- AK Ramanujan: "Obituary", Sri Aurobindo - "Invitation".	
	4.	R K Narayanan- The Martyr's Corner (from Malgudi Days,India Thought Publication, Madras, 1982, repr. 1998, ISBN 81-85986-17-7)	
II		**Poetry**	**12**
	5	Jayanta Mahapatra – 'Dawn at Puri'	
	6	Kamala Das: "An Introduction", www.poemhunter.com/poem/an-introduction-2/	
	7	Arundhathi Subramaniam: "When Landscape Becomes Woman"	
	8	Jeet Thayil: "The Pertinent"	
	9	S.H. Manto The Assignment (Mottled Dawn, 1997, Penguin Books India, ISBN 0-14-027212-7)	
	10	Mamang Dai: 'Remembrance'	
III		**Fiction**	**12**
	11	Partition fiction and major writers- Diaspora and major writers.	
	12	Writers and Major works - Raja Rao- Mulk Raj Anand- R.K. Narayanan- V.S. Naipaul- Salman Rushdie- Chitra Divakaruni- Kiran Desai- Shashi Deshpande- Gita Hariharan- Arundhati Roy- Shashi Tharoor- Mukul Kesavan-Jeet Thayil- Anees Salim	
	13	Jhumpa Lahiri: "A Temporary Matter" (Short Story)	
	14	Anita Desai: "Games at Twilight" (Short Story)	
	15	Saadat Hasan Manto: "The Assignment"	
	16	Amitav Ghosh - The Shadow Lines (Novel)	

IV		**Drama**	12
	17	Indian Classical Drama- Modern Drama- Social Drama- Amateur Theatre- Street Theatre - Indigenous Theatre	
	18	Writers and their Works - Girish Karnad - Vijay Tendulkar- Badal Sircar- Safdar Hashmi-Mahasweta Devi- Mahesh Dattani- Manjula Padmanabhan	
	19	Manjula Padmanabhan -The Harvest	
V		**Essay**	12
	20	B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda https://www.roundtableindia.co.in/back-from-the-west-and-unable-to-find-lodging-in-baroda/#:~:text=In%201916%20I%20returned%20to,York%20from%20 1913%20to%201917.	
	21	Jawaharlal Nehru: The Burden of the Past (From The Discovery of India, Chapter I Page 33-38) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://library.bjp.org/jsp ui/bitstream/123456789/277/1/The-Discovery-Of-India-Jawaharlal-Nehru.pdf	

Recommended Reading

Chaudhuri, Rosinka. A History of Indian Poetry in English. Cambridge University Press, 2016.

Desai, Anita. Games at Twilight. Random House, 2011.

Dodiya, Jaydising. Indian English Poetry Critical Perspective.

Iyengar, Srinivasa. R. Indian Writing in English. Sterling Publishers Private Limite, 1983.

Lahiri, Jumpa. Interpreter of Maladies.Houghton Mifflin Harcourt, 2000.

Mehrotra, Arvind Krishna, editor. A History of Indian Literature in English. Columbia

University Press, 2003.

Mukherjee, Meenakshi. The Perishable Empire. Oxford University Press, 2000.

Naik, M. K, editor. Aspects of Indian Writing in English. Macmillan India Limited, 1982.

---. A History of Indian English Literature. Sahitya Akademi, 2009.

Narayan, R. K. Malgudi Days. Pengin Publishing Group, 2006.

Roy, Arundhati. The God of Small Things. Penguin Random House Private Limited, 2017.

Rushdie, Salman. Imaginary Homelands. Random House, 2012.

Souza, Eunice de, editor. "These my Words." The Penguin Book of Indian Poetry. Penguin Books, 2012.

Singh, Kushwanth. Train to Pakistan. Ravi Dayal Publisher, 2013.

Tayil, Jeet. 60 Indian Poets. Penguin Books Limited, 2008.

e- resources

www.tagoreweb.in/

www.bookgeeks.in/best-indian-authors-and-their-novels-in-english/

poetsindia.com/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the different aspects of colonisation like cultural colonisation.	U	PSO-1,2
CO-2	Trace the historical and literary genesis and development of Indian Writing in English	R, U	

CO-3	Acquaint them with the major movements in Indian Writing in English across varied period and genres	R, U	
CO-4	Address the plurality of literary and socio-cultural representations within Indian life and literature.	R, U, An, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

Level	Correlation
-	
1	
2	

3	

Assessment Rubrics:

§ Assignment/ Quiz/ Discussion / Seminar

§ Midterm Exam

§ Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1				
CO 2				
CO 3				
CO 4				
CO 5				
CO 6				

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	**UK5DSCECE306**				
Course Title	Introduction to Podcasting				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. Have conversational and creative writing skills 2. Have working knowledge of internet tools and apps on phones/laptops				
Course Summary	The course seeks to enable learners to produce podcasts as well understand the intricacies of the world of new-age broadcasting.				

Detailed Syllabus:

Module	Unit		Contents	Hrs
I			**Historicising Podcasts**	**15**
	1		Basics of podcasting-what is a podcast? - Radio vs Podcast https://websitevoice.com/blog/history-of-audio-storytelling/ https://t4l.schools.nsw.gov.au/resources/teaching-and-learning-resources/the-student-podcaster.html	

	2	2	**Introducing Podcasts** Terms- https://riverside.fm/blog/podcast-glossary#anchor1	
II	1		**Scripting a Podcast-** The class must identify at least four podcasts of different types in order to have references. Eg- The Economist, Fat.So? , Ted Talks Daily, Humans of Bombay, Leadership for Equality, The Run Through https://castos.com/podcast-script/	**15**
	2		Creating a story- narrative- characterisation- - awareness of audience- podcasts and AI https://www.youtube.com/watch?v=mwFYiFZO6sI	
III			Delivering a Podcast- adapting text to sound- elements of speech-tone- voice modulation- characterisation- speed Video podcast- soft skills	**15**
			https://www.youtube.com/watch?v=g5maU9oFR1k	
IV			**Editing a podcast and Hosting a Podcast**	**15**
		9	Editing – Adobe Audition- Audacity-GarageBand-Alitu-Podcastle- Importance of sound in a podcast- https://duendesounds.com/blog/importance-of-music-use-in-podcasts-2 Hosting a podcast https://riverside.fm/blog/free-podcast-hosting https://www.youtube.com/watch?v=uZ2G8IJtnrU	
V			**Create a podcast on a topic of your choice. Produce at least four episodes of five minutes each. Conduct a peer review and discussion based on the podcasts .**	**15**

Recommended Reading:

 Geller, Beyond Powerful Radio: A Communicator's Guide to the Internet Age_News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio 2nd Edition, Focus Press, Franklin, TN 2012.

Kern, Sound Reporting: The NPR Guide to Audio Journalism and Production, 3rd Edition, The University of Chicago Press, Chicago, IL, 2008.

Abel, Out on the Wire: The Storytelling Secrets of the New Masters of Radio, Broadway Books, New York, NY, 2015.

Kaempfer, Swanson, Radio Producer's Handbook, Allworth Press, New York, NY, 2004.

Biewen, Dilworth, Reality Radio: Telling True Stories in Sound, The University of North Carolina Press, Chapel Hill, NC, 2010

Rime, Jemily et al. "What is a podcast? Considering innovations in podcasting through the six-tensions framework" Sage.Vol 28 Issue 5 https://journals.sagepub.com/doi/10.1177/13548565221104444

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	understand the historical of podcasting	U	
CO-2	comprehend the theoretical and practical framework needed to produce a podcast.	R, U	
CO-3	discern the qualities of a good podcast and point out areas of improvement in others	R, An, E	
CO-4	present a podcast	R, Ap, Cr	
CO-5			

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

Correlation Levels:

Lev el	Correlation

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK5DSEECE300
Course Title	Introduction to Dalit Studies
Type of Course	**DSE**
Semester	V
Academic Level	300-399

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

Pre-requisites	
Course Summary	**DALIT NARRATIVES** This course delineates the emergence and evolution of Dalit Narratives as a pertinent discourse in contemporary India. The course helps the students to identify major Dalit movements, Dalit leaders, Dalit literary and non-literary narratives from different parts of the nation which facilitated the germination and growth of Dalit identity as a pivotal factor in the making of India as a nation. After the completion of the course, students should be capable enough to understand the significant contributions made by Dalit writers, critically and theoretically analyse how Dalit narratives have been re-reading/writing the social and political history of India and how Dalit voices, particularly, Dalit female voices from different parts of the nation continue to shape current discourses.

Detailed Syllabus:

Module	Unit	Introducing the key literary and theoretical concepts of Dalit Narratives	Hrs 12
I		Definitions of Dalit – varna and caste hierarchy – opposition to Brahminical hegemony and ideology – bhakti movement – Dr B. R. Ambedkar's contributions to Dalit movement – Early leaders of Dalit movements – Dalit Panther movement – Adi Dharm movement – Dalit Buddhist movement – role of Brahmo Samaj and Arya Samaj – Dalit movement in Kerala and the contributions of Dalit leaders in Kerala	

		renaissance – language of the Dalit – Dalit Feminism - Dalit women writers – contemporary Dalit movements	
II		**Dalit Poetry**	**12**
	1.	Arun Kamble: "Yesterday They Have Announced" Marathi Dalit Poetry in English Translation: Yesterday They Have Announced:Arun Kamble	
	2.	Chandramohan Sathyanathan: "Portrait of the Poet as a Young Woman" SATHYANATHA_sample_formatted2.pdf (uiowa.edu)	
	3.	Om Prakash Valmiki: "The Well Belongs to the Landlord" The well belongs to the landlord (Kuan Thakur Ka)	Jaggery (jaggerylit.com)	
	4.	S. Joseph: "A Letter to Malayalam Poetry" A Letter to Malayalam Poetry - S. Joseph - India - Poetry International	
	5.	Joopaka Subhadra: "Avva: My Mother" AVVAS_STACK_OF_GRIEF_by_JOOPAKA_SUBHADRA_1.pdf (adbcollege.org)	
	6.	Kalyani Thakur: "Chandalini's Poem" Chandalini's Poem	চণ্ডালিনীর কবিতা	Cordite Poetry Review	
	7.	Sukirtarani: "Infant Language" [Infant language] by Sukirtharani	Poemist	
	8.	Aleena: "My English" (20+) My English -------------- My English is... - Aleena Aakashamittayi	Facebook	

III		**Fiction**	12
	1.	Bama: "The Verdict" [‘The Verdict’: A Tamil story in translation - Frontline (thehindu.com)](#)	
	2.	C. Ayyappan: "Spectral Speech"	
	3.	Shyamal Kumar Pramanik: "Champaburi, or the Story of a Village"	
	4.	Dalpat Chauhan: "Fear"	
IV		**Life Writings**	12
	1.	Sharmila Rege: "Introduction" *Writing Caste Writing Gender: Narrating Dalit Women's Testimonios.* Zubaan, 2006, pp. 1-8.	
	2.	Sujatha Gidla: *Ants Among Elephants: An Untouchable Family and the Making of Modern India.* Strauss and Giroux, 2017.	
V		**Non- Fiction**	12
	1.	Dr B. R. Ambedkar: "Speech at Mahad". *Poisoned Bread: Translations from Modern Marathi Dalit Literature.* Orient Longman, 1992, pp. 223-233.	
	2.	Sharatchandra Muktibodh: "What is Dalit Literature". *Poisoned Bread: Translations from Modern Marathi Dalit Literature.* Orient Longman, 1992, pp. 267-270.	
	3.	Gopal Guru: "Dalit Women Talk Differently". *Economic and Political Weekly.* Oct 14-21, 1995, pp. 2548-2550.	

Recommended Reading:

1. Ambedkar, B. R. S. Anand, Arundhati Roy (ed). *Annihilation of Caste.* Navayana, 2014.
2. Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Dalit Literature.* Orient Longman, 1992.

3. Limbale, Sharankmar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Trans. Alok Mukherjee. Orient Longman, 2004.

4. Pan, Anantita. *Mapping Dalit Feminism: Towards an Intersectional Standpoint.* Sage, 2021.

5. Rege, Sharmila. *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonies*. Zubaan, 2006.

6. Satyanarayana, K. and Susie Tharu. *No Alphabet in Sight: New Dalit Writing from South India, Dossier 1: Tamil and Malayalam*. Penguin, 2011.

7. Editorial: Why should we read Dalit literature? (sagepub.com): "Why Should we Read Dalit Literature".

8. https://feminisminindia.com/2024/03/27/from-margin-to-centre-the-historical-emergence-of-dalit-feminism-as-a-politics-of-difference/ : "From Margin to Centre: Hisotrical Emergence of Dalit Feminism as Politics of Difference".

9. The Revolutionary Journey Of Dalit Literature | HuffPost Life : "The Revolutionary Journey of Dalit Literature".

10. "Only ash knows the experience of burning": An Interview with Dalit Writer Jai Prakash Kardam – Round Table India : An Interview with Dalit Writer Jai Prakash Kardam

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the aesthetics of Dalit identity and analyse the significance of studying Dalit narratives as significant plural discourses evolving from the margins kept against the notions of human experiences as singular and uniform.	U, An	PSO-2, PSO-3
CO-2	Critically delineate the pivotal role played by Dalit writers emerging from different regions of India as forms of resistance against marginalisation, casteism and Brahminical knowledge.	R, U, An	PSO-11
CO-3	Trace the history of the emergence and evolution of	An, Ap, U	PSO-2,

				PSO-3, PSO-15
CO-4	Trace the significance to the female experiences within the Dalit space, identify who the major female Dalit voices are and critically placing them in the arena of postmodern feminisms.	E, An, Ap, R		PSO- 2, PSO-15
C0-5	Develop the critical ability to subvert the superior/inferior dichotomy by academically engaging with the narratives.	An, E		PSO-11

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.	CO-1	PSO-2, PSO-3	U, An	C, P	L	-
2.	CO-2	PSO-11	R, U, An	F, C, P	L	-
3.	CO-3	PSO-2, PSO-3, PSO-15	An, Ap, U	C, P	L	
4.	CO-4	PSO-2, PSO-15	R, An, E, Ap	F, C, P,	L	-
5.	CO-5	PSO-11	An, E	C, P	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 2	PSO 3	PSO 11	PSO 15	PS O	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2	2	-	-	-	-						
CO 2	-	-	2	-	-	-						
CO 3	1	2	-	2	-	-						
CO 4	2	-	1	3	-	-						
CO 5	-	-	3	-	-	-						
CO 6	-	-	-	-	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK5DSEECE301				
Course Title	**Introduction to Postcolonial Studies**				
Type of Course	**DSE**				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	Through this course, Students will be exposed to a diverse range of postcolonial voices from different regions of the world, including Africa, the Americas, the Caribbean, and the Pacific, and will gain an understanding of the global effects of the colonial enterprise and be able				

		to study the dynamics of race, class and gender in postcolonial literatures in English

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Key Concepts**	**12**
	1	Colonialism - postcolonial thought – socio-political contexts - nationalism – modernity vs history – language.	
	2	orientalism, subaltern, decolonisation, hybridity, appropriation, mimicry, negritude, othering, third world, aboriginal, transnationalism, multiculturalism, diaspora	
II		**Poetry**	**12**
	3	Derek Walcott- "A Far Cry from Africa" https://poets.org/poem/far-cry-africa	
	4	A D Hope – "Australia" https://allpoetry.com/poem/8509645-Australia-by-A-D-Hope	
	5	AM Klein - "Indian Reservation: Caughnawaga https://ozofe.com/a-m-klein/indian-reservation-caughnawaga/	
	6	Louise Bennett Coverley – Colonisation in Reverse https://www.poetrybyheart.org.uk/poems/colonization-in-reverse-2/	
	7	Gabriel Okara – "Piano and Drums" https://www.aflitrica.co.za/wp-content/uploads/Things-Fall-Apart/TFA-Piano-and-Drums.pdf	
	8	Joy Harjo – "Talking with the Sun" https://www.best-poems.net/joy-harjo/talking-with-the-sun.html	
III		**Prose**	**12**
	9	Ngugi wa Thiong'o – extract from The Language of African Literature from *Decolonising the Mind* https://postcolonial.net/wp-content/uploads/2019/04/Ngugi_Excerpts_Language_of_African_Lit.pdf	
	10	Ta-Nehisi Coates – Acting French https://www.theatlantic.com/education/archive/2014/08/acting-french/375743/	
	11	Chandrima Chakraborty –Subaltern Studies, Bollywood and "Lagaan" *Economic and Political Weekly* , May 10-16, 2003, Vol. 38, No. 19 pp. 1879-188	
IV		**Novel**	
	12	Chinua Achebe - *Things Fall Apart*	

	13	Katherine Mansfield – "The Garden Party" https://www.eastoftheweb.com/short-stories/UBooks/GardPart.shtml	
	14	Jean Rhys – "The Day they Burned the Books" https://rowangrowingup.files.wordpress.com/2018/01/rhys-the-day-they-burned-the-books.pdf	
	15	Jomo Kenyatta – "The Gentlemen of the Jungle" http://sittingbee.com/the-gentlemen-of-the-jungle-jomo-kenyatta/	
V		**Drama**	**12**
	16	Jane Harrison – *Stolen* https://www.uibk.ac.at/anglistik/staff/davis/stolen-by-jane-harrison.pdf	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	gain a thorough understanding of the key concepts, theories, and debates within postcolonial studies	R, U	
CO-2	study how issues of race, class, gender, religion, and other forms of identity intersect with colonial and postcolonial experiences	U	
CO-3	gain an awareness of the socio-political contexts of the colonial enterprise and the postcolonial project	An, E	
CO-4	examine the intersectionality of postcolonial literature in English with other global issues such as migration, racial violence and climate change	U, An, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK5DSEECE302				
Course Title	Introduction to Comparative Literature Studies				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	This course aims to familiarise students with the field of comparative literature and its 21st century applications.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Literary Terms and Tools**	**12**
	1	Literariness, Text, Metaphor, Image and Imagery, Symbol/Symbolism, Fiction/Fictionality, Author, Reader, Plot and Theme, Kavya and Rasa	
	2	Intertextuality, Epic Literature and Retellings (different retellings of Homer's *Odyssey* and Valmiki's *Ramayana*)	
II		**Definition and Scope**	**12**
	3	*Weltliteratur* and *Visva Sahithya*; Comprehensive Overview of the Evolution of Comparative Literature as a discipline (Charles-Augustin-Saint Beuve; Wellek & Warren and Theory of Literature, Crisis of Comparative Literature; Totosy de Zepetnek and Comparative Cultural Studies)	
	4	French School of Comparative Literature (Literary and non-literary influence, direct and indirect influence) – American School (The Parallelism Theory, The Intertextuality Theory) – Interculturality and the process of examining European literary models in India and Africa in the postcolonial period – Swapan Majumdar's concept of sub-national literatures	
	5	The evolution story telling: transition from oral storytelling to print culture	

III		**Reception Studies**	**122**
	6	Reception of Shakespeare in different ages and geographical locations to illustrate the importance of context in the production and reception of a text - Concepts of 'imitation' and 'borrowing' – 'positive' and 'passive' influences	
IV		**Genre Studies**	**12**
	7	The Theory of Genres (reciprocity, tyranny of genre); explorations of literary migrations (literature of the diaspora); transactional processes of literary systems cutting across various boundaries	
V		**Adaptation Studies**	**12**
	8	This module will focus on the adaptation of literary forms into other mediums such as arts, movies etc. and the nuances and/or problematizations that arise in this context – intermediality, proximation, fidelity, remediation.	

Recommended Reading

Amuta, Chidi. *The Theory of African Literature*. London: Zed Books, 1989.

Basnett, Susan. *Comparative Literature: A Critical Introduction*. 1993.

Behdad, Ali and Dominic Thomas. *A Companion to Comparative Literature*. Wiley Publishers, 2014.

Bawarshi and Reish. *Genre: An Introduction to History, Theory, Research and Pedagogy*. Colorado: Parlor Press, 2010.

Dominguez, Cesar, Haun Saussy and Dario Villanueva. *Introducing Comparative Literature: New Trends and Applications*. Taylor and Francis. 2014.

Hutcheon, Linda. *A Theory of Adaptation*. Taylor and Francis, 2012.

Hutchinson, Ben. *Comparative Literature: A Very Short Introduction*. Oxford U P, 2018.

Leitch, Thomas M. "Twelve Fallacies in Contemporary Adaptation Theory". *Criticism*. 2003.

Majumdar, Swapan. *Comparative Literature: Indian Dimensions*. Calcutta: Papyrus, 1987.

Ray, Mohit Kumar. *Studies in Comparative Literature*. Atlantic Publishers, 2002.

Zepetnek, Steven Totosy de. *Comparative Literature: Theory, Method, Application*. Rodopi, 1998.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Acquire knowledge about the terms and tools employed in the discipline of Comparative Literature	R, U	
CO-2	Understand the evolution of the discipline and possible avenues of evolution in the future	U, An	
CO-3	Read, comprehend, analyse and discuss literary and cultural texts with the help of the concepts discussed	Ap, An	
CO-4	Develop a thorough understanding about socio-cultural transactability in the context of arts, literature and other disciplines and how it influences the narratives traditions	Ap, An	
CO-5	Evaluate literary (oral, written and visual), cultural and other sociological 'texts' using the theories discussed in Reception and Adaptation Studies.	Ap, An	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓				✓
CO 3	✓				✓
CO 4		✓			✓
CO 5		✓			✓
CO 6			✓		

SEMESTER 6

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK6DSCECE300				
Course Title	PUBLIC RELATIONS AND CORPORATE COMMUNICATIONS				
Type of Course	**DSC**				
Semester	VIII				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	1. Basic communication skills. 2. Have an interest in developing social and inter personal skills.				
Course Summary	OBJECTIVES 1. Help students familiarise themselves with areas and principles of PR activity. 2. Enable them to acquire the basic skills required for corporate communication and public relations.				

	3. Enable them to articulate and project a positive image of the company/product/policies.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Public Relations**	**15**
	1	Introduction to public relations- meaning, definition, functions- types of public- public opinion labour rights and human rights- Dos and donts of public relations -building trust with stake holders- persuasion and negotiation- propaganda- lobbying- advertising-major areas of PR activity	
	2	**Practicum** 1) Creating sales promotion ads for social media (oral presentation) 2) Designing simple ads for the company (promo ads for goods and services, job ads etc.)	
II		**Corporate Communication**	**15**
	3	Importance of Corporate Communication- Corporate: definition-tools and techniques of corporate communication-traditional and new media tools-work team communication- cross cultural communication-crisis communication-business etiquette	
	4	**Practicum** 1. Role play on different types of corporate communication	
III		**Types of Communication**	**15**
	5	Verbal and nonverbal communication- Listening and barriers to listening-strategies to overcome them-speaking planning and audience awareness-paralinguistic features- Importance of Non-verbal communication-personal appearance- facial expression- body language- posture- gestures- eye contact-voice	
	6	**Practicum** Practice exercises on how to deal with tough clients using soft skills.	
IV		**Hands on Training in Corporate Communication**	**15**
	7	Practice Exercises: Business conversations, mock interviews, telephone conversations, group discussion, debate and oral presentations, making mission and vision statements, writing business reports, writing press release, business letters, email, memos, minutes of meetings, circulars, persuasive letters, news items/extracts from contemporary newspapers on social issues/ corporate issues for paragraph writing to test analytical and problem solving skills.	
V		**Project Report**	**15**
	8	A report based on a one-day visit to a corporate firm as assignment.	

Suggested Reading

Fernando, A. C. Business Ethics and Corporate Governance. Pearson, 2012. Wilcox, Dennis L.,

Phillip H. Ault, et al. Public Relations: Strategies and Tactics. Pearson, 2003.

Kumar, Keval J. Mass Communication in India. Jaico Publishing House, 2012.

Raman, Meenakshi, Sangeeta Sharma. Technical Communication: Principles and Practice. Oxford, 2011.

Sharma, R. C., Krishna Mohan. Business Correspondence and Report Writing. Tata McGrawHill, 2008.

Lesikar, Raymond V. , John D. Pettit et al. Lesikar's Basic Business Communication. Irwin, 1993.

Ober, Scot. Contemporary Business Communication . Cengage Learning Inc., 2007.

Samson, T., Susan Alexander et al. Effective Business Communication. Cambridge UP, 2020.

Alston, Philip. Ed Labour Rights as Human Rights, OUP, 2005.

Panda, B.K., Sukanta Sarkar. Violation of Human Rights, Kalpaz Publications, 2015.

E-Resources

https://youtu.be/A4qi66iTWxo

https://www.youtube.com/watch?v=LV0IIPrpS5A

https://youtu.be/F3muOFrLaxQ

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed	R-
CO-1	Produce effective, sensitive and ethical public relation and communication skills beneficial to the institution.	U, An, E		
CO-2	Conduct public relation campaigns through press releases and other interactive methods with special focus on corporate communication.	U, Ap, An		
CO-3	Help them find employment in the public/corporate sector.	U, Ap,C		
CO-4	Help the students gain a hands on experience in corporate communication.	U, An, C		
CO-5	Understand the functioning of a corporate firm.	Ap, An, C		

Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge	Lecture (L)/Tutori	Practical (P)

				Category	al (T)	
1	F, C					
2	F, C					
3	C, M					
4	C, M					

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

Correlation Levels:

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

Assessment Rubrics:

- ▪ Quiz / Assignment/ Quiz/ Discussion / Seminar
- ▪ Midterm Exam
- ▪ Programming Assignments
- ▪ Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UKDSCECE301				
Course Title	**Academic Writing**				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	2 hours	5
Pre-requisites	Elementary knowledge of MS word				
Course Summary	This course equips the students with the foundational skills and knowledge to produce effective academic writing. The learners will be				

able to analyze and respond to academic texts critically. They are encouraged to formulate clear research questions and effectively present their findings. The course aims to impart a clear understanding of plagiarism and ethical research practices to ensure the originality of the work. It also familiarizes the students with some online editing services and AI enhanced academic writing.

Detailed Syllabus:

Module	Unit	Content	Hrs 15
I		**The Basics of Academic Writing**	
		Differences between academic and non-academic writing – types of academic writing (expository, descriptive, persuasive, analytical, critical/evaluative, and reflective) – characteristics of academic writing (clarity, coherence, conciseness, objectivity, data accuracy, formal style)	
		genres of academic writing (essay, research paper, case study, literature review, project report, proposal, and dissertation/thesis)	
		Practicum Peruse a research paper and note down its characteristic features.	
II		Strategies	15
		The elements of writing – grammar, spelling, punctuation, vocabulary (Academic Word List [AWL])	
		how to use a thesaurus– strategies for writing effectively – identification of topic and purpose – critical thinking – audience analysis – developing a personal style academic writing ethics – plagiarism – Urkund and Turnitin- popular documentation styles – MLA (Modern Language Association)	
		Practicum Select a topic for a research paper and write an abstract in 300 words. Include the key words.	
III		**Into Writing**	15
		The process of writing – prewriting (brainstorming, clustering/mind-mapping, understanding the question/topic and purpose, note making)	
		drafting and revising – ensuring structural and thematic consistency – editing and proofreading.	
		Practicum: Complete the research paper, including the reference.	
IV		**IT Enabled Writing**	15

		Online editing tools- Grammarly, Google Docs Zotero, Mendeley	
		AI – Enhanced academic writing- scite, refseek, consensus, scinapse, LENS.ORG, connected papers, Litmaps, Researcher Jenni AI, Rytr, OpenRead, Flourish, TRINKA,audemic,paperpile,MyBib Ethical use of AI tools	
		Practicum: Peer review of the research paper.	
V		**Writing for Special Purposes**	**15**
		Essays – academic articles – Statements of Purpose (SoP) – covering letter and résumé – formal emails	
		academic reports – book and film reviews – survey questionnaire – survey report – précis – paraphrase	
		Practicum: 1. Write a model SoP and a film review	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Comprehend the concept of academic writing	R	
CO2	Undertake research writing and documentation with better perception.	U	
CO3	Improve academic writing skills	A	
CO4	Learn to become responsible scholars	E	
CO5	Apply the theories and concepts learned in this course to a real life situation.	C	

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

Note: 1 or 2 COs/module

Name of the Course:

Credits: 4:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						

2						
3						
4						
5						
6						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

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

Assessment Rubrics:

- ▪ Writing Competitions
- ▪ Peer review
- ▪ Assignment
- ▪ Seminar
- ▪ Midterm Exam
- ▪ Final Exam

Mapping of COs to Assessment Rubrics :

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

Reference

Bailey, S. *Academic Writing: A Handbook for International Students*. Routledge, 2017. Effective Academic Writing Series. OUP.

Geyte, Els Van. *Writing: Learn to Write Better Academic Essays.* Collins, 2013. Griffin,Gabriele. Research Methods for English Studies, Rawat, 2019.
Hewings, M. *Cambridge Academic English*. CUP, 2012.
Inside Reading: *The Academic Word List in Context* Series. OUP.
Jordan, R. R. *Academic Writing Course: Study Skills in English*. Longman, 2003.
Kothari, C. R.Research Methodology: Methods and Techniques. New Age International Publishers, 2016.
McCarthy, Michael, and Felicity O'Dell. *Academic Vocabulary in Use*. CUP, 2016.
MLA Handbook. Modern Language Association of America, 2016.
Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing*. Pearson Education, 2006.
Sinha, M. P. Research Methods in English. Atlantic, 2019.
Zemach, Dorothy E., and Lisa A Rumisek. *Macmillan Writing Series*. Macmillan.

Sowton, Chris. 50 Steps to Improving Your Academic Writing. University of Michigan Press, 2011.

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK6DSCECE302				
Course Title	Environmental Communication				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours		2	5
Pre-requisites	1. 2.				
Course Summary	The course aims to accomplish environment sensitization and thereby influence public environmental awareness. It helps to improve public relationships with nature and educate them about overcoming environmental threats. Since it is a pragmatic study it educates, alerts, persuades, mobilize, and helps to solve environmental problems. Thorough incorporating stories, speeches, essays, articles, the students would feel the relevance of the environmental issues and would help to sensitize the public.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Module Introduction**	**15**
	1	**Environmental communication- Significance, need and scope, as academic discipline**	
	2	Chief Seattle's Speech https://passionistfamily.org.nz/resources/downloads/Chief%20Seattle.pdf	
	3	Pedro Pablo Sacristan's The Red Moon (story) https://mirthandmotivation.com/2012/02/27/reflections-on-storytelling/	
	4	Mary Oliver's The Summer Day (poem) https://www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/poetry-180/all-poems/item/poetry-180-133/the-summer-day/	
		Assignment: Prepare slogans, brochures , posters.	

II		**Environmental Issues**	**15**
	5	Climate change, Water Scarcity, Global Warming	
	6	Earthrise by Amanda Gorman (poem) https://www.sierraclub.org/los-padres/blog/2021/02/earthrise-poem-amanda-gorman	
	7	For the Sake of Snake of Power by Brenda Cooper (story) https://openpublishing.psu.edu/utopia/content/%E2%80%9C-sake-snake-power%E2%80%9D	
	8	Assignments: Write Letters, Essays, Pamphlets, blogs, speeches, and Group Discussions	
III		**Social Awareness and Communication**	**15**
	9	Major International and National Institutions for Environmental Protection, NGO's for Environmental Protection- Oxfam, World Wild Life Fund, Earthjustice, Greenpeace.	
	10	Introduce students about famous environmental activists in India - Sunderlal Bahuguna, Medha Patkar, Salim Ali, Rajendra Singh, Sumaira Abdulali, Jadav Payeng, Mike Pandey, M C Mehta, Kinkri Devi, M S Swaminathan, Sugathakumari, Kallen Pokkudan, Vandana Shiva	
	11	Environmental Activists at the global level- Wangari Maathai, Greta Thunberg, David Attenborough, David Brower, Vanessa Nakate, Xiye Bastada, Boyan Slat, Erin Brockovich,	
	12	Julia Butterfly Hill's Julia for Kids (letter) https://juliabutterflyhill.com/julia-for-kids/	
	13	*Aavasavyuham: The Arbit Documentation of An Amphibian Hunt*	
	14	Assignments: Seminars, Reviews and Group Discussions	
IV		**Environmental Awareness and the role of Media**	**15**
	16	Environment Protection Laws, Responsibilities as a citizen, Risk communication (role of media in communicating the actual consequences), Public Participation in Environmental Decision Making, Disaster Management.	
	17	Khandekar, Sreekant. "From the India Today Archives (1984) | Bhopal Gas Tragedy: Will the Wounds Ever Heal?" India Today, 6 Dec. 2022, www.indiatoday.in/india-today-insight/story/from-the-india-today-archives-1984-bhopal-gas-tragedy-will-the-wounds-ever-heal-2306048-2022-12-06.	
	18	Igini, Martina. "5 Biggest Environmental Issues in India in 2024." Earth.Org, 4 Mar. 2024, earth.org/environmental-issues-in-India.	
	19	Assignments : Collect Newspaper articles, Write Newspaper Reports Conduct debates	
V		**Practicum**	

	22	Case Study, Report Conduct a Case Study and Prepare a Report after visiting places with environmental issues in Kerala.	
	24		
	25		

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	gain an in-depth understanding of the complex environmental issues facing society	U, An, E	PSO-1, 2, 3, 9,14,15
CO-2	develop sensitivity for the natural, physical and human resources in the immediate environment.	U, An, Ap, E,	PSO-9, 14, 15
CO-3	point out/ raise issues related to equality, justice and respect for human dignity and rights	U, R, Ap, An, E	PSO-8,9,13,14,15
CO-4	increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.	U, R, Ap, An, E, C	PSO-8,9,13,14,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	gain an in-depth understanding	PSO-1, 2,		F, C	L/T	

	of the complex environmental issues facing society	9,14,15				
2	develop sensitivity for the natural, physical and human resources in the immediate environment.	PSO-9, 14, 15		F, C	L/T	
3	point out/ raise issues related to equality, justice and respect for human dignity and rights	PSO-8,9,13,14,15		F, P	L/T	
4	increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.	PSO-8,9,13,14,15		F, C, P, M	L/T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO8	PSO9	PSO 13	PSO 14	PSO 15	PO1	PO2	PO3	PO4
CO 1	1	1	1	-	1	1	1	1				
CO 2	-	-	-	-	2	1	2	2				
CO 3	-	-	-	1	2	1	2	2				
CO 4	-	-	-	1	2	2	2	2				

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Reading Materials

1. Dutta, Dipayan. "Essential Concepts of Environmental Communication: An A-Z Guide Essential Concepts of Environmental Communication: An A-Z Guide , by Pat Brereton, London and New York, Routledge, 2022, Xv + 283 Pp., £32.99 (Paperback), ISBN 978-0-367-64202-0." *Green Letters* (Print), vol. 26, no. 4, Oct. 2022, pp. 444–46, doi:10.1080/14688417.2022.2146949.

2. American Experience, PBS. "The Modern Environmental Movement." *American Experience | PBS*, 2 June 2017, www.pbs.org/wgbh/americanexperience/features/earth-days-modern-environmental-movement.

3. "GuerrillaGardening.org." *The Guerrilla Gardening Homepage*, www.guerrillagardening.org/index.html.

4. Testbook. "Environmental Movements in India - Detailed Notes for UPSC Exam!" *Testbook*, 25 May 2023, testbook.com/ias-preparation/environmental-movements-in-india.

5.*Environmental Movements in India – Social Movement*. ebooks.inflibnet.ac.in/soc14/chapter/environmental-movements-in-india.

6. Goyal, Shikha. "List of 11 Famous Environmentalists in India." *Jagranjosh.com*, 5 June 2023, www.jagranjosh.com/general-knowledge/list-of-famous-environmentalists-in-india-1650613701-1.

7. Fdip, Volunteer. "Environmental Celebrity Activists Inspiring the World to Volunteer With Climate Action to Stop Climate Change." *Volunteer FDIP*, 16 Aug. 2023, www.volunteerfdip.org/environmental-celebrity-activists-inspiring-the-world-to-volunteer-with-climate-action-to-stop-climate-change#:~:text=Who%20are%20some%20famous%20environmental,names%20working%20actively%20for%20environment.

8. "Julia Butterfly Hill." *Julia Butterfly Hill*, juliabutterflyhill.com.

9. "UNESCO's Environmental Commitment and Policy." *UNESCO*, 24 Feb. 2023, www.unesco.org/en/environmental-commitment-and-policy.

10. hrcharitimaa@gmail.com. *Environmental Communication and Public Awareness*. 1 Nov. 2021, hrcharitima.com/index.php/2021/11/01/environmental-communication-and-public-awareness-2/#google_vignette.

11. "Ecological Communication." *Google Books*, philpapers.org/go.pl?id=LUHEC&proxyId=&u=https%3A%2F%2Fbooks.google.com%2Fbooks%3Fid%3DwqgVCBx3I70C%26printsec%3Dfront_cover.

12. Khandekar, Sreekant. "From the India Today Archives (1984) | Bhopal Gas Tragedy: Will the Wounds Ever Heal?" India Today, 6 Dec. 2022, www.indiatoday.in/india-today-insight/story/from-the-india-today-archives-1984-bhopal-gas-tragedy-will-the-wounds-ever-heal-2306048-2022-12-06.

13. Igini, Martina. "5 Biggest Environmental Issues in India in 2024." Earth.Org, 4 Mar. 2024, earth.org/environmental-issues-in-india.

14. Carson, Rachel. *Silent Spring*. Houghton Mifflin Company, 1962.

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK6DSCECE303				
Course Title	LANGUAGE EDITING AND PUBLISHING				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	Basic communication skills Basic computer skills				
Course Summary	OBJECTIVES 1. To familiarize students with the basic concepts in language editing and publishing				

		2. To enable them to produce error-free texts 3. To familiarise them with language editing tools and online publishing platforms 4. To encourage them to self publish works

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction/Practice**	**15**
	1	Editing- Definition- types of editing- copy editing- substantive editing- proof reading-line editing https://shorthand.com/the-craft/types-of-editing/index.html	
	2	Essentials in editing: sentence structure, vocabulary choice, ambiguity, cohesion and coherence, punctuation, capitalisation, spelling standardisation, paragraphing, titling and subtitling, MLA style sheet-references https://www.linkedin.com/pulse/7-essentials-matter-editing-language-khurshid-alam-/ https://www.enago.com/academy/coherence-academic-writing-tips-strategies/#:~:text=There%20is%20a%20difference%20between,achieved%20when%20ideas%20are%20connected	
	3	Tasks of an editor- necessary skills to pursue a career in editing https://in.indeed.com/career-advice/finding-a-job/careers-in-editing	
	4	Concept of in house style https://www.thoughtco.com/house-style-editing-1690842	
II		**Language Editing Tools/Practice**	**15**
	5	Language editing software-Grammarly- ProWriting Aid- Hemingway App- Microsoft Word Grammar and Spelling Checker- Ginger- LanguageTool https://scribemedia.com/proofreading-editing-software/	
	6	Proofreading using marks and symbols https://www.wordy.com/writers-workshop/proofreading-marks-symbols/	
	7	Plagiarism-plagiarism checking software https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism#:~:text="Presenting%20work%20or%20ideas%20from,your%20work%20without%20full%20acknowledgement https://iitgoa.ac.in/plagiarism-detection-software/	

	8	Practice exercises for editing written texts for clarity, coherence, ambiguity, grammar, punctuation, and style.	
	9	Practice formatting references as per MLA guidelines https://www.mla.org/Publications/Bookstore/Nonseries/MLA-Handbook-Ninth-Edition	
III		**Publishing**	**15**
	10	Publishing-definition-history and evolution of publishing industry https://www.britannica.com/topic/publishing	
	11	How to get started as a publisher-Duties of a publisher https://www.indeed.com/career-advice/finding-a-job/what-does-publisher-do	
	12	Stages of publishing process: Preliminary Steps: Acquisition and Editing-Next Steps: Design, Typesetting, Printing, and Proofreading-Final Steps: Sales, Marketing, Publicity https://www.enago.com/author-hub/the-stages-of-the-publishing-process	
	13	Major publishing houses- Harper Collins-Pengiun Random House-Macmillan Publishers-Hachette-Merriam Webster https://www.papertrue.com/blog/book-publishing-companies/	
IV		**Digital Publishing /Practice**	**15**
	14	What is digital publishing? https://publuu.com/knowledge-base/what-is-digital-publishing-short-guide/	
	15	Introducing online publishing platforms: Publishing Books: Google play books-KITABOO-Amazon Kindle Direct Publishing (KDP)-Kobo Writing Life-Bookrix-Apple Books https://kitaboo.com/best-publishing-platforms-for-authors/	
	16	Publishing writings/articles- Instagram-LinkedIn -Medium - Publish PDF-Scoop.It-Issuu-YudoArticleSeen-PUB HTML5 https://justpublishingadvice.com/top-7-free-publishing-platforms-for-new-writers/	
	17	Advantages of online publishing https://kitaboo.com/advantages-digital-publishing-platform/	
	18	Activity: Publish articles in any of the online publishing platforms	
V		**Publishing laws/Practice**	**15**
	19	Publishing laws in India-copyright https://www.ahlawatassociates.com/area-of-practice/publishing-laws#:~:text=Publishing%20laws%20in%20India%20span,1971%20and%20the%20law%20on	
	20	Group Activity-Make students create contents, edit using editing tools and publish in any online publishing platforms	

Recommended Reading

Butcher, Judith. et al. Butcher's Copy Editing: *The Cambridge Handbook for Editors, Copy Editors and Proof Readers*. Fourth Edition. Cambridge, CUP, 2006.

Clark, Giles, and Angus Phillips, eds. *Inside Book Publishing*. Sixth Edition. New York: Routledge, 2020.

Critchley, William. *The Pocket Book of Proof Reading: A Guide to Free-Lance Proof Reading and Copy Editing*. First English Books. 2007

Dunham, Steve. *The Editor's Companion: An Indispensable Guide to Editing Books, Magazines, Online Publications, and More.* Writer's Digest. 2015.

Huddleston R., and Geoffrey K. Pulia, eds. *A Student's Introduction to English Grammar*. CUP. 2005

MLA Handbook. 9th ed., Modern Language Association of America, 2021.

Phillips, Angus, and Michael Bhaskar, eds. *The Oxford Handbook of Publishing*. New York: Oxford UP, 2019.

E Resources

https://www.britishcouncil.in/library/online-library/ebooks-audiobooks

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain a basic knowledge in editing process	U, Ap,C	
CO-2	Acquire a working knowledge in editing and proofreading thereby producing error free texts	R, U, Ap,C	
CO-3	Understand the process of publishing	U, Ap,C	
CO-4	Gain knowledge about various online publishing platforms	R,U	
CO-5	Sensitise the legal aspects involved in publishing	R,Ap, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK6DSCECE304				
Course Title	Rhetoric: Analysis and Composition				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	5	3 hours	-	2hours	5
Pre-requisites	1. Proficiency in English Language. 2. Basic Knowledge about Literary Genres &Theoretical Background.				
Course Summary	This Course allows Learners to embark on a dynamic journey, where language becomes a powerful tool of persuasion and influence. Through a blend of theory, practice and critical analysis, students will explore the principles and techniques of effective communication. From dissecting ancient speeches to decoding modern advertisements, students will uncover the secrets behind compelling rhetoric and learn how to wield its power responsibly in a variety of contexts. Through engaging discussions, hands-on exercises, and real-world applications, students will hone their rhetorical skills and emerge as confident communicators capable of making a meaningful impact in their personal and professional lives. By critically analyzing a diverse range of texts and artefacts, students will gain insight into the art and science of rhetoric, empowering them to engage thoughtfully with the world around them.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Title of the Module- Module –I Introduction to Rhetoric**	**15**
	1	Definition and Evolution of Rhetoric.	
	2	The significance of rhetoric in communication.	
	3	The key historic figures and theories in rhetoric.	
	4	Analysing Audience Characteristics and Expectations.	
II		**Title of the Module- Module-2 Rhetorical Appeals:Ethos,Pathos, Logos**	**15**
	5	Exploring Aristotle's modes of Persuasion.	
	6	Identifying and Employing Ethos, Pathos and Logos in Communication	
	7	Constructing persuasive arguments using evidence and reasoning	

	8	Engaging critical analysis of arguments in texts and speeches Required Readings; 1. " Shrinking Women" by Lily Myers(Poem) 2."Ain't I a Woman?" by Sojourner Truth.(Speech) 3."Ten Responses to the Phrase 'Man up' " by Guante.(Poem) 4. "I Have a Dream" by Martin Luther King Jr(Speech)	
III	**Title of the Module- Module-3 Rhetorical devices and Style**		**15**
	9	Studying various rhetorical devices such as metaphor, simile and hyperbole.	
	10	Analysing the role of style ,tone and language in persuasion.	
	11	Learning methods for conducting rhetorical analysis of texts and speeches**.** Required Readings 1."Lost Voices" by Sarah Kay.(Poem) 2"To This Day." by Shane Koyczan.(Poem) 3."We Shall Fight on the Beaches" by Winston Churchill.(Speech) 4**.** "The Gettysburg Address" by Abraham Lincoln.(Speech)	
	12	Identifying rhetorical strategies and their effects on audience.	
	13	Practicing close reading and interpretation of rhetorical texts. Required Readings 1."Knock Knock" by Daniel Beaty(poem) 2."Explaining My Depression to My Mother" by Sabrina Benaim.(Poem) 3. Do not Go Gentle into That Good Night. By Dylan Thomas(Poem) 4. "The Tell-Tale Heart" by Edgar Alan Poe(Short Story) 5."The Most Dangerous Game" by Richard Connell()Short Story	
	14	Recognising common logical fallacies and identifying methods to avoid them.	
	15	Evaluating the appeal of rhetoric in various contexts.	
	16	Understanding components of rhetorical situations.	
IV	**Title of the Module- Module -4 Visual Rhetoric and Multimedia Communication.**		**15**
	17	Understanding the principles of visual rhetoric in design and media.	
	18	Analysing persuasive techniques in visual communication ,including Advertisements and political Imagery(Assignments)	
	19	Creating multimedia presentations with effective rhetorical elements.(Assignments)	
	21	Crafting persuasive speeches for different contexts and purposes.(Assignments)	
V	**Title of the Module- Module-5 Rhetoric in Digital Communication.**		**15**
	23	Exploring the role of rhetoric in online discourse and social media.	
	24	Analysing digital texts, memes, and viral content as persuasive tools. 1. Another Reference	
	25	Examining ethical considerations in digital rhetoric and online persuasion.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand key concepts, theories and historical developments in rhetoric	U,E	PSO-1,2
CO-2	Apply rhetorical strategies effectively in various forms of communication.	E,Ap	PSO-1
CO-3	Critically analyse rhetorical texts, speeches, and artefacts.	A,E	PSO-4
CO-4	Demonstrate proficiency in constructing persuasive arguments using evidence, reasoning and rhetorical appeals.	A,C,E	PSO-6,7,12,10
CO-5	Understand Ethical Responsibilities of Communicators and demonstrate ethical decision making skill in rhetorical practice	U,R, Ap	PSO-8
CO-6	Design and deliver engaging presentations and speeches using rhetorical devices and rhetorical strategies.	R,Ap,C	PSO-5,6,7
CO-7	Prepared to apply rhetorical skills and knowledge in Professional and academic contexts	R,U,Ap	PSO-7

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

Note: 1 or 2 COs/module

Name of the Course: Rhetoric: Analysis &Composition.(Crafting Persuasive Discourse in Literature&Beyond)

Credits: 5:0:0 (Lecture:3Tutorial:-0 Practical-2(Assignments oral and written)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial	Practical (P)

					(T)	
1,2		6,4,8/1,2	2	F, C	L/T	Assignme-nts(oral/written)
3,4		1,4/1,2	2	P,M	L/T	-do-
5,6		3,5/5	2	C,M	L/T	-do-
7		4,5,8/6,8	2	C,M	L/T	-do-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	1	-	-	-	-	1	-	-	1	1	1
CO 2	2	2	-	-	-	-	-	1	-	2	-	2
CO 3	1	1	1	-	-	-	1	-	1	1	-	2
CO 4	1	1	2	1	-	-	2	-	-	2	-	1
CO 5	-	1	-	-	2	-	-	-	2	-	2	1
CO 6	1	1	-	1	1	-	-	1	2	-	1	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Text Books/ References

Web Resources have been hyperlinked with the titles of concepts in each module.

1."Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion" by Jay Heinrichs

2. "Classical Rhetoric for the Modern Student" by Edward P.J. Corbett and Robert J.Connors.

3. "The Rhetorical Tradition: Readings from Classical Times to the Present" edited by Patricia Bizzell and Bruce Herzberg - An anthology of key texts in the history of rhetoric, offering insights into the development of rhetorical theory and practice over time.

4. "Everything's an Argument" by Andrea A. Lunsford and John J. Ruszkiewicz - A practical guide.

5. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.

6. "The Art of Public Speaking" by Stephen E. Lucas.

7. "Rhetorical Criticism: Exploration and Practice" by Sonja K. Foss

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK6DSCECE305				
Course Title	Gender and Sexuality, and Society				
Type of Course	DSC				
Semester	IV				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	1. General awareness of the world and its affairs 2. Keen interest in fostering an inquisitive and safe environment				

Course Summary	The course looks to encourage learners to understand the intersectional aspects of gender and sexuality, in particular, their plurality and how this connects to the significant networks of knowledge and power. It aims at creating an inclusive intent in the individual through situating genders and sexualities in the real world, amongst experiences.

Detailed Syllabus:

Module	Unit	Contents	Hrs
I		**Origins**	15
	1	Sex-Gender-identity politics-masculinity-hegemonic masculinity-femininity-sexuality-queering-LGBTQIA+-non-binary-cis gender-heterosexual-heteronormative-sexual citizenship- gender equality-equity-Pride Movement- colonialism and sexuality- Article 377- Age of Consent Act 1891	
	2	Bhasin, Kamla. *What Is Patriarchy?* Women Unlimited, New Delhi, 2004, pp. 1–20.	
	3	Simone de Beauvoir "Introduction", *The Second Sex*. Vintage. 2015. p.1-15	
II		**Performances**	15
	4	performativity-precarity-passing-expressing-dead name-transphobia-inclusivity-Gender based violence-effeminate men-masculine women-butch-femme-	
	5	Judith Lorber. ―The Social Construction of Gender. https://ieas.unideb.hu/admin/file_9695.pdf	
	6	https://www.youtube.com/watch?v=3xpvricekxU&t=2s What are Pronouns?	
	7	Gaslighting, Narcissist, and More Psychology Terms You're Misusing https://time.com/6262891/psychology-terms-misused-gaslighting-toxic-narcissist/	
	8	Odum Raja Adum Raja: https://www.youtube.com/watch?v=ZmZIeFmunAM	

	9	Anna Lynn: *Queering Performative Photographs: A New Aesthetics of Gaze and Desire.* https://csgs.ashoka.edu.in/qurbatein/issue-2/photo-essay/queering-performative-photographs/	
III		**Intersections**	**15**
	10	Body-autonomy-consent-agency-law and sexuality-Article 377-Right to Privacy-Gender,Sexuality and Subalternity- Gender, Sexuality & ecology, economics, health, disability-consent	
	11	Poem- Arundhathi Subramaniam: *The Fine Art of Ageing* from *Love Without a Story*	
	12	Novel- *The Colour Purple*. Alice Walker. 1982	
	13	Mayilamma:Chapter 13. ―Protest: The First Year (Pages 55 – 59) Jyothibai Pariyadathu Mayilamma: The Life of a Tribal Eco-warrior. Orient Blackswan, 2018	
	14	*Pink* (2016) Directed by Anniruddha Roy Chowdhary. Performances by Amitabh Bachchan, Tapsee Pannu**.** **https://www.youtube.com/watch?v=wjkqm-MZx80**	
IV		**Reclamations, Re-entries, Re-inventions, Resurrections**	**15**
	15	Biography Manobi Bandhopadhyay. *AGift of the Goddess Lakshmi*. With Jhimli Mukherjee Pandey. Penguin. 2017.	
	16	Chilean Protest song by women. Un violador en tu camino" by Feminis Collective Las Tesis https://www.youtube.com/watch?v=uSHUS2lehOY&t=11s	
	17	Essay: All in a Day's Work:Sexual Harassment At The Workplace. From *10 Judgements that Changed India.*(189-206) Penguin 2013	
	18	Women Empowerment Ads I Ads about Strong Women I Empowering Ads I Inspiring Women I Adytude.com https://www.youtube.com/watch?v=IKHAWjAYYHY	
	19	C.S. Lakshmi | The her story **https://www.livemint.com/Leisure/jsUXD0QSY9iDYKXPXoh7ZP/CS-Lakshmi--The-her-story.html**	
	20	Anupama Mohan. *Where Mayflies Live Forever*. PanMacmillan. 2022	

	21	Fighting forced marriages and honour-based abuse | Jasvinder Sanghera | TEDxGöteborg https://www.youtube.com/watch?v=h_Xh5MXA7yY	
V		**Readings/ Practicum** What are the connections between Gender, Sexuality, Knowledge and Power? What role does Culture play? Does living in a 'developed' country guarantee agency? How much of our lives are shaped by perception? What is the politics of branding through gender and sexuality that you are able to discern - particularly in the ads prescribed above? If after all these years, we are still talking about gender and sexual rights, then how do you define progress? Supplement your thoughts with readings of Michel Foucault on Knowledge, Power, Sexuality; Madhavi Menon on Desire, Judith Butler on precarity, Gayatri Gopinath on queer diaspora, and submit a project based on your finding.	**15**

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Historicise the origins of modern ideas of sex and gender	U	
CO-2	Comprehend the performative nature of gender across cultures and the need for sensitivity and inclusivity	U, Ap	
CO-3	Understand and analyse the intersections between sexuality, gender and the various socio-economic-cultural paradigms that form society	R, Ap, An	
CO-4	Analyse language, media, cultural artifacts, art through gendered lenses	Ap, C	

CO-5	Understand the importance of resistance and the role played by activism in bringing about social and legal change	R, U,A,AN,E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						

CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK6DSCECE306				
Course Title	British Literature III				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Familiarity with British Literature (I) and (II), which would give the students a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the				

cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units. Essay questions only from the units specified in the syllabus.

Module	Unit	Content	Hrs
I		**The Twentieth Century: The Early Years**	12
	1	First World War and its impact— Features of early 20th century literature - Features of 'Modernism'	
	2	Early 20th century poetry - G.M.Hopkins, Poets of the First World War – Women poets -Madeline Ida Bedford, Jessie Pope – literary contributions of W.B.Yeats	
	3	Early 20th century Fiction - Rudyard Kipling, H.G.Wells, Joseph Conrad, Katherine Mansfield and others	
	4	Early 20th century Drama- Bernard Shaw	
	5	**Core Texts** Wilfred Owen –"Insensibility" Katherine Mansfield – "A Cup of Tea"	
		Essay Questions from units 2,3, and 5	
II		**The Twentieth Century - Between the Wars**	12
	6	Post-First World War British society	
	7	Poetry - T.S.Eliot – Oxford Poets of the 30s	
	8	Fiction - Stream of Consciousness novels– James Joyce, Virginia Woolf – D.H.Lawrence and others	
	9	Drama - Verse Drama - T.S.Eliot	
	10	**Core Text** W.H.Auden – "The Refugee Blues" https://allpoetry.com/refugee-blues	
		Essay Questions from units 7, 8, and 10	
III		**Literature in the Post-War Era (From 1950s to 1970s)**	12
	11	Postmodernism and its tenets	
	12	Poetry - Movement Poetry - Philip Larkin - Dylan Thomas	
	13	Fiction - Campus Novel – Graphic Novel – George Orwell, William Golding, Graham Greene, Kingsley Amis and others	
	14	Drama - Angry Young Men - Kitchen-sink Drama – Theatre of the Absurd John Osborne, Arnold Wesker, Samuel Beckett, Harold Pinter, Tom Stoppard, Edward Bond	
	15	**Core Text:**	

		Graham Greene – *The Power and the Glory* https://ecvlad.ru/wp-content/uploads/2015/10/greene_graham_21_stories.pdf		
		Essay Questions from units 12,13,14, and 15		
IV		**Literature at the end of the Millennium**		**12**
	16	Poetry - John Betjemen, Ted Hughes, Elizabeth Jennings and others		
	17	Fiction - Margaret Drabble, Jeanette Winterson, Julian Barnes, Doris Lessing and others		
	18	Drama - Proletarian drama – In-Yer-Face-Theatre, Caryl Churchill, Sarah Kane		
	19	**Core Text:** Doris Lessing "Flight" https://wcln.ca/_LOR/course_files/en09/intro/FLIGHT.pdf		
		Essay Questions from units 16, 17, 18, and 19		
V		**Into the 21st century**		**12**
	20	Poetry **–** Andrew Motion**,** Carol Ann Duffy, Simon Armitage and others		
	21	Fiction - Zadie Smith, Hilary Mantel, Ian McEwan, Alan Hollinghurst and others		
	22	Multicultural Britain –Salman Rushdie, Timothy Mo, Ben Okri, Monica Ali and others		
	23	**Core Text:** Carol Ann Duffy – "Eurydice" https://genius.com/Carol-ann-duffy-eurydice-annotated		
		Essay Questions from unit 23		

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and	An	13

	Movements in British literary history		
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Explain the social and political background of different periods of British history	-	U	F	4	0
CO-2	Outline different stages of development of British literary history	-	U	F	4	0
CO3	Identify the distinct traits of various Ages and movements in British literary history	PO1	U, An	C	4	0

CO4	Illustrate how a writer represents a particular literary school or movement	PO1, PO3	Ap	C	4	0
CO5	Analyse the literary techniques employed by a writer	PO1, PO2	An	C	4	0
CO6	Evaluate the literary contributions of the writers	PO1, PO2, PO3	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-						-	-	-	-	-	-
CO 2							-	-	-	-	-	-
CO 3							2	-	-	-	-	-
CO 4							3	-	2	-	-	-
CO 5							3	2	-	-	-	-
CO 6							3	2	3	-	-	-

Correlation Levels:

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	**UK6DSEECE300**				
Course Title	**Introducing Health Humanities**				
Type of Course	DSE				
Semester	VII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. Students should be aware of the significance of health humanities as a an emerging field within literary studies. 2. Students should be aware of the interrelationship between health, illness, society, and culture.				
Course Summary	This course aims to introduce students to the interdisciplinary field of health humanities. The course not only familiarizes the learners the key terms and concepts within the discourse of health humanities but also equips students to examine health and illness through the lens of literary and cultural studies.				

Detailed Syllabus:

I			Introduction: Key Terms and Concepts	12
			Disease and Illness, Medical Humanities and Health Humanities, Narrative Medicine, Pathography, Doctor-patient relationship, Literature and medicine, Graphic Medicine, Art therapy, Bioethics, Patient identity, Illness narrative, Medical Gaze, One health, Planetary health.	
II			**Essays**	**12**
	1.		Keith Wailoo. "Patients Are Humans Too: The Emergence of Medical Humanities." https://direct.mit.edu/daed/article/151/3/194/112677/Patients-Are-Humans-Too-The-Emergence-of-Medical	
	2		Rita Charon: "Literature and Medicine: Origins and Destinies." https://journals.lww.com/academicmedicine/fulltext/2000/01000/literature_and_medicine__origins_and_destinies.8.aspx	
	3		Thomas Couser. "Body Language: Illness, Disability, and Life Writing." https://www.academia.edu/98181456/Body_Language_Illness_Disability_and_Life_Writing	
III			**Prose & Fiction**	**12**
	4		Billy Collins: "Sick Room" https://www.poetryfoundation.org/poetrymagazine/browse?contentId=41856	
	5		Karenne Wood: "The Lillies" https://www.poetryfoundation.org/poems/147118/the-lilies	
	6		Melvin Dixon: "Heartbeats" https://www.poetryfoundation.org/poems/146841/heartbeats	
	7		Leo Tolstoy: "The Death of Ivan Ilyich" https://open.lib.umn.edu/ivanilich/chapter/full-text-english/	
	8		Alice Munro: "Floating Bridge"	
	9		Albert Camus: *Plague* https://archive.org/details/the-plague-albert-camus_202105/page/n55/mode/2up	
IV			**Memoirs**	**12**
	10		Innocent: *Laughing Cancer Away: An Actor's Memoir*	
	11		Emily Steinberg: *Broken Eggs* https://emilysteinberg.com/section/395990-Broken%20Eggs.html	
	12		Yuvraj Singh: *The Test of My Life*	
V			**Films**	**12**
	13		Ron Howard: *A Beautiful Mind*	
	14		Sibi Malayil: *Thaniyavarthanam*	

15	Aashiq Abu: *Virus*	

References and Suggested Reading

Crawford, P.., Brown, B.., Baker, C.., Tischler, V.., Abrams, Brian. *Health Humanities*. United Kingdom: Palgrave Macmillan, 2015.

Frank, Arthur W. *The Wounded Storyteller: Body, Illness & Ethics*. United Kingdom: University of Chicago Press, 2013.

---. *At the Will of the Body: Reflections on Illness*. Mariner Books, 2002.

Das Gupta Sayantani and Marsha Hurst. *Stories of Illness and Healing : Women Write Their Bodies*. Kent State Univ. Press 2007.

Foucault, Michel. *The Birth of the Clinic : An Archaeology of Medical Perception*. Vintage Books 1994.

Sontag, Susan. *Illness As Metaphor and Aids and Its Metaphors*. Penguin, 1990.

Scarry Elaine. *The Body in Pain : The Making and Unmaking of the World*. Oxford University Press 1985.

Hawkins Anne Hunsaker. *Reconstructing Illness : Studies in Pathography*. 2nd ed. Purdue University Press 1999.

Couser, G. Thomas. *Signifying Bodies: Disability in Contemporary Life Writing*. Ann Arbor: University of Michigan Press. 2009.

Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. London: Routledge. 2015.

Bleakley, Alan, and Therese Jones. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. London: Routledge. 2014.

Charon, Rita. *Narrative Medicine: Honouring the Stories of Illness*.

Oxford: Oxford University Press. 2008.

Czerwiec, M.K., Ian Williams, Susan Merrill Squier, Michael J. Green, Kimberly R. Myers, and Scott Thompson Smith. 2015. *Graphic Medicine Manifesto*. University Park: Pennsylvania State University Press. 2015.

Web Resources

https://healthhumanitiesconsortium.com/

https://guides.libraries.psu.edu/medicalhealthhumanities

https://medhum.med.nyu.edu

https://www.graphicmedicine.org/

http://somatosphere.net/

https://medicalhealthhumanities.com/

https://thepolyphony.org/

<u>Course Outcomes</u>

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the theoretical and historical foundations of the field of Health Humanities.	U	
CO-2	Demonstrate an awareness of the recent trends in the field of Health Humanities.	R, U	
CO-3	Gain competence to critically read and appreciate literary and cultural texts on health and illness.	Ap, An	
CO-4	Probe into the interrelationship between literary studies and the discourses of medicine.	U, An, E	
CO-5	Examine the ways in which experience of illness is mediated by society and culture.	E, An	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						

CO 6	-	-	-	-	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6				

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading

Albert, Edward. *History of English Literature*. OUP, 1979.

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

 Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

e- resources

 https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose

https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	**UK6DSEECE301**
Course Title	**QUEER NARRATIVES**
Type of Course	**DSE**
Semester	VI

Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	This course offers an in-depth exploration of LGBTQA+ literature through various literary genres, including poetry, novels, drama, and non-fiction. From historical perspectives to contemporary voices, students will delve into the rich tapestry of LGBTQ experiences, identities, and struggles as depicted in literature. Through close reading, critical analysis, and discussions, students will examine how LGBTQ writers have used diverse literary forms to express themselves, challenge societal norms, and advocate for change. By engaging with a wide range of texts, students will gain a deeper understanding of LGBTQ history, culture, and representation in literature.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Title of the Module- Introduction to Queer Literature**	**15**
	1	Queer-LGBTQA+ Identity- Representation- Diversity- Intersectionality- Coming out- Heteronormativity- Gender identity- Sexual orientation- Narrative- Empowerment- Marginalization- Inclusivity- Visibility- Allyship - Homophobia - Transphobia - Gender expression - Non-binary - Genderqueer - Fluidity - Intersectional identities - Pride - Discrimination - Acceptance - Affirmation - Safe spaces - Community – Activism	
	2	Jennifer Miller, "Thirty Years of Queer Theory", Chapter 1: Thirty Years of Queer Theory – Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach (pressbooks.pub)	
II		**Title of the Module- Rainbow Poems**	**15**
	3	Walt Whitman – "I Sing the Body Electric" I Sing the Body Electric by Walt Whitman	Poetry Foundation	
	4	C.P. Cavafy-"Comes to Rest", Comes to Rest by Constantine P Cavafy - Famous poems, famous poets. - All Poetry	
	5	Audre Lorde- "Who Said It Was Simple", Who Said It Was Simple by Audre Lorde	Poetry Foundation	
	6	Tom Gunn - "In Trust", In Trust by Thom Gunn	Poetry Foundation	

	7	Vikram Seth, "Dubious", Reflections: "Dubious" by Vikram Seth (reflections-mypinkdiary.blogspot.com)	
		Practicum: Assignment- Students can submit a full-length assignment of (200 words) on any of the works prescribed.	
III		**Title of the Module- Life Writing and Fiction**	**15**
	8	James Baldwin, *Giovanni's Room*, Giovanni's Room (Penguin Modern Classics) - Kindle (amazon. in)	
	9	Kalki Subramaniam, *We Are Not the Others*, Notion Press, 2012.	
	10	**Practicum: Students can create a project (10 pages) based on any of the writers prescribed for study.**	
IV		**Title of the Module- Queer Films**	**15**
	11	*Chitrangada.* Directed by Rituparno Ghosh, Shree Venkatesh Films, 2012. Chitrangada (2012) : Free Download, Borrow, and Streaming: Internet Archive	
	12	*Love, Simon,* Directed by Greg Berlanti, 20th Century Fox, 2018. Love, Simon streaming: where to watch movie online? (justwatch.com)	
	13	*Thangam*. Directed by Sudha Kongara, From *Paava Kadhaigal*, RSVP Movies, 2020.	
		Practicum: - Students can submit an assignment on any one of the queer films (not limited to syllabus).	
V		**Title of the Module- Critical Responses**	**15**
	14	Rob Cover, " First Contact: Queer Theory, Sexual Identity, and "Mainstream" Film", (PDF) First Contact: Queer Theory, Sexual Identity, and "Mainstream" Film (researchgate.net)	
	15	Anu Kuriakose, "Subversive Gender Performance in Kottankulangara Temple Festival", (PDF) Of the Cross-dressed Male and the Lighted Lamps: An Analysis of the Subversive Gender performance in Kottankulangara Temple Festival (researchgate.net)	
		Practicum- Students should actively discuss the various aspects of the essays prescribed for study followed by a seminar presentation of the findings.	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Familiarize key concepts in queer theory, such as performativity, heteronormativity, and intersectionality, and apply them to the analysis of literary texts, cultural artifacts, and social phenomena.	U	PSO-1,2
CO-2	Engage and explain diverse voices and perspectives within queer theory, including those of scholars from different cultural, racial, and ethnic backgrounds, as well as perspectives from transgender and non-binary communities.	R, U	1,2
CO-3	Apply theoretical concepts from queer theory to real-world contexts, such as politics, law, media, and popular culture, examining how discourses of gender and sexuality shape social norms and power structures.	An, E	3,4
CO-4	Analyse and investigate the socio-political contexts shaping queer identity and lives in general.	An, E	8
CO-5	Critically evaluate texts through a queer theoretical framework, identifying representations of gender and sexuality, as well as power dynamics and resistance strategies within various cultural contexts.	E, C	1,4.8

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	1,2	R,U	F, C	L	
2	2	1,2	R,U	C	L	P

3	3	3,4	An, E	C	L	P
4	4	8	An, E	C,M	L	P
5	5	1,4,8	E,C	C,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 8	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	2	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	3	-	-				1		
CO 4	-	-	2	3	-		2					
CO 5	-	1	-	-	-	3			3	2		
CO 6	-	-	-	-	-	-						

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading/Viewing

Ahmed, Sara. *Queer Phenomenology: Orientations, Objects, Others.* Duke University Press, 2006.

Albertalli, Becky. Simon Vs. the Homo Sapiens Agenda. Blazer +Bray, 2015.

Blue is the Warmest Colour. Directed by Abdellatif Kechiche, Wild Bunch, 2013.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.

Foucault, Michel. *The History of Sexuality,* Volume 1: An Introduction. Vintage Books, 1990.

Jagose, Annamarie. *Queer Theory: An Introduction*. New York University Press, 1996.

Johnson, E. Patrick, and Mae G. Henderson, editors. *Black Queer Studies: A Critical Anthology.* Duke University Press, 2005.

Love, Heather. *Feeling Backward: Loss and the Politics of Queer History*. Harvard University Press, 2007.

R, Sambhu and Karma Lhamu. *The Politics of Nonconformity: Queer, Disabled, and Posthuman Bodies,* Notion Press, 2021.

Sedgwick, Eve Kosofsky. *Epistemology of the Closet.* University of California Press, 2008.

Stryker, Susan. *Transgender History.* Seal Press, 2008.

SEMESTER 7

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK7DSCECE400				
Course Title	Critical Theories				
Type of Course	DSC				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/week
	4	4 hours	-		4 hours
Pre-requisites	1. 2.				
Course Summary	This course aims to familiarise students with the field of literary and cultural theory, introducing key terms, concepts and theorists.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Text-Oriented Approaches**	
	1	**New Criticism** Concepts: What is New Criticism – close reading – intentional and affective fallacy – theory of impersonality – ambiguity	12

		Theorists: John Crowe Ransom, Cleanth Brooks, W. K. Wimsatt and M. C. Beardsley, T. S. Eliot, William Empson	
	2	**Russian Formalism** Concepts: Literariness - defamiliarization, foregrounding - syntagmatic and paradigmatic analyses of narrative structures, functions Theorists: Roman Jakobson, Victor Shklovsky, Vladimir Propp	
	3	**Structuralism** Concepts: sign, signified, signifier, langue, parole – readerly writerly text, death of the author Theorists: Ferdinand de Saussure, Roland Barthes	
II		**Poststructuralism and Postmodernism**	**12**
	4	**Poststructuralism** Concepts: Deconstruction, decentering, logocentrism, aporia, difference – discourse, power/knowledge, types of power Theorists: Jacques Derrida, Michel Foucault	
	5	**Postmodernism** Concepts: Pastiche versus parody – the postmodern condition Theorists: Frederic Jameson, Jean Francois Lyotard	
III		**Political Theories**	**12**
	6	**Feminism and Gender** **First Wave, Second Wave, Third Wave, Post feminism** Concepts: Liberal feminism – sex and gender – gender performativity – gyno criticism – ecriture feminine Theorists: Mary Wollstonecraft, Simone de Beauvoir, Judith Butler, Elaine Showalter, Helene Cixous	
	7	**Postcolonialism** Concepts: Orientalism, Orient and Occident, Eurocentrism – Decolonization – subaltern – mimicry, hybridity Theorists: Edward Said, Frantz Fanon, Gayathri Chakravarthy Spivak, Homi K. Bhabha	

	8	**Marxism** Concepts: Class, base, superstructure, theory of production, alienation – ideology, interpellation Theorists: Karl Marx, Louis Althusser	
IV		**Psychoanalysis**	**12**
	9	Concepts: Id, ego, superego, the theory of the unconscious – mirror stage theory, the three orders (imaginary, symbolic, real) Theorists: Sigmund Freud, Jacques Lacan	
V		**Textual Analysis** Gayatri Chakravorty Spivak "Three Women's Texts and a Critique of Imperialism" https://knarf.english.upenn.edu/Articles/spivak.html	**12**

References

Barthes, Roland. "The Death of the Author". *Image-Music-Text*. 1977.

Beauvoir, Simon de. *The Second Sex*. Trans. H. M. Parshley. New York: Knopf, 1953.

Brooks, Cleanth. *The Well-Wrought Urn: Studies in the Structure of Poetry*. New York: Harcourt, 1947.

Butler, Judith. *Gender Trouble*: *Feminism and the Subversion of Identity*. Routledge, 1990.

Cixous, Helen. "The Laugh of the Medusa". *Signs*. University of Chicago, 1976.

Derrida, Jacques. *Of Grammatology*. Trans. Gayatri Spivak. Baltimore: The John Hopkins

U P, 1974.

Derrida, Jacques. "Structure, Sign and Play in the Discourse of Human Sciences". *Writing and Difference*. 1967

Eliot, T. S. "Tradition and the Individual Talent". *The Sacred Wood: Essays on Poetry and Criticism*. 1920.

Empson, William. *Seven Types of Ambiguity*. New Directions, 1966.

Fanon, Frantz. *The Wretched of the Earth*. Harmondsworth: Penguin, 1963.

Foucault, Michel. *The History of Sexuality: Volume 1*. Trans. Robert Hurley. Harmondsworth, UK: Penguin, 1981.

"Sigmund Freud" (p. 783-816) and "Jacques Lacan" (p.1105-1138). *The Norton Anthology of Theory and Criticism*. Third Edition.

Jameson, Frederic. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Duke U P, 1991.

Lyotard, Jean-Francois. *The Postmodern Condition: A Report on Knowledge*. 1984.

Propp, Vladimir. *The Morphology of the Folktale*. Texas: U of Texas P, 1968.

Ransom, John Crowe. *The New Criticism*. New Directions, 1941.

Said, Edward. "Orientalism". *The Post-Colonial Studies Reader*. Eds. Bill Ashcroft, Gareth Griffiths, and Helen Tiffins. New York: Routledge, 1995.

Saussure, Ferdinand de. *Course in General Linguistics*. Bloomsbury Publishing, 2013.

Showalter, Elaine. "Toward a Feminist Poetics". 1979.

Shklovsky, Victor. "Art as Technique" (1917).

Spivak, Gayatri Chakravarty. "Can the Subaltern Speak?". *The Post-Colonial Studies Reader*. Eds. Bill Ashcroft, Gareth Griffiths, and Helen Tiffins. New York: Routledge, 1995.

Wimsatt, W. K. *The Verbal Icon: Studies in the Meaning of Poetry*. Kentucky: Kentucky U P, 1954.

Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. 1792.

Recommended Reading

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester U P, 1999.

Belsey, Catherine. *Poststructuralism: A Very Short Introduction*. Oxford: Oxford U P, 2002.

Culler, Jonathan. "What is Theory?" and "What is Literature and Does it Matter?". *Literary Theory: A Very Short Introduction*. Oxford: Oxford U P, 1997.

Culler, Jonathan. *On Deconstruction*. 1982.

Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.

Leitch, Vincent B. "Introduction". *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton and Company, 2001.

Waugh, L. *Roman Jakobson's Science of Language*. 1976.

Wellek, Rene and Warren, Austin. *Theory of Literature*. New York: Harcourt Brace, 1956.

Williams, Raymond. *Marxism and Literature*. Oxford: Oxford U P, 1977.

Zizek, Slavoj. *How to Read Lacan*. Granta Books, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Acquire knowledge about the important literary theories and theorists	R, U	
CO-2	Understand the key concepts in literary theory	U, An	
CO-3	Read, comprehend, analyse and discuss literary and cultural texts with the help of the theories discussed	Ap, An	
CO-4	Apply key terms and concepts in literary and cultural theory while analysing texts	Ap, An	
CO-5	Develop a thorough understanding of the nexus between literature, culture and politics	U, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK7DSCECE401
Course Title	LANGUAGE STUDIES II
Type of Course	**DSC**
Semester	VII
Academic Level	400-499

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4			4

Pre-requisites	Students should have a command of the English language including vocabulary, grammar and fluency to effectively teach English. Students should have a genuine passion for teaching and learning.
Course Summary	This Paper aims to introduce various methods, approaches and techniques used in English Language teaching [ELT]. Students will examine historical and theoretical foundations of ELT, analyse current trends in language teaching, and develop practical skills for effective classroom instruction. Students will be introduced to various assessment techniques and tools.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Language Teaching**	12
	1	History of ELT in India, Macaulay's Minutes, English as an integral part of Indian Culture. Key Concepts in ELT- Acquisition - Bilingualism, Multilingualism- Communicative Competence and Linguistic Competence. ESL and EFL, ESP, EAP, EOP, Role of English in Immigration, Certification Agencies -IELTS, TOEFL	
	2	Current Trends in ELT Digital Learning, Media technology, Applied ELT, Corporate Training, ELP [English for Life Purpose] Language Immersion, Language for Academic Purposes [EAP], Adaptive Learning Platforms- Language exchange websites	

II		**Theories, Approaches and Methods of Language Teaching**	12
	1	Implications of learning theories in ELT- Behaviourism, Cognitivism, Constructivism, Krashen's Monitor Model.	
	2	Difference between Methods and Approaches, Methods of Language Teaching – Grammar Translation Method, Direct Method, Audio-lingual Method, Suggestopedia, The Silent Way, TPR.	
	3	Approaches to Language Teaching- Natural approach, Structural Approach, Oral Approach, Functional Notional Approach, Community Language Learning	
III		**Lesson Planning and Evaluation Process**	12
	1	Classroom Procedures – Lesson Plan and Material Production	

	2	Planning, Preparing and Administering Tests-Evaluation – Summative – formative – examination – curriculum – syllabus – teaching materials – Online testing Tools- Automated grading system-fostering learner autonomy -Moodle, Kahoot, Quizziz, etc.	
IV		**ICT Tools in Language Teaching**	**12**
	1	**TECHNOLOGY IN LANGUAGE TEACHING** **[Hands on training should be encouraged]** LSRW Tools – Blogs, E-books, YouTube Videos, Reels and Shorts in social media- Online Teaching Learning Platforms- Google Classroom, Zoom -Online language Courses -Coursera, Udemy- Language learning Apps [Duolingo, Babbel etc] and Games-VR Simulations.	
	2	Web Resources in Language Teaching- E-Creation Tools- Power Point Presentation, Canva, Prezi, Adobe Spark, Podcasting, Personal Digital Library, Online Writing and Editing Tools -Grammarly- Google Docs [built-in editing Features]	
V		**Research Methodology**	**12**
		Research – Qualitative – Quantitative – Curriculum analysis – curriculum design Data Collection -Surveys, Interviews, Questionnaires	

		Sampling and Data Collection Research Paradigms	

RECOMMENDED READING

Hudson, T. *Teaching second language reading*. Oxford: Oxford University Press. 2006.

Hedgcock, J.S., & Ferris, D.R. *Teaching readers of English: Students, texts and contexts*. New York: Routledge. 2009

Han, Z-H. , & Anderson, A. *Second language reading research and instruction: Crossing the*

boundaries. Ann Arbor, MI: University of Michigan Press. 2009.

Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge UP, 1986.

Brumfit and Johnson. *The Communicative Approach to Language Teaching*. OUP, 1983.

Larsen-Freeman, D. and M. Long. *An Introduction to Second Language Acquisition Research*. N Y: Longman, 1991.

Kumaravadivelu, B. *Understanding Language Teaching: From Method to Postmethod*. Lawrence Erlbaum, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop strategies for effective classroom management, creating a conducive learning environment and promoting student engagement		
CO-2	Acquire knowledge of various teaching methods, techniques and strategies applicable to teaching English as second language		
CO-3	Use technology and digital tools effectively in English Language Teaching		
CO-4	Design, implement and evaluate language assessments and tests to measure language proficiency and progress		
CO5	Establish a bridge between theorical framework and practical implications		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK7DSCECE402				
Course Title	RESEARCH METHODOLOGY				
Type of Course	DSC				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credits	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	This course is meant to introduce the basic concepts in Research and Research Methodology in Humanities and Social Sciences. The students will be familiarised with the types of research, the steps involved in conducting research, preparing and submitting research proposals and reports, techniques and tools involved in research, as well as the practical and ethical challenges that might arise. Practical knowledge of framing research proposals and reports will be imparted, and thorough practice will be provided to the students for handling the various stages involved in research with confidence.				

Detailed syllabus

Module	Unit	Content	Hrs
		INTRODUCTION	**15**
I	1	The concept of research – Research as a mode of knowledge production – Aims and objectives of research – Scope of research – Types of research – Quantitative and Qualitative approaches – Descriptive and Analytical – Applied and Fundamental – Inter Disciplinary and Multi-Disciplinary - Historical and theoretical positions in research – Empiricism, Positivism, Rationalism, Pragmatism, Phenomenology – Emerging new trends in research – Integrating technology and academic research – Distinction between research, development, invention, and innovation – Mixed research designs **Reference**: Kothari, C. R. "Research Methodology: An Introduction." Chapter I. *Research Methodology: Methods and Techniques.* New Age International. 2nd Revised Edition. 2004. Pages 1 – 23.	

	2	Theoretical frameworks in humanities and social science research – Text bound research - critical discourse analysis- ethnographic/semi-ethnographic research- experimental research- posthumanities - Digital humanities- Blue Humanities - Medical Humanities **Reference**: Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh UP, 2013.	
		DYNAMICS OF RESEARCH	**15**
	3	Tools in Quantitative and Qualitative studies – Case studies – Survey – Questionnaire, Interview, Structured interview – Discourse analysis for Literature studies – Textual Analysis – Content analysis **Reference**: Routledge Handbook of Interdisciplinary Research Methods	
II	4	Use of ICT in research – Pros and Cons – Stages of research where ICT can be applied – AI and research - Ethics – Ethical dilemmas – Ethics committee – Anonymity and confidentiality – Conflict of interests – Research misconduct – Fabricating data – Falsifying data – Plagiarism **Reference**: *Research Ethics in the Digital Age: Ethics for the Social Sciences* edited by Farina Madita Dobrick, Jana Fischer, Lutz M. Hagen	
		PROCESS AND PROCEDURE	**15**
III	5	Selecting a research area – Narrowing down the research topic – Review of literature - research gap- formulating a working hypothesis- stating the research objectives - Framing the research problem/ research question – Selecting Research Methodology – **Reference**: *Doing Academic Research: A Practical Guide to Research Methods and Analysis* By Ted Gournelos	
	6	Structure and Format of a research proposal – Bibliography – Appendix – End notes – Style manuals - MLA style – APA style	

		Reference: https://mlpp.pressbooks.pub/writinghandbook/ *Writing Research Proposals for Social Sciences and Humanities in a Higher* By George Damaskinidis, Anastasia Christodoulou	
		IN THE FIELD	**15**
IV	7	Data collection – Identifying sources – Tools for data collection – Classification of data – Documenting sources – Note taking – Issues of authenticity **Reference**: *Beginning Research: A Guide for Foundation Degree Students* By Michelle Lowe	
	8	Consolidation of data – Analysis of data – Validation of Hypotheses – Reaching conclusions - editing - proof reading **Reference**: *MLA Handbook for Writers of Research Paper.* 9th edition. 2021.	
V		**IN PRAXIS**	**15**
	9	Drafting a research proposal	
	10	Drafting a research article	

Recommended Reading:

Altick, Richard D. *The Scholar Adventurer*. Ohio State UP, 1987.
Dorairaj, Joseph. *FAQs on Research in Literature and Language*. Emerald Publishers. 2020.
Murrey, Rowena. *How to Write a Thesis*. 2nd Edition. Open UP. 2002.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Students will be familiarised with the basics in research – the different steps and methodology involved in undertaking a research/ project work	U	

CO-2	Students will be enabled to identify and work on research areas and topics in English Literature and Language	R, U, Ap	
CO-3	Students will be provided hands-on training in drafting research proposals and carry out the research successfully	Ap, An, C, Ev	
CO-4	Students will be trained on methodologies and analytical tools in both Literary studies and Language studies	R, U, Ap. An, C	
CO-5	Students will go through all the steps involved in undertaking research projects, from identifying a research area to the final drafting of the report as per the manual of MLA Handbook	R, U, Ap, An, E, C	
CO-6	Students will gain awareness about Ethics in research, and also about the latest trends in research	R, U, E	

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK7DSCECE403				
Course Title	Cultural Studies: Theory and Practice				
Type of Course	**DSC**				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	2	-	5

Pre-requisites	1. Students should be aware of the interrelationship between literature and culture. 2. Students should have an understanding of the significance of cultural studies as a component of literary studies.
Course Summary	This Course aims to familiarise students with the theory and practice of Culture Studies. The course equips students to approach culture and cultural forms critically by examining culture in relation to class, gender, nationalism, and caste among others.

Detailed Syllabus:

Module	Content	Hours
I	**Genealogy of Cultural Studies** Frankfurt School- Birmingham School- False consciousness- Culture industry - High culture- Culture as ordinary- Popular culture – Mass culture Texts: 1. Henry Giroux et al. "The Need for Cultural Studies: Resisting Intellectuals and Oppositional Public Spheres." https://dalspace.library.dal.ca/bitstream/handle/10222/63139/dalrev_vol64_iss2_pp 472 _486.pdf?sequence=3 2. Madhava Prasad: 'Cultural Studies in India: Reasons and a History'. http://cscs.res.in/irps/inter-asia-cultural-studies-summer-school-2018/all-readings/prasad-m-madhava-cultural-studies-in-india-reasons-and-a-history	15
II	**Culture and Representation** Discourse- Agency- Cultural consumption- Stereotyping- Subjectivity- Representation-ideology- hegemony-identity **Text**: Stuart Hall: 'Encoding/Decoding' https://blog.richmond.edu/watchingthewire/files/2015/08/Encoding-Decoding.pdf	15

III	**Culture and Nationalism** Nation and culture-Cultural nationalism, Religion and culture, Culture and democracy, Culture and power, Multiculturalism, Culture and ethnicity **Text:** Rochona Majumdar and Dipesh Chakrabarty: "Mangal Pandey: Film and History" https://www.jstor.org/stable/4419583	15
IV	**Digital Cultures** Cyber culture, Video Games, Cyber punk, Cyborg, New media and digital public sphere, Digital divide, Digital literature **Text**: James O'Sullivan: " Good literature can come in digital forms – just look to the world of video games." https://theconversation.com/good-literature-can-come-in-digital-forms-just-look-to-the-world-of-video-games-127971#:~:text= The%20worlds%20we%20inhabit %20in,something%2C%20whatever%20their%20aesthetic%20confines.	15
V	**Practicing Cultural Studies** This module encourages students to use cultural studies research framework to analyse any cultural text of their choice – advertisements, soap operas, performing art, games, comics and so on. Teachers may help students identify topics, analyse texts and choose appropriate research methods/tools. The following text may be used to familiarize the methods/methodologies used in cultural studies research: Nayar, Pramod K. *An Introduction to Cultural Studies*. New Delhi: Viva Books. 2016.	15

Recommended Reading

Appadurai, A. (ed.) *The Social Life of Things: Commodities in Cultural Perspective*.
Attali, J. Noise: *The Political Economy of Music*, trans. Brian Massumi. Minneapolis: University of Minnesota Press. 1985.
Bakhtin, M. *The Dialogic Imagination*. Austin: University of Texas Press. 1981.
Barker, Chris. *The Sage Dictionary of Cultural Studies.* Sage, New Delhi, Thousand Oaks, London. 2004.

Bhabha, H. K. *The Location of Culture*. New York: Routledge. 1994.

Brooker, Peter. *A Glossary of Cultural Theory*. Arnold, London. 2000.

Chen, Kuan Hsing. (ed) *Trajectories: Inter-Asia Cultural Studies.* London: Routledge. 1998

Du Gay, P. *Consumption and Identity at Work*. London: Sage, 1996.

During, Simon. *The Cultural Studies Reader*. New York: Routledge, 1999.

Grossberg, Lawrence and Cary Nelson and Paula A Treichler eds. *Cultural Studies*. London: Routledge. 1992.

Sardar, Ziauddin and Borin Van Loon. *Introducing Cultural Studies.* Icon Books, London. 2012.

Storey, J. (ed). *Cultural Theory and Popular Culture: A Reader*, 2nd edn. London: Prentice Hall. 1998.

Young, R. *Colonial Desire: Hybridity in Theory, Culture, and Race*. London: Routledge, 1995.

Williams, R. *Keywords: A Vocabulary of Culture and Society* (New Edition). New York, NY: Oxford University Press. 2014.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop a thorough understanding of the origin and evolution of Cultural Studies, major theorists and their contributions.	U	
CO-2	Acquire sufficient knowledge about the significance and development of cultural studies in the Indian context.	R, U	
CO-3	Gain competence to analyse and valuate cultural texts and practices critically.	Ap, An	
CO-4	Understand the significance of cultural studies in relation to interdisciplinary approaches within literary studies.	U, An, E	
CO-5	Create research data/articles based on their analysis of cultural texts.	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						

CO 6	-	-	-	-	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

O 6				

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK7DSCECE404				
Course Title	**FILM THEORY AND PRACTICE**				
Type of Course	**DSC**				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites					
Course Summary					

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**BASICS OF CINEMA**	
		Film — film as a cultural artifact — hybrid nature of film – history of cinema — camera angles, shots and movements – techniques of editing – 30-degree rule —180-degree rule — Focus—Sound—Lighting—Colour – *Mis-en-scene* – story/ plot/ narrative—motif-- different genres of cinema – short films—documentary films--censorship.	12
II		**MAJOR MOVEMENTS IN CINEMA**	12
		Silent cinema (Charlie Chaplin) —Soviet cinema and Eisenstein—Montage —German Expressionism—Italian Neorealism—Auteur theory --French New Wave—Classical Hollywood—New Hollywood -- Third World Cinema	

		Films for Discussion: *City Lights* (1931), *Battleship Potemkin* (1925), *Cabinet of Dr. Caligari* (1920) *The Bicycle Thieves* (1948), *Lola* (1961), *Citizen Kane* (1941)*The Godfather* trilogy	
III		**INDIAN CINEMA**	**12**
		Indian cinema—parallel cinema movement—commercial cinema—IPTA —Films Division—masala cinema- commercial cinema Indians directing English films (Deepa Mehta, Mira Nair, Shekhar Kapoor, M Night Syamalan)	
IV		**MALAYALAM CINEMA**	**12**
		Malayalam cinema —silent era—different phases—influence of Italian Neorealism in the movies of 1950s—colour films—new wave—cinema of the mid 80s—the popularity of B-grade films—new generation movies –OTT movies Auteurs of Malayalam Cinema .	
V	**Adaptation**		**12**
		Adaptation (Genre, Fidelity, Types) Film Criticism/ Review (journalistic criticism, academic criticism, genre—ideology—culture—narration—techniques) **For Discussion** *Kandukondain Kandukondain(2000)* *Tangled (2010)* *Aadujeevitham (2024)*	
		Films for detailed study:	

		Psycho(1960), *Vidheyan (1994)* *The Man Without a Past (2002)* *Beauty and the Beast (2017)*	

Recommended Reading

- Andreu Dix.Beginning Film Studies.Manchester UP. 2008.

- Ascher, Steven. The Filmmaker's Handbook.Penguin, 2012.

- Boggs, Joseph M. *The Art of Watching Films.* Mountain View CA: Mayfield Publishing, 1991.

- Bone, Jan and Ron Johnson. *Understanding the Film: an Introduction to Film Appreciation.* Lincolnwood IL: NTC Publishing, 1997.

- Dix, Andrew. Beginning Film Studies.Manchester University Press, 2013.

- Giannetti, Louis and Scott Eyman. *Flashback: A Brief History of Film*, *Third Ed.* Englewood Cliffs NJ: Prentice-Hall, 1996.

- Katz, Steve. Film Directing Shot by Shot: Visualizing from Concept to Screen. Focal Press, 1991.

- Saran, Renu.History of Indian Cinema.Diamond Books, 2012.

- Villarejo, Amy. Film Studies: The Basics. Routledge, 2013

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Understand the world of cinema and explore the various opportunities linked with it.	R. U	PSO-1,2
CO-2	Analyse the history of cinema and the major movements	U, An	
CO 3	Conceptualize the various techniques and terminologies involved.	An, E	
CO 4	Engage in matters of social/ gender justice through he medium of cinema.	An, Ap, E	
CO 5	Decode the language of films and use it effectively.	E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		3	R, U	F, C	L	
2		3, 5	U, An	C	L	
3		5,	An, E	C, P	L	
4		11, 15	An, Ap, E	P	L	
5		15	E, C	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6

CO 1	1	-	-	-	-	-					
CO 2	2	3	-	-	-	-					
CO 3	-	-	1	-	-	-					
CO 4	-	-	2	3	-	-					
CO 5	-	1	-	-	-	-					
CO 6	-	-	-	3	-	-					

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK7DSEECE400				
Course Title	**COMMUNICATION PSYCHOLOGY**				
Type of Course	**DSE**				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	An interest in learning the deeper mechanics of human communication. A knowledge of basic communication skills and communication theories.				

Course Summary	This course focuses on phenomena of human verbal and nonverbal communication and the construction of reality from a communication theory perspective. The learning method used in this course is active learning. Students in groups discuss about subject matter and sub-subject matter accompanied by lectures. Students then use their understanding about psychology of communication to analyze issues regarding communication in everyday life in our social context

Detailed Syllabus:

Module	Unit	Content	Hrs 15
I		**Fundamentals of Communication**	
		Communication-the psychology of communication -perception, belief, emotion, thought, culture- verbal and non verbal communication dynamics of communication- Sender, message, encoding, channer, receiver, decoding, context, noise, feedback.	
		Types of communication (Intrapersonal, Interpersonal, mediated interpersonal, mass, cultural)	
		Linear, Transactional, Interactive models of communication	
		Practicum Inter-group quiz	
II		**Models of Communication**	15
		Aristotlean model of communication- ethos, logos, pathos (Linear)	
		Berlo's model- SMCR	
		Shannon Weaver model (Transactional Model)	
		Osgood and Schramm Model (Interactive Model)	
		Practicum Group discussion on the differences and similarities among the models and presentation	
III		**Principles of Communication**	15
		The four primary principles of communication	
		The 7 Cs of communication	
		Interdependence of psychology and communication	
		Practicum: Peer discussion leading to submission of assignment	
		1. https://www.psychologytoday.com/us/blog/some-assembly-required/201702/the-4-primary-principles-communication 2. https://web.stanford.edu/~bailenso/papers/icae-psychology	
IV		**Non -Verbal and Non-Vocal Communication**	15
		Non-verbal communication (sounds, etc)	
		Non vocal communication (gestures, etc)	

		Importance of non- verbal and non vocal communication	
		Practicum: Role playing, group discussion and presentation	
		https://www.sciencedirect.com/topics/social-sciences/nonverbal-communication	
V		**Barriers to Communication**	**15**
		Physical (Environmental/logistical etc)	
		Technological (information overload)	
		Physiological	
		Psychological	
		Cultural and Linguistic	
		Overcoming the barriers.	
		Practicum: 1. Role plays, sharing of experiences, group discussion on given material(movie/ text/ video etc)	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	1. Identify the facilitative and inhibitory aspects of the communication process (REMEMBERING)	R	
CO2	2. Explain basic principles of the communication psychology (UNDERSTANDING)	U	
CO3	3. Utilize their understanding of the components of communication to improve their skills in all types of communication (APPLYING).	A	
CO4	4. Evaluate the effect of communication on various aspects through assignments (EVALUATING).	E	
CO5	5. Apply the theories and concepts learned in this course to a real life situation and write a detailed report on how you did it.(CREATING).	C	

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

Note: 1 or 2 COs/module

Name of the Course:

Credits: 3:0:2 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						
4						
5						
6						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												

CO 4													
CO 5													
CO 6													

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Role play
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6	✓	✓		✓

Reference

Chatterji, P. C. *Indian Broadcasting*. Sage Publication ,1993.

Hausman, Carl, et al. *Modern Radio Production: Production, Programming, and*

    Performance. 9th ed., Wadsworth Publishing Co In, 2012.

Jereemy, Orlebar. The Television Handbook. Routledge, 2011.

Luthra, H. R. *Indian Broadcasting*. Publication Division, Ministry of Information and

    Broadcasting, 1986.

Menon, Mridula. *Indian Television and Video Programmes*. Kanishka Publishers, 2007.

Prabhakar, Navel and Basu Narendra. *Encyclopaedia of Mass media and communication 21st*

    century. Commonwealth Publisher, 2006

    Rohner, Jessica and Astrid Schutz. *Psychology of Communication*. University of Bamberg.
Springer. 2023.

    https://doi.org/10.1007/978-3-030-60170-6

Shrivastava, K. M. Radio and TV Journalism. Sterling Publisher, 1989.

Williams, Rivers Mayfield Pub Co, 1988.

Wills, Edger. *Writing Television and Radio Programmes*. Holt, Rinehart & Winston of

    Canada Ltd, 1968.

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	**UK7DSEECE401**				
Course Title	**Readings in Speculative Fiction**				
Type of Course	**DSE**				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary	This course is designed to cater to two separate literary genres—speculative fiction and fantasy. The rationale behind combining them is to explore how they cross-pollinate each other through the creation of imaginary worlds and alternative realities. The course undertakes to introduce the student community to an array of themes concerning the collective future of humanity and the planet on the one hand and imaginary worlds set in mythic settings on the other. It will help them comprehend scientific themes having profound ethical as well as moral consequences through a study of literature—poems, short fiction, plays, and novels. The course will provide an open forum for students to engage in intellectually stimulating discussions and also improve their creative writing skills.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**IMAGINING NEW WORLDS AND ALTERNATIVE REALITIES**	**12**
		Speculative Fiction–Science Fiction–Outer Space–Extra Terrestrial Life Forms–Imagined Worlds–Futuristic Technology–Soft and Hard SF–Representation of Gender in SF–Cybernetics and SF–Apocalypse–Dystopia–Cryogenics- Radical Life Expansion–Time Travel–Alternative Histories–Space Opera–Steampunk	
		Fantasy–Epic Fantasy–Heroic Fantasy–Dark Fantasy–Knight-in-Shining-Armour–Supernatural– Fictional Places–El Dorado–Adventure–Damsel-in-Distress–Quest myth–Fairy Tale–Fable–Fairy Tale–Sleeping Beauty– Dragons–Demon– Doppleganger– Gnome– Spirit –Necromancy–Sorcery	
		Flying Rabbits: Denizens of Distant Spaces- Margaret Atwood	

| | | https://search.schlowlibrary.org/Record/321166/TOC | |
| | | | |

Module	Unit	Content	Hrs
II		**FANTASY AND FAIRY TALE**	**12**
	1	The Song of Wandering Aengus-W.B. Yeats https://www.poetryfoundation.org/poems/55687/the-song-of-wandering-aengus	
	2	Instructions- Neil Gaiman https://endicottstudio.typepad.com/poetrylist/instructions-by-neil-gaiman.html	
	3	The Snow Child- Angela Carter https://biblioklept.org/2013/06/21/the-snow-child-angela-carter/	
	4	The Ones Who Walk Away from Omelas- Ursula K LeGuin https://shsdavisapes.pbworks.com/f/Omelas.pdf	
III		**DYSTOPIA AND APOCALYPSE**	**12**
	5	Poem Featuring an Apocalypse- Rebecca Aronson https://swamp-pink.cofc.edu/featured/poem-featuring-an-apocalypse/	
	6	Talk in the Dark- Denise Levertov https://www.menwhosaidno.org/poetry/PoetryNuclear_dark.html	
	7	The Last Question- Isaac Asimov https://users.ece.cmu.edu/~gamvrosi/thelastq.html	
	8	The Lottery- Shirley Jackson https://digitalbell-bucket.s3.amazonaws.com/58AF5E74-5056-907D-8DE8-C3BE81B60EA3.pdf	
IV		**SCIENTIFIC PROGRESS AND ETHICS**	**12**
	9	*A Number*- Caryl Churchill https://library.lol/fiction/5B12811D3940295706D036274D76EEC8	
V		**HUMAN RIGHTS AND THE FUTURE OF THE PLANET**	**12**
	10	*The Parable of the Sower*- Octavia Butler https://www.studocu.com/en-us/document/university-of-california-san-diego/race-gender-and-sexuality-in-fantasy-and-science-fiction/parable-of-the-sower-octavia-e-butler-pdf/67849904	

Suggested Readingt

Fichelberg, Susan. *Encountering Enchantment: A Guide to Speculative Fiction for Teens*. United States, Bloomsbury Publishing, 2015.

Kröger, Lisa, and Anderson, Melanie R. *Monster, She Wrote: The Women Who Pioneered Horror and Speculative Fiction*. United States, Quirk Books, 2019.

Lothian, Alexis. *Old Futures: Speculative Fiction and Queer Possibility*. United States, NYU Press, 2018.

Manlove, Colin N. *Modern Fantasy: Five Studies*. United States, Wipf and Stock Publishers, 2020.

Modern Classics of Fantasy. United States, St. Martin's Publishing Group, 2014.

Sangster, Matthew. *An Introduction to Fantasy*. United Kingdom, Cambridge University Press.

Science Fiction in Colonial India, 1835–1905: Five Stories of Speculation, Resistance and Rebellion. United Kingdom, Anthem Press, 2019.

The Oxford Book of Fantasy Stories. United Kingdom, Oxford University Press, 1994.

The Oxford Handbook of Science Fiction. United Kingdom, Oxford University Press, 2014.

Thomas, P.L., editor. *Science Fiction and Speculative Fiction: Challenging Genres*. Netherlands, Sense Publishers, 2013.

Wolfe, Gary K. *Critical Terms for Science Fiction and Fantasy*. United Kingdom, Bloomsbury Academic, 1986.

Wolf-Meyer, Matthew J. *Theory for the World to Come: Speculative Fiction and Apocalyptic Anthropology*. United States, University of Minnesota Press, 2019.

Online Resources

The Science Fiction and Fantasy Research Database (https://sffrd.library.tamu.edu/site/*Index to Science Fiction Anthologies and Collections*)

Index to Science Fiction Anthologies and Collections, Combined Edition by William G. Contento (http://www.philsp.com/resources/ISFAC/index.htm)

Assessment Rubrics:

- ▪ Quiz / Assignment/ Quiz/ Discussion / Seminar
- ▪ Midterm Exam
- ▪ Programming Assignments
- ▪ Final Exam

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Think creatively and envision worlds beyond the conventional constraints of reality that bridge fantastical and speculative realms.	U, Cr	1,5,9
CO-2	Identify the generic qualities of speculative fiction and fantasy and situate their overlaps within a shared framework.	R, U	1, 2
CO-3	Critically evaluate themes, characters, and plotlines and come up with ideas for original content.	E, Ap, Cr	2, 11, 15
CO-4	Explore ethical and moral dilemmas within hypothetical scenarios and delve into situations where individuals or societies are confronted with choices carrying significant repercussions for themselves and others.	An, E	1,8
CO-5	Analyse individual works in relation to their historical, political, and cultural contexts to generate awareness about how these works serve as critical commentaries on the anticipated outcomes of various ideologies.	An, E	1, 9
CO-6	Develop empathy and understanding for transhuman experiences by incorporating perspectives of characters from diverse backgrounds.	U, E	1, 14, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	1,5,9		F, C		
2	2	1, 2		F, C		
3	3	1, 2, 11, 15		F, C, P		
4	4	1,8		F, C		
5	5	1, 9		F, C		
6	6	1, 14, 15		F, C, M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	3	-						
CO 2	1	2	-	-	-	-						
CO 3	1	2	-	-	-	-						

CO 4	1	-	-	-	-	-						
CO 5	1	_	-	-	-	-						
CO 6	1	-	-	_	-	-						

Correlation Levels:

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

Mapping of COs to Assessment Rubrics:

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK7DSEECE402				
Course Title	POWER DYNAMICS AND LITERATURE				
Type of Course	DSE				
Semester	VII				
Academic Level	400 – 499.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites					
Course Summary	This course explores the intricate equations of power as manifested in literature and also how literature is used not only as a tool to re-enforce but also to resist the structures and traditions of power. Power is a complex edifice prevalent everywhere, in all spheres of life, in varying degrees of intensity. As the course progresses, the students will acquire familiarity with the various expressions of power in the countless domains of life as showcased by masters of literature, and gather the knowledge and insights required for developing analytical skills in studying the expressions of power as found in literature and the world.				

Detailed syllabus

Module	Unit	Content	Hrs
		INTRODUCTION	15
I	1	What is power – definitions of power – types of power – forms of power- ideology- hegemony Althusser- Karl Marx – Michel Foucault **Required Reading** Tagore, Rabindranath. "Where the Mind is without Fear" French, John R P Jr. and Bertram H Raven. "The Bases of Social Power" *Studies in Social Power* January 1959 (151 – 157) https://www.researchgate.net/publication/215915730_The_bases_of_social_power	

	2	Power structures – Tools of power – motifs and symbols of power in literature **Required Reading** Hughes, Ted. "Hawk Roosting" Golding, William. *Lord of the Flies*	
	3	Strategies of power – manipulation – propaganda – creating narratives of power **Required Reading** Orwell, George. *1984* Johnson, Adam. *The Orphan Master's Son*. Random House 2012	
	4	Identifying Stereotyped Symbols of Power in Literature (In Praxis) **Text for Discussion** Shakespeare, William. *The Tempest*	
II		**MANIFESTATIONS OF POWER**	15
	5.	Personal – family – relationships – community –Intimate spaces – domestic – interpersonal – physical – emotional – psychological **Required Reading** Plath, Sylvia. "Daddy"	
	6.	Power struggles – gender and power – power and punishment **Required Reading** Bronte, Charlotte. *Jane Eyre* Saadawi, Nawal El. *Woman at Point Zero* Translated by Sherif Hetata. Forward by Miriam Cooke. Zed Books, London. 1983. E book first published in 2007. https://jm919846758.files.wordpress.com/2021/08/wapz.pdf?force_download=true	
	7.	Identifying possible symbols of power (In Praxis) **Text for Discussion** Eliot, T. S. *Murder in the Cathedral*	
III		**NARRATIVES OF POWER**	15
	8.	Authority and Power – the State and Power – Representations of the State **Required Reading** Hawthorne, Nathaniel. *The Scarlet Letter*	
	9.	Stereotypes of Power – Violence and Power **Required Reading** Owen, Wilfred. "Insensibility"	

	10.	Creating power narratives (In Praxis) Identify and discuss how a narrative is created about power in one of the books prescribed for study in this paper.	
IV		**POWER OF NARRATIVES**	**15**
	11.	Power of Literature – power of narratives **Required Reading** De Quincy, Thomas. "Literature of Knowledge and Literature of Power" extract from the essay "The Poetry of Pope." Published 1848. https://supervert.com/elibrary/thomas-de-quincey/the-literature-of-knowledge-and-the-literature-of-power Barzilay, Vared Cohen. "The Tremendous Power of Literature" Forward for the collection *Freedom* by Amnesty International https://novelrights.wordpress.com/2011/07/13/the-tremendous-power-of-literatureforeword-from-freedom/	
	12.	In the context of conflict (war) – In the context of industry – in the context of exploitation – Power and Children – Power and Environment – Power and Gender **Required Reading** Heller, Joseph. *Catch-22* Beecher-Stowe, Harriet. *Uncle Tom's Cabin* Rich, Adrienne. "Power"	
	13.	In the context of transformation –Industrialisation – Political revolutions – in the age of AI **Required Reading** Sonnet 30 by William Shakespear and Boris Pasternak Asimov, Issac. *I, Robot*	
V		**POLYMETRICS OF POWER**	**15**
	14.	Suppression – Oppression – Marginalisation – Intrusion **Required Reading** Naheed, Kishwar. "Talking to Myself" Juan-Austen, Rose Marie. "Absolute Power" Adichie, Chimamanda Ngozi "The Headstrong Historian" Murakami, Haruki. "Samsa in Love"	
	15.	Alternative narratives of power (In Praxis) **Texts for Discussion** Rhys, Jean. *Wide Sargasso Sea*	

		Du Maurier, Daphne. *Rebecca* Analyse how narratives about power and its manifestations are re-presented.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Students are acquainted with the overt and covert narratives of power as found in various forms of English Literature	U	
CO-2	Students develop an awareness about how power and power structures are to be found in realms of life, as depicted in Literature	R, U	
CO-3	Students identify structures of power in different domains of life, through depictions in Literature	R, U, Ap	
CO-4	Students familiarise different facets of power as showcased in Literature and reflected in life	R, U, Ap, An, E	
CO-5	Students sharpen critical thinking and use strategies to identify specific structures used in Literature for specific purposes – here, power	Ap, An, E	
CO-6	Students imbibe the mechanics of depicting power in Literature effectively and create their own narratives about power	R, U, Ap, C	

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