

Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF ENGLISH LITERATURE WITH MEDIA COMMUNICATION

UG Teaching Plan(Odd Semester)



2024-2025

Vision

To chisel empowered media professionals with ethical responsibility and cultural sensitivity

Mission

To create responsible and socially accountable professionals with a holistic grasp of English language and literature with media communication.

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1& M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

Programme Outcomes (POs)

PO	Upon completion of B.A. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writers/ activists and transform the society in accordance with local, national and global needs.	PEO1
PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2 & PEO3
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2 & PEO3
PO7	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	PEO1 & PEO3

Programme Specific Outcomes (PSOs)

PSO	Upon completion of B.A. English Literature with Media Communication the graduates will be able to:	Mapping with POs
PSO1	acquire good knowledge and understand the specific discipline of study.	PO2
PSO2	demonstrate a deep understanding of media theories, practices, and technologies, enabling them to critically analyze and evaluate media content and its societal impact.	PO1, PO2
PSO3	exhibit a strong sense of ethical responsibility, adhering to professional standards and practices in media communication, and demonstrating respect for diverse perspectives and cultural sensitivity.	PO3, PO5

PSO4	prepared for entry-level positions in media-related industries or further academic pursuits, equipped with the knowledge, skills, and portfolio necessary to succeed in the competitive media landscape.	PO4, PO7
PSO5	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO6

CORE COURSE I : INTRODUCTION TO LITERATURE
Department: English Literature with Media Communication
Class: I B.A English Literature with Media Communication
Title of the course Elective IV: Introduction to Literature
Semester: I

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU241CC1	4	1			5	5	75	25	75	100

Prerequisite: Ability to explore different genres of literature, strong communication and critical thinking abilities.

Learning Objectives:

1. To introduce the different forms of literature
2. To provide learners with the background knowledge of literature

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain knowledge on the different forms and structure of poetry and prose in literature.	K1
2	appreciate and analyze the basic elements of poetry, including meter, rhyme, and theme.	K2
3	identify the aphoristic style of prose writers	K3
4	interpret the elements of short story including style, narrative techniques and character analysis	K3
5	analyse and compare the elements of fiction including narrative structure, characters with related texts	K3

K1 - Remember; K2 - Understand; K3 - Apply

Teaching plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I		Introduction				
	1.	Poetry – Different	4	K2(U)	Lecture using Chalk and talk, Discussion,	Quiz in SLIDO, Questioning and

		forms of poetry			Interactive PPT	Discussion through NEARPOD
	2	Sonnet	3	K2(U)	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz in SLIDO, Questioning and Discussion through NEARPOD
	3	Ode	4	K2(U)	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz in SLIDO, Questioning and Discussion through NEARPOD
	4	Elegy	4	K2(U)	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz in SLIDO, Questioning and Discussion through NEARPOD
II		Poem		K2(U)	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz in SLIDO, Questioning and Discussion through NEARPOD
	1	John Milton – When I Consider How My Light is Spent	3	K2(U), K4 (An)	Lecture, Video through HEYGEN and PPT with GAMMA	Slip test & Quiz through NEARPOD, Questioning and Discussion
	2	John Keats - Ode to Nightingale	6	K2(U), K4 (An)	Lecture, Video through HEYGEN and PPT with GAMMA	Slip test & Quiz through NEARPOD, Questioning and Discussion
	3	Thomas Gray – Elegy Written in a Country Churchyard	6	K2(U), K4 (An)	Lecture, Video through HEYGEN and PPT with GAMMA	Slip test & Quiz through NEARPOD, Questioning and Discussion
III		Prose				

	1	Francis Bacon – Of Studies	5	K2(U), K4(An)	Lecture, Video, PPT with GAMMA & Discussion	Critical Analysis & Class test
	2	Stephen Leacock – The Financial Career	5	K2(U), K4(An)	Lecture, Video, PPT with GAMMA & Discussion	Critical Analysis & Class test
	3	Charles Lamb- Dream Children	5	K2(U), K4(An)	Lecture, Video, PPT with GAMMA & Discussion	Critical Analysis & Class test
IV		Short Story				
	1	Charles Lamb’s <i>Tales from Shakespeare</i> – A Midsummer Night’s Dream	8	K2(U), K4(An)	Lecture, Video, PPT with GAMMA & Discussion	Class Test, Quiz and slip test using SLIDO, QUIZZES, NEARPOD
	2	Charles Lamb’s <i>Tales from Shakespeare</i> – Twelfth Night	7	K2(U), K5(Ap)	Lecture, Video, PPT with GAMMA & Discussion	Class Test, Quiz and slip test using SLIDO, QUIZZES, NEARPOD
V		Fiction				
	1	Jane Austen – <i>Pride and Prejudice</i>	15	K4(An) K5(Ap)	Lecture using Chalk and talk, Discussion, Interactive PPT	Slip test, Quiz, Questioning and Discussion

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): **Discourse, Peer teaching**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values, Environment Sustainability, Gender Equity, Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: **Concept mapping, Listening Triangles, Brainwriting.**

Sample Questions

Part A

1. Which is the most common metrical pattern in English poetry? (K1)
2. A line of poetry with four metrical feet is written in _____ meter. (K1)
3. An elegy is a poem that typically deals with _____(K2)
4. A Shakespearean sonnet is composed of _____(K1)
5. In *Dream Children*, the story is primarily about _____(K2)

Part B

1. How does Bacon describe the misuse of studies, and what advice does he give to avoid it? (K2)
2. How does Leacock use humor and satire to critique the financial industry in *The Financial Career*? (K2)
3. How does the theme of loss and longing manifest in the narrator's storytelling in *Dream Children*? (K2)
4. How does the metaphor of "light" evolve throughout the poem 'On His Blindness'? (K3)
5. What role does the theme of death play in *Ode to a Nightingale*? (K3)

Part- C

1. Analyse the theme of social equality in *Elegy Written in a Country Churchyard*(K4)
2. Examine the role of the sonnet in modern poetry. (K3)
3. Discuss the role of the ode in ancient Greek poetry and its influence on later Western literature. (K4)
4. Discuss the evolution of the elegy in English literature.(K3)
5. Describe the key elements that make a short story effective. (K3)

Head of the Department

Ms. Maria Helen Janoba

Course Instructor

Ms. K. Mihi Nancy

CORE COURSE II - INDIAN WRITING IN ENGLISH

Department : English Literature with Media Communication
Class : I B.A English Literature with Media Communication
Title of the Course : Core Course II - Indian Writing In English
Semester : I
Course Code : GU241CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU241CC2	4	1			5	5	75	25	75	100

Prerequisite: Interest towards literature and reading books apart from prescribed texts.

Learning Objectives:

1. To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
2. To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	remember the contributions of major Indian English poets and dramatists.	K1
2	understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.	K2
3	understand the techniques employed by short story writers.	K2
4	apply the poetic techniques and the nuances while writing poetry.	K3
5	Understand and analyse the role of English as a medium for political awakening and the use of English in India for creative writing.	K4

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4**- Analyse

Teaching plan

Total Contact hours: 75 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introduction from K.R. Srinivasa Iyengar and C.D. Narasimaiah	5	K1(R)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration	Evaluation through short test, Slip Test, Simple definitions
II						
	1	Rabindranath Tagore – Paper Boat	4	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping.	Evaluation through short test, MCQ, Recall steps,
	2	Sarojini Naidu – The Village	4	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	MCQ, True/False, Simple definitions, Recall steps,
	3	Nissim Ezekiel - Poet, Lover, Birdwatcher	4	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping,	Evaluation through short test, MCQ, True/False, Simple definitions,

					Demonstration , PPT, Review	Recall steps,
	4	AK Ramanujam – Still another View of Grace	4	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Demonstration , PPT, Review	Evaluation through short test, MCQ, True/False, Simple definitions, MCQ, Recall steps,
	5	R Parthasarathy – River Once	4	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Demonstration , PPT, Review	Evaluation through short test, MCQ, True/False, Simple definitions, MCQ, Recall steps,
III						
	1.	Mahatma Gandhi –Steal and Atonement	5	K2(U)	Lecture using Chalk and talk, Peer tutoring, Demonstration , PPT, Review	Evaluation through short test, Open Book Test
	2	Sri Aurobindo – Poetry from “Early Cultural Writings” (Page 123-24)	5	K2(U)	Lecture using Chalk and talk, Peer tutoring, Demonstration , PPT, Review	Evaluation through short test, Open Book Test
	3	Vivekananda – Address at the final session (Complete works Vol I, Chapter I)	5	K2(U)	Lecture using Chalk and talk, Peer tutoring, Demonstration	Evaluation through short test, Open Book Test

					, PPT, Review	
IV						
	1.	Ruskin Bond – The Eyes are not Here	10	K2(U)	Lecture using Chalk and talk, Introductory session, Peer tutoring	Evaluation through short test, MCQ
	2	KA Abbas – Sparrows	10	K2(U)	Lecture using Chalk and talk, Introductory session, Peer tutoring	Evaluation through short test, MCQ
V						
	1.	RK Narayan – The Man-Eater of Malgudi	15	K4(An)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration , PPT, Review	Evaluation through short test, MCQ, Exercise questions.

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Employability, Skill Development; Activities (Em/ En/SD): Poster Making, Presentation

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity/ Indian Knowledge System): Indian Knowledge system

Activities related to Cross Cutting Issues: Group Discussion

Assignment: Poster Making , Mind Map

Part A

1. Who did Vivekananda credit with inspiring his message? (K1)

- a. Ramakrishna Paramahansa
- b. Swami Dayananda Saraswati
- c. Mahatma Gandhi
- d. Sri AurobindoPhysical sight

2. The poem "The Paper Boat" is primarily aimed at conveying: (K3)
 - a. Environmental concerns
 - b. Joy and imagination of childhood
 - c. Political issues
 - d. Social reform
3. Who is the speaker addressing in the poem, "Still Another View of Grace"? (K2)
 - a. God
 - b. A friend
 - c. A stranger
 - d. Themselves
4. What is the significance of the title "River Once"? (K3)
 - a. The river no longer exists
 - b. The speaker visited the river once
 - c. The river has changed over time
 - d. The river is eternal
5. According to Gandhi, what is the relationship between stealing and slavery? (K4)
 - a. Stealing leads to slavery
 - b. Slavery leads to stealing
 - c. Stealing and slavery are unrelated
 - d. Stealing is a form of slavery

Part B

1. Analyze "The Village Song" to convey the themes of love and village life.
2. Analyze the protagonist's character development throughout the novel "The Man-Eater of Malgudi". How does he change and grow?
3. Discuss the imagery and symbolism used in "Paper Boat" to convey the themes of life's journey and fragility.
4. How do the authors see Indian writing in English engaging with social and political issues, such as nationalism, identity, and social justice?
5. Discuss the speaker's attitude towards grace in the poem. How does it evolve throughout the poem, "Still Another View of Grace"?

Part C

1. Analyse, how the poet describe a child's world of imagination through the poem "Paper Boat"?
2. According to Iyengar, what are the key characteristics of Indian English literature?
3. Analyze the poem "Poet, Lover, Birdwatcher" to explore the speaker's identity and roles.
4. Analyze the story "The Eyes Are Not Here" as a representation of Ruskin Bond's perspectives, exploring how it reflects his views on human nature, empathy, and the search for meaning.
5. Explore the themes of tradition, modernity, and survival in the novel. How does RK Narayan use the tiger to convey these themes?



Head of the Department
Ms. M. Maria Helen Janoba



Course Instructor
Ms. Jershitha Queen S

Department : English with Media Communication SF
Class : I BA English With Media Communication
Title of the Course : Fundamentals of Mass Media communication
Semester : I
Course Code : GU241EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CI A	External	Total
GU241EC1	5	-	-	-	3	4	60	25	75	100

Learning Objectives:

1. To provide basic knowledge and strong foundation in mass media communication, theory and practice
2. To develop competency in the students to face the needs of the media industry and prepare them for further study and careers in the field.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the basic principles of communication. understand the concepts, strategies and impact of mass media in today's world	K1
2.	apply the principles of journalistic ethics in various journalistic platforms	K2
3.	comprehend the dynamic media landscape	K3
4.	apply the theory of Theoretical perspectives on Mass Media Communication	K4
5.	analyze the various types of communication	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Teaching plan

Total Contact hours: 60 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						

	1.	Introduction to Mass Media Communication	3	K2(U)	Introductory session, Group Discussion, Peer tutoring, Demonstration, Review, Group Discussion	Evaluation through Discussion, Group Activity, understanding individual Communication process
	2.	Recent media events and discuss its impact.	2	K3(Ap)	Lecture talk, Group Discussion, Demonstration, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, Short essays, Concept explanations, Simple definitions
	3.	Components of verbal and Non Verbal communication	2	K4(An)	Lecture using Chalk and talk, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, Short essays, Concept explanations
II						
	1.	Media and Its Significance	3	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, Short essays, Concept explanations, Simple definitions, Recall steps, Concept definitions
	2.	Impact of mass media on individuals and culture	2	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using	Evaluation through short test, MCQ, True/False, Short essays, Concept

					videos, Demonstration,	explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	3.	Functions of Mass Media	3	K2(U)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
	4.	Anatomy of news paper	3	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Group Discussion, Demonstration,PP T, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	Journalistic Ethics	4	K2(U)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration,	Evaluation through short test, Short essays, Short summary or overview, Open Book Test

	2.	Informative function, Entertainment function	2	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
	3.	Persuasive function, Public relations.	2	K1(R)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
IV						
	1.	Theory and concept from the evolution to contemporary functions using the theory	3	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring, PPT	Evaluation through short test, MCQ
	2.	Models of communication: SMCR model, George Germer model	5	K2(U)	Lecture using Chalk and talk, Introductory session, Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short test, MCQ, Simple definitions.
	3	Implementation of Models of communication on the new forms of media	4	K3(Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Short essays, Slip test
	4	Comparing and Contrasting Theories	3	K4(Ap)	Lecture using Chalk and talk, Introductory session,	Evaluation through short test, MCQ,

					Lecture using videos, PPT	True/False, Slip test
	5	Media Effects and Society	3	K5(E)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, Open Book Test, Slip test
V						
	1.	Emerging Trends in Mass Media Communication	3	K1 (R)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration	Evaluation through short test, MCQ, Exercise questions.
	2.	Technological advancements (AR,VR overview concepts and its evolution)	3	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, , Group Discussion, Demonstration	Evaluation through short tests, Exercise questions.
	3	Digital convergence and multimedia storytelling	3	K3 (Ap)	Lecture using Chalk and talk, Introductory session, , Group Discussion, Demonstration	Evaluation through short test, MCQ, Exercise questions.
	4	Mobile Media and its Impact : Immersive Journalism	4	K4 (An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test,MCQ, Exercise questions
	5	Future Trends and Implications: The Future of Media and Society	3	K3 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Exercise questions

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Employability

Activities (Em/ En/SD): Transforming Regional News to English News, Visually Communicate through an art , News writing, Social media content writing.

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Individual Communication, Group Discussion

Assignment: News Paper, Poster.

Part A

1. What is the process of sharing information with a large audience called? (K1)
2. What is the part of a newspaper that provides in-depth analysis of news? (K2)
3. What is the nature of the message often conveyed by mass media? (K1)
4. What should be avoided in reporting? (K2)
5. How is the message conveyed from sender to receiver? (K2)

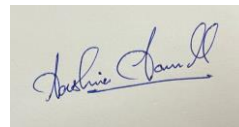
Part B

1. What is the significance of mass media in shaping public opinion? (K2)
2. How do broadcast media reach their audience? (K2)
3. What is the purpose of persuasive functions in the media? (K4)
4. How does TV shape people's view of reality? (K4)
5. What technology merges the physical and digital worlds?(K5)

Part C

1. Analyze the interrelationship between verbal and nonverbal communication. How do these elements complement each other in conveying meaning and influencing audience perception? (K3)
2. Examine the influence of social media on traditional media. Discuss the challenges and opportunities posed by social media for journalists and media organizations. (K5)
3. Explore how the informative, entertainment, and persuasive functions of media intersect in the contemporary media landscape. Analyze the impact of these functions on individuals and society. Provide examples of media content that effectively combines these functions. (K5)
4. Examine the SMCR model and George Gerbner's model. How do these models differ in their approach to understanding the communication process and media impact? (K1)
5. Discuss the ethical considerations and challenges posed by emerging trends in mass media communication.

Head of the Department
 Ms. M. Maria Helen Janoba



Course Instructors
 Ms. Aashina Janvi

NON MAJOR ELECTIVE NME I : CREATIVE WRITING

Department : English with Media Communication SF
Class : I BA English With Media Communication
Title of the Course : Creative Writing
Semester : I
Course Code : GU241NM1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CI A	External	Total
GU241NM1	1	1	-	-	2	2	30	25	75	100

Learning Objectives:

1. To enrich the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
2. To help learners to understand the principles of creative writing and the distinction between the literary genres

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	distinguish between the literary genres.	K1
2.	critically appreciate various forms of literature.	K2
3.	write for various literary and social media.	K3
4.	make innovative use of their creative and critical faculties	K3
5.	seek employment in various creative fields	K3

K1- Remember; **K2** - Understand; **K3** – Apply

Teaching plan

Total Contact hours: 30 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I						
	1.	Introduction to Creative Writing	2	K2(U)	Introductory session, Group Discussion, Peer tutoring, Demonstration, Review, Group Discussion	Evaluation through Discussion, Group Activity, understanding individual Communication process
	2.	Fundamentals of Creative Writing	2	K3(Ap)	Lecture talk, Group Discussion, Demonstration, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, Short essays, Concept explanations, Simple definitions
	3.	The Writing Process: From Idea to Draft	2	K2(U)	Lecture using Chalk and talk, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, Short essays, Concept explanations
II						
	1.	Elements of Storytelling	2	K2(U)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, Short essays, Concept explanations, Simple definitions, Recall steps, Concept definitions
	2.	Basic concepts of Plot,	1	K3(Ap)	Lecture using Chalk and talk ,Introductory	Evaluation through short test, MCQ,

		Character, Setting, Dialogue			session, Group Discussion, Lecture using videos, Demonstration,	True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	3.	Art of Creative Writing	2	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
	4.	Literary Devices and Figurative elements	1	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Group Discussion, Demonstration,PPT , Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	Traditional Forms of Creative Writing	2	K2(U)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration,	Evaluation through short test, Short essays, Short summary or overview, Open Book Test

	2.	Writing for Genre: Fiction, short story, novella, novel, Non-fiction, Poetry, and Drama	1	K2(U)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
	3.	Conflict and Resolution in creative works	2	K3(Ap)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
IV						
	1.	Writing for Stage and Screen	2	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring, PPT	Evaluation through short test, MCQ
	2.	Basics of Script Writing for Stage and Screen	1	K3(Ap)	Lecture using Chalk and talk, Introductory session, Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short test, MCQ, Simple definitions.
	3	Writing for Stage – Dialects and characterization through dialogue	2	K3(Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Short essays, Slip test
	4	Writing for Screen- Web Content Writing and Blog Writing	2	K3(Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, Open Book Test, Slip test
V						

	1.	Methods on “How to Publish”	2	K2 (U)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration	Evaluation through short test, MCQ, Exercise questions.
	2.	Editing and Proofreading	1	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, , Group Discussion, Demonstration	Evaluation through short tests, Exercise questions.
	3	Publishing Platforms (Traditional Publishing, Self-Publishing, Online Platforms, Social Media, Website/Blog)	1	K3 (Ap)	Lecture using Chalk and talk, Introductory session, , Group Discussion, Demonstration	Evaluation through short test, MCQ, Exercise questions.
	4	Basic Understanding of Marketing and Promotion	2	K3 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test,MCQ, Exercise questions

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Employability

Activities (Em/ En/SD): Converting Daily journal entries into a creative art.

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Individual Written Communication, Group

Discussion

Assignment: Blogs, Newspaper Article.

Part A

1. What is a key element of poetry? (K2)
2. What is the first stage of the writing process often called? (K2)

3. The text compares creative writing to a (K3)
4. Creative writing departs from: (K3)
5. The core element of creative writing is: (K2)

Part B

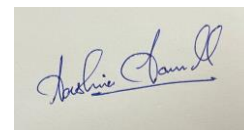
1. Define what is creative writing, what is the Scope of Creative Writing. How does it spark ideas, shape narratives, and connect with readers? (K3)
2. Comment on article writing process, significance and key element of writing process, Write a news article on your own topic covering the heading, subheading and body. (K3)
3. Discuss the various genres of creative writing (e.g., fiction, poetry, drama). How does choosing a genre influence the writer's style and approach? (K2)
4. Explore the potential influence of creative writing on society. How can it educate, challenge perspectives, and inspire change? (K2)
5. What are some essential elements that make a piece of writing truly creative? explain how art of creative writing can be used in modern media (K3)

Part C

1. Write about the key elements of the creative writing process, with suitable examples. (K2)
2. Analyze the effectiveness of various prewriting strategies brainstorming, freewriting, outlining, etc.. How do these techniques contribute to the development of a strong foundation for the writing process? (K3)
3. Write about the fundamentals of creative writing, Incorporate the idea with your real world example (K3)
4. Write down the writing process, The writing process is often described as a journey from imagination to finished product. Analyze the stages involved in this process, discussing how writers transform initial ideas into polished works. (K2)
5. How does the art of creative writing allow writers to explore complex themes, develop compelling characters, and evoke powerful emotions in their readers? (K3)



Head of the Department
Ms. M. Maria Helen Janoba



Course Instructors
Ms. Aashina Janvi

**FOUNDATION COURSE-MAJOR LITERARY
MOVEMENTS**

Department : English Literature with Media Communication
Class : I B.A English Literature with Media Communication
Title of the Course : Foundation Course- Major Literary Movements
Semester : I
Course Code : GU241FC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU231FC1	1	1	-	-	2	2	30	25	75	100

Learning Objectives:

1. To provide students with a comprehensive idea about the development of Major Literary Movements in England
2. To make them read and understand the literary developments that coincided with the major movements

Course Outcomes

On the successful completion of the course, student will be able to:		
1	familiarize themselves with major literary works of the movements	K1
2	gain extensive insight into the major literary movements that was witnessed by England	K2
3	develop a nuanced appreciation of the literary stalwarts of those times.	K2
4	gain in-depth understanding on the growth of the English language under the influence of the literary movements.	K2
5	evaluate the way in which socio-cultural phenomena influence the literary production of a particular period	K3
6	assess critically about the impact of various schools of thought on cultural and art	K4

K1 - Remember; **K2** - Understand; **K3** – Apply **K4**-Analyze

Teaching plan

Total Contact hours: 105 (Including lectures, assignments and test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Metaphysical Poets	5	K4(An)	Lecture using Chalk and talk, Introductory session, Group Discussion,	Evaluation through short test, Slip Test, Simple definitions

					Peer tutoring, Demonstration,	
II						
	1.	The Romantic School of Thought	5	K4(An)	Lecture using Chalk and talk, Introductory session, Group Discussion, Mind mapping, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Simple definitions, MCQ, Recall steps,
III						
	1.	The Pre-Raphaelite Brotherhood	5	K4(An)	Lecture using Chalk and talk, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Open Book Test
IV						
	1.	Modernism-Stream of Consciousness	3	K4(An)	Lecture using Chalk and talk, Introductory session, Peer tutoring	Evaluation through short test, MCQ
V						
	1.	Bloomsbury Group	3	K4(An)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, Exercise questions.

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Employability

Activities (Em/ En/SD): Find Factual, Open Book Test

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): **Professional Ethics**

Activities related to Cross Cutting Issues: Exhibition

Assignment: Exhibition, Mind Map

Part A

1. Which poem by Herbert is known for the line "Love bade me welcome; yet my soul drew back"? (K2)
2. In Wordsworth's view, what is the primary source of human joy and spiritual renewal? (K1)
3. What is Christina Rossetti's poetry often compared to in terms of capturing complex emotions and ideas with precision? (K2)
4. Which author is known for popularizing the stream of consciousness technique in modern literature? (K1)
5. Who were the founding members of the Bloomsbury Group? (K1)

Part B

1. Summarize R.K Narayan's "A Snake in the Grass"? (K4)
2. Explain the significance of nature in Wordsworth's poetry. (K4)
3. Evaluate the legacy of the Pre-Raphaelite Brotherhood (K4)
4. Discuss the impact of stream of consciousness on narrative structure and character development in James Joyce's "Ulysses." (K4)
5. Discuss the impact of the Bloomsbury Group on modernist literature and art. (K4)

Part C

1. Analyze the use of religious symbolism in George Herbert's poetry, focusing on how it enhances the themes of faith and devotion. Provide examples from at least two of his poems. (K4)
2. Evaluate the role of nature as a character in Wordsworth's poetry and its significance in shaping his literary themes. (K4)
3. Evaluate the influence of the Pre-Raphaelite Brotherhood on the development of British art and its role in shaping the direction of artistic practice in the 19th century (K4)
4. Analyze the impact of Modernism on literature, focusing on its thematic concerns, stylistic innovations, and the ways it represents the fragmented nature of human experience. (K4)
5. Assess the impact of the Bloomsbury Group on the development of modernist literature and art. (K4)



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