

Holy Cross College (Autonomous)

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Affiliated to Manonmaniam Sundaranar University, Trinelveli

Nagercoil- 629004



Teaching Plan

Under Graduate

Department of English SF



2023-2024(Even Semester)

Teaching Plan

Department: English

Class : I B.Sc., I B.Com

Title of the course: Part II English

Semester: II

Course Code: EU232EL1

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU232EL1	5	1	-	5	6	90	25	75	100

Pre-requisite: Reading, Understanding skill, Basic Knowledge in English Grammar

Learning Objectives

1. To enable learners to acquire the linguistic competence necessarily required in various life situations
2. To gain confidence and improve their English language skills while communicating with others in various scenarios.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	introduce themselves and talk about everyday activities confidently.	K2
2.	be able to write short paragraphs on people, places and events.	K3
3.	identify the purpose of using various tenses and effectively employ them in speaking and writing.	K1
4.	gain knowledge to write subjective and objective descriptions.	K2
5.	identify and use their skills effectively in formal contexts.	K3

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I Poetry	1.	Nissim Ezekiel: Very Indian Poem in Indian English	5	K2(U)	Lecture using Chalk and talk and Interactive PPT	Evaluation through short test, MCQ, Short essays, Concept explanations, Slido
	2	Maya Angelou: Still I Rise	5	K2(U)	Lecture using Chalk and talk and Nearpod	Critical analysis, short essays, Short Summary
	3	Tennyson: The Flower	5	K2(U)	Demonstration and Peer Tutoring	Evaluation through short test, Short summary or overview
	4	Gieve Patel: On Killing a Tree	5	K2(U)	Interactive PPT	Longer essay/ Evaluation essay, Critical analysis, short essays, Short Summary
II Prose	1	Dale Carnegie: If You Are Wrong Admit it	5	K2(U)	Lecture using Chalk and talk	Concept explanations, Short summary or overview and Slido
	2	Shashi Tharoor: Kindly Adjust to our English	5	K2(U)	Lecture using Chalk and talk and Nearpod	Concept explanations, Short summary or overview and Mentimeter
	3	W.R. Inge: The Spoon-fed Age	5	K2(U)	Lecture using Chalk and talk and Interactive PPT	Short summary or overview and Slido
III Fiction	1	Paulo Coelho: <i>The Alchemist</i>	9	K2(U)	Lecture using Chalk and talk and Interactive PPT	Evaluation through short test, MCQ, Short essays, Concept explanations

						and Mentimeter
IV Langu age Compe tency	1	Homonyms, Homophones, Homographs Portmanteau words	6	K2(U)	Lecture using Chalk and talk and Video	Quiz
	2	Verbs and Tenses, Subject Verb Agreement	6	K2(U)	Lecture using Chalk and talk and Introductory session	Evaluation through short test, MCQ, Short essays, Concept explanations, Short summary or overview
	3	Subject Verb Agreement	6	K2(U)	Lecture using Chalk and talk and Introductory session	Evaluation through short test, MCQ, Short essays, Concept explanations, Short summary or overview
V Englis h in the Workp lace	1	Reading for General and Specific information (charts, tables, schedules, graphs etc.)	7	K2(U)	Lecture using Chalk and talk and Nearpod	Reading exercise
	2	Reading News and Weather Reports	7	K2(U)	Lecture using Chalk and talk and Videos	Reading and writing weather report
	3	Writing Paragraphs	7	K2(U)	Lecture using Chalk and talk and Nearpod	Writing Script, Writing Essays and Slido
	4	Taking and Making Notes	7	K2(U)	Lecture using Chalk and talk	Concept explanations, Short summary or overview

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development
Activities (Em/ En/SD): **Poem Recitation, Reading News and Weather Report, Pictorial**

presentation of any Short story, Album making based on the theme and the poet for the poems and saving it as an individual blog

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

Activities related to Cross Cutting Issues:

Assignment: **Note Taking, Laddering**

Sample Questions

Part A

1. What is the theme of the very Indian poem in Indian English ?
2. What is the warning of policeman?
3. What did Santiago's parents originally hope he would be when he grew up
4. I didn't _____ what she said(hear/here)
5. What type of information do we get from weather report in the newspaper?

Part B

1. Bring out the positive attitude of Maya Angelou through the pome "Still I Rise"
2. Write a paragraph on your personal interest
3. What is the main message of The Alchemist?
4. Identify the types of tenses:
 - i. The baby has eaten all the chips
 - ii. The sick child has been sleeping for three hours.
5. Which three things are important to include when taking notes?

Part C

1. Critically analyze the poem "Still I Rise"
2. Bring out the hilarity of Indian English:
3. In Alchemist, when Santiago thinks about his life, what makes him most proud?
4. Fill in the blanks with the correct form of the verb that agrees with the subject:
 - i. His pants _____ torn during the match
 - ii. The Jury _____ not convince
 - iii. The truthful _____ always trustworthy
 - iv. To cry _____ never the solution to any problems
 - v. A number of Soldiers _____ injured during the war



Head of the Department
M. Maria Helen Janoba

Course Instructors: M. Maria Helen Janoba, Dr.E.Jebamalar, Dr Tessy A Joseph

Semester IV
Name of the Course : B.A., B.Sc., & B.Com. Part II English
Course Code : GE2141

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Course Outcomes

S.No	On the successful completion of the course, student will be able to:	Cognitive Level
1	introduce themselves and talk about everyday activities confidently.	K2
2	be able to write short paragraphs on people, places and events.	K3
3	identify the purpose of using various tenses and effectively employ them in speaking and writing.	K1
4	gain knowledge to write subjective and objective descriptions.	K2
5	identify and use their skills effectively in formal contexts	K3

Teaching Plan

Unit	Module	Topic	Lecture Hours	Cognitive Level	Pedagogy	Assessment Evaluation
	1	Listening, Speaking & Writing (LSW) A) Song: Que Sera Sera (Doris Day)	4	K(U)	Textual analysis, Reading exercise	Simple definitions, MCQ, Recall Concept definitions
		Film: Chronicles of			Using Audio	Short test

I	2	Narnia – The Lion, The Witch and The Wardrobe	5	K(Ap)	Visual Aids Lecture discussion, reading practice	Formative Assessment
	3	Speaking and writing exercises based on lexis and syntax of texts	4	K(Ap)	Discussion, Reading practice Short Videos	Oral quiz Formative Assessment I
	4	Composition Letter Writing (seeking permission)	5	K(U)	Textual analysis and Writing skills	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	5	Grammar for Composition * The Art of Describing (Using Adjectives, Similes, Degrees of Comparison)	5	K(An)	Textual analysis and Writing skills	Short test Formative Assessment I
	1	Listening, Speaking & Writing (LSW) A) Song: Wildflowers (Dolly Parton)	5	K(C)	Discussion and reading practice	Differentiate between various ideas, Essay Demonstration

II	2	Film: Life of Pi Speaking and writing exercises based on lexis and syntax of texts	5	K(An)	Lecture Method	PPT Presentation
	3	Reading, Speaking and Writing (RSW) Book Review – Text for Appreciation – Review of ‘A Red-necked Green Bird’ by Ambai. Speaking and writing exercises based on lexis and syntax of texts Composition - Book Review	5	K(An)	Writing Practice and Reading analysis	short test
	4	Grammar for Composition * The Art of Narrating (Tense and Voice)	5	K(AP)	Grammar exercises	One Word
III	1	Listening, Speaking & Writing (LSW) A) Song: This One is for the Girls (Martina McBride) B) Film: Jurassic Park Speaking and writing based on lexis and syntax of texts	4	K(U)	Using audio visual aids.	Explaining the audio aids in own manner
	2	Reading, Speaking and Writing (RSW) Famous Speech – ShashiTharoor’s Speech at the Oxford Union Speaking and writing based lexis and syntax of texts	5	K(U)	Exercise, mind mapping	One Word Test Group activity.

	3	Composition – Essay (With a note on the difference between drafting a speech	5	K(Ap)	Practical Evaluation and	Descriptive
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		and drafting an essay)			discussion method	Assignment
	4.	Grammar for Composition The Art of Declamation Beginning with an Anecdote (Past Tense, Reported Speech) Presenting Compelling facts and figures (Tenses) (A model speech showcasing the use of the above-mentioned items of grammar) Using rhetorical questions	5	K(An)	Short Videos	Explaining the video in groups.
IV	1	1. Listening, Speaking & Writing (LSW) A) Song: Rhinestone Cowboy (Glen Campbell) B) Film: The Lion King (Disney movies) Speaking and writing based on lexis and syntax of texts	5	K(U)	Using Audio Visual Aids. Review of Movie.	Exercises Assignment
	2	Reading, Speaking and Writing (RSW) A Story With a Twist in the Tale Speaking and writing based on lexis and syntax of texts.	5	K(Ap)	Exercises	Short test

	3	Composition - Narration of an incident where there is a twist in the tale	4	K(C)	Exercise	Short tests
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	4	Grammar for Composition The Art of Giving Instructions/Directi ons (Using Imperative Sentences)	2	K(U)	Exercise	Giving a revision regarding the Exercise
V	1	1. Listening, Speaking & Writing (LSW) A) Song: Heal the World (Michael Jackson) B) Film: Charlie and the Chocolate Factory Speaking and writing based on lexis and syntax of texts.	3	K(An)	Exercises	Group discussion with test
	2	2. Reading, Speaking and Writing (RSW) Film Review Speaking and writing based on lexis and syntax of the text for reading.	3	K(An)	Writing practice	Written test
	3	3. Composition – Film Review	3	K(Ap)	Practical Method and Discussion	
	4	4. Grammar for Composition: The Art of Persuasive Writing (topic sentence, evidence, explanation, Linkers, use of adjectives and their synonyms, degrees of comparison, clauses, rhetorical questions)	3	K(C)	Writing practice	Written test,

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): Splitting into groups, creating new works based on skills.

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

Activities related to Cross Cutting Issues: Group Activity, Individual topics for discussion, Grammar outcome

Assignment:

Sample questions (minimum one question from each unit)

Part A

1. Which genre does the song "This One is for the Girls" by Martina McBride belong to?

A) Rock

B) Country

C) Pop

D) Classical

2. What is the central message conveyed in Michael Jackson's "Heal the World"?

A) Love and Relationships

B) Environmental Conservation

C) Social Responsibility

D) Personal Empowerment

3. Which film is associated with the song "Rhinestone Cowboy" by Glen Campbell?

A) The Lion King

B) Life of Pi

C) Jurassic Park

D) The Chronicles of Narnia

Part B

4. Analyze the use of lexis and syntax in the song "Wildflowers" by Dolly Parton.

5. Write a book review for 'A Red-necked Green Bird' by Ambai

6. Create a composition – Book Review for a fictional book of your choice.

7. Analyze the lyrics of "Que Sera Sera" by Doris Day, focusing on the thematic elements and the use of language.

Part C

8. Explore the themes and symbolism present in "Chronicles of Narnia – The Lion, The Witch and the Wardrobe." How do these elements contribute to the overall narrative?
9. Draft a letter seeking permission for a hypothetical situation. Assess the effectiveness of your use of language, clarity of purpose, and persuasiveness.
10. Reflect on the emotional impact of Dolly Parton's "Wildflowers." How does the artist use language and tone to convey a message?
11. Write a critique of the film "Life of Pi," considering its visual elements, storytelling techniques, and underlying themes.



Head of the Department
Ms. Maria Helan Janoba



Course Instructor
S. Athershya

Teaching Plan

Department: English

Class: II B.A English

Title of the course Core VI: Drama

Semester: IV

Course Code: EC2041

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2041	5	1	-	4	6	90	25	75	100

Objectives

1. To make the students familiarize with the types of dramas and its elements.
2. To help the students acquire knowledge of dramas of different continents.
3. To make the students acquaint with the themes explored in dramas.

Course Outcomes

CO	Upon completion of this course the students will be able to :	CL
CO-1	understand the importance of playwritings and the playwrights.	U
CO-2	get knowledge of types of dramas, its elements and theatres.	U
CO-3	understand the nuances of writing and acting.	U
CO-4	develop the skill of delivering dialogues and the skill of acting.	Ap

Teaching plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Harold Pinter: <i>The Birthday Party</i>	6	K4(An)	Discussion, Interactive PPT	Quiz, Questioning, Slido and Discussion
II	1	Arthur Miller: <i>All My Sons</i>	8	K2(U), K5(E), K6(C),	Lecture, Nearpod	Slip test, Quiz, Questioning and Discussion
III	1	Henrik Ibsen: <i>A Doll's House</i>	8	K2(U), K4(An)	Lecture, Nearpod	Critical Analysis, Movie Review
IV	1	Wole Soyinka: <i>The Strong Breed</i>	8	K2(U), K4(An)	Tome, Discussion	Class Test, Quiz and slip test
V	1	Chaos: Analysis of Harold Pinter's <i>The Birthday Party</i> .	15	K4(An)	Lecture, PPT & Discussion	MCQ, Class Test, Quiz, Mentimeter and slip test
	2	Portrayal of Married Women in Arthur Miller's <i>All My Sons</i> and <i>Death of a Salesman</i> .	15	K2(U)	Lecture using Chalk and talk , Discussion and Interactive PPT	Slip test, Quiz, Questioning and Discussion
	3	Henrik Ibsen's <i>A Doll's House: A Postmodernist Study</i> .	15	K1(R)	Lecture, Tome & Discussion	MCQ, Class Test, Quiz and slip test

	4	Leadership and cultural frames in Wole Soyinka's <i>The Strong Breed</i> .	15	K2(U)	Lecture using Chalk and talk , Discussion, Nearpod	Quiz, Questioning, Slidovand Discussion
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): **Writing script, Enacting and posting as a small video in YouTube , Movie Making and Blogging**

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, Creative Writing**

Sample questions

Part A

1. The setting of the play is the Boles' _____. (K4)
2. Why does Kate object to the possible marriage of Chris and Ann?(K2)
3. What effect does Krogstad's blackmail have on Nora? (K4)
4. What is Wole Soyinka best known for?(K2)
5. The Strong Breed is a story of a young man named _____(K2)

Part B

1. How does the state of the boardinghouse mirror the personalities of the characters? (K4)
2. How is the title of the play *All My Sons* justified? (K5)
3. Why does Mrs. Linde move to Nora's neighborhood? (K2)
4. What is the story of *The Strong Breed* by Wole Soyinka? (K2)
5. Explain, Chaos: Analysis of Harold Pinter's *The Birthday Party*(K4)

Part C

1. Elements of realism are markedly present within the play. How is realism used in *The Birthday Party*? (K4)
2. Comment on the following quote from "All My Sons": "That's what a war does. I had two sons, now I got one."(K6)

3. How Nora Conforms to Society's Expectations? (K2)
4. How do you critically Analyze Wole Soyinka's play The Strong Breed? (K4)
5. How married Women are portrayed in Arthur Miller's *All My Sons* and *Death of a Salesman*? (K2)



Head of the Department
Ms. Maria Helen Janoba

A handwritten signature in blue ink that reads 'Tessy A. Joseph'.

Course Instructor
Dr Tessy A Joseph

Teaching Plan

Department : English
Class : II BA English
Title of the Course : Part III: Creative Writing
Semester IV
Course Code : EC2043

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2043	4	-	-	4	4	60	25	75	100

Objectives

- To introduce the concept of creative writing.
- To familiarize the students with the process of writing poetry, fiction and drama.
- To identify the creative skills of students in various aspects of narrative, copy writing and advertising ideas.

Course outcomes

CO	Upon completion of this course, the students will be able to:	Cognitive level
CO - 1	understand the importance of reading as part of a creative writer's development.	U
CO - 2	engage analytically and critically with a range of literary and media texts.	Ap
CO - 3	recognize how critical reading supplies writers with inspiration and ideas.	An
CO - 4	engage with the modes of reading and writing practice.	Ap
CO - 5	become familiar with the publishing process in the literary market and improve as a writer by submitting work to literary journals and participating in the writing community	C

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I		Introduction to Creative Writing:				
	1.	Defining Creativity, Creativity and Resistance, Art and Propaganda	2	K2(U)	Lecture using Chalk and talk, Introductory session Lecture using videos, Problem solving, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	2.	Creativity and Madness, Imagination and writing, The Importance of reading	2	K1(Ap)	Group Discussion, Mind mapping, Peer tutoring	Simple definitions, MCQ, Recall Concept definitions
II		The Art and Craft of Writing				
	1.	Tropes, Figures, Style and Register, Formal, Informal Usage ,Varieties of English , Language and Gender	2	K3(An)	Introductory session Lecture using videos	Suggest idea/concept with examples, Explain
	2.	Disordered Language, Playing with Words, Grammar and Word Order, Tense and Time, Grammatical Differences	2	K4(U)	Brain Stroming and Demonstration	Differentiate between various ideas, Essay Demonstration.
III		Modes of Creative Writing				
	1.	a) Poetry: Definitions, The Four Functions of Language, Shape, Form and Technique ,Dominant Modes of Poetry, Voices in the Poem, Indian English	2	K5(Ap)	Group discussions on the challenges posed by different modes of creative writing.	Longer essay/ Evaluation essay, Critique or justify with pros and cons

		Poets, Verse for Children, Problems in Writing Poetry.				
	2.	b) Fiction: Fiction, Non-fiction, Importance of History, Literary and Popular Fiction, Short Story and Novel, Children's Literature.	2	K6(C)	Workshop on revision, rewriting, and editing.	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations
	3.	c) Drama: Definition, Plot, Characterization, Overview of Indian English Theatre, Indian English Playwrights, Children's Theatre.	2	K3(A)	Creative writing workshop focusing on poetry and fiction.	Evaluation through short test, Seminar
IV		Writing For the Media				
		Print Media, Broadcast Media, New Media, Advertising.	2	K(An)	In-class writing exercises for different media platforms	Group presentation on the analysis of advertising strategies.
V		Publication Tips				
		Revising and Rewriting, Proof Reading, Editing, Submitting Manuscript for Publication	2	K(C)	Guest lecture or discussion on the publication process.	Submission of a revised and edited creative manuscript.

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

Activities (Em/ En/SD): Splitting into groups, creating new works based on skills.

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

Activities related to Cross Cutting Issues:

Assignment:

Sample questions (minimum one question from each unit)

Part A

1. What are some key elements that contribute to defining creativity in the context of creative writing?
2. Explore the significance of playing with words in creative writing. How can disordered language contribute to artistic expression?
3. Define the dominant modes of poetry and discuss the challenges faced in writing poetry. Provide examples to illustrate your points.
4. Explore the differences between writing for print media, broadcast media, and new media. How does the medium influence the writing style and content?
5. Elaborate on the importance of revising, rewriting, and proofreading in the creative writing process. How do these steps contribute to the quality of a manuscript?

Part B

1. Apply critical thinking to analyze Neira Dev's perspective on creativity and resistance in "Creative Writing: A Beginner's Manual."
2. Evaluate the role of disordered language and playing with words in creative writing, drawing connections to various writing styles and registers.
3. Create an organized synthesis of the key elements discussed in the unit related to Indian English Theatre.
4. Analyze the distinctive characteristics of Print Media, Broadcast Media, New Media, and Advertising as discussed in the unit.
5. How do these stages contribute to the quality of a manuscript, and what considerations are essential when submitting a manuscript for publication?

Part C

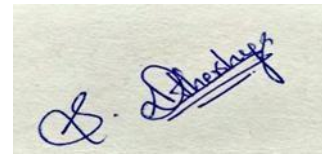
1. How do these concepts interplay, and what implications do they have for the creative writing process?
2. How does this creative approach impact the effectiveness of communication in writing?
3. Analyze the contributions of Indian English Playwrights and assess the significance of children's theatre in the broader context of drama.
4. How do these different forms of media influence creative writing, and what role does advertising play in shaping written content for diverse platforms?

5. How does a thorough understanding of these stages contribute to the success of submitting a polished manuscript for publication, and what challenges might writers encounter during these processes?



Head of the Department

Mrs. Maria Helan Janoba



Course Instructor

Mrs. Atharshya. S

Name of the Course : Allied IV –History of English Literature – II

Department : English SF

Class : II BA English

Semester : IV

Course Code : EA 2041

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EA 2041	5	1	-	-	4	6	90	25	75	100

Objectives

- To make them acquaint with the emergence of major literary genres
- To create in them a critical acumen with reference to the canonical writers and their texts.

Course Outcomes

CO	Upon completion of this course, the students will be able to	CL
CO-1	Understand how literary writings evolved from the days of Wordsworth	U
CO-2	Comprehend how various new literary forms got Developed	U
CO-3	Recognize the literary merits of the writers who authored some of the classics in this period	U
CO-4	Analyse and criticise the texts which have withstood the test of time	Ap
CO-5	Prepare themselves for professional exams at the National Level (SET, NET) and International Level (subject GRE exam)	Ap

Teaching Plan

Total contact hours: 90 (including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment / Evaluation	
I	1	The Return to Nature					Short test Formative Assessment –I Wats app poll, Quiz – 1, CIA -1
		Historical Background	5	K1 (Remember) K2 (Understand)	Chalk and Talk, PPT, Short clips and Document aries		
		Poets	5				
		Novelists	5				
		Prose Writers	2				
II	II	The Victorian Age					Formative Assessment –I Slip Test, Quiz – 1, CIA -1
		Historical Background	5	K1 (Remember) K2 (Understand)	Chalk and Talk, PPT, Short clips and Document aries		
		Poets	5				
		Novelists	5				
		Prose Writers	2				
III	III	The Birth of Modern Literature					Formative Assessment –I & II Mentimeter MCQ, Quiz- II; CIA- II
		Historical Background	5	K1 (Remember) K2 (Understand)	Chalk and Talk, PPT, Short clips and Document aries		
		Novelists	5				
		Dramatists	5				
		Poets	5				
IV	IV	The Inter-War Years					

		Novelists	5	K1 (Remember) K2 (Understand)	Chalk and Talk, PPT, Short clips and Document aries	Mentimeter MCQ, Quiz- II; CIA- II	
		Poets	5				
		Dramatists	5				
		Prose Writers	3				
V	V	The Mid-Twentieth Century					
		Novelists	5	K1 (Remember) K2 (Understand)	Chalk and Talk, PPT, Short clips and Document aries	Assignment Google forms, multiple choice questions; Formative Assessment –II	
		Poets	5				
		Dramatists	5				
		Prose Writers	3				

Course Focus: Skill Developed – Analytical Reasoning

Cross Cutting Issues Addressed: Writers response to social phenomena through history. Human Values.

Activities: Exhibition, Analytical Reasoning and Aptitude Testing.

Assignment and Seminar: Design an Exhibit Illustrating the significance of the Age, its Writers and Writings.

Sample questions

Part A

1. Name a prominent war that influenced the writings of modern era
2. Describe an omnipresent theme in Hardy’s writings
3. State the dominant themes in the writings of the “war poets”
4. Label the characteristics of a Victorian era?
5. Who are the war poets?
6. What genre is popular in the romantic age?

Part B

1. Name four significant events that were influential on the writers of modern era
2. Interpret *Waste Land* as a reflection of modernity
3. Differentiate poets of inter-war years and writers of romantic age, their aspirations and life.
4. Critique the notion of strategy for survival in writings?
5. Exemplify the use of nature in the era of return to nature.

Part C

1. Establish the different ways in which the theme of “mortality” appears in the writings of writers belonging to the modern era
2. Analyse the Victorian Era as a birth giver of novel

3. Justify the modern era as one engulfed with search for meaning of life ?
4. Imagine the absence of war and rewrite the history of mid-twentieth century
5. Illustrate the role of nature in the writings of romantic era



Head of the Department



DEPARTMENT OF ENGLISH ()
PG & MPhil
Holy Cross College (Autonomous)
Nagercoil - 629 002

Course Instructor

Teaching Plan

Department: English

Class: III B.A English

Title of the course Core VI: Fiction

Semester: VI

Course Code: EC2061

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2061	5	1	-	5	6	90	25	75	100

Objectives

1. To give an overview of fictional writing.
2. To aid in the analytical reading of novels.

Course Outcomes

CO	Upon completion of this course the students will be able to:	Cognitive Level
CO-1	think critically as well as creatively about the artistic technique used by the various authors.	K4(An)
CO-2	demonstrate close reading skill in terms of both literal and inferential reading.	K3(Ap)
CO-3	apply literary theories to the prescribed texts.	K3(Ap)
CO-4	write fiction to appreciate form and process.	K5(C)

Teaching plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Jane Austen : Pride and Prejudice	20	K4(An)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning Discussion, Movie Review and slido
II	1	Charles Dickens: Oliver Twist	17	K2(U)	Lecture, Video and Nearpod	Slip test, Quiz, Questioning and Discussion and slido
III	1	Ernest Hemingway: The Old Man and the Sea	19	K5(C)	Lecture, Video, Nearpod & Discussion	Critical Analysis, Write a twist ending story, exhibition and mentimeter
IV	1	Chinua Achebe: Things Fall Apart	17	K2(U)	Lecture, Interactive PPT & Discussion	Class Test, Quiz and slip test and slido
V	1	Arundhati Roy: God of Small Things	17	K4(An)	Lecture, Interactive PPT & Discussion	MCQ, Class Test, Quiz slip, test and mentimeter

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

Activities (Em/ En/SD): Write script for movies and upload it in YouTube as private,

Literary Exhibition and recording as an individual blog, Art making, Laddering

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: **Write an own fiction twisting the story of *Old Man and the Sea*, Creative writing, Brain writing.**

Sample questions

Part A

1. How does Mr. Darcy offend Elizabeth at the first ball? (K4)
2. In which background Oliver Twist was written? (k2)
3. Who is Santiago's hero? (K2)
4. What is an ogbanje? (K2)
5. What kind of twins are Estha and Rahel? (K4)

Part B

1. How are Mr. and Mrs. Bennet different? (K4)
2. What is the importance of physical appearance in the novel Oliver Twist? (K2)
3. What does Manolin represent to Santiago? (K5)
4. In what way does culture impact identity? (K2)
5. What is the critical analysis of The God of Small Things? (K4)

Part C

1. What role do letters play in the novel? (K4)
2. How does Dickens represent marriage in Oliver Twist (K2)
3. What is the significance of Santiago dreaming about the lions? (K5)
4. Why does Nwoye admire Ikemefuna? (K2)
5. What are the social issues in The God of Small Things (K4)



Head of the Department
Ms. Maria Helen Janoba

A handwritten signature in blue ink, appearing to be 'M. Janoba'.

Ms. Maria Helen Janoba & Dr Tessy A Joseph
Course Instructors

A handwritten signature in blue ink, appearing to be 'Tessy A. Joseph'.

Department : English
Class : III B A English
Title of the Course : Core X: Marginal Writings
Semester : II
Course Code : EC2062

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2062	5	1	-	-	5	6	90	25	75	100

Learning Objectives:

1. To familiarize the students on issues pertaining to the marginalized.
2. To introduce to the students the literary texts on marginality.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the types of discrimination prevailing all over the world	K1
2	identify issues related to women, refugees, blacks, aborigines, etc.	K4
3	comprehend the sufferings of the marginalized	K1
4	analyze how the author deals with marginalization	K4

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Toni Morrison's <i>"Black Matters"</i>	6	K5(E)	Chalk and Talk Lecture Group Discussion Peer Tutoring Textual Analysis Demonstration PowerPoint Presentation Review Session	Written Essays, Quizzes, Group Projects, Class Discussions, Reflection Papers, Creative Projects, Peer Review, Short Answer Tests, Literature Circles
	2.	Sharankumar Limbale's Dalit Literature and Aesthetics	6	K4(An)	Chalk and Talk Lecture on Dalit Literary History Group Discussion on Thematic Elements Peer Tutoring on Aesthetic Principles Analysis Demonstration of Dalit Literature PowerPoint Presentation on Limbale's	Evaluation through short test, Short essays, Concept explanations, Peergrade

					Contributions Review and Summary Session	
	3.	Dominique Lapierre and Larry Collins : A Lament for A Generation	6	K4(An)	Chalk and Talk Lecture on Historical Context Group Discussion on Key Themes Peer Tutoring on Interpretations Documentary/A rticle Demonstration PowerPoint Presentation on Author Perspectives Review and Reflection Session	Evaluation through short test, Short essays, Concept explanations, Reflexive Journals
II						
	1.	Maya Angelou : Still I Rise	4	K3(R)	Chalk and Talk on Themes of Resilience Group Discussion on Empowerment Peer Tutoring on Literary Devices	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test,

					Recitation and Interpretation Demonstration	Packback
	2.	Meena Kandasamy : Mascara	4	K4(An)	Poetry Blogging, Cultural Context Discussion, Group Presentation, Visual Poetry Interpretation	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Performance and Recitation
	3.	Oodgeroo Noonuccal : The Dawn is at Hand	3	K3(R)	Lecture using Chalk and talk, Thematic Mind Mapping, Digital Story Telling	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
	4	Gloria Anzaldua : O Live in the Borderlands	4	K3(R)	Lecture using Chalk and talk, Thematic Collage Creation, Cultural Discussion	Evaluation through short test, MCQ, True/False, Short essays, Turnitin
	5	Tenzin Tsundue : The Tibetan in Mumbai	3	K3(R)	Lecture using Chalk and talk, Poetry Slam, Group Debate, Photographic	Evaluation through short test, MCQ, True/False, Short

					essays	essays, Turnitin's Revision Assistant
III						
	1.	Mahesweta Devi : Draupadi	4	K2(U)	Lecture using Chalk and talk ,Story Mapping. Character Analysis, Drammatic Reading, Panel Discussions	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, socrative
	2.	Kapil Krishna Thakur : The Other Jew	4	K4(An)	Lecture using Chalk and talk, Character Role Play, Creative Response Journal, Story Mapping, Group Presentation	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test, Storybird
	3.	Basil Fernando : We Shall Win Some Day	5	K4(An)	Lecture using Chalk and talk, Group Discussion, Text-to- World Connection	Evaluation through short test, MCQ, True/False, Short essays, Socrative
	4.	Archie Weller : Going Home	5	K4(An)	Lecture using	Evaluation

					Chalk and talk, Thematic Debate, Literary Circles, PPT, Review	through short test, MCQ, True/False, Short story Analysis
IV						
	1.	Michael Ondaatje : In the Skin of a Lion	18	K5(E)	Lecture using Chalk and talk ,Introductory session, Film Vs Novel Comparative study , Class Symposium	Evaluation through short test, MCQ, True/False, Short essays, Book Review and Critiques, Kialo Edu
V						
	1.	Wole Soyinka : The Strong Breed	18	K4(An)	Lecture using Chalk and talk ,Introductory session, Thematic Collage, Group Discussion, Comparative Study, Dramatic Readings, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Ovation, Watson Tone Analyser, Critical Response Papers

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Employability

Activities (Em/ En/SD): Reciting poems, Character Mapping, Documentary Viewing, Role Play

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

Activities related to Cross Cutting Issues: Role Play, Group Discussion

Assignment: Choose any Poem and Identifying its structure and Rhyme Scheme

Seminar Topic: Comparative Literary Analysis Essay

Sample questions (minimum one question from each unit)

Part A

1. In Toni Morrison's "Black Matters," what central concept does Morrison explore?
K1
a) Racial identity b) Literary history c) The role of the artist d) Political activism
2. Sharankumar Limbale's Dalit Literature and Aesthetics primarily focuses on which aspect of Dalit life? K1
a) Economic struggles b) Social inequality c) Cultural traditions d) Political movements
3. What theme is predominantly explored in Maya Angelou's "Still I Rise"? K1
a) Love and romance b) Racial discrimination c) Feminine strength d) The beauty of nature
4. Gloria Anzaldua's "To Live in the Borderlands" is known for its exploration of which theme? K1
a) Gender identity b) Cultural hybridity c) Environmental issues d) Political conflict
5. Mahesweta Devi's "Draupadi" challenges which social issue predominantly? K1
a) Gender inequality b) Racial discrimination c) Environmental degradation d) Economic disparity
6. "The Other Jew" by Kapil Krishna Thakur primarily deals with what theme? K1
a) Religious conflict b) Cultural identity c) Historical events d) Love and relationships
7. In Michael Ondaatje's "In the Skin of a Lion," what is the primary setting of the novel? K1
a) Rural America b) Urban Canada c) Modern Europe d) Historical Asia
8. The narrative of "In the Skin of a Lion" primarily explores which theme? K1: Recall of Information
a) Love and betrayal b) Immigrant experiences c) War and peace d) Wealth and poverty
9. Wole Soyinka's "The Strong Breed" is an example of which genre? K1
a) Poetry b) Drama c) Short story d) Novel
10. The primary conflict in "The Strong Breed" revolves around which theme? K1
a) Racial tension b) Family dynamics c) Tradition vs. modernity d) Economic struggle

Part B:

1. Discuss the main argument presented by Toni Morrison in "Black Matters." K3

2. Analyze how Sharankumar Limbale discusses the aesthetics in Dalit literature. K4
3. Analyze the use of imagery in Oodgeroo Noonuccal's "The Dawn is at Hand." K4
4. Discuss the representation of exile in Tenzin Tsundue's "The Tibetan in Mumbai." K3
5. Discuss the theme of resilience in Basil Fernando's "We Shall Win Some Day." K3
6. Analyze the narrative style of Archie Weller in "Going Home." K4
7. Discuss the significance of the title "In the Skin of a Lion." K3
8. Analyze Ondaatje's use of multiple perspectives in the novel. K4
9. Analyze the use of symbolism in "The Strong Breed." K4
10. Discuss the character development of the protagonist in "The Strong Breed." K3

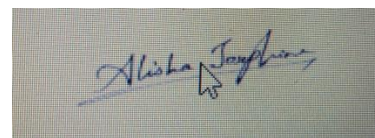
Part C

1. Critically evaluate the impact of Limbale's view on contemporary Dalit literature. K6
2. Examine the role of literature in shaping social consciousness as argued by Toni Morrison in "Black Matters." K5
3. Evaluate the portrayal of empowerment in Maya Angelou's "Still I Rise." K6
4. Evaluation Synthesize the various themes present in Meena Kandasamy's "Mascara." K5
5. Critique the portrayal of social injustice in Mahesweta Devi's "Draupadi." K6
6. Evaluation Examine the intersectionality of caste and religion in Kapil Krishna Thakur's "The Other Jew." K5
7. Evaluate the portrayal of immigrant life in Ondaatje's novel. K6
8. Evaluation Synthesize how Ondaatje intertwines personal and political narratives in the story. K5
9. Critically evaluate the themes of sacrifice and responsibility in "The Strong Breed." K6
10. Examine Soyinka's portrayal of cultural conflict in the play. K5



Head of the Department

M. Maria Helen Janoba



Course Instructor

J. Alisha Josephine



Teaching Plan

Department : English (S.F)
Class : III BA
Title of the Course : IELP- Introduction to English Language and Phonetics
Semester : VI
Course Code : EC2063

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2063	4	-	-	-	5	90	90	25	75	100

Objectives

1. To introduce the students the concepts of the origin of English language.
2. To familiarize the learners with English Phonology and train them in transcription.

Course Outcomes

CO	Upon completion of this course the students will be able to:	CL
CO-1	Understand the origins and development of English language	U
CO-2	Distinguish the different periods of language development	An
CO-3	Perceive the major contribution in terms of writers and language	R
CO-4	Appraise the technical aspects of language production and phonology	E
CO-5	Recognize the various phonetic symbols and relate them to transcription.	Ap

Teaching Plan

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1.	<i>Origin of language</i>	2	K2 & K6	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz, Questioning, Sli doand Discussion
	2.	<i>The Indo-European Language</i>	2	K2 & K5	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz, Questioning, Sli doand Discussion
	3.	<i>Grimms' and Verner's Law</i>	2	K5 & K6	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz, Questioning, Sli doand Discussion
II	1.	<i>Old English</i>	6	K2 & K5	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion
	2.	Middle English	6	K2 & K6	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion
	3.	Modern English	6	K2 & K5	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion

	4.	Varieties of language	4	K5 & K6	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion
III	1.	Shakespeare	2	K2 & K5	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
	2.	Milton	2	K2 & K6	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
	3.	Dr. Samuel Johnson's Dictionary	2	K2 & K5	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
	4.	Foreign influence	4	K5 & K6	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
IV	1.	Organs of speech	3	K2 & K5	Lecture, Nearpod, Interactive PPT & Discussion	Quiz, Questioning and Discussion

	2.	Classification and Description of Speech Sounds: Vowels	5	K2 & K6	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
	3.	Diphthongs	4	K2 & K5	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
	4.	Consonants	6	K5 & K6	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
	5.	Organs of speech	3	K2 & K5	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
V	1.	Phonetic Transcription: Phonetic Symbols	6	K2 & K5	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz, Questioning and Discussion
	2.	Method of transcription	2	K5 & K6	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
	3.	Transcribing words	2	K2 & K5	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review

	4.	Syllable	2	K2 & K5	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion
	5.	Stress and Intonation	1	K5 & K6	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion
	6.	Transcribing sentences	3	K2 & K5	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review

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

Activities (Em/ En/SD): **Peer teaching, transcription practice, phonetic exercises**

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: **Brain writing, mind mapping.**

Sample questions

Part A

1. _____ was the court language in the early days in England (K2)
2. Renaissance started in _____ (K1)
3. What is back formation? (K1)
4. How many diphthongs in English language (K2)
5. Transcribe "photography" (K1)

Part B

1. Write four speech theories (K4)
2. write a note on middle English period (K5)
3. Write a note on growth of vocabulary from Shakespeare (K5)
4. Elaborate organs of speech (K4)
5. Transcribe the following: i) Coast, ii) grow, iii) most, iv) bide, v) boy (K4)

Part C

1. Explain the indo European family of languages (K4)
2. Write a note on Anglo Saxon period (K5)
3. Elaborate growth of vocabulary from different age writers. (K5)
4. Elaborate monothongs and diphthongs (K4)
5. Transcribe the following i) Wolf, ii) knit, iii) author, iv) lord, v) wart (K5)



Head of the Department
Ms. Maria Helen Janoba

Valan Anusha J

Course Instructor
Ms. Valan Anusha J

Teaching Plan

Department : English
Class : III BA English
Title of the Course : Major Core XII: Eco Literature
Semester : VI
Course Code : EC2064

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To instill eco consciousness in the students through literature.
2. To familiarize with major environmental issues and eco-critical approaches.

Course Outcomes

CO	Upon completion of this course the students will be able to :	CL
CO-1	comprehend the interrelatedness of nature and humanity	U
CO-2	analyse texts from an ecological perspective	An
CO-3	reflect how writers deal with environmental issues in creative writing	E
CO-4	understand the concepts of eco criticism	U
CO-5	make eco critical reading of literary texts	Ap

Unit I: Prose

Cheryll Glotfelty : Introduction: Literary Studies in an Age of Environmental Crisis
Edward Abbey : Polemic: Industrial Tourism and the National Parks

Unit II: Poetry

William Wordsworth : On the Projected Kendal and Windermere Railway
A.D. Hope : Australia
Carl Dennis : The Green House Effect
Gulzar : Manali
Alice Oswald : A Short Story of Falling

Unit III: Short Story

Ruskin Bond : Dust on the Mountain
Sarah Orne Jewett : A White Heron
Hassan Blasim : Don't Kill Me, I Beg You. This is my Tree
Alice Walker : Am I Blue?

Unit IV: Fiction

Barbara Kingsolver : *Prodigal Summer*

Unit V: Drama

Steve Waters

:

The Contingency Plan (Part - I) On the Beach

Modules**Credit: 5****Total Working Hours: 90**

Unit	Section	Topics	Teaching Hours	Cognitive level	Pedagogy	Assessment
I	Prose					
	1	Cheryll Glotfelty- Introduction: Literary Studies in an Age of Environmental Crisis	9	K (U)	Lecture and group discussion	Recalling the concept
	2	Edward Abbey -Polemic: Industrial Tourism and the National Parks	8	K (R)	Lecture and group discussion	Short Quiz on key concepts
II	Poetry					
	1	William Wordsworth: On the Projected Kendel and	4	K (U)	Lecture Recitation	Assignment Quiz

		Windermere Railway				Presentation of original poems with an environmental focus.
	2	A.D. Hope: Australia	4	K (An)	Close reading of selected poems.	
	3	Carl Dennis: The Green House Effect	4	K (An)	Interaction & Lecture	
	4	Gulzar: Manali	4	K (An)	Recalling the session	Quiz on the revised poem
	5	Alice Oswald: A Short Story of Falling	4	K(An)	Creative writing workshop focused on environmental Themes	
	Short Stories					
III	1	Ruskin Bond: Dust on the Mountain	5	K (Ap)	Group analysis of short stories. Interaction & Lecture with Discussion	analysis of the ecological elements in a chosen short story.
	2	Sarah Orne Jewett: A White Heron	5	K (Ap)		
	3	Hassan Blasim: Don't Kill Me, I Beg You. This is my Tree	5	K (Ap)		Group presentation on cultural diversity in environmental narratives.
	4	Alice Walker: Am I Blue?	4	K(Ap)		
	Fiction					
IV	1	Barbara Kingsolver: <i>Prodigal Summer</i>	16	K (An)	Understanding the natural setting of the novel	Creative writing submission with an environmental focus.
	Drama					
V	1	Steve Waters: <i>The Contingency Plan (Part - I) On the Beach</i>	18	K (An)	Evaluating the impact of global warming and its Impact on humanity	Scene analysis essay focusing on environmental theme.

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

Activities (Em/ En/SD): Splitting into groups, creating new works based on skills.

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

Activities related to Cross Cutting Issues:

Assignment:

Sample questions (minimum one question from each unit)

Part A

1. Apply critical thinking to analyze the key concepts introduced by Cheryll Glotfelty in "Introduction: Literary Studies in an Age of Environmental Crisis."
2. Evaluate the impact of poetic devices and imagery in Carl Dennis's poem "The Green House Effect."
3. Synthesize the themes of ecofeminism and environmentalism in Alice Walker's "Am I Blue?"
4. Analyze the character development and thematic elements in Barbara Kingsolver's "Prodigal Summer."
5. Evaluate the dramatic structure and environmental themes presented in Steve Waters' "The Contingency Plan (Part - I) On the Beach."

Part B

1. How does Glotfelty frame the relationship between literature and the environmental crisis?
2. How does the poet use language to convey environmental concerns and engage the reader?
3. How does Walker use storytelling to convey a deeper ecological message while addressing social and gender issues?
4. How do the characters contribute to the overall ecological message, and what literary devices does Kingsolver employ to convey the interconnectedness of nature?
5. How does Waters use theatrical elements to address ecological issues, and what impact does the dramatic form have on the audience's engagement with environmental concerns?

Part C

1. Summarize Edward Abbey's "Polemic: Industrial Tourism and the National Parks" and its main arguments.
2. Compose a poem or verse that reflects a personal environmental perspective.
3. Evaluate the effectiveness of different narrative strategies in conveying environmental messages.
4. Develop an alternative ending or plot twist that explores a different environmental

outcome in "Prodigal Summer."

5. Discuss the potential of drama in communicating ecological messages.



Head of the Department
Ms. Maria Helan Janoba

Course Instructor
S. Athershya

Teaching Plan

Department : English (S.F)
Class : III BA
Title of the Course : Film and Literature
Semester : VI
Course Code : EC2066

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2066	4	-	-	-	4	75	75	25	75	100

Objectives

1. To understand the film adaptations of literary works.
2. To analyze a novel through its film version

Course Outcomes

CO	Upon completion of this course the students will be able to:	CL
CO-1	have an overview of film adaptation of literary texts	U
CO-2	get acquainted with the different genres of films	U
CO-3	identify the shortcoming in adopting a book to the screen media.	E
CO-4	understand the complexities of cinematic techniques that involve film adaptations	C

Teaching Plan

Unit	Module	Topic	Teaching Hours	Cognitive . Level	Pedagogy	Assessment/ Evaluation
I	1.	Joy Gould Boyu: Double Exposure: Fiction into Film (Parts I & II) Pg. 1-81	15	K2 & K6	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning, Sli doand Discussion

II	2.	C.S. Lewis: <i>The Chronicles of Narnia: Prince Caspian</i> (2008)	15	K2 & K5	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion
III	3.	Charles Dickens: <i>A Christmas Carol</i> (2009)	15	K2 & K5	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review
IV	4.	William Shakespeare: <i>Romeo and Juliet</i> (2013)	15	K2 & K5	Lecture, Nearpod, Interactive PPT & Discussion	Quiz, Questioning and Discussion
V	5.	Scott Fitzgerald: <i>The Great Gatsby</i> (2013)	15	K2 & K5	Lecture using Chalk and talk, Discussion, Interactive PPT	Quiz, Questioning and Discussion

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

Activities (Em/ En/SD): **Film critiques, Script writing and 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: **Journal entries, listening triangle, Brain writing.**

Sample questions

Part A

1. Who wrote Double Exposure (K2)
2. Who is Aslan? (K2)
3. _____ is the name of Scrooge nephew (K1)
4. How did Juliet die? (K2)
5. Who is Gatsby? (K1)

Part B

1. Bring out the views of Boyum in his chapter "Fiction into film" (K5)
2. What shot at the children and dwarf as they could see the Great River and where they fought the Battle of Beruna and why? (K4)
3. What values opposing Christmas does Scrooge symbolize? (K4)
4. How does Romeo convince the reluctant Apothecary to sell him poison? (K5)
5. How are West Egg and East Egg different? (K4)

Part C

1. Elucidate the ideas of Boyum in his chapter "Fiction into film" (K5)
2. What does Caspian represent in Narnia? (K4)
3. What does the Ghost of Christmas Present symbolize?(K4)
4. Why do Romeo, Mercutio, and Benvolio go to the Capulets' party?(K5)
5. What is the importance of the character Owl Eyes?(K5)



Head of the Department
Ms. Maria Helen Janoba

A handwritten signature in blue ink that reads "Valan Anusha J".

Course Instructor
Ms. Valan Anusha J