



**SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER**

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**Lesson Plan**  
**Department of English**  
**Mrs. Anupama Rai**



# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

## Course Plan (Odd Semester)2018-19

Mrs. Anupama Rai

Dept of English

July – November

July

Class	Sem ester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	<b>EngM301-</b> (Principles of Criticism) <b>Unit II</b> <b>Dryden-</b> An Essay on Dramatic Poesy	Unities of Theatre Evolution of theatre. Techniques of writing in the yesteryears and the years later.	Development of Critical thinking and critical analysis while reading a text.	Line by line analysis of the essay	1. How does Dryden try to establish the superiority of English Drama over French? 2. What different views about tragic-comedy have been expressed in the Essay ? 3. Discuss Dryden's views about the use of rhyme in Drama as given in the essay.
MA Previous	I	<b>EngM102-</b> (Chaucer to the Neo Classical Age) <b>UnitIII</b> Alexander Pope- Rape of the Lock	Features of an Epic and Mock Epic Poem Mastery of Heroic Couplet in the Neo classical Age. Neo classical	Analyze and compare different ages. Analyze and evaluate that a work of art is a product of its age.	Line by line analysis of the poem Allusions explained through stories.	1 Discuss Rape of the Lock as a Mock-Heroic poem. 2.Is the poem Rape of the Lock a social satire? Reference to

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			allusions and phraseology			the context given from passages selected from the poem to judge the understanding of the poem.
BA (Hons)II I	V	<b>Eng (H)501</b> (17 <sup>th</sup> and 18 <sup>th</sup> century English Literature I) <b>Unit III</b> 1. R.B Sheridan- The Rivals	Concept of Comedy Comedy of Manners 2.Comparison of comedy of manners with comedy of humours.	1.Examine a play as a means of Social Satire. 2.Understand the impact of language in order to understand the social milieu. 3.Estimate that Comedy can be a means of social change.	Line by line Reading of the Play Allusions. Reading the play in the class by assigning different roles to students thereby teaching them dialogue delivery, voice modulation etc	1 Discuss The rivals as Comedy of Manners. 2. Compare and contrast two female and two male characters in the play. 3. Define the concept of Malapropism by quoting examples from the play.
BA (Hons)II	III	<b>ENG (H) 302</b> (American Literature I) <b>Unit I</b> Washington Irving-Rip Van Winkle American Romanticism	1.American Romanticism 2.Comparison between American and British Romanticism. 3.American romantic features in Rip Van Winkle	To enable the students to appreciate and analyze American Literature.	Line by line reading of the short story. Trying to detect the features of an American Romantic Tale at different stages.	1 Write a character sketch of Rip Van Winkle 2 .Discuss Rip Van Winkle as an American Romantic tale.
BA	I	<b>ENG(H) 101</b>	Concept of	1.To	Practice	1 What is

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(Hons)I		(English Language I) <b>Unit III</b> 1.English Phonetic Symbols	Phonetics IPA, Received Pronunciation, Dialect, MTI etc.	Introduce the students to the concept of English Phonetics and Symbols. 2.Value the function and importance of correct pronunciation.	through language Lab software and Handouts	phonetic transcription ? Write all the English Phonetic symbols with Examples. 2. Transcribe the following Words. 3. Identify the Diphthongs in the following words. 4. Write all the Diphthongs with appropriate examples.
BA II	III	<b>ENG301</b> (Poetry and Drama) <b>Unit I</b> James Thomson- Extracts from Seasons-Spring lines 1-59, Autumn 1-52. 3. Thomas Gray-Elegy written in a country churchyard.	1. Concept, features and prominent writers of the Pre romantic/Transition age. 2. Comparison and similarities of the Pre romantic age with the previous literary age to facilitate better understanding. 3. Concept and evolution of the term of Elegy.	1. To introduce the students to the social political and literary events of the age. 2. Students will be able to differentiate between the Diction and Phraseology of the present age with the previous age. 3.Estimate the difference in themes and poetic styles of the present	Line by Line explanation of the poem	1.Critically appreciate the poem Spring by Thomson. 2.Delineate the Romantic and neo classical features in the poems Spring and Autumn. 3. How can you say that "Elegy in a country church yard reaches every soul and every bosom?" 4. Reference to the context

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				age with the previous age.		passages given from the poems.
BA III	V	<b>ENG501</b> (Poetry and Drama) <b>Unit I</b> <b>Robert Browning- My last Duchess</b> The Last Ride Together. 2.Unit III- Characteristics of the Victorian Age.	1.Themes and beliefs in the Victorian Era 2.Dramatic Monologue as different from Drama proper and Soliloquy. 3.Victorian Dilemma, Victorian Compromise, Victorian Prudery	1.To Introduce major poets, their writing styles themes etc 2.Introduce and explain the changing literary trends in the Victorian Era.	Lecture Line by Line explanation. Lecture and Discussion. PPT presentations by students.	1 What is Dramatic Monologue 2. Describe The two poems prescribed in your syllabus as Dramatic Monologues. 3.Critically Appreciate 'My last Duchess' and 'The last ride together'. 4.Discuss the various literary and social characteristic of the Victorian Era.

## August

Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	<b>EngM301-</b> (Principles of Criticism) <b>Unit II</b> <b>Dryden- An Essay on Dramatic Poesy</b>	Unities of Theatre Evolution of theatre. Techniques of writing in the yesteryears and the years later.	Development of Critical thinking and critical analysis while reading a text.	Line by line analysis of the essay	1. How does Dryden try to establish the superiority of English Drama over French? 2. What different views about tragic-

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						comedy have been expressed in the Essay ? 3. Discuss Dryden's views about the use of rhyme in Drama as given in the essay.
MA Previous	I	EngM103 (Drama- Elizabethan to Modern Age I)- Unit I Christopher Marlowe- Doctor Faustus.	History of English Plays Miracle and Morality Plays	Development of critical thinking while analyzing the play. Major dramatists of the Renaissance and Elizabethan Age.	Line by Line reading of the text. PPT for the themes and character sketches. Research papers and articles on the play discussed.	1 Discuss Doctor Faustus as a Morality Play. 2. Reference to the context from different passages as it is a detailed study text. 3. Discuss Faustus as a typical Marlowian hero.
BA (Hons) I II	V	Eng (H) 504 (English Literary History I) Unit II Elizabethan Literature (Poetry and Drama)	Basic concepts, themes literary terms, styles of writing during the Elizabethan age.	To elaborate and give an overview of the entire epoch by touching upon major literary trends. To expose the students to various revolutions, movements and other Social, Political,	PPT presentations by the teacher as well as the students. Handouts, Quiz etc	1. Discuss the characteristic of the Elizabethan Period. 2. Delineate the characteristic of Shakespearean Tragic Hero. 3. Characteristics of a Marlowian Hero. 4. Describe Shakespeare

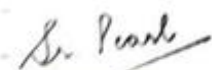
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				religious changes that have an impact on the literature of this time.		s dramatic art.
BA (Hons)I	III	ENG (H) 302 (American Literature I) Unit I Washington Irving-Rip Van Winkle American Romanticism	1.American Romanticism 2.Comparison between American and British Romanticism. 3.American romantic features in Rip Van Winkle	To enable the students to appreciate and analyze American Literature.	1.Line by Line analysis and reading of the text. 2.Touching upon various other fairy tale. 3.Students given a similar situation and asked to write a story of their own.	1 Write a character sketch of Rip Van Winkle 2 .Discuss Rip Van Winkle as an American Romantic tale.
BA (Hons)I	I	ENG(H) 102 Unit I William Collins-Ode to Evening Unit III Odes and its Types	Concept of Ode and its Types	To make the students the purpose of writing odes To acquaint them with different kinds of poems.	Line wise analysis of the poem. PPT to show different forms of poetry.	1 Bring out the central idea of the poem . 2. Discuss the different neo classical and romantic features in the poem. 3. Critically Appreciate the poem.
BA III	V	ENG501 (Poetry and Drama) Unit I I.Alfred Lord Tennyson-Ulysses	Dramatic Monologue Nature poetry	To introduce the students to the poetic style of Tennyson	PPT and line wise analysis of the poem.	1Bring out the central idea of the poem The Lotus Eaters. 2. Critically appreciate

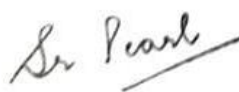
  
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		The Lotos Eaters				the poems Ulysses and The Lotos Eaters.
BA II	III	<b>ENG302 (Prose and Fiction)</b> <b>Unit II</b> 1.Guy De Maupassant- The Umbrella 2.Somerset Maugham- The Luncheon. <b>Unit I-</b> Hillaire Belloc- Praise of Ignorance	Story and its elements. Essays and its types	To familiarize the students with the major genres of prose literature To acquaint the students with Major prose writers of the age.	Reading and Discussion s through questions etc	1.What are the main ideas given in praise of Ignorance. 2. How does the author gets his revenge in the story The Luncheon. 3. Give a character sketch of the central character of the story The Umbrella.
B.com Hons/Pass course	I	<b>General English</b> 1.Tenses 2.Reported speech 3. Active and Passive	Tenses	To familiarize the students with correct forms of verbs to be used in their day to day writing and speaking.	Handouts, quizzes, PPTs, Practice sheets etc	1.Put the correct form of verbs given in the bracket. 2.Put the following sentences into reported speech 3 Put the following sentences

  
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						into Active or Passive voice.
September						

Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	<b>EngM304-(Post Colonial Writing I) Unit III</b> Chinua Achebe-Things Fall Apart	Concept of Post Colonialism	To sensitize the students to the issues of race, ethnicity, nationality, culture and class.	Chapterwise analysis Growth of the character and the events, themes are discussed.	Discuss Things fall apart as a post colonial Novel. Draw a character sketch of Okonkwo. 3. Discuss things fall apart as a dual Tragedy. 4. Justify the title 'Things Fall apart'
MA Previous	I	<b>EngM101-(Modern English Usage and Communication Skills) Unit III</b> English Phonetic Symbols	Phonetics IPA, Received Pronunciation, Dialect, MTI etc.	Introduce the students to the concept of English Phonetics and Symbols. 2. Value the function and	Practice through language Lab software and Handouts	1 What is phonetic transcription ? Write all the English Phonetic symbols with Examples. 2.

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				importance of correct pronunciation		Transcribe the following Words. 3. Identify the Diphthongs in the following words. 4. Write all the Diphthongs with appropriate examples.
BA (Hons)III	V	Eng (II) 504 (English Literary History I) Unit II Elizabethan Literature(Poetry and Drama)	Basic concepts, themes literary terms , styles of writing during the Elizabethan age.	To elaborate and give an overview of the entire epoch by touching upon major literary trends. To expose the students to various revolutions, movements and other Social, Political, religious changes that have an impact on the literature of this time.	PPT presentation s by the teacher as well as the students. Handouts, Quiz etc	1. Discuss the characteristic of the Elizabethan Period. 2. Delineate the characteristic of Shakesperean Tragic Hero. 3.Characteristics of a Marlowian Hero. 4. Describe Shakespeare 's dramatic art.
BA (Hons)II	III	ENG (II) 303(Indian Literature in English I) Unit III Kamala Das-My	Confessional poetry Free verse	To enable the students to appreciate and analyze Indian Literature.	Linewise analysis and explanation. Acquainting students with other confessional	1 Critically appreciate Kamla das's poetry.

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		Grandmother's House, In Love, A Hot Noon in Malabar		To sensitise students towards various gender issues, social and economic challenges faced by women.	poets to see the similarities and differences.	
BA (Hons)I	I	ENG(H) 102 (Pre Romantic and Romantic Poets I ) Unit III- Byron- Vision of Judgement	Concept of Satire, Lampoon, Burlesque, History of England under the reign of George III	To make the students understand Satire as a genre of poetry. To help them understand the impact of history on literary trends.	Line wise analysis of the poem	1 Bring out the central idea of the poem . 2.Reference to the context from the various passages of the poem to evaluate their understanding of the poem.
BA III	V	ENG502 (Prose and fiction) Unit II- Nathaniel Hawthorne- Dr Heidegger's Experiment Saki- The Open Window 1. Mathew Arnold- Rugby Chapel	Story and its elements. Elements of elegy and didacticism in the poem Rugby Chapel	To introduce and familiarize students with different prose works including novella, stories and essays. Introduce students with the themes and issues concerning the	Reading of the text and discussion of themes, various social economic psychological issues the protagonists face. 2.Linewise analysis of the poem.	1.Describe Dr. Heidegger as a didactic tale. 2.What is the plot in the story The open Window? 3. Describe Rugby chapel as an elegy and as a religious poem.

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				Victorian Age through the lens of Arnold's Poetry.		
BA II	III	ENG301 (Poetry and Drama) Unit II William Collins - Ode to evening	Concept of Ode and its Types	To make the students the purpose of writing odes. To acquaint them with different kinds of poems.	Line wise analysis of the poem. PPT to show different forms of poetry.	1. Bring out the central idea of the poem. 2. Discuss the different neo classical and romantic features in the poem. 3. Critically Appreciate the poem.
Bcom hons/ Pass course	I	General English Modals, Homonyms, Phrases, Precise writing, Phrasal Verbs, Idioms, Comprehension	Concept of Modalities to be used in conversation, Use of phrases and idioms.	Develop an understanding of phrases and Idioms in English Language. Improve upon their spoken and writing skills.	Handouts, PPTs, Practice sheets.	Fill in the Blanks, MCQs, Passages given to test the ability and understanding.

## October

Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	EngM305-(Women's Writing I) Unit II Maya Angelou- Still I rise	Concept of Identity, Feminism, women Rights	To sensitize the students to the issues of gender ethnicity.	Discussion over the issues of feminism, Marginalisation, Identity Line wise	1. Reference to the context from the passages taken from the Poem 2. What is the main


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				culture, his- tory and class Acquaint them with the female voice and its representa- tion in different genres.	analysis. Encouragin- g students for their own interpretatio- n and understandi- ng of the poem.	theme of the poem Still I Rise.
MA Previous	I	<b>EngM101</b> -(Modern English Usage and Communication Skills I ) <b>Unit III</b> Word Stress	Concept of stress, voice Modulation, Intonation etc	Students will be able to understan- d the concept of placing proper stress to make an impact in their speech.	Handouts, PPTs, Practice sheets.	1 Place the Primary stress on the following words.
BA (Hons)I II	V	<b>Eng (H)504</b> (English Literary History I) <b>Unit I-</b> <b>Neo-Classicism</b>	Concept of heroic couplet, Decorum in Phraseology Difference between the treatment of nature in neo classical and romantic age. Divisions in neo classical period	Students will be able to understan- d the social, cultural, Economic revolution movement ,literary trends of this age.	PPT presentation , discussion, handouts	1 Discuss the relevance of the Neo classical period. 2. Characteristi- cs of the neo classical period. 3.show the division of the neo classical period and their salient features.
BA (Hons)I I	III	<b>ENG (H) 302</b> (Indian Literature in Literature I)	Confessional poetry Free verse	To enable the students	Linewise analysis and explanation.	1 Critically appreciate Kamla das's

  
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		<b>Unit I</b> Kamala Das- An Introduction		to appreciate and analyze Indian Literature. To sensitise students towards various gender issues, social and economic challenges faced by women.	Acquainting students with other confessional poets to see the similarities and differences.	poetry. 2.Critically appreciate the poem 'An Introduction'
BA (Hons)I	I	<b>ENG(H) 102</b> (Pre Romantic and Romantic Poets I ) <b>Unit III- Byron- Vision of Judgement</b>	Concept of Satire, Lampoon, Burlesque, History of England under the reign of George III	To make the students understand Satire as a genre of poetry. To help them understand the impact of history on literary trends.	Line wise analysis of the poem	1 Bring out the central idea of the poem . 2.Reference to the context from the various passages of the poem to evaluate their understanding of the poem.
BA III	V	<b>ENG502</b> (Prose and Fiction)  Ernest Hemingway- Old Man and the Sea	Concept of a novel	To introduce and familiarize students with different prose works including novella, stories and	Discussions , PPT presentations	1.Draw a character sketch of the old man in the novel. 2. Describe Hemingway's portrayal of Santiago relationship with the sea. 3. Discuss

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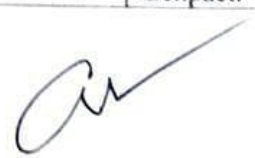


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				essays.		the different themes and Motifs in the novella.
BA II	III	<b>ENG302 (Prose and Fiction)</b> <b>Unit I</b> G.K Chesterton- On the pleasure of no longer being young.	Essays and its types	To familiarize the students with the major genres of prose literature. To acquaint the students with Major prose writers of the age.	Reading and Discussions through questions etc	1 .What are the main ideas given in 'On the pleasures of no longer being young.
B.com Hons/ Pass course	I	<b>General English-</b> <b>Report writing, formal/ informal Letters, SVOCA, Job Application, Resume and Cover letter</b>	Correspondence through writing. Formal/ Informal Writing Recognition of elements of a sentence	To Familiarise students with important concepts of Grammar, professional communication etc	Practice sheets, Handouts, PPTs, discussion and explanation	1.write a report on the Blood Donation Camp held in your college. 2. Identify the elements in the following sentences. 3. Write a job application for the post of Process associate in Genpact.

  
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## Course Plan (Even Semester) 2018-19

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December to April

December

Class	Sem ester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	<b>EngM301-</b> (Principles of Criticism) <b>Unit III</b> Showalter- Introduction to "Towards a feminist poetics"	Feminism, Evolution of Feminist theory, through different phases in feminism.	Development of Critical thinking and Critical analysis while reading a text.	Line by line analysis of the essay	1. Delineate the main ideas as expressed by the writer in the essay "Towards a feminist poetics" 2. Describe the three phases in feminism.
MA Previous	I	<b>EngM202-</b> (Poetry-Pre-Romantics and Romantics) <b>Unit III</b> Shelley- Ode to the west wind	Shelley and his myth making quality Shelley and his treatment of nature Romantic poetry revisited	Analyze and compare different ages. Analyse and evaluate that a work of art is a product of its age.	Line by line analysis of the poem Allusions explained Myths decoded	1 Discuss ode to the west wind as a revolutionary poem. 2.Critically analyse the poem "Ode to the West Wind". 3.Reference to the Context" Students are given passages from the text to decode the meaning so

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BA(Hons)III	V	<b>Eng (H)504</b> (English Literary History II) <b>Unit II-Post Colonialism</b>	Concept of Colonialism and post colonialism, theory behind the two concepts.	1. How does the concept of post colonial operate in literary works. 2. Understand the impact of the school of post colonial theory on writers in the past, present and future. 3. Estimate that post colonial theory has been a measure of social change.	PPT Presentations, classroom discussion and explanation of different writers connected with this concept.	1 Briefly describe the characteristic of the post colonial period. 2.Examine "Things fall apart" as a post colonial text.
BA (Hons)II	III	<b>ENG (H) 302</b> (American Literature II) <b>Unit I</b> Walt Whitman-When lilacs last in the dooryard Bloomed	1.American Romanticism 2.Comparison between American and British Romanticism. 3.Features of Elegy in the poem Symbolism	To enable the students to appreciate and analyze American Literature. The concept of Elegy	Line by line reading and analysis of the poem.	1 .Critically appreciate the poem. 2 .Explain the various symbols in the poem "When Lilacs Last in the Dooryard Bloomed". Passages are given from the text to assess the understanding of the passage

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BA (Hons)I	I	<b>ENG(H) 201</b> (English Language II) <b>Unit III</b> 1. Tenses	Concept of tenses	1.To Introduce the students to the concept of Tenses. 2.Usage of tenses for daily conversation	Practice through language Lab software and Handouts, PPT presentations	through RTC 1.Change the following sentences from simple past to present perfect. .Change the verbs in brackets either in simple past or present perfect.
BA II	III	<b>ENG401</b> (Poetry and Drama) <b>Unit II</b> P.B Shelley- Ode to the West Wind	1. Concept, features and prominent writers of the Pre romantic/Transition age. 2. Comparison and similarities of the Pre romantic age with the previous literary age to facilitate better understanding.	1. To introduce the students to the social political and literary events of the age. 2. Students will be able to differentiate between the Diction and Phraseology of the present age with the previous age. 3.Estimate the difference in themes and poetic styles of the present age with the previous age.	Line by Line explanation of the poem	1.Critically appreciate the poem Spring by Thomson. 2.Delineate the Romantic and neo classical features in the poems Spring and Autumn. 3. How can you say that "Elegy in a country church yard reaches every soul and every bosom?" 4. Reference to the context passages given from the poems.
BA III	V	<b>ENG601</b> (Poetry and Drama) <b>Unit I</b>	1.Themes and beliefs in the Modern Era 2.The concept	1.To Introduce major poets, their writing	Lecture Line by Line explanation	1 Critically appreciate the poem "The

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		<b>Thomas Hardy- The Darkling Thrush</b> 2.The Voice. 2.Unit III- Characteristics of the War Poetry.	of war poetry. 3.Transition of Thomas Hardy from being a poet to a Novelist.	styles themes etc 2.Introduce and explain the changing literary trends in the Modern Era.	n. Lecture and Discussion. PPT presentations by students.	Darkling Thrush" and "The Voice" 2.Discuss the various literary and social characteristics of the Modern Era.
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## January

Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	<b>EngM301-</b> (Modern and Post Modern Literature) <b>Unit III</b> <b>Harold Pinter-</b> The Caretaker	Evolution of English Drama Concept of Theatre of the Absurd, key features of this kind of drama	Development of Critical thinking and critical analysis while reading a text.	Line by line reading and analysis of the essay	<del>How</del>

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