



SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

4.6

Course Plan
Department of English
Sr. Vinita Xalxo



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Department of English

July – November 2019

Course Plan

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July						
Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	EngM303- (Twentieth Century Literature I) Unit I W.B. Yeats • Sailing to Byzantium	Symbolist movement and symbolism Irish Movement	Developing critical thinking skills	<ul style="list-style-type: none"> Line by line analysis of the poem PPT 	1. Introduction to W.B. Yeats 2. What is symbolism? 3. Yeats use of symbols 4. Reference to context 5. Critical analysis of the poem
MA Previous	I	EngM102 –Poetry- Chaucer to the Neo Classical Age Unit-II George Herbert • The Collar	Herbert as a religious poet. Struggles in one's vocation	Understanding the religious condition and the dilemma of the poet.	<ul style="list-style-type: none"> Line by line analysis of the poem Discussion 	1. Who is George Herbert? 2. What are the themes? 3. Style? 4. Reference to the context 5. Write a critical appreciation of the poem.
BA III	V	ENG-501 (Poetry and Drama I) Unit II --Literary term- • Symbolism --W.B. Yeats • Sailing to Byzantium	Symbolist movement and symbolism	Acquainting the students with the Symbolist movement	<ul style="list-style-type: none"> Line by line analysis of the poem PPT 	1. What is symbolism? 2. Symbolist movement? 3. Types of symbols? 4. Yeats use of symbols 5. Reference to the context
BA II	III	ENG-301 (Poetry and Drama III) Unit I William Cowper • On the Receipt	Concept, salient Features and prominent writers of Pre- Romantic Age	Acquainting the students To the social political and literary conditions of the Age of	<ul style="list-style-type: none"> PPT Line by line analysis of the poem 	1. What are the features of Pre- Romantic age? 2. Discuss William Cowper as a Pre- Romantic poet.



		of My Mother's Picture Unit II Pre- Romantic Period		Transition		3. Reference to the context
B.A. I	I	Eng- 102- Prose and Fiction I Unit – II Katherine Mansfield- The Doll's House	Social class discrimination	Analyzing the social conditions in past and in the present.	-Explanation and analysis of the text	What is the central theme in the story?
August						
Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	EngM303- (Twentieth Century Literature I) Unit I W.B. Yeats • Second Coming • Lapis Lazuli	-Salient features of twentieth century literature	-To discuss and sensitize the students to the various issues. compare	<ul style="list-style-type: none"> Line by line analysis of the poem PPT 	-Critically analyze the poem. -What are the main themes? -What is the significance of the gyre? -Discuss and analyze the symbols used in the poems.
MA Previous	I	EngM 102 Poetry- Chaucer to the Neo Classical Age UnitII George Herbert • Affliction I	Herbert as a religious poet.	Understanding the religious condition and the dilemma of the poet.	<ul style="list-style-type: none"> Line by line analysis of the poem Discussion 	Critical appreciation of the poem. Reference to context.
BA III	V	ENG-501 (Poetry and Drama I) Unit- II W.B. Yeats • Lake Isle of Innisfree	Nature versus civilization	Importance of peace and serenity	Line by line analysis.	Critical appreciation of the poem. Reference to context. <i>Lalitha</i>



BA II	III	ENG-301 (Poetry and Drama III) Unit I > William Cowper • Light Shining out of Darkness > Literary terms 1. Tragedy 2. Irony 3. Soliloquy 4. Transferred Epithet	> Literary terms Tragedy Irony Soliloquy Transferred Epithet	Identifying and understanding the use of various literary devices	PPT Discussion Examples	What is tragedy/Irony/Soliloquy/transferred epithet.
		Eng- 102- Prose and Fiction I Unit – II Leo Tolstoy- How Much Land does a Man Need?	Greed	Evaluating the theme of greed	Explanation and analysis of the text	Who was Pahom? Main theme of the story. Discuss how Pahom was ruined by his greed ?

September						
Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	EngM303- (Twentieth Century Literature I) Unit I W.B. Yeats • Nineteen Hundred and Nineteen	theme of violence	Evaluating the theme of violence at the time of Yeats and in general	• Line by line analysis of the poem	-Critical appreciation of the poem -Reference to the context
BA III	V	Eng 502 Prose And Fiction II UNIT-I --J. B. Priestley- On Doing Nothing	Leisure	Creating a balance between work and leisure -need of relaxation	• Group discussion • Explanation of the text	-What is the main theme? -Reference to context.

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B.A.II	III	ENG-301 (Poetry and Drama III) Unit- III Literary terms- 1. Comic relief 2. Personification 3. Plot 4. Catharsis	Comic relief, Personification, Plot, Catharsis	Identifying and understanding the use of various literary devices	PPT	Definitions of the literary terms. Examples. Short Note on the literary terms
B.A. I	I	Eng- 102- Prose and Fiction I Unit – II Arthur Canon Doyle- The Adventure of the Blue Carbuncle	Short Story	Familiarizing the students with major short stories and the short story writers	<ul style="list-style-type: none"> Reading and understanding the text Flow chart 	-How did Sherlock Holmes solve the mystery of a goose?

October

Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	EngM304- (Postcolonial Writing) Unit I Arun Kolatkar <ul style="list-style-type: none"> Bus An Old Woman 	Post- colonial conditions in India	To sensitise students to the issues of gender, nationality, culture and class.	Line by line analysis of the poems	-Postcolonial India -What are the themes? -Reference to context.
B.A.III	V	ENG-502 Prose and Fiction II Unit- II O'Henry <ul style="list-style-type: none"> The Gift of the Magi 	-Sacrificial love -Magi	To acquaint the students with O'Henry and his story	Explanation and analysis of the text	-Theme of the story? -Compare Jim and Della with -the Magi. -Reference to context
BA II	III	ENG-302 Prose and Fiction III Unit-I <ul style="list-style-type: none"> E.V. Lucas- Third 	-Satire on the human mentality -gratitude	To acquaint the students with prose writers in	Explanation and analysis of the text	-Justify the title. -What is the theme of the story? -How is 'Third Thoughts' a satire on

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		Thoughts Unit –II • Anton Chekov- A work of Art		English		human mentality?
BA I	I	Eng- 102- Prose and Fiction I Unit – III Literary Terms- Short Stories(Fables, Folk Tales, Fairy Tales)	Short Stories(Fables, Folk Tales, Fairy Tales)	To acquaint the students with short story writers in English	Lecture discussion	-What is short story? -types of short story. -difference between fables and folk tales
BA I	I	General English	Tenses, active – passive, direct-indirect, idioms and phrasal verbs	Understanding the grammatical rules and speaking and writing correct English	PPT Examples	Exercises

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December 2019 to April 2020

<i>December</i>					
Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
IV <i>MA (F)</i>	EngM401- Principles of Criticism II Unit III Edward Said • Orientalism (Crisis)	<ul style="list-style-type: none"> • Orient • Orientalist • Orientalism • Textual attitude 	<ul style="list-style-type: none"> • Developing critical thinking skills • To acquaint the students with the basic principles of criticism 	<ul style="list-style-type: none"> • PPT • Video of the interview of Edward Said speaking on Orientalism • Lecture 	1. Define the term "Orientalism" as coined by Edward Said. 2. What is 'discourse' according to Edward Said? 3. What are the two main arguments Edward Said makes in his book Orientalism?
II <i>MA (Pre.)</i>	EngM204- Prose- Swift to George Eliot Unit-III George Eliot • Silas Marner	<ul style="list-style-type: none"> • George Eliot as a Victorian Novelist • Industrialization • isolation 	<ul style="list-style-type: none"> • To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better • To develop critical thinking while analyzing the text. 	<ul style="list-style-type: none"> • Lecture • PPT • Discussion 	1. Character sketch of Silas Marner, Eppie, Godfrey and Dolly Winthrop. 2. Compare the characters of Marner and Godfrey.



VI 8.A. III	ENG-602 – English Prose & Fiction II Unit II --Ruskin Bond • Night Train at Deoli	1. Autobiographical elements in the story 2. Adolescent love	Acquainting the students with the Ruskin Bond	<ul style="list-style-type: none"> Line by line analysis of the text 	<ol style="list-style-type: none"> Describe the station at Deoli. Draw a pen portrait of the girl with the basket at Deoli platform. According to the narrator what might 'spoil his game'? Why do you think that the author never got off at the Deoli station ever again to search for the girl? Describe the adolescent love in the story.
IV 8.A. II	ENG-402 Prose and Fiction IV Unit II • Mulk Raj Anand-The	Trade union Independence control	To expose students to the Indian literary and cultural heritage To acquaint with the prose writers.	<ul style="list-style-type: none"> Section- wise explanation and analysis of the text discussion 	<ol style="list-style-type: none"> What are the main works of Mulk Raj Anand? Name any five works of Narayan. What are the themes

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	Barber's Trade Union • R.K. Narayan- The Axe				of the story The Axe? 4. Analyse the character of Chandu. 5. Compare and contrast the characters of Chandu and his friend. 6. Discuss the theme of control and independence in the story The Axe.
II B.A. I	Paper I Feng 201- Grammar and usage Unit- II Sentence Pattern	SVOCA Components of the sentence pattern. Five main sentence patterns	To Develop a critical mind for analyzing , compiling and concluding	PPT Exercises	1. What are the main components of sentence pattern. Explain with examples. 2. Identify the pattern of given sentences. 3. Make sentence according to the given patterns.



January					
Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
IV M.A.(F)	EngM401- Principles of Criticism II Unit III Edward Said • Orientalism (Crisis)	<ul style="list-style-type: none"> • Hegemony • Views of Anwar Abdel Malek • Schlegel's views on oriental language • colonialism 	<ul style="list-style-type: none"> • Developing critical thinking skills • To acquaint the students with the basic principles of criticism 	<ul style="list-style-type: none"> • PPT • Lecture 	<ol style="list-style-type: none"> 1. What are the major traits of Oriental philology? 2. What is Schlegel's view on Oriental languages? 3. In what way Orientalism is linked to racism? 4. What interests did Western countries have in colonizing Oriental countries? 5. What is the relation between orientalism and imperialism?
II M.A.(Pc)	EngM204- Prose- Swift to George Eliot Unit-III George Eliot • Silas Marner	<ul style="list-style-type: none"> • Interdependence of faith and community • symbols 	<ul style="list-style-type: none"> • To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better • To develop critical thinking while analyzing the text. 	<ul style="list-style-type: none"> • Lecture • PPT • Discussion 	<ol style="list-style-type: none"> 1. What are the themes? 2. Compare Silas Marner's love of his money to his religious faith. 3. What does Silas Marner's cottage represent? 4. What is the significance of Silas Marner's nearsightedness?

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BA III	VI	ENG-601 (Poetry and Drama I) Unit- III > Literar y Terms • Georgian Poetry • Free Verse	• Georgian Poetry • Free Verse	• To introduce the students to the literary terms with reference to the texts prescribed • To introduce the students to the major poets and their works	• PP T • Le ctu re	1. What is Georgian Poetry? 2. What are the characteristics of Georgian Poetry. 3. Write a note on Free Verse.
B.A. (Hons)I I	III	ENGH- 403 Unit- II R. K. Narayan • Vendor of Sweets	Gandhian principles	• To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better • To introduce Indian writing	• Chapter wise analysis and discussi on • PPT	1. Draw a character sketch of Jagan . 2. Discuss the characters of Mali, Grace and cousin. 3. Discuss Jagan as the follower of Gandhian principles.
B.A. I	II	Paper I Feng 201- Grammar and usage Unit- II Sentence Pattern	SVOCA Other main sentence patterns	To Develop a critical mind for analyzing , compiling and concluding	PPT Exercises	1. Identify the pattern of given sentences. 2. Make sentence according to the given patterns.

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February

Se mes ter	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
IV (M.A.) (F)	EngM401- Principles of Criticism II Unit III Edward Said • Orientalism (Crisis)	<ul style="list-style-type: none"> • H.A.R. Gibb's views • Modern orientalist and orientalism today 	<ul style="list-style-type: none"> • Developing critical thinking skills <p>To acquaint the students with the basic principles of criticism</p>	<ul style="list-style-type: none"> • PPT • Lecture 	<ol style="list-style-type: none"> 1. What are the crisis of Orientalism? 2. How does the contemporary orientalist view or the orient? 3. Discuss H.A. R.'s view on Orientalism.
II (M.A.) (Pre.)	EngM204-Prose- Swift to George Eliot Unit-III George Eliot Silas Marner	<ul style="list-style-type: none"> • Chance and coincidence • Character as destiny 	<ul style="list-style-type: none"> • To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better • To develop critical thinking while analyzing the text 	<ul style="list-style-type: none"> • Lecture • PPT • Discussion 	<ol style="list-style-type: none"> 1. Examine the powerful transformation of Silas Marner's character in the novel. 2. Examine the role of chance and coincidence in the novel. 3. Style of Eliot?



VI (Hons) III	Eng (H) 604 English social and literary history II UNIT-III –Psychological Novel	Psychological Novel	To develop critical and inter disciplinary approach by discussing various trends, inventions, discoveries that have an impact on the literature produced at that time.	<ul style="list-style-type: none"> • Lecture • PPT 	1. What are psychological novels? 2. Discuss the main features of psychological novels.
VI (B.A.) III	ENG-601 (Poetry and Drama I) Unit- III ➤ Literary Terms • Modern Poetry	Modern Poetry Edwardian age War Poetry Imagism	To acquaint the students to the main features and writers of Modern Poetry	<ul style="list-style-type: none"> • Lecture • PPT • Assignment 	1. What is Modern Poetry? 2. What are the main features of the Modern Poetry? 3. What is imagism?
III (Hons.) II	ENGH- 403 Unit- II R. K. Narayan Vendor of Sweets	Tradition versus modernity Father – son relationship	-To enable students to appreciate and analyze Indian Literature. -To discuss and sensitize the students to the variety of issues of the texts present.	Lecture Discussion	1. Discuss the main themes in the novel. 2. Analyse the theme of conflict between tradition and modernity.
II B.A.I Func. Eng.	Paper II FENG -202- Writing Skills-II Unit- II Summary Writing Unit- III Drawing Conclusion	Summary writing Drawing conclusion	Develop a critical mind for analyzing, compiling and concluding.	-Discussing the main features of summary writing and drawing conclusion. -examples	1. Make a summary of the given passage and give a suitable title 2. What are the main features of summary writing? 3. What are the main features of drawing conclusion.


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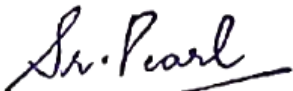


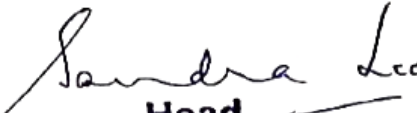
March 2020


Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
IV M.A . F	EngM401- Principles of Criticism II Unit III Edward Said • Orientalism (Crisis)	-Limitations of Orientalism -Crisis in orientalism	<ul style="list-style-type: none"> • . Developing critical thinking skills • To acquaint the students with the basic principles of criticism 	<ul style="list-style-type: none"> • PPT • Lecture 	1.Comment on the significance of the title. 2.What are the criticisms of Said's Orientalism?/Critically appreciate the essay 'Crisis'. 3.What are the limitations of orientalism?
VI Hons. III	Eng (H) 604 English social and literary history II UNIT-III Poetic Drama	Poetic Drama	Discussing one of the major literary trends and the stalwarts of that age.	Lecture	1. What is poetic drama? 2.What are the characteristics of poetic drama? 3.Discuss some of the main poetic drama writers of twentieth century .



 Hons. II	ENG (H) 401 Elizabethan and Jacobean Age II Unit III *Crashaw <ul style="list-style-type: none"> • Hymn to Saint Teresa • Caritas Nimia or The Dear Bargain 	Religion Mystical perceptions Inner vision of Christ's all-embracing love	To acquaint the students with the social, economic and literary conditions of the Elizabethan and Metaphysical Age. To introduce Crashaw and his poems.	Line-wise analysis	<ol style="list-style-type: none"> 1. How does Crashaw convey the sense of final triumph for Teresa? 2. Discuss the language and tone in Hymn to St. Teresa. 3. Explore the image of Hymn to St. Teresa. 4. Reference to context.
I B.A. I Func. Eng.	Paper I Feng 201- Grammar and usage Unit- III Active and Passive Voice	Active and Passive Voice	To Develop a critical mind for analyzing, compiling and concluding	PPT Exercices	<ol style="list-style-type: none"> 1. Change sentences from active to passive voice. 2. Change sentences from passive to active voice. 3. Define voice. 4. Discuss active and passive voice with examples.


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