UNIVERSITY OF GOUR BANGA

SYLLABUS for 3-Year Degree / 4-Year Honours in

ENGLISH

(Semester I, II, III, IV)

Under

Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per NEP, 2020

with effect from 2023-24

SEMESTER-WISE & COURSE-WISE CREDIT DISTRIBUTION STRUCTURE AND SUMMARY OF COURSES UNDER CCFUP AS PER NEP, 2020

Semester	Course Type	Course	Level	Course Title	Credits	Full Marks	Marks Distribution	
							Theory	Internal Assessment
One	Major Core/DSC	ENGMJ-1	100-199	British Poetry and Drama: 16th to 17th Centuries	4	50	40	10
	Major Core/DSC	ENGMJ-2	100-199	British Literature: 17th and 18th Centuries	4	50	40	10
	Interdisciplinary/Multidisciplinary (IDC/MDC)	MDC-1		Academic Writing	3	50	40	10
	Minor Core (MnC)	ENGMN-1	100-199	Contexts of British Literature and Culture	4	50	40	10
	Ability Enhancement Course (AEC)	MIL-1			2	25	25	
	Skill Enhancement Course (SEC)	SEC-1		Business Communication	3	50	40	10
	Value Addition Course (VAC)	ENVS			2	25	25	
	TOTAL				22	300		
Semester	Course Type	Course	Level	Course Title	Credits	Full Marks	Marks Distribution	
							Theory	Internal Assessment
Two	Major Core/DSC	ENGMJ-3	100-199	British Literature: 18th Century	4	50	40	10
	Major Core/DSC	ENGMJ-4	100-199	British Romantic Literature	4	50	40	10
	Interdisciplinary/Multidisciplinary (IDC/MDC)	MDC-2		--	3	50	40	10
	Minor Core (MnC)	ENGMN-2	100-199	Introducing British Poetry	4	50	40	10
	Ability Enhancement Course (AEC)	MIL-2			2	25	25	
	Skill Enhancement Course (SEC)	SEC-2		Creative Writing	3	50	40	10

	Value Addition Course (VAC)				2	25	25	
	TOTAL				22	300		

Semester	Course Type	Course	Level	Course Title	Credits	Full Marks	Marks Distribution	
							Theory	Internal Assessment
Three	Major Core/DSC	ENGMJ-5	200-299	British Literature: 19th Century	4	50	40	10
	Major Core/DSC	ENGMJ-6	200-299	British Literature: The Early 20th Century	4	50	40	10
	Interdisciplinary/Multidisciplinary (IDC/MDC)	MDC-3	--	Soft Skills	3	50	40	10
	Minor Core (MnC)	ENGMN-3	200-299	Introducing British Drama	4	50	40	10
	Ability Enhancement Course (AEC)	English Language 1	--	General Writing Skills	2	25	25	
	Skill Enhancement Course (SEC)	SEC-3	--	English Language Teaching	3	50	40	10
	Value Addition Course (VAC)	ENVS	--	--	--	--	--	--
	TOTAL				20	275		

Semester	Course Type	Course	Level	Course Title	Credits	Full Marks	Marks Distribution	
							Theory	Internal Assessment
Four	Major Core/DSC	ENGMJ-7	200-299	Indian Classical Literature	4	50	40	10
	Major Core/DSC	ENGMJ-8	200-299	Postcolonial Literature	4	50	40	10
	Major Core/DSC	ENGMJ-9		American Literature	4	50	40	10
	Interdisciplinary/Multidisciplinary (IDC/MDC)	--	--	--	--	--	--	--
	Minor Core (MnC)	ENGMN-4	200-299	Introducing British Fiction and Non-Fiction	4	50	40	10

	Ability Enhancement Course (AEC)	English Language 2		Professional Writing Skills	2	25	25	
	Skill Enhancement Course (SEC)	--	--	--	--	--	--	--
	Internship	--	--	--	2	--	--	--
	TOTAL				20	225		

SEMESTER I

Major Course: ENGMJ-1: British Poetry and Drama: 16th to 17th Centuries

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1:

i) Sir Philip Sidney: Selections from *Astrophel and Stella*:
Sonnet 1: 'Loving in Truth', Sonnet 31: 'With how Sad Steps'

ii) Edmund Spenser: Selections from *Amoretti*:
Sonnet LVII 'Sweet warrior...', Sonnet LXXV 'One day I wrote her name...'

iii) William Shakespeare: Sonnet 65 & 137

iv) John Donne: 'The Good Morrow', 'Batter My Heart'

Unit 2: Christopher Marlowe: *Edward II*

Unit 3: William Shakespeare: *Macbeth*

Unit 4: William Shakespeare: *Twelfth Night*

Instructions:

i) Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer two (02) short essay-type questions out of eight in about threehundred fifty (350) words each carrying ten (10) marks each.

ii) Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answer three (03) short-type (out of eight) questions in about seventy (70)words each carrying four (04) marks each.

iii)Three very short type questions shall be set from each of the four units. Students shallanswer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *Sir Philip Sidney Major Works* ed by Katherine Duncan-Jones , Oxford University Press, 2008
2. *Shakespeare's Sonnets* Edited by Katherine Duncan-Jones, Arden Edition, Third Series, 2013
3. *Metaphysical Poetry* (Penguin Classics) by Colin burrow et.al, 2006
4. *Edward II*, Edited by Martin Wiggins & Robert Lindsey, Bloomsbury, 2014
5. *Cambridge Companion to Christopher Marlowe*, Edited by Patrick Cheney, 2004
6. *A History of English Literature: Traversing the Centuries* by Aditi Chowdhury and RitaGoswami, Orient Blackswan, 2014

7. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury, PHI, 2010

8. *Twelfth Night*, Edited By, Keir Elam, Arden Shakespeare, 3rd Series, Bloomsbury, 2013

9. *Macbeth*, Edited by Kenneth Muir, Arden Shakespeare, 2nd Series, Thomson Learning, 1989

10. *The Oxford Companion to Shakespeare*, Edited by Michael Dobson, OUP, 2015

11. *Edmund Spencer's Amoretti and Epithalamion: A Critical Edition* by Kenneth J. Larsen, State University of New York, 1997

12. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018

13. *Love Canonized: The Poetry of Spenser and Donne* ed by Aruni Mahapatra and Kanav Gupta,Worldview, 2014

Major Course: ENGMJ-2: British Literature: 17th and 18th Centuries

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1: Ben Jonson: *The Alchemist*

Unit 2: Selections from *The Essays* of Francis Bacon:

'Of Death', 'Of Revenge', 'Of Travel', 'Of Empire', 'Of Prophecies'

Unit 3: John Milton *Paradise Lost* Book-1

Unit 4: Alexander Pope: *The Rape of the Lock* (Cantos I, II, III)

Instructions:

i. Two short essay-type questions (with internal choice) shall be set from each of the four units.Students shall answer two (02) short essay-type questions out of eight in about three hundredfifty (350) words each carrying ten (10) marks each.
ii. Two short-type questions (with internal choice) shall be set from each of the four units. Studentsshall answer three (03) short-type (out of eight) questions in about seventy (70) words each carrying four (04) marks each.
iii. Three very short type questions shall be set from each of the four units. Students shall answereight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *Paradise Lost 1 & 2* edited by Vrinda Nabar, Orient Blackswan,2011

2. *John Milton's 'Paradise Lost': A Reading Guide* by Noam Reisner, University of Edinburgh Press,2011

3. *The Alchemist* edited by Elizabeth Cook, Methuen Drama, 2016

4. *Ben Jonson in Context* edited by Julie Sanders, Cambridge University Press, 2014

5. *The Essays Francis Bacon* Edited Brian Vickers, Oxford University Press, 1997

6. *The English Essay and Essayists* by Hugh Walker, Bookway, Reprint, 2015

7. *The Cambridge Companion to Bacon* edited by Markku Peltonen, Cambridge University Press, 1996

9. *Pope: The Rape of the Lock* (Casebook) edited by John Dixon Hunt, Palgrave Macmillan, 1968

10. *The Wiley-Blackwell Encyclopedia of Eighteenth-Century Writers and Writing*, 1660-1789 byPaul Baines, Julian Ferraro, and Pat Rogers, Wiley-Blackwell, 2011

11. *The Augustan Vision* by Pat Rogers, Methuen, 1978

12. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury, PHI, 2010

13. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and Rita Goswami, Orient BlackSwan, 2014

14. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018

MINOR COURSE
ENGMN-1 Contexts of British Literature and Culture
[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Thrust Areas

I. Periods and Features, Schools and Movements, and Influences

II. Major Writers

III. Dates and Events

Unit 1: From Renaissance to Puritan Interregnum (1558-1660)
Unit 2: From Restoration to the French Revolution (1660-1789)
Unit 3: Romantic age and Victorian Age (1789-1901)
Unit 4: Early Twentieth Century Literature (1901-1945)

Instructions:

i. Two short essay-type questions (with internal choice) shall be set from each of the four units covering **Thrust Area I**. Students shall answer two (02) short essay-type questions out of eightin about three hundred fifty (350) words each carrying ten (10) marks each.
ii. Two short-type questions (with internal choice) shall be set from each of the four units covering **Thrust Area II**. Students shall answer three (03) short-type (out of eight) questions in about seventy (80) words each carrying four (04) marks each.
iii. Three very short type questions shall be set from each of the four units covering **Thrust Area III**. Students shall answer eight (08) very short type questions out of twelve (12) in about one ortwo sentences each carrying one (01) mark each.

Recommended reading list:

1. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury,PHI, 2010
2. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and Rita Goswami,Orient BlackSwan, 2014
3. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018
4. *History of English Literature* by Edward Albert,5th ed, Oxford University Press, 2017
5. *A Short History of English Literature* by Ifor Evans, Penguin, 2015

MULTIDISCIPLINARY COURSE
MDC-1: Academic Writing
[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit-1:

Understanding Conventions and Instruments:

Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations, Synonyms-Antonyms, Active-Passive sentences, Narration, Simple-Complex-CompoundSentences

Unit-2:

Understanding Academic Writing and Its Types:

What is Academic Writing? Major Types: Descriptive, Analytical, Persuasive, and Critical

Unit-3:

Understanding the Writing Process:

Pre-Drafting- Plan, Research and Brainstorm Drafting—Headings, Sub-Headings and Development of the Idea, Revising—Making Changes, Correcting and Rewriting Editing—Removing Errors, Proof Readings

Unit-4:

Writing in Own Words:

Summarizing and Paraphrasing

Instructions:

1. Unit-1: Students shall answer 12 grammar based questions of 1 mark each, out of 16 questions (12x1=12).
2. Unit-2: Students shall write 2 short notes of 4 marks each (in about 200 words each), out of total4 questions (4x2=8)
3. Unit-3: Students shall answer one essay type question of 10 marks out of 2 questions, in about400 words (10x1=10)
4. Unit-4: Students shall attempt a summary or paraphrasing in their own words out of 2 options,one from prose and one from poetry (10x1=10)

Recommended Reading List:

1. *In Our Own Words: A Guide with Readings for Student Writers* by Rebecca Mlynarczyk and Steven B. Harber, St. Martin's Press
2. *A Course in Academic Writing* by Renu Gupta, Orient Black Swan
3. *Study Writing: A Course in Writing Skills for Academic Purpose* by Lin-Ham Lyons and BenHeasley, Cambridge University Press
4. *Essentials of English Grammar* with Answers by Raymond Murphy, 2nd edition, Cambridge University Press

SKILL ENHANCEMENT COURSE

SEC-1: BUSINESS COMMUNICATION

[3 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Unit 1:

Essentials of Business Communication: Definition of Communication, Principles of Communication, Communication models and processes, Seven Cs of effective communication, Types of communication (Verbal, Non-Verbal, etc.), Channel and Media,Effective Listening, Audience Analysis

Unit 2:

Writing Agenda, Minutes of Meeting, Memo Writing, and Notice Writing

Unit 3:

E-Correspondence (Responding to official e-mails)

Unit 4:

Business Letters, Good News & Bad News Letters, Sales Letters, Writing Applications

Instructions:

In Section-A, the total marks shall be 40(Forty). Questions shall be set from each of the 4(four)units in the following manner:

Unit 1: Students shall write 2 Essay Type questions out of 5 carrying 6 marks each in about 200words each. (6x2=12)
Unit 2: Students shall draft the agenda/minutes of a meeting or draft a memorandum/draft a notice from the given descriptions of the matters discussed in the same. Students shall make thechoice out of 3 such descriptions. (08x1=08)
Unit 3: Sub-Unit-A. Students shall write a reply to an email from the given text. Students shallmake the choice out of the two given texts (6x1=6)
Sub-Unit-B. Error corrections of sentences and spellings. Students shall correct the errors in thegiven sentences and words (08 out of 16). (12x 0.5=6)
Unit 4: Students shall write a letter/application from details provided (1 out of 2). (08x1=08)

Recommended Reading List:

1. *The Essence of Effective Communications* by F.Ladlow and R.Panton, Prentice Hall,1995

2. *Basic Business Communication Skills for Empowering the Internet Generation* byM.E.Flatley and R.V.Lesikar, Tata McGraw Hill Education, 2008
3. *Contemporary Business Communication* by Scot Ober,5th ed, Dreamtech Press,2004
4. *Business Communication* by R.C. Bhatia,2nd ed, Ane Books Pvt Ltd,2009
5. *Writing Meeting Minutes and Agendas*; Taking Notes of Meetings, Sample Minutesand Agendas, Ideas for Formats and Templates: Minute Taking Training by Heather Baker, Universe of Learning Ltd, 2010.

SEMESTER II

Major Course: ENGMJ-3: British Literature: Eighteenth Century

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1: William Congreve *The Way of the World*
Unit 2: Jonathan Swift: *Gulliver's Travels* (Books I and II)
Unit 3:
i) Thomas Gray: "Elegy Written in a Country Churchyard"
ii) Charlotte Smith's Elegiac Sonnets (Selections):
Sonnet XLIV "Written in the Church Yard at Middleton in Sussex"
Sonnet LVIII, "The Glow-Worm"
Sonnet LXX, "On Being Cautioned Against Walking on an Headland
Unit 4: Henry Fielding: *Joseph Andrews*

Instructions:

I. Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer two (02) short essay-type questions out of eight in about threehundred fifty (350) words each carrying ten (10) marks each.
II. Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answer three (03) short-type (out of eight) questions in about seventy (70)words each carrying four (04) marks each.
III. Three very short type questions shall be set from each of the four units. Students shallanswer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *The Way of the World* edited by Kajal Sengupta, Oxford University Press, 1997

2. *William Congreve* by David Thomas, Palgrave Macmillan, 1992

3. *Gulliver's Travels* edited by Claude Rawson, Oxford University Press, 1998

4. *Swift's Gulliver's Travels: A Casebook* ed by Richard Gravil, Palgrave Macmillan, 1991

5. *The Cambridge Companion to Jonathan* Swift edited by Christopher Fox, CambridgeUniversity Press, 2003

6. *Joseph Andrews and Shamela* edited by Douglas Brooks Davies, Oxford University Press,2009

7. *English Fiction of the Eighteenth Century 1700-1789* by Clive T. Probyn, Longman, 19878.*English Poetry of the Eighteenth Century, 1700-1789* by David Fairer, Routledge, 2002

9. *Charlotte Smith in British Romanticism* by Jacqueline Labbe, Cambridge University Press,2014

10. *Eighteenth–Century Poetry: An Annotated Anthology* edited by David Fairer and ChristineGerard, Wiley-Blackwell Publishing, 2014

11. *A Companion to Eighteenth-Century Poetry* edited by Christine Gerrard, Wiley-BlackwellPublishing, 2006

12. *English Social and Cultural History: An Introductory Guide and Glossary*, by BibhashChoudhury, PHI, 2010

13. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and RitaGoswami, Orient BlackSwan, 2014

14. *English literature in Context,* Edited by Paul Poplawski, Cambridge University Press, 2018

15. *The Rise Of The Novel: Studies in Defoe, Richardson and Fielding* by Ian Watt, Reprint,Bodley Head, 2015

16. *The Poems Of Charlotte Smith* edited by Stuart Curran, Oxford University Press, 1995

Major Course: ENGMJ-4: British Romantic Literature

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1:

i) William Blake- 'The Lamb', 'The Tyger' , 'The Chimney Sweeper' (from *The Songs of Innocence and The Songs of Experience*)

ii) William Wordsworth- 'Tintern Abbey', 'She dwelt among the untrodden ways', 'I travelled along unknown ways'

Unit 2:

i) Samuel Taylor Coleridge- 'Kubla Khan' , 'This Lime Tree Bower My Prison'

ii) Lord George Gordon Byron- 'She Walks in Beauty', 'When We Two Parted'

Unit 3:

i) P.B Shelley- 'Ode to the West Wind', 'To a Skylark'

ii) John Keats- 'Ode to a Nightingale', 'To Autumn'

Unit 4:

i) Charles Lamb: 'Dream Children: A Reverie', 'The Superannuated Man'

ii) Mary Shelley: 'Transformation', 'The Mortal Immortal'

Instructions:

I. Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer two (02) short essay-type questions out of eight in about threehundred fifty (350) words each carrying ten (10) marks each.

II. Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answer three (03) short-type (out of eight) questions in about seventy (70)words each carrying four (04) marks each.

III. Three very short type questions shall be set from each of the four units. Students shallanswer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *Romantic Poets* edited by Kanav Gupta, Worldview Publications, 2016
2. *The Cambridge Companion to British Romantic Poetry* edited by Maureen N. Mclane, Cambridge University Press, 2008
3. *A Companion to Romanticism* edited by Duncan Wu, Blackwell Publishing, 2009
4. *Romanticism* by Aidan Day, Routledge, 1995
5. *Green Writing: Romanticism and Ecology* by James C. Mckusick, Palgrave Macmillan, 2010
6. *The Romantic Poets* by Graham Hough, Routledge, 2016
7. *Mary Shelley The Dover Reader*, Dover Thrift Editions, 2016
8. *The Cambridge History of English Romantic Literature* edited by James Chandler, Cambridge University Press, 2009
9. *The Visionary Company: A Reading of English Romantic Poetry*, by Harold Bloom, Cornell UP, 1971
10. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury, PHI, 2010
11. A History of English Literature: Traversing the Centuries, by Aditi Chowdhury and Rita Goswami, Orient BlackSwan, 2014
12. English literature in Context, Edited by Paul Poplawski, Cambridge University Press,, 2018
13. *The Essays of Elia* by Charles Lamb, Macmillan, 1930
14. *Charles Lamb: the Evolution of Elia* by George L. Barnett, Haskell House, 1973
15. *Portrait of Charles Lamb* by David Cecil, Constable, 1983
16. *The Cambridge Companion to Mary Shelley* edited by Esther Schor, Cambridge University Press, 2003

MINOR COURSE

ENGMN-2: Introducing British Poetry

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

UNIT 1:

A. William Shakespeare: 'Sonnet no 18', 'Sonnet no 130'

B. John Donne 'The Good Morrow', 'Anniversary'

C. William Blake 'The Lamb', 'The Tyger'

UNIT 2:

A. William Wordsworth: 'The Solitary Reaper', 'To the Skylark'

B. Percy Bysshe Shelley: 'The Cloud', 'One Word is Too Often Profaned'

C. John Keats: 'To One Who Has been Long In City Pent', 'To Autumn'

UNIT 3:

A. Alfred Tennyson: 'Ulysses', 'Crossing the Bar'

B. Robert Browning: 'The Last Ride Together', 'A Grammarian's Funeral'

C. Matthew Arnold: 'Dover Beach', 'Growing Old'

UNIT 4:

A. W.B. Yeats: 'The Lake Isle of Innisfree', 'No Second Troy'

B. Wilfred Owen: 'Anthem for the Doomed Youth', 'Futility'

C. W.H. Auden: 'The Unknown Citizen', 'Lullaby'

Instructions:

i) Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer two (02) short essay-type questions out of eight in about threehundred fifty (350) words each carrying ten (10) marks each.

ii) Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answer three (03) short-type (out of eight) questions in about seventy (70)words each carrying four (04) marks each.

iii) Three very short type questions shall be set from each of the four units. Students shallanswer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *The Norton Anthology of Poetry* edited by Margaret Ferguson et al.

2. *A Short History of English Poetry* by B.Prasad, Trinity

3. *The Cambridge History of English Poetry* Edited by Michael O'Neill, Cambridge University Press

4. *Reading Sixteenth Century Poetry* by Patrick Cheney, Wiley Blackwell

5. *Reading Eighteenth Century Poetry* by P Spacks, Wiley Blackwell

6. *Reading Romantic Poetry* by Fiona Stafford, Wiley Blackwell

7. *English Poetry of the Victorian Period 1830 - 1890* by Bernard Richards, Longman

8. *The Cambridge Introduction to Modernist Poetry* by Peter Howarth, Cambridge University Press

SKILL ENHANCEMENT COURSE

SEC-2: CREATIVE WRITING
[3 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Unit 1: Creative Writing: Definition and Features

Unit 2: Modes and Forms of Creative Writing

Unit 3: The Art and Craft of Creative Writing

Unit 4: Writing for the Media

Instructions:

In Section-A, the total marks shall be 40(Forty). Questions shall be set from each of the 4(four) units in the following manner:

Unit1: Students shall answer 1 Short essay type question out of 3, in about 400words, carrying 10 marks (10 x1=10).

Unit2: Students shall write 3 short-notes out of 6, in about 150 words each,carrying 4 marks each (4x3=12).

Unit3: Students shall develop / transform a creative piece out of the given hints(1 out of 3), carrying 08 marks (10x1=10).

Unit4: Students shall develop / transform a write-up out of the given hints(1 out of 3), carrying

08 marks (08x1=08).

Recommended Reading List:

1. *Creative writing: A Beginner's Manual by Anjana Neira Dev*, et al, Pearson, Delhi, 2009.
2. *How to Think Like a Writer: A Short Book for Creative Writing Students and Their Tutors* by Louise Tondeur, Louise Tondeur, 2017
3. *A Beginner's Guide to Creative Writing* by Chris Bradbury, Chris Bradbury, 2016
4. *Writing for the Media* by Usha Raman, Oxford University Press, 2009
5. *First You Write a Sentence* by Joe Moran, Penguin, 2018

SEMESTER III

Major Course: ENGMJ-5: British Literature: 19th Century

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1: Jane Austen: *Pride and Prejudice*
Unit 2: Charles Dickens: *Hard Times*
Unit 3: Oscar Wilde *The Importance of Being Earnest*
Unit 4: i) Alfred Tennyson 'Tithonus', 'Ulysses'
ii) Robert Browning 'My Last Duchess', 'The Last Ride Together'
iii) Matthew Arnold: 'Dover Beach', 'Growing Old'

Instructions:

i) Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer two (02) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.
ii) Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answer three (03) short-type (out of eight) questions in about seventy (70) words each carrying four (04) marks each.
iii) Three very short type questions shall be set from each of the four units. Students shall answer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *Pride and Prejudice* edited by James Kinsley, Oxford University Press, 2004
2. *The Importance of Being Earnest* edited by Lucie Sutherland, Methuen, 2022
3. *The Cambridge Companion to Oscar Wilde*, edited by Peter Raby, Cambridge University Press, 1997
4. *A Companion to Victorian Poetry* edited by Richard Cronin, et al, Wiley-Blackwell, 2007
5. *Robert Browning: 21st-Century Oxford Authors* edited by Richard Cronin and Dorothy McMillan, Oxford University Press, 2015.
6. *Selected Poems: Tennyson* edited by Christopher Ricks, Penguin, 2007.
7. *Tennyson* (Longman Critical Readers) edited by Dr Rebecca Scott, Routledge, 1996.
8. *The Poems of Matthew Arnold* edited by Kenneth Allott, Penguin, 1985.
9. *The Cambridge History of Victorian Literature* edited by Kate Flint, Cambridge University Press, 2016.
10. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury, PHI, 2010
11. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and Rita Goswami, Orient BlackSwan, 2014
12. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018
13. *Victorian Literature and Culture* by Maureen Moran,Continuum International Publishing Group Ltd.,2006.

14. *Victorian Poetry: Poetry, Poets and Politics* by Isobel Armstrong, Routledge, 1993.

Major Course: ENGMJ-6: British Literature: The Early 20th Century

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1: George Bernard Shaw: *Pygmalion*
Unit 2: E. M. Forster *A Passage to India*
Unit 3: Virginia Woolf: *Mrs Dalloway*
Unit 4:

i) W.B. Yeats: 'The Wild Swans At Coole', 'The Second Coming'
ii) T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'Journey of the Magi'
iii) W.H Auden: 'Funeral Blues', 'Refugee Blues'

Instructions:

i) Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shallanswer two (02) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.
ii) Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answerthree (03) short-type (out of eight) questions in about seventy (70) words each carrying four (04) marks each.
iii) Three very short type questions shall be set from each of the four units. Students shall answer eight (08) veryshort type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *A Passage to India* edited by Oliver Stallybrass, Penguin, 2005.
2. *A Reading of E.M. Forster* by Glen Cavaliero, Macmillan, 1979.
3. *Pygmalion* edited by A.C. Ward, Orient Blackswan, 2001
4. *Art and Mind of Shaw: Essays in Criticism* by A.M. Gibbs, Palgrave Macmillan, 1983.
5. *Mrs Dalloway* edited by Brinda Bose, Worldview Publications, 2001.
6. *A Companion to Virginia Woolf* edited by Jessica Berman, Wiley-Blackwell, 2016.
7. *W. B. Yeats The Major Works* edited by Edward Larrissy, Oxford University Press, 2010.
8. *Critical Companion to William Butler Yeats: A Literary Reference to His Life and Work* by David A.Ross, Facts on File Inc. 2009.
9. *The Waste Land and Other Poems* edited by Frank Kermode, Penguin, 2003.
10. *Students' Guide to The Selected Poems Of T S Eliot* by B C Southam, Faber and Faber, 1990.
11. *Collected Poems by WH Auden*, Faber and Faber,2007
12. *W.H. Auden in Context* Edited by Tony Sharpe, Cambridge University Press, 2013
13. *Modernism* by Peter Childs (The New Critical Idiom), Routledge, 2000.
14. *The English Novel: An Introduction* by Terry Eagleton, Wiley-Blackwell, 2004.

15. *English Social and Cultural History: An Introductory Guide and Glossary*, by BibhashChoudhury, PHI, 2010
16. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and RitaGoswami, Orient Black Swan, 2014
17. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018

MULTIDISCIPLINARY COURSE
MDC-3: Soft Skills
[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1:

Conceptual Overview

Difference between Hard Skills and Soft Skills; Emotional Intelligence; IQ and EQ; Adaptability;Time Management; Goal Setting; Disruptive Technologies and Soft Skills; Negotiation Skills

Unit-2:

Soft Skills in Career Prospects

Exploring the Role of Soft Skills in Career Success;Implications and Benefits of Incorporating SoftSkills; Coordinating Conceptual and Practical Aspects of Soft Skill Development; Human Values and Work Ethics as Integral Soft Skills

Unit-3:

Applying Soft Skills

SWOT for personal development; Leadership; Managing Social Media Image; Team Building;Dealing with Conflicts

Unit-4:

Understanding Soft Skills through Literature

Whitewashing the Fence (From Tom Sawyer) -Mark Twain

(Negotiation)The Mountain and the Squirrel- Ralph Waldo

Emerson (Teamwork)

Out of Business-R. K. Narayan (Adaptability)

Instructions:

Unit1: Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks each(10x1=10).

Unit2: Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks each(10x1=10).

Unit3: Students shall analyse and record their response to given situations (2 out of 5), carrying 5 markseach (5x2=10).

Unit4: Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks each(10x1=10).

Recommended Reading:

1. *English and Soft Skills* by S.P. Dhanavel. Orient BlackSwan 2013

2. *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success* by Gopalaswamy Ramesh,Pearson, 2013

3. *Personality Development and Soft Skills* by BarunMitra, 2nd ed, Oxford University Press, 2016

4. *Communication Skills* by Sanjay Kumar and PushpLata, Oxford University Press, 2015

5. *Leadership + Teamwork = Success* by Aarti Gaurav, Buzzingstock Publishing House, 2014

6. *Early Poems of Ralph Waldo Emerson.* New York, Boston, Thomas Y. Crowell & Company: 1899.

7. *Malgudi Days* by R.K. Narayan, Penguin Classics, 2006.

8. *Adventures of Tom Sawyer* by Mark Twain, OUP, 2007

Minor Course: ENGMN-3: Introducing British Drama

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit1: William Shakespeare: *The Merchant of Venice*

Unit 2: William Congreve: *The Way of the World*

Unit 3: Oliver Goldsmith: *She Stoops to Conquer*

Unit 4: George Bernard Shaw: *Arms and the Man*

Instructions: Two short essay-type questions (with internal choice) shall be set from each of thefour units. Students shall answer four (04) short essay-type questions out of eight in about threehundred fifty (350) words each carrying ten (10) marks each.

Recommended reading list:

1. *Oxford School Shakespeare: The Merchant of Venice*, O.U.P. 2003

2. *The Way of the World* edited by Kajal Sengupta, Oxford University Press, 1997

3. *She Stoops to Conquer* (Dover Thrift Editions), Dover Publications, 1991

4. *Arms and the Man* edited by A.C. Ward, Orient Blackswan, 2011

ABILITY ENHANCEMENT COURSE
AEC-1: ENGLISH LANGUAGE 1 GENERAL WRITING SKILLS
[3 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Unit 1: Essay Writing
Unit 2: Notice Writing
Unit 3: Formal and Informal Letter Writing
Unit 4: Story Writing (Developing from an initial situation)

Internal Assessment: (Writing Assignment/Pair Work/Group Work etc.- 6 +Attendance 4) – 10 Marks

Instructions:

Students have to write one essay within 350 words carrying 10 marks from a choice of five essays fromUnit 1. Two short essay-type questions (with internal choice) shall be set from each of the remaining three units, carrying 10 marks each. Students shall answer four (04) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.

Recommended Reading:

1. *Improve your Written English* by Marion Field, How-To-Books, UK, 2009.

2. *Writing as Thinking: A Guided Process Approach* by Marcella Frank.Prentice Hall, 1990.

3. *Study Writing: A Course in Written English for Academic Purposes.* Liz Hamp-Lyons & Ben Heasley,Cambridge University Press, 2006.

4. *A Comprehensive Grammar of the English Language*. by Geoffrey Leech, Randolph Quirk, and SidneyGreenbaum. Longman, 1985.

5. *Write to Be Read: Reading, Reflection and Writing*. Teacher's Manual by Willian R. SmalzarCambridge University Press . 2013.

6. *Developing Language Skills*-1 Ed. S.C. Sood et al. Spantech, Delhi 1991

7. *English at the Workplace* Parts 1 and 2, Edited by PromodiniVarma et al., Oxford

University Press,2006.

8. *Writing Essays: From Paragraph to Essay Student Book*, by Dorothy Zemach and Lisa Rumisek,Macmillan, 2011

9. *A Handbook for Letter Writing* by S.C. Gupta, Arihant Publications, 2016

10. *The Creative Writing Coursebook* Edited by, Julia Bell and Paul Neggars, Macmillan, 2001

SKILL ENHANCEMENT COURSE
SEC-1: ENGLISH LANGUAGE TEACHING
[3 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Unit-I: Knowing the Learner:

i. Educational, social, cultural and linguistic background
ii. Age, interests, level of autonomy, personality and individual differences
iii. LSRW and ways of teaching it
iv. Strategies to know the learners and to motivate the learners

Unit-II: Structures ofEnglish Language:

i. Sentences
ii. Clauses
iii. Words
iv. Morphemes

Unit-III: Methods of Teaching English Language and Literature

A. Methods of teaching English Language
i. Grammar Translation
ii. Direct Method
iii. Communicative Language Teaching
iv. Structural Approach

B. Methods of Teaching English Literature
i. Language-Based Approach
ii. Paraphrastic Approach
iii. Personal-Response Approach
iv. Stylistic Approach.

Unit-IV: Assessing Language Skills:

i. Principles of Evaluation
ii. Types of Test

iii. Testing the Skills of Listening and Speaking
iv. Testing the Skills of Reading and Writing

Instructions:

Unit I: Students shall answer 2 short-type questions out of 4 carrying 5 marks each (5x2=10) to beset from each one of the four subunits.
Unit II: Students shall answer 2 short-type questions out of 4 carrying 5 marks each (5x2=10) tobe set from each one of the four subunits.
Unit III: Students shall answer 2 short-type questions taking one from each group, out of 6(3 to beset from each group), carrying 5 marks each, (5x2=10).
Unit IV: Students shall answer 2 short-type questions out of 5 carrying 4 marks each (5x2=10) tobe set from each one of the four subunits.

Recommended Readings:

1. *A Course in Language Teaching: Practice and Theory* by Penny Ur, CUP, 1996.
2. *Teaching English as aSecond or Foreign Language* by Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, Cengage Learning, 4th edn, 2014.
3. *Teach English: A Training Course For Teachers* by Adrian Doff, (Teacher's Workbook), CUP, 1988.
4. *Business English,* Pearson, 2008.
5. *Spoken English: A Manual of Speech and Phonetics* by R.K. Bansal and J.B. Harrison, Orient BlackSwan, 4th edn, 2013.
6. *Teaching of English* by Mohammad Aslam, CUP, 2nd edn, 2009.
7. *What Every Teacher Should Know About English-LanguageLearners* by Hadaway, N., Vardell, S., Young, T., Pearson Education, Inc. Boston, MA 2009.
8. *Getting Started with English-Language Learners: How Educators Can Meet the Challenge* by Haynes, J, ASCD, Alexandria, VA 2007.
9. Hill, J., Flynn, K. *Classroom Instruction that Works with English-Language Learners,* ASCD, Alexandria, VA 2006.

SEMESTER IV

Major Course: ENGMJ-7: Indian Classical Literature

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit-1: Kalidasa: *Abhijnana Shakuntalam*

Unit-2: Vyasa 'The Dicing' and 'The Sequel to Dicing from *The Book of the Assembly Hall*, 'The Temptation of Karna' from *The Book of Effort*

Unit-3: Sudraka *Mricchakatika*

Unit-4: *Chandimangal* by Kabikankan Mukundaram Chakrabarti (Penguin edition)

Instructions:

i) Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shallanswer two (02) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.
ii) Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answerthree (03) short-type (out of eight) questions in about seventy (70) words each carrying four (04) marks each.
iii) Three very short type questions shall be set from each of the four units. Students shall answer eight (08) veryshort type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading List:

1. *Abhijnana Shakuntalam* edited by M.R. Kale, Motilal Banarasidass, 2010

2. *The Plays of Kalidasa: Theatre of Memory* by Barbara Stoller Miler, Motilal Banarsidass, 1999

3. *The Mahabharata* edited by Kanav Gupta and Meha Pande, Worldview Publications, 2016

4. *Epic Threads*: John Brockington on the Sanskrit Epics edited by Mary Brockington and Greg Bailey, Oxford University Press, 2000

5. *The Mrichchhakatika of Sudraka*: With Introduction, Critical Essays and a Photo Essayedited by M.R. Kale, Worldview Publications, 2016

6. *The Book of Banci* translated by R. Parthasarathy edited by B. Mangalam, Worldview Publications, 2016

7. *Indian Kavya Literature* by A.K.Warder, Vol. III, Motilal Banarsidass, 1972

8. *The Sanskrit Drama in its Origin, Development, Theory, and Practice* by A.B.Keith, Motilal Banarsidass, 1998

9. *A Companion to Sanskrit Literature* by S.C. Banerjee, Motilal Banarsidass, 2016

10. *A Rasa Reader: Classical Indian Aesthetics*, edited and translated by Sheldon Pollock,Orient Blackwan, 2017

11. *The Loom of Time*, Edited by Chandra Rajan, Penguin, 2005

12. *Three Essays on the Mahabharata: Exercises in Literary Hermeneutics*, By Sibaji Bandyopadhyay, Orient BlackSwan, 2015

13. *Mrichchhakatika: The Toy Cart*, Translated by R. P. Oliver, Edited by R.P.Shastri, Global Vision Publishing House, 2017

14. *Chandimangal*, Translated and Edited by Edward M.Yazijian, Peguin, 2015

Major Course: ENGMJ-8: Postcolonial Literature

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1: Wole Soyinka: *Death and the King's Horseman*

Unit 2:

i) Gabriel García Márquez: 'The Old Man with Enormous Wings'
ii) Ama Ata Aidoo 'The Girl who can'
iii) Grace Ogot 'The Green Leaves'

Unit 3: Chinua Achebe: *Things Fall Apart*

Unit 4:

i) Judith Wright: 'Australia 1970', 'Nigger's Leap, New England'
ii) Derek Walcott 'A Far Cry from Africa''Names'
iii) Kaiser Haq 'Published in the Streets of Dhaka', 'Bangladesh 71'

Instructions:

i) Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer two (02) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.
ii) Two short-type questions (with internal choice) shall be set from each of the four units. Students shall answer three (03) short-type (out of eight) questions in about seventy (70) words each carryingfour (04) marks each.
iii) Three very short type questions shall be set from each of the four units. Students shall answer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended Reading list:

1. *Girl Who Can and Other Stories* by Ama Ata Aidoo Sub-Saharan Publishers, 1997
2. *Gabriel García Márquez: Collected Stories*, Penguin, 2014
3. *The Art of Ama Ata Aidoo: Polylectics and Reading Against Neocolonialism* by VincentOdamtten, University Press of Florida, 1994.
4. *Death and the King's Horseman* edited by Jane Plastow, Bloomsbury, 2017
5. *Things Fall Apart* by Chinua Achebe, Penguin, 2001.
6. *Chinua Achebe* by C.L.Innes, Cambridge University Press, 1990
7. *Gabriel García Márquez: a Critical Companion* by Rubén Pelayo, Greenwood Press, 2001
9. *Postcolonial Ecocriticism: Literature, Animals, Environment*. By Graham Huggan and HelenTiffin, Routledge, 2006.
10. *Magic Realism* by Maggie Ann Bowers, Routledge, 2004
11. *Post–Colonial Literatures in English: History, Language, Theory* by Dennis Walder, Blackwell Publishers, 1998
12. *Scars of Conquest/Masks of Resistance: The Invention of Cultural Identities in African, African-American and Caribbean Drama* by Tejumola Olaniyan, Oxford UniversityPress,1995
13. *Published in the Streets of Dhaka: Collected Poems 1966-2006* by Kaiser Haq, Dhaka: writers.ink, 2007
14. *The Oxford companion to Australian Literature* by William Henry Wilde et al., Oxford University press, 1985

Major Course: ENGMJ-9: American Literature

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1: Tennessee Williams: *The Glass Menagerie*

Unit 2: Harper Lee: *To Kill a Mockingbird*

Unit 3:

i) Edgar Allan Poe: 'The Purloined Letter'
ii) F. Scott Fitzgerald: 'The Crack-up'
iii) Ernest Hemmingway: 'The Short Happy Life of Francis Macomber'

Unit 4:

i) Walt Whitman: 'O Captain, My Captain' 'Passage to India' (lines 1–68)
ii) Langston Hughes: 'Song For a Dark Girl', 'Let America Be America Again'
iii) Sherman Alexie 'Crow Testament', 'Evolution'

Instructions:

i) Two short essay-type questions (with internal choice) shall be set from each of the four units. Studentsshall answer two (02) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.
ii) Two short-type questions (with internal choice) shall be set from each of the four units. Students shallanswer three (03) short-type (out of eight) questions in about seventy (70) words each carrying four

(04) marks each.

iii) Three very short type questions shall be set from each of the four units. Students shall answer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01)mark each.

Recommended Reading List:

1. *This Unsettling Place Readings in American Literature* edited by Akhil Katyal and Anannya Dasgupta, Worldview Publications, 2016
2. *To Kill a Mockingbird* by Harper Lee, Arrow Books, 2010
3. *New Interpretations of Harper Lee's To Kill a Mockingbird and Go Set a Watchman by Amy Mohr and Mark Olival-Bartley, Cambridge Scholars, 2019*
4. *The Glass Menagerie* edited by Stephen Bottom, Methuen, 2008
5. *The Cambridge Companion to Tennessee Williams* edited by Matthew C. Roudane, Cambridge University Press, 1997
6. *The Collected Poems of Langston Hughes* ed by Arnold Rampersad, Vintage, 1995
7. *The Cambridge Companion to the Harlem Renaissance* ed by George Hutchinson, CambridgeUniversity Press, 2007
8. *Langston Hughes: The Man, His Art, and His Continuing Influence* ed by C.James Trotman,Routledge, 2015
9. *The Complete Short Stories of Ernest Hemingway*, Pharos Books, 2022
10. *Modern American Drama, 1945–2000* by C.W. Bigsby, Cambridge University Press, 2000
11. *A Short History of American Literature* by Krishna Sen and Ashok Sengupta, Orient Blackswan,2018
12. *The Harvard Guide to Contemporary American Writing*, Ed. by Daniel Hoffman, Belknap Press, 1982
13. *Critical Companion to Ernest Hemingway* by Charles M Oliver, Fact on Files Inc., 2007.
14. *The Cambridge Companion to Ernest Hemingway*, Ed. By Scott Donaldson, Cambridge UP, 1996.
15. *The Cambridge Companion to Edgar Allan Poe*, Ed. By Kevin J. Hayes, Cambridge UP, 2002
16. *The Facts on File Companion to the American Short Story*, Abby H. P. Werlock, Facts On File Inc., 2000
17. *Critical Companion to Walt Whitman: A Literary Reference to His Life and Work* by Charles M. Oliver, Facts on File Inc., 2006
18. *The Cambridge Companion to F.Scott Fitzgerald* edited by Brian Mngum, Cambridge University Press, 2001

Minor Course: ENGMN-4: Introducing British Fiction and Non-Fiction

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit 1: Francis Bacon 'Of Friendship', 'Of Love'

Or,

Charles Lamb: 'Two Races of Men', 'New Year's Eve'

Unit 2: Thomas De Quincey: 'Literature', 'On the Knocking at the Gate in Macbeth'

Or,

George Orwell: 'A Hanging', 'Shooting an Elephant'

Unit 3: Joseph Conrad: 'The Lagoon', 'An Anarchist'

Or,

James Joyce: 'The Sisters', 'Araby'

Unit 4: William Somerset Maugham: 'The Kite', 'The Lotus Eaters'

Or,

Katherine Mansfield: 'The Fly', 'The Garden Party'

Instructions: Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer four (04) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.

Recommended reading list:

1. *The Collected Short Stories of Katherine Mansfield*, Wordsworth Classics, 2006
2. *Selected Short Stories of Joseph Conrad* edited by Keith Carabine, Wordsworth Classics, 1996
3. *Collected Short Stories Volume 4* by Somerset Maugham, Vintage, 2002
4. *Dubliners* ed by Jeri Johnson, Oxford University Press, 2000
5. *The Collected Works of Thomas De Quincey*, PergamonMedia, 2015
6. *The Essays* by Francis Bacon, Penguin, 1985
7. *The Essays of Elia* by Charles Lamb, Macmillan, 1930
8. *Shooting an Elephant and Other Essays* by George Orwell, Penguin, 2009

ABILITY ENHANCEMENT COURSE
AEC-2: ENGLISH LANGUAGE 2
PROFESSIONAL WRITING SKILLS
[3 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Unit 1: Writing Summary
Unit 2: Journalistic Report Writing
Unit 3: Writing Advertisement Copy
Unit 4: CV Writing

Internal Assessment: (Writing Assignment/Pair Work/Group Work etc.- 6 +Attendance 4) – 10 Marks

Instructions:

Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer four (04) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.

Recommended Reading:

1. *Eldorado: A Textbook on Communication Skills* by Pushkala R., Orient Blackswan Private Limited, 2013.
2. *Improve Your Communication Skills* by Alan Barker, Kogan Page Publishers, 2013.
3. *Breakthorugh Summary Writing: a new approach to mastering summary* writing by Charles Maekivi, Learners Publishing, 2005
4. *Interchange* (4th Edition) by Jack C. Richards, Cambridge University Press, 2012.
5. *New Headway* (4th Revised edition) by John Liz Soars, Oxford University Press; edition (2014)
6. *Improve your Written English* by Marion Field, How-To-Books, UK, 2009.
7. *Technical Report Writing Today*. Daniel G. Riordon, Cengage Learning, 2013 .
8. *A Comprehensive Grammar of the English Language*. by Geoffrey Leech, Randolph Quirk, and Sidney Greenbaum. Longman, 1985
9. *The Perfect CV,* Max Eggert, Random House Business, 1992