

  
**ANNAMALAI UNIVERSITY**

**103 B.A. ENGLISH**

Programme Structure and Scheme of Examinations (under CBCS)  
(Applicable to the candidates admitted in Affiliated Colleges from the academic year  
2022 -2023 onwards)

Course Code	Part	Study Components & Course Title	Hours/Week	Credit	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER- I</b>							
22UTAML11	I	Language Course - I: Tamil/Other Languages	5	3	25	75	100
22UENGL12	II	English Course - I: Communicative English I	5	3	25	75	100
22UENGC13	III	Core Course - I: Literary Genres and Forms	5	4	25	75	100
22UENGC14		Core Course - II: Symphony of Verse	5	4	25	75	100
22UENGA15		Allied Course -I: Social History of England I	5	3	25	75	100
22UENGS16	IV	Skill Based Course - I: English for Secretarial Practice	3	2	25	75	100
22UENV17	IV	Environmental Studies	2	2	25	75	100
<b>Total</b>			<b>30</b>	<b>21</b>			<b>700</b>
<b>SEMESTER - II</b>							
22UTAML21	I	Language Course - II: Tamil/Other Languages	5	3	25	75	100
22UENGL22	II	English Course - II: Communicative English II	5	3	25	75	100
22UENGC23	III	Core Course - III: Harmony of Prose	5	4	25	75	100
22UENGC24		Core Course -IV: Advanced English Grammar	5	4	25	75	100
22UENGA25		Allied Course - II: Social History of England II	4	3	25	75	100
22UENGS26	IV	Skill Based Course - II: Effective Business Writing	2	2	25	75	100
22UVALE27	IV	Value Education	2	1	25	75	100
22USOFS28	IV	Soft Skills	2	1	25	75	100
<b>Total</b>			<b>30</b>	<b>21</b>			<b>800</b>

**PROGRAMME OUTCOMES**

PO1:	A comprehensive understanding of the discipline of literary studies and an awareness of the divergent and plural voices that come into the making of the corpus of literary studies.
PO2:	Analyse a broad range of literatures written in English (including representative authors and major literary periods), recognizing their temporal, social, political, and artistic contexts
PO3:	Utilize literary terminology, critical methods and various lenses of interpretation in their writing.
PO4:	Be able to think creatively and critically so as to write effectively within all these areas of English studies and also to recognise the nature and scope of translation.
PO5:	Apply the rules of English Grammar and Communicative skills for better employability and be inspired for life long learning along with capitalizing on the knowledge gained to address political, socio-economic and gender issues.

<b>SEMESTER - I</b> <b>CORE - I</b> <b>PART - III</b>	<b>22UENGC13: LITERARY GENRES AND FORMS</b>	<b>CREDITS: 4</b> <b>HOURS: 5</b>
---	---	--------------------------------------

### **COURSE OBJECTIVES**

1. Introduce the variety of genres and make students familiar with them
2. Help students to get a comprehensive understanding of different forms of literature
3. Develop expertise in understanding specific genres and their characteristics
4. Help the students apply their knowledge of literary forms in speaking, reading, and writing
5. Help students appreciate the scope and richness of literature and its varied forms

#### **Unit 1: Poetry**

1. Lyric
2. Ode
3. Sonnet
4. Elegy

#### **Unit 2: Poetry**

1. Allegory
2. Satire
3. Ballad
4. Epic

#### **Unit 3: Drama**

1. Tragedy
2. Comedy
3. Tragi-Comedy
4. Farce and Melodrama
5. One Act Play

#### **Unit 4: Prose**

1. Essay
2. Biography
3. Autobiography

#### **Unit 5: Fiction**

1. Historical novel
2. Picaresque novel
3. Stream of Consciousness Novel
4. Short Story

### **COURSE OUTCOMES**

At the end of the course, the student will be able to

1. Exhibit literary competence to answer MCQs for different competitive Examinations.
2. Know about different literary forms
3. Appreciate literature through a study of these genres
4. Get an overall idea of the development and growth of the literary genres

5. Acquire skills in literary writing in the different types of genres of English literature

#### Text Books

1. Prasad, B. A Background to the Study of English Literature. Chennai: Macmillan, 2005.

#### Supplementary Readings

1. Abrams, M.H. *A Glossary of Literary Terms*, 7<sup>th</sup> edition. New Delhi: Cengage Learning India, 2015.
2. Cuddon. J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, 5th edition. New York: Penguin, 2015
3. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Kalyani
4. Rees, R.J. *English Literature- An Introduction for Foreign Readers*. London: Macmillan Press, 2016.
5. Mikics, David. *A New Hand Book of Literary Terms*. New Haven: Yale UP, 2007

#### OUTCOME MAPPING

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>

<b>SEMESTER - I</b> <b>CORE - I</b> <b>PART - III</b>	<b>22UENGC14: SYMPHONY OF VERSE – I</b>	<b>CREDITS: 4</b> <b>HOURS: 5</b>
---	---	--------------------------------------

**COURSE OBJECTIVES**

By introducing the course, it is intended to:

1. Familiarize the historical phases of English poetry
2. Provide glimpses of writers and texts pivotal to an understanding of Literature
3. Highlight the development of poetry across time
4. Enable them to recognize poetry from a variety of cultures, languages, and historic periods
5. Make them understand and appreciate poetry as a literary form

**Unit 1: Beginnings**

- |                |   |
|----------------|---|
| 1. Deor's      | Lament ; Old English poem from "Exeter Book |
| 2. Spenser     | Sonnet 75                                   |
| 3. John Donne  | The Relic                                   |
| 4. John Milton | On His Blindness                            |

**Unit 2: Romantic Poetry**

- |                       |                               |
|-----------------------|-------------------------------|
| 1. William Wordsworth | Lines Written in Early Spring |
| 2. S.T. Coleridge     | Kubla Khan                    |
| 3. John Keats         | Meg Merrilies                 |
| 4. William Blake      | The Poison Tree               |

**Unit 3: Victorian and Modern Poetry**

- |                           |                             |
|---------------------------|-----------------------------|
| 1. Tennyson               | Break, Break, Break         |
| 2. Browning               | My Last Duchess             |
| 3. Dante Gabriel Rossetti | The Blessed Damozel         |
| 4. W.H. Auden.            | As I Walked Out One Evening |

**Unit 4: American Poetry**

- |                     |                       |
|---------------------|-----------------------|
| 1. John Berryman    | Dream Song 14         |
| 2. James Dickey     | The Heaven of Animals |
| 3. Jorie Graham     | The Geese             |
| 4. Theodore Roethke | My Papa's Waltz       |

**Unit 5: Indian Poetry**

- |                   |              |
|-------------------|--------------|
| 1. Toru Dutt      | The Lotus    |
| 2. Sarojini Naidu | Transience   |
| 3. Arun Kolatkar  | An Old Woman |

**COURSE OUTCOMES**

By the end of this course the students will,

1. Obtain a comprehensive knowledge of poetry over the ages to face MCQs of NET/SET examinations and other competitive examinations
2. Develop critical evaluation skills
3. Develop a deeper appreciation of cultural diversity by getting introduced to poetry from a variety of cultures
4. Develop their own creativity and enhance their writing skills

5. Identify the nuances of poetry that can be used when writing poems

**Text Books**

1. Green, David., ed. *The Winged Word*. Chennai: Macmillan,1971.
2. Nair, Ramachandran K.R *Gathered Grace: An Anthology of Indian Verse*. New Delhi: Sterling, 1991.
3. Thomas, C.T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.
4. <http://www.thehypertexts.com/Deor's%20Lament%20Translation.htm>
5. <https://www.poetryfoundation.org/poems/45952/a-poison-tree>
6. <https://poets.org/poem/i-walked-out-one-evening>
7. [https://www.best-poems.net/sarojini\\_naidu/transcience.html](https://www.best-poems.net/sarojini_naidu/transcience.html)
8. <https://www.poetrynook.com/poem/old-woman>

**Supplementary Readings**

1. Baym, Nina., ed. *The Norton Anthology of English Literature*. (Vol. A) New York www.norton,2012
2. *The Norton Anthology of American Literature*. (Vol. E) New York www.norton,2012

**OUTCOME MAPPING**

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	3	3	3	2	3
CO3	3	3	3	2	3
CO4	3	2	3	3	2
CO5	2	2	3	3	3

<b>SEMESTER - I</b> <b>SKILL BASED COURSE - I</b> <b>PART - IV</b>	<b>22UENG16: ENGLISH FOR</b> <b>SECRETARIAL PRACTICE</b>	<b>CREDITS: 2</b> <b>HOURS: 3</b>
--	---	--------------------------------------

### **COURSE OBJECTIVES**

1. Make the students grasp the strategies involved in developing effective communication.
2. Augment students' language proficiency to meet the demands of the job market.
3. Help students develop management skills and enhance their personality.
4. Empower students' skills and personality.
5. Students get a chance to uplift their skills and gain knowledge in handling correspondence independently.

#### **Unit 1**

1. Speaking and expressing ideas and feelings effectively.
2. Listening carefully and providing feedback.
3. Planning and co-ordinating tasks.
4. Negotiating with and persuading others.

#### **Unit 2**

1. Business Writing Today.
2. Choosing the Right Word
3. Special Writing and Research projects

#### **Unit 3**

1. Working well under pressure and accepting responsibility
2. Ability to prioritise tasks on your own
3. Self-evaluation and decision making

#### **Unit 4**

1. Personality development
2. Creating and using blogs
3. E-learning

#### **Unit 5**

1. Technical Reports
2. Forms, Memos , E-mail
3. Business Letters
4. The Job Search Resumes and Letters

### **COURSE OUTCOMES**

This course will enable students to

1. Read and interpret documents, plan and organise work processes, identify materials.
2. Perform tasks with due consideration.
3. Apply professional skill, knowledge and employability while performing jobs.
4. Understand the nature and scope for communication in different jobs.
5. Provide students a wide-range of writing knowledge in business communication

**Text Books**

1. Kumar, Sanjay. Communication Skills, 2<sup>nd</sup> edition, Oxford University Press,2015.
2. Mitra K.Barun. Personality Development.2<sup>nd</sup> edition,Oxford University Press,2016.
3. Jones K.Lawrence.Job Skills for the 21<sup>st</sup> Century; a Guide for Students. Greenwood Press, 1995.
4. Biech, Elaine. Skills for Career Success, Audio Book, narrated by Williams, Tiffany.

**OUTCOME MAPPING**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>



<b>SEMESTER- II</b> <b>CORE - III</b> <b>PART - III</b>	<b>22UENGC23: HARMONY OF PROSE I</b>	<b>CREDITS: 4</b> <b>HOURS: 5</b>
---	--------------------------------------	--------------------------------------

### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

1. Introduce the learners to the various themes and techniques explored by popular prose writers
2. Conceive ideas about political and social situations of different periods
3. Help the students acquire the social and ethical values through the study of prose
4. Introduce the historical, cultural, and social contexts in English prose
5. Enable the students to acquire an adequate exposure to important prose writers of the English language

#### **Unit 1: 17<sup>th</sup> and 18<sup>th</sup> centuries**

- |                       |                         |
|-----------------------|-------------------------|
| 1. Francis Bacon      | Of Studies              |
| 2. Joseph Addison     | Sir Roger At the Church |
| 3. Sir Richard Steele | The Coverley Household  |

#### **Unit 2: Neo classical Age**

- |                              |                  |
|------------------------------|------------------|
| 1. Oliver Goldsmith          | The Man in Black |
| 2. Thomas Babington Macaulay | Oliver Goldsmith |

#### **Unit 3: Romantic Age**

- |                  |                           |
|------------------|---------------------------|
| 1. Charles Lamb' | Dream Children, A Reverie |
| 2. E.V.Lucas     | Third Thoughts            |

#### **Unit 4: Modern Age -I**

- |                    |                  |
|--------------------|------------------|
| 1. G.K. Chesterton | A Piece of Chalk |
| 2. J.B. Priestley  | Lectures         |

#### **Unit 5: Modern Age-II**

- |                 |                    |
|-----------------|--------------------|
| 1. Robert Lynd  | Forgetting         |
| 2. A.G.Gardiner | A Fellow Traveller |

### **COURSE OUTCOMES**

At the end of the course, the student will be able to:

1. Obtain a literary acumen that would help to face MCQs of NET/SET examinations and other competitive examinations
2. Understand the structure and techniques used in prose by different writers
3. Comprehend the social and cultural contexts of literature through prose writings
4. Appreciate the literary and philosophical thoughts of prose writers
5. Acquire a comprehensive knowledge of the various styles practised by the prose writers

### **Text Books**

1. Nayar, M. G. Ed. A Galaxy of English Essayists: From Bacon to Beerbohm. Chennai: Macmillan, 2012.

**Supplementary Readings**

1. Bacon, Francis. *The Essays*. New York: Peacock, 2016.
2. Goldsmith, Oliver. *Oliver Goldsmith: A Selection from His Works with an Introduction by E. E. Hale*. New York: Forgotten Books, 2018.
3. Lamb, Charles. *Selected Prose*. New York: Penguin, 2014.
4. Chesterton, G. K. *The Selected Works of G. K. Chesterton*. New York: Wordsworth, 2008.

**OUTCOME MAPPING**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>

<b>SEMESTER - II</b> <b>CORE - IV</b> <b>PART - III</b>	<b>22UENGC24 - ADVANCED ENGLISH GRAMMAR</b>	<b>CREDITS: 4</b> <b>HOURS: 5</b>
---	---	--------------------------------------

**COURSE OBJECTIVES**

1. Enable students to understand the rudiments of English Grammar.
2. Learners acquire a proper idea of Grammar and Linguistic conventions.
3. Obtain a distinct knowledge of how to use Grammar impeccably.
4. Enable them to write clearly, accurately and coherently.
5. Enhance their confidence in using English for communication.

**Unit 1**

Parts of speech – Noun – Verb – Adjective – Adverb – Preposition – Pronoun – Conjunction – Interjection – Definition – Types - Examples.

**Unit 2**

Types Sentences-Declaratives-Interrogatives-Imperative-Exclamatory and Question Tags-Sentence pattern.

**Unit 3**

Phrases, Clauses and Idiomatic Expressions.

**Unit 4**

Direct and Indirect Speech

**Unit 5**

Common Errors and correct English usage.

**COURSE OUTCOMES**

At the end of the course, the students will be able to:

1. Gain an explicit knowledge of how the language works.
2. Develop mastery over sentence pattern.
3. Enrich their vocabulary.
4. Acquire a strong command of the spoken and written language.
5. Develop competency over the right usage of English.

**Text Books**

1. Hewings, Martin. Advanced English Grammar, New Delhi: Cambridge University Press, 1999.
2. F.T .Wood .A Remedial English Grammar for Foreign Students .Macmillan Publishers, 2005.
3. Greenbaum, Sidney, Oxford English Grammar. Indian Edition. Oxford University Press, 2005.

**OUTCOME MAPPING**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

<b>SEMESTER - II</b> <b>SKILL BASED COURSE- II</b> <b>PART - IV</b>	<b>22UENGS26: EFFECTIVE BUSINESS WRITING</b>	<b>CREDITS: 2</b> <b>HOURS: 2</b>
---	--	--------------------------------------

**COURSE OBJECTIVES**

1. To make students acquire basic business writing skills.
2. To cater to the needs of intended audience.
3. To produce more focused, polished and effective business documents.
4. To teach them how to maintain consistency in writing
5. To know how to communicate ideas for maximum positive impact

**Unit 1: Basics of Business English**

1. Business English as a Genre
2. Importance of Effective Communication in Business Contexts
3. Face-to-Face Communication with customers and Visitors
4. Preparing Agenda for Meetings
5. Making Business Presentations
6. Brainstorming and Consensus-making Communications

**Unit 2: Transactional Writing**

1. Standard Business Letters
2. Answering Letters
3. Drafting E-mail for Business Correspondence
4. Writing Short Reports
5. Technical Writing

**Unit 3: Business Discussions/ Meetings/ Team Skills**

1. Making notes of Business Conventions
2. Business Promotions and Language for Advertising
3. Soft skills for Team Building
4. Making Appointments
5. Cancelling or postponing Appointments

**Unit 4: Business Skills**

1. Note Making
2. Report Writing
3. Format of Standard Business Letter
4. Resume Writing

**Unit 5: Business Jobs & Careers**

1. Applying for Jobs, Preparing Resumes
2. Writing Cover Letters for Resumes
3. Preparing for Interviews
4. Promotion Interviews

**COURSE OUTCOMES**

At the end of the course students will learn

1. The ability to write the business contents efficiently and appropriately.
2. To identify the skills of business writing.
3. Techniques for editing and proof reading.
4. To write effectively for their purpose: to inform, respond or persuade
5. The impact will be on their professional written communication.

**Text Books**

1. Dutt, Kiranmai. PandGeethaRajeevan. *Basic Communication Skills*. New Delhi: Cambridge University Press India Pvt. Ltd., 2007. Print.
2. Pillai, Radhakrishna.G, Rajeevan.K, BhaskaranNair.P. *Written English For You*. Madra: Emerald Publishers, 1994. Print.
3. Ravindran. Padma, M.D.V.Kalyani Annie and Board of Editors. *Interface I*.New Delhi: Cambridge University Pres India Pvt. Ltd., 2007. Print.
4. Samson.T, Geetha Rajeevan and Consultant Editor. *Interface 2*. New Delhi: Cambridge University Press India Pvt. Ltd., 2008. Print.
5. Samson.T,Geetah Rajeevan, M.D.V.K .Ayani Annie and Board of Editors. *English for Life 2*. New Delhi: Cambridge University press India Pvt. Ltd., 2008. Print.
6. Sharma.R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2010. Print.

**Supplementary Readings**

1. Pillai, Radhakrishna.G, Rajeevan.K, BhaskaranNair.P. *Written English For You*. Madra: Emerald Publishers, 1994. Print.
2. Ravindran. Padma, M.D.V.Kalyani Annie and Board of Editors. *Interface I*.New Delhi: Cambridge University Pres India Pvt. Ltd., 2007. Print.

**OUTCOME MAPPING**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>