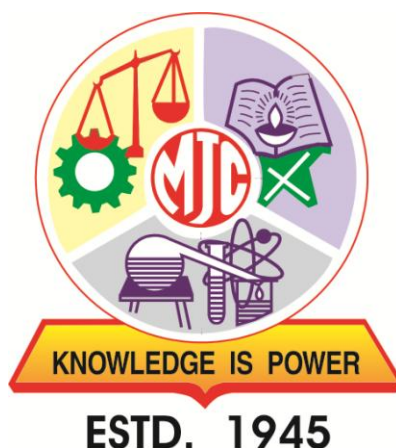


Khandesh College Education Society's

Moolji Jaitha College, Jalgaon

**An “Autonomous College” Affiliated to
KBC North Maharashtra University, Jalgaon**



SYLLABUS

S.Y.B.A. (Semester III & IV)

Compulsory English (CC),

Special English (DSC & SEC)

Under Choice Based Credit System (CBCS)

[w. e. f. Academic Year: 2020-21]

CBCS Autonomous Structure for S.Y.B.A. (English)

Semester	Core Course	Paper No	Name of Course	No. of Credits	No. of Hours per Week
III	English	CENG- 231	Compulsory English – V	3	3
	English	CENG- 232	Compulsory English – VI	3	3
	DSC-1C	SENG-231	Special English-I	3	3
		SENG-232	Special English-II	3	3
	SEC -1	SENG-230	Technical Writing-I	2	2
IV	English	CENG- 241	Compulsory English – VII	3	3
	English	CENG- 242	Compulsory English – VIII	3	3
	DSC-1D	SENG-241	Special English-III	3	3
		SENG-242	Special English-IV	3	3
	SEC -2	SENG-240	Technical Writing-II	2	2

Examination Pattern for the all Courses (60:15)

Nature	Marks
External Marks	60
Internal Marks	15
Total Marks	75

**SYBA
CORE COURSE
Semester-III
CENG-231: Compulsory English-V**

Course Objectives:

1. To enable students to acquire essential vocabulary
2. To enable students understand important processes of word formation
3. To sensitize students towards gender issues and human nature

Course Outcomes: At the end of the course, the students will have

1. acquired essential vocabulary.
2. understood important processes of word formation.
3. awareness of gender issues and human nature in general.

Credits: 3

Marks: 75

Internal Examination: 15

External Examination: 60

UNIT	TOPIC	METHOD	CONTACT HOURS
I	Vocabulary in Practice		12
	<ol style="list-style-type: none"> 1. The family 2. People you know 3. Clothes 4. Clothes and accessories (belt, bracelet, etc.) 5. Life (be born, get married, etc.) 6. Describing character 7. Describing appearance 8. How you feel (cheerful, miserable, etc.) 9. Having a bad day (be late, break down, etc.) 10. Accidents and injuries 11. Shops and shopping 12. Houses and homes 13. Housework 14. In the kitchen 15. Food 16. Health and fitness 17. Sport 18. Music 19. Shapes (oval, rectangular, etc.) 20. Measurements (height, length, etc.) 	Interactive Sessions and practice exercises	
II	Vocabulary in Practice		11
	<ol style="list-style-type: none"> 1. Jobs 2. In the office 	Interactive Sessions	

	3. Writing to people 4. Holidays 5. Hotels 6. Travelling by plane 7. In the countryside 8. The weather 9. Animals 10. Parts of a car 11. Everyday adjectives (dry, heavy, etc.) 12. Using your voice (shout, whisper, etc.) 13. Using your hands (clap, stroke, etc.) 14. Do and make 15. Irregular past tenses 16. Phrasal verbs with off and up 17. More phrasal verbs 18. Sorry and thank you 19. Giving directions 20. On the phone	and practice exercises	
III	Word Formation		11
	1. Conversion 2. Derivation 3. Compounding 4. Affixation-Prefixation, Infixation, Suffixation 5. Clipping 6. Blending	Interactive Sessions and practice exercises	
IV	Prose		11
	1. Shakespeare's Sister – Virginia Woolf 2. Of Youth and Age - Francis Bacon	Brainstorming, Discussion, Interactive Sessions	

Prescribed Book:

1. If Shakespeare Had a Sister (From *A Room of One's Own*)– Virginia Woolf
2. Pye, Glennis. *Vocabulary in Practice 3*. New Delhi: CUP. 2013. PDF.
<https://www.d.umn.edu/~tbacig/cst1010/chs/woolfe.html>
3. **Suggested Readings:**
4. Plag, Ingo. *Word Formation Processes in English*. CUP. 2003. PDF.
http://assets.cambridge.org/97805218/19596/frontmatter/9780521819596_frontmatter.pdf
5. Scott, Mary Auguasta. Ed. *The Essay of Francis Bacon*. New York: CSS. 1908. PDF.
<http://www.stmarys-ca.edu/sites/default/files/attachments/files/Essays.pdf>

**SYBA
CORE COURSE
Semester-III
CENG-232: Compulsory English-VI**

Course Objectives:

1. To enable students to use grammatically correct sentences
2. To sensitize students towards gender, democracy, examinations issues

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

1. use grammatically correct sentences in daily life situations.
2. understand issues concerning gender, democracy and examinations.

**Credits: 3
Marks: 75**

**Internal Examination: 15
External Examination: 60**

UNI T	TOPIC	METHOD	CONTACT HOURS
I	Grammar in Practice		12
	1 Is it a good job? (be/have got) 2 We had a big house (have/have got) 3 People are living longer (present continuous) 4 They speak Spanish (present simple) 5 She's never ill (adverbs of frequency) 6 I'm travelling round the world (present simple or present continuous?) 7 She studied business (past simple) 8 Who phoned you? (object and subject questions) 9 They were reading (past continuous) 10 It was raining. Did you go out? (past continuous or past simple?) 11 A city in the north (a/an or the?) 12 I'm taking my test tomorrow (will, going to or present continuous) 13 We have to go (have to) 14 I like apples (no article) 15 We must hurry (should/must) 16 A lot of information (quantity) 17 She's just won (present perfect) 18 Do you want to go out? (Verb + verb-ing; verb + to + verb) 19 If you write to us (conditional 1) 20 He couldn't sing (can/could)	Interactive Sessions and practice exercises	
II	Grammar in Practice		11
	21 I'll see you when you get back (when/as soon	Interactive	

	as/after) 22 What's she like? (be) like 23 It's a bigger room (comparatives) 24 If I was the manager, I'd ... (conditional 2) 25 The best restaurant (superlatives) 26 I like people who are friendly (defining relative clauses) 27 London isn't as big as Tokyo (as + adjective + as) 28 Pleased to meet you (adjective + to-infinitive) 29 He used to play tennis (used to) 30 I feel like dancing! (verb/adjective + preposition + -ing) 31 She speaks clearly (adverbs of manner) 32 It's hot, isn't it? (question tags) 33 There's no-one at home [<i>some(one)</i> / <i>any(thing)</i> / <i>no(where)</i>] 34 <i>It was too cold to go out</i> (too + adjective/adverb; not + adjective/adverb + enough) 35 They are made in Taiwan (present passive) 36 There are too many people (too much/too many/not ... enough) 37 I've been working here for 6 months (present perfect continuous) 38 I would like you to come (verb + object/person + to-infinitive) 39 I sent her a card (verb + object 2 + object 1; verb + object 1 + to/for + object 2) 40 It was sunny but very cold (and/but/because/so)	Sessions and practice exercises	
III	One Act Play		11
	Mother's Day – J. B. Priestley	Brainstorming, Discussion, Interactive Sessions	
IV	Prose		11
	Democracy – Dr. B. R. Ambedkar Examinations – R. K. Narayan	Brainstorming, Discussion, Interactive Sessions	

Prescribed Books:

- Gower, Roger. *Grammar in Practice 3*. New Delhi: CUP. 2004. Print.

Suggested Reading:

1. George, P. J. *Musings on Vital Issues*. New Delhi: Orient Blackswan. 2010. Print.
2. Rodrigues, Valerian. *The Essential Writings of B. R. Ambedkar*. New Delhi: OUP. 2002. Print.

SYBA
SEC-1
Semester-III
SENG-230: Technical Writing-I

Course Objectives:

1. To make students understand technical writing and its characteristics
2. To enable students to write different kinds of technical documents

Course Outcomes: At the end of the course, the students will be able

1. to understand technical writing and its characteristics.
2. to write different kinds of technical documents.

Credits: 2
Marks: 50

Internal Examination: 10
External Examination: 40

UNIT	TOPIC	METHOD	CONTACT HOURS
I	What is Technical Writing?		5
	<ol style="list-style-type: none"> 1. Definition 2. Rationale 3. Communication Continuum 4. Technical Writing vs. Essays 5. Five Components of Technical Writing 	Interactive Sessions and practice exercises	
II	Five Characteristics of Technical Writing		5
	<ol style="list-style-type: none"> 1. Clarity 2. Conciseness 3. Accessibility 4. Audience Recognition 5. Accuracy 	Interactive Sessions and practice exercises	
III	Applications of Technical Writing		10
	<ol style="list-style-type: none"> 1. Letters 2. E-Mails 3. Reports 4. The Job Search 5. Instructions 6. Web Pages 7. PowerPoint Presentations 8. Brochures 9. Newsletters 10. Fliers 11. Infographics 12. Posters 	Interactive Sessions and practice exercises	
IV	Proposals		10
	<ol style="list-style-type: none"> 1. Some preliminaries 2. Types of proposals 	Brainstorming, Discussion,	

	3. Typical scenarios for the proposal 4. Common sections in proposals 5. Special assignment requirements 6. Proposals and audience 7. Revision checklist for proposals	Interactive Sessions	
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Prescribed Books:

1. Annemarie Hamlin, Chris Rubio, Michele Desilva. *Technical Writing*. PDF. <http://www.uilis.unsyiah.ac.id/oer/files/original/9447ee408a0bbdd61d50d9b955d82575.pdf>
2. Gerard J. Alfred, Charles T. Brusaw, Walter E. Oliu. *Handbook of Technical Writing*. 9th Edition. PDF. <http://site.iugaza.edu.ps/mahir/files/2017/01/Handbook-of-Technical-Writing-9th-Edition.pdf>
3. Gerson, Steven M. *Writing That Works*. PDF. http://toefl.uobabylon.edu.iq/papers/itp_2015_41931767.pdf
4. **Suggested Readings:**
5. Bailey, Stephen. *Academic Writing*. London: Routledge. 2003. PDF. [https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf)
6. Shelton, James. *Handbook for Technical Writing*. NTC. 1994. PDF. <https://epdf.pub/handbook-for-technical-writing.html>
7. Stapleton, Paul et. al. Ed. *Manual on Technical Writing*. Future Harvest. PDF. <https://msu.edu/course/be/485/bewritingguideV2.0.pdf>
8. *Writing Skills Success*. 4th Edition. New York. LE LLC. 2009. PDF. <http://site.iugaza.edu.ps/mahir/files/2017/01/Handbook-of-Technical-Writing-9th-Edition.pdf>

SYBA
DSC-1C
Semester-III, Special English-I
SENG-231: The Study of English Drama
(16th & 17th century)

Course Objectives:

- To acquaint the students with the growth and development of 16th and 17th century English drama
- To introduce the students to the aspects and genres of drama

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

- study the growth and development of 16th and 17th century English drama.
- learn the various aspects and genres of drama.

Credits: 3
Marks: 75

Internal Examination: 15
External Examination: 60

UNIT	TOPIC	METHOD	CONTACT HOURS
I	Background to 16 th and 17 th Century English Drama. 1.1 University Wits 1.2 Elizabethan Drama 1.2.1 Shakespearean Tragedy 1.2.2 Shakespearean Comedy 1.2.3 The comedy of Humors 1.2.4 The Senecan tragedy 1.3 Jacobean Drama 1.4 Restoration Comedy of Manners	Interactive Sessions with exercises, lecture method Role play method, Audio-visual method	12
II	<i>King Lear</i> : Shakespeare	Lecture method Role play method, Audio-visual method	11
III	<i>Volpone</i> : Ben Jonson	Lecture method, Group Discussion method, Audio-Visual method	11
IV	<i>The Way of the World</i> : William Congreve	Seminar, Lecture method, Brain Storming method	11

Suggested Reading:

1. Crompton-Rickett, Arthur : A History of English Literature : From Earliest Times to 1916 (NY,1960)
2. Legouis and Cazamian: History of English Literature J.M. Dent & Sons Ltd.1965.
3. Sanders, Andrew: The short Oxford History Of English Literature, OUP, 1996.

SYBA
DSC-1C, Semester-III
Special English-II
SENG-232: The Study of English Novel
(18th & 19th century)

Course Objectives

- To introduce the students to the various aspects of novel as a genre
- To make the students to understand the human values and issues raised in the representative novels

Course Outcomes:

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

- learn novel as a genre.
- understand the human values and issues.

Credits: 3
Marks: 75

Internal Examination: 15
External Examination: 60

UNIT	TOPIC	METHOD	CONTACT HOURS
I	Background to the 18 th & 19 th century English Novel	Lecture method	12
II	<i>Emma: Jane Austen</i>	Lecture method, assignment method	11
III	<i>Gulliver's Travel-(Book-1)</i> Jonathan Swift	Lecture method	11
IV	<i>David Copperfield:</i> Charles Dickens	Lecture method, Question-Answer method, Assignment method	11

Suggested Reading:

1. Legouis and Cazamian: *History of English Literature* J.M. Dent & Sons Ltd.1965.
2. Crompton-Rickett, Arthur : *A History of English Literature : From Earliest Times to 1916* (NY,1960)
3. Sanders, Andrew: *The short Oxford History Of English Literature* (OUP,1996)

**SYBA
CORE COURSE
Semester-IV
CENG-241: Compulsory English-VII**

Course Objectives:

1. To enable students to acquire essential vocabulary
2. To enable students to write well organized paragraphs
3. To sensitize students towards about contemporary issues

Course Outcomes: At the end of the course, the students will have

1. acquired essential vocabulary.
2. ability to write well organized paragraphs.
3. awareness about contemporary issues.

**Credits: 3
Marks: 75**

**Internal Examination: 15
External Examination: 60**

UNIT	TOPIC	METHOD	CONTACT HOURS
I	Vocabulary in practice		12
	1. Family 2. People's ages 3. Describing character 1 4. Describing character 2 5. How you feel (excited, nervous, etc.) 6. Love and marriage 7. Your body 8. The senses (smell, taste, etc.) 9. Driving a car 10. Signs (no smoking, for sale, etc.) 11. Television 12. Cinema 13. Newspapers and magazines 14. Books 15. Cooking 16. The taste of food 17. Sounds 18. Home technology 19. The environment 20. Natural disasters	Interactive Sessions and practice exercises	
II	Vocabulary in practice		11
	21 Studying at university 22. Crime 23 Law and justice 24 Getting a job 25 Talking about your work 26 Who works in a company 27 Money 28 Using a computer 29 Politics 30 War and peace 31 Talking about language 32 Expressions of time 33 Everyday objects 34 Household objects and tools 35 How good/bad something is 36 Describing objects 3 7 Using your eyes 38 Ways of walking 39 Phrasal verbs 40 Giving your opinion	Interactive Sessions and practice exercises	
III	Writing Skills		11
	1. Essential of Writing a. Idea/thought-brainstorming- b. Preparing outline	Interactive Sessions and practice	

	<ul style="list-style-type: none"> c. Causation d. Coherence e. Selection and organization of words <ul style="list-style-type: none"> 2. Punctuations: comma, apostrophe, hyphen, ellipsis, full stop, exclamation mark, question mark, colon, semicolon, quotation marks 3. Short compositions on various topics: Paragraph writing on various topics 	exercises	
IV	Poetry		11
	<ul style="list-style-type: none"> 1. Anthem for Doomed Youth – Wilfred Owen 2. How do I Love Thee – Elizabeth Barrett Browning 3. If – R. Kipling 4. Father Returning Home- Dilip Chitre 	Brainstorming, Discussion, Interactive Sessions	

Prescribed Book:

1. Pye, Glennis. *Vocabulary in Practice 4*. New Delhi: CUP. 2013. Print. (For Unit I & II)
2. Writing Skills Success. 4th Edition. New York. LE LLC. 2009. PDF. (For Unit III)
http://elibrary.bsu.az/books_250/N_186.pdf

3. Suggested Readings:

4. *Successful Writing: V 1.0*. PDF. (For Unit III)
<https://2012books.lardbucket.org/pdfs/successful-writing.pdf>
5. <https://www.poetryfoundation.org/> (For Unit IV)

**SYBA
CORE COURSE
Semester-IV
CENG-242: Compulsory English-VIII**

Course Objectives:

1. To enable students to use grammatically correct sentences
2. To impart essential reading skills to students

Course Outcomes: After completion of the course the students will be able to

1. use grammatically correct sentences.
2. read effectively and understand the given text .

**Credits: 3
Marks: 75**

**Internal Examination: 15
External Examination: 50**

UNIT	TOPIC	METHOD	CONTACT HOURS
I	Grammar in Practice		12
	<p>1 <i>So dol so/too; either/neither</i></p> <p>2 <i>He wants to stay</i> (verb + (to)/verb + -ing)</p> <p>3 I know. It's raining (present simple or present continuous?)</p> <p>4 My birthday's in August (prepositions of time)</p> <p>5 She'll be able to help (can/able to/manage to)</p> <p>6 Neither of them play tennis (<i>both/neither/either</i>)</p> <p>7 <i>He called to say goodbye</i> (infinitive of purpose)</p> <p>8 Did they? (reply questions)</p> <p>9 I was working when she arrived (past continuous or past simple?)</p> <p>10 I must go (must/have to)</p> <p>11 However, he was very tired (linking words)</p> <p>12 Could I open the window? (permission and requests)</p> <p>13 She's gone (present perfect or past simple?)</p> <p>14 Do you know when he left? (indirect questions with question words)</p> <p>15 He lives by the sea (prepositions of place)</p> <p>16 What time does the film start? (predictions and future events)</p> <p>17 Do you know if she's there? (indirect questions with if/whether)</p> <p>18 A computer is a machine which ... (defining relative clauses)</p> <p>19 I'm learning English so that ... (so (that) – purpose and result)</p> <p>20 The film was amazing (adjectives ending in -ing/-ed)</p>	Interactive Sessions and practice exercises	
II	Grammar in Practice		11
	<p>21 She's really nice (adjectives and adverbs)</p> <p>22 It was so hot (so/such)</p> <p>23 She's a friend of his (possessives)</p> <p>24 She's much older than I am (comparatives)</p> <p>25 I look forward to seeing you (adjective/noun/verb + preposition <i>t-ing</i>)</p> <p>26 <i>It might rain</i> (<i>will/may/might</i>)</p> <p>27 <i>If I were you ...</i> (first and second conditional)</p> <p>28 They hurt themselves (reflexive pronouns)</p> <p>29 She must be rich (modals of deduction)</p> <p>30 Unless you hurry ... (unless)</p> <p>31 The car's been sold [passive (present/present perfect)]</p> <p>32 Until I go out (until/before/by the time)</p>	Interactive Sessions and practice exercises	

	<p>33 It'll be done tomorrow [passive (future/modals)]</p> <p>34 What does it look like? (look/sound/taste / feel/smell like)</p> <p>35 Has it been raining? (present perfect continuous)</p> <p>36 A piece of paper (countable/uncountable nouns)</p> <p>37 I've been working there (present perfect or present perfect continuous?)</p> <p>38 He said it was late (reported statements)</p> <p>39 Do you know everyone? (any/every)</p> <p>40 They asked us to stay (reported commands and questions)</p>		
III	Reading Skills		11
	<p>Types of Reading</p> <ol style="list-style-type: none"> 1. Scanning 2. Skimming 3. Intensive Reading 4. Extensive Reading 5. Analytical reading <p>Working on the text</p> <ol style="list-style-type: none"> 1. Note taking 2. Determining the meaning of a word from its context 3. Recognizing/ Inferring topic sentences, main ideas, and central point 4. Identifying supporting details 5. Identifying patterns of organization 6. Identifying purpose and tone <p>Reading comprehension of unseen passages (to be selected by the teacher)</p>	Interactive Sessions and Reading comprehension exercises	
IV	Listening Skills		11
	<p>Essentials of listening</p> <ol style="list-style-type: none"> 1. Objectives of listening 2. Types of listening 3. Techniques and strategies of Effective Listening 4. Do's and don'ts of listening 5. Overcoming barriers to listening <p>Listening Comprehension Exercises (to be selected by the teacher)</p>	Interactive session with Listening Comprehension Practice	

Prescribed Book:

1. Gower, Roger. *Grammar in Practice 4*. New Delhi: CUP. 2005. Print.

Suggested Resources:

1. Developing Listening Skills. PDF. https://shodhganga.inflibnet.ac.in/bitstream/10603/125780/10/10_chapter%203.pdf
2. Improving your reading skills. PDF. University of Leicester.

3. Kamelia gulam. Listening Skills. PDF. (Presentation)
<https://www.uj.edu.sa/Files/1001210/Subjects/Chapter%205%20Listening%20Skills%20%20.pdf>
4. Mariela Cindy. Et al. THE USE OF STRATEGIES IN THE DEVELOPMENT OF THE LISTENING COMPREHENSION SKILL IN INTENSIVE INTERMEDIATE ENGLISH I STUDENTS AT THE FOREIGN LANGUAGE DEPARTMENT (Research Report)
<http://ri.ues.edu.sv/id/eprint/8645/1/14102744.pdf>
5. *Reading Skill*. PDF.
https://shodhganga.inflibnet.ac.in/bitstream/10603/51418/7/07_chapter3.pdf
6. *The Listening Skill*. PDF. <http://thesis.univ-biskra.dz/1696/11/chapterII.pdf>
7. Western Australian Minister for Education. *First Steps in Literacy: Reading Course Book*. Don Mills: Pearson , 2013. PDF.
https://arpcresources.ca/resources/first_steps_in_literacy/documents/reading-course-book.pdf
8. Zemach, Dorothy. *Building Academic Reading Skills*, Book 1. PDF.
<https://www.press.umich.edu/pdf/9780472033690-ch1.pdf>
9. <https://www.cambridge.org/gb/cambridgeenglish/catalog/skills/listening-speaking/resources?page=8>

SYBA
SEC-2
Semester-IV
SENG-240: Technical Writing-II

Course Objectives:

1. To make students aware about information mechanics and ethics
2. To enable students to write outlines, progress and technical reports with graphics

Course Outcomes: After completion of this course the students will be

1. aware of information mechanics and ethics.
2. able to write outlines, progress and technical reports with graphics.

Credits: 2

Marks: 50

Internal Examination: 10

External Examination: 40

UNIT	TOPIC	METHOD	CONTACT HOURS
I	Information Literacy		8
	1. Information formats 2. The information timeline 3. The research cycle	Interactive Sessions and practice	

	<ol style="list-style-type: none"> 4. Research tools 5. Search strategies 6. Evaluate sources 7. General Principles 8. Presentation of information 9. Typical Ethics Issues in Technical Writing 10. Ethics and documenting sources 11. Ethics, Plagiarism, and Reliable Sources 12. Professional ethics 	exercises	
II	Creating Outlines and Integrating Graphics		8
	<ol style="list-style-type: none"> 1. Creating and using outlines 2. Developing the rough outline 3. Deciding which graphics to include 4. Other considerations: audience 5. Other considerations: placement and context 6. Samples 7. Guidelines for graphics: a final review 	Interactive Sessions and practice exercises	
III	Progress Reports		6
	<ol style="list-style-type: none"> 1. Functions and Contents of Progress Reports 2. Timing and Format of Progress Reports 3. Organizational Patterns or Sections for Progress Reports 4. Other Parts of Progress Reports 5. Revision Checklist for Progress Reports 	Interactive Sessions and practice exercises	
IV	Technical Reports: Components and Design		8
	<ol style="list-style-type: none"> 1. Cover letter 2. Cover page 3. Abstract and executive summary 4. Table of contents 5. List of figures and tables 6. Introduction 7. Body of the report 8. Conclusions 	Interactive Sessions and practice exercises	

Prescribed Books:

1. Annemarie Hamlin, Chris Rubio, Michele Desilva. *Technical Writing*. PDF. <https://openoregon.pressbooks.pub/technicalwriting/>
2. Gerard J. Alfred, Charles T. Brusaw, Walter E. Oliu. *Handbook of Technical Writing*. 9th Edition. PDF. <http://site.iugaza.edu.ps/mahir/files/2017/01/Handbook-of-Technical-Writing-9th-Edition.pdf>
3. Gerson, Steven M. *Writing That Works*. PDF. http://toefl.uobabylon.edu.iq/papers/itp_2015_41931767.pdf
4. **Suggested Readings:**
5. Bailey, Stephen. *Academic Writing*. London: Routledge. 2003. PDF. [https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf)
6. Shelton, James. *Handbook for Technical Writing*. NTC. 1994. PDF. <https://epdf.pub/handbook-for-technical-writing.html>

7. Stapleton, Paul et. al. Ed. *Manual on Technical Writing*. Future Harvest. PDF. <https://msu.edu/course/be/485/bewritingguideV2.0.pdf>
8. Writing Skills Success. 4th Edition. New York. LE LLC. 2009. PDF. <http://site.iugaza.edu.ps/mahir/files/2017/01/Handbook-of-Technical-Writing-9th-Edition.pdf>

SYBA
DSC-1D
Semester-IV
Special English- IV
SENG-241: The Study of English Poetry
(16th to 19th century)

Objectives

- To acquaint the students with the most significant British, American, African and Indian Poets, through the study of the representative illustrative poems
- To develop among the students the ability to analyze and evaluate poems

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

- learn American, African and Indian Poets.
- analyze and evaluate poems.

Credits: 3
Marks: 75

Internal Examination: 15
External Examination: 60

UNIT	TOPIC	METHOD	CONTACT HOURS
I	16th and 17th century English Poetry		12
	1.1. <i>Sonnet-20</i> – William Shakespeare 1.2. <i>Valediction Forbidding Mourning</i> – John Donne 1.3. <i>On His Blindness</i> – John Milton 1.4. <i>Hidden Flame</i> – John Dryden	Lecture method, Group Discussion	
II	18th and 19th Century English Poetry		11
	2.1 <i>Ode to autumn</i> – John Keats. 2.2 <i>I Wandered Lonely as a Cloud</i> – William Wordsworth. 2.3 <i>Elegy Written in a Country Churchyard</i> -Thomas Gray. 2.4 <i>Home They Brought the Warrior Dead</i> – Lord Alfred Tennyson.	Seminar method, audiovisual method	
III	Indian and Australian Poetry		11
	3.1 <i>The Bangle Sellers</i> – Sarojini Naidu	Seminar	

	3.2 <i>Invitation</i> – Sri Aurobindio Ghosh 3.3 <i>Silent steps</i> – Rabindranath Tagore 3.4 <i>The Song of Australia</i> - Henry Lawson	method, audiovisual method	
IV	African and American Poetry		11
	4.1. <i>Sympathy</i> – Paul Laurence Dunbar. 4.2. <i>On Liberty and Slavery</i> – George Moses Morton. 4.3. <i>After A Great Pain, A Formal Feeling Comes</i> – Emily Dickinson. 4.4. <i>Song of my self</i> – Walt Whitman.	Brain Storming method, Assignment Method	

Suggested Reading:

1. Gay Wilson Arlen. *The Solitary Singer: A critical Biography of Walt Whitman*. New York: Macmillan, 1955.
2. Lauter, Paul (ed). *A Companion to American Literature and Culture*. Oxford: Blackwell, 2010.
3. *Poetry Down The Ages*. Selections made by the Board of Studies (English), Mizoram University, Orient Longman, 2007.
4. Witcher. G. F. *This Was a Poet: A Critical Biography of Emily Dickson*. 1947.
5. <https://m.poemhunter.com>
6. <https://www.poetryfoundation.org>

**SYBA
DSC-1D
Semester IV
Special English- IV
SENG-242: Minor Literary Forms**

Course Objectives:

- To acquaint the students with the minor literary forms like short story, prose, speech, diary writing, etc.
- To enrich the interest of reading literature among the students.

Course Outcomes: At the end of the course the students will be able to

- understand minor literary forms.
- develop interest in reading literature.

Credits: 3
Marks: 75

Internal Examination: 15
External Examination: 60

UNIT	TOPIC	METHOD	CONTACT HOURS
I	Short Stories		12
	1.1. <i>A Days Wait</i> - Ernest Hemingway 1.2. <i>The Happy Prince</i> – Oscar Wilde	Lecture method, Role Playing	
II	Prose		11
	2.1 <i>The Many and the Man</i> -Anonymous. 2.2 <i>About an Inconvenient Truth</i> - Antonymous	Discussion, Brain storming	
III	Speeches		11
	3.1 A Speech by K. R. Narayana Murthy 3.2 A Speech by Barack Obama	Seminar, Assignment method	
IV	From the Diary of Anne Frank: <i>A Diary of Young Girl</i>		11
	4.1 Monday, 15 June 1942 (pg. no 9-11) 4.2 Wednesday, 1 July 1942 (pg.no.25 to 27) 4.3 Sunday, 5 July 1942 (Pg.no.25to 27) 4.4 Tuesday, 7 March 1944 (pg.263 to 267)	Discussion, Brain storming	

Prescribed Texts:

1. Frank, Anne. *The Diary of a Young Girl*, ed. Otto H. Frank and Mirjam Pressler, Penguin Books: 2001.
2. *Reflections*: Ed. C.L.N. Prakash, Cambridge University Press India Pvt. Ltd, 2013. Print.