

UNIVERSITY OF KERALA

UNDERGRADUATE PROGRAMMES

(2010 Admission onwards)

SEMESTERS 1 to 4

FIRST DEGREE PROGRAMMES (CBCS SYSTEM) - B.A. / B.Sc.

LANGUAGE & FOUNDATION COURSES

IN

ENGLISH

SYLLABI

## **SEMESTER I**

### **FIRST DEGREE PROGRAMME IN ENGLISH (CBCS System)**

#### **Language Course I: LISTENING AND SPEAKING SKILLS**

##### **Common for**

**BA/BSc [EN 1111.1], BCom [EN 1111. 2] & 2(a) [EN 1111.3]**

**No. of credits: 4**

**No. of instructional hours: 5 per week (Total 90 hrs.)**

##### **AIMS**

1. To familiarize students with English sounds and phonemic symbols.
2. To enhance their ability in listening and speaking.

##### **OBJECTIVES**

On completion of the course, the students should be able to

1. listen to lectures, public announcements and news on TV and radio.
2. engage in telephonic conversation.
3. communicate effectively and accurately in English.
4. use spoken language for various purposes.

#### **COURSE OUTLINE**

##### **Module 1**

Pronunciation

Phonemic symbols – consonants – vowels – syllables - word stress - strong and weak forms- intonation.

##### **Module 2**

Listening Skills

Difference between listening and hearing – active listening –barriers to listening – academic listening - listening for details - listening and note-taking - listening for sound contents of videos - listening to talks and descriptions - listening for meaning - listening to announcements - listening to news programmes.

##### **Module 3**

Speaking Skills

Interactive nature of communication - importance of context - formal and informal - set expressions in different situations –greeting – introducing - making requests - asking for / giving permission - giving instructions and directions – agreeing / disagreeing – seeking and giving advice - inviting and apologizing telephonic skills - conversational manners.

##### **Module 4**

Dialogue Practice

(Students should be given ample practice in dialogue, using core and supplementary materials.)

## **COURSE MATERIAL**

### **Modules 1 – 3**

#### **Core reading:**

*Listening and Speaking: A Course for Undergraduate Students* (Foundation Books)

#### **Further reading:**

1. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
2. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
3. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008.

### **Module 4:**

*A Book of Plays* (Orient Blackswan)

(One-act plays prescribed)

1. Fritz Karinthy: The Refund
2. Cedric Mount: Never Never Nest
3. Anton Chekhov: A Marriage Proposal
4. W. St. John Tayleur: Reunion
5. Lady Gregory: Rising of the Moon

#### **Reference:**

Jones, Daniel. *English Pronouncing Dictionary* 17<sup>th</sup> Edition. New Delhi: CUP, 2009.

## SEMESTER I

### FIRST DEGREE PROGRAMME IN ENGLISH (CBCS System)

#### Foundation Course I for BA/BSc - WRITINGS ON CONTEMPORARY ISSUES: EN 1121

**No. of credits: 2**

**No. of instructional hours: 4 per week (Total 72 hrs.)**

#### **AIMS**

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.

#### **OBJECTIVES**

On completion of the course, the students should be able to

1. have an overall understanding of some of the major issues in the contemporary world.
2. respond empathetically to the issues of the society.
3. read literary texts critically.

### **COURSE OUTLINE**

#### **Module 1**

Human Rights and Globalization

1. M K Gandhi: Ahimsa
2. Anees Jung: Singing out of Sorrow

#### **Module 2**

Democracy and Constitutional Values

1. Dr. D D Basu: Philosophy of the Constitution of India
2. Abraham Lincoln: Gettysburg Speech
3. A S Hornby: A Dialogue on Democracy

#### **Module 3**

Environmental Issues

1. Gita Mehta: Trees
2. Schumacher: Technology with a Human Face

#### **Module 4**

Gender Issues: Virginia Woolf: Professions for Women

### **COURSE MATERIAL**

#### **Modules 1 - 4**

#### **Core reading:**

*Writings on Contemporary Issues* (Macmillan)

## SEMESTER II

### FIRST DEGREE PROGRAMME (CBCS System)

#### Language Course III (English II): READING SKILLS: EN 1211.1

**No. of credits: 4**

**No. of Instructional hours: 5 per week (Total 90 hrs.)**

#### AIMS

1. To make students competent in advanced reading skills like skimming, scanning and reading for meaning and pleasure.
2. To make them familiar with the concepts of extensive and intensive reading.
3. To help them increase their active and passive vocabulary.
4. To help them broaden their mental vision.

#### OBJECTIVES

On completion of the course, the students should be able to

1. identify various text types and comprehend them.
2. apply reading techniques like skimming and scanning to understand the main arguments and themes and distinguish supporting details.
3. use and comprehend a reasonable vocabulary and reinforce their language proficiency.
4. have a broader outlook resultant from the exposure to the study of fine specimens of reading.

#### COURSE OUTLINE

##### Module 1

Intensive reading - reading for information - application of scanning and skimming – silent and loud reading - various techniques - advantages and disadvantages.

##### Module 2

Introducing students to different text types – poetry - drama - prose - fictional/nonfictional/ scientific/biographical and autobiographical - news paper and magazine articles - reviews - legal language.

##### Module 3

Various types of dictionaries - how to use them - enrichment of vocabulary -both active and passive - reinforcement of structural and grammatical items.

##### Module 4

Extensive reading – reading for pleasure and knowledge.

#### COURSE MATERIAL

##### Modules 1 – 4

##### Core reading:

*Reading Between the Lines: Students Book.* (by John McRae and Ray Boardman. Cambridge University)  
(Customised edition with an audio CD and a pull-out on reading tips)

##### Further reading:

1. Brown, Katherine and Susan Hood. *Academic Encounters: Life in a Society*. New Delhi: CUP, 2006.
2. *Longman Essential Activator*. London: Pearson Longman, 2009.

3. Glendinning, Eric H and Beverly Holmstrom. *Study Reading*. South Asian Edition. CUP, 2008.
4. *Oxford Dictionary of Collocations in English*, Oxford University Press, 2009.
5. Wainwright, Gordon. *How to Read Faster and Recall More*. Macmillan India Ltd, 2008.
6. Mc Carthy, Michael et al. *English Collocation in Use*. CUP, 2007.

**Reference:**

Mayor, Michael, *et al*, Ed. *Longman Dictionary of Contemporary English*. 5<sup>th</sup> Edition. London: Pearson Longman Ltd, 2009.

## **SEMESTER II**

### **FIRST DEGREE PROGRAMME (CBCS System)**

#### **Language Course IV (English III): MODERN ENGLISH GRAMMAR AND USAGE**

**Common for**

**BA/BSc: EN 1211.1, BCom: 1211.2 & Career related 2(a):1211.3**

**(2011 Admission onwards)**

#### **AIMS**

1. To help students have a good understanding of modern English grammar.
2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

#### **OBJECTIVES**

On completion of the course, the students should be able to

1. have an appreciable understanding of English grammar.
2. produce grammatically and idiomatically correct spoken and written discourse.
3. spot language errors and correct them.

#### **Module 1**

Modern English grammar - what and why and how of grammar - grammar of spoken and written language

Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.

Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement - adverbials.

Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences.

Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.

Words - parts of speech – nouns – pronouns - adjectives verbs - adverbs – prepositions – conjunctions - determinatives.

#### **Module 2**

Nouns - different types - count and uncount – collective - mass - case - number - gender

Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal.

Adjectives - predicative - attributive - pre- and post-modification of nouns.

Verbs - tense-aspect - voice - mood - Concord - types of verbs – transitive - intransitive-finite - non-finite. Helping verbs and modal auxiliaries - function and use.

### **Module 3**

Adverbs - different types - various functions - modifying and connective.

Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.

Conjunctions - subordinating and coordinating Determinatives articles - possessives - quantifiers

### **Module 4**

Remedial grammar - error spotting - errors in terms of specific grammatical concepts like constituents of sentences - parts of speech - concord - collocation-sequences of tense - differences between English and students' mother tongue – syntactic - semantic and idiomatic - errors due to mother tongue influence.

## **COURSE MATERIAL**

### **Modules 1 - 4**

#### **Core reading:**

*Oxford Practice Grammar.* (by George Yule. Indian Edition. Oxford University Press)

#### **Further reading:**

1. Leech, Geoffrey et al. *English Grammar for Today: A New Introduction.* 2<sup>nd</sup> Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English.* CUP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar.* Indian Edition. Oxford University Press, 2005.
4. Sinclair, John ed. *Collins Cobuild English Grammar.* Harper Collins publishers, 2000.
5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them.* CUP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them.* CUP, 2008.
7. Powell, Debra. *Common Mistakes at Advanced and How to Avoid Them.* CUP, 2008.
8. Burt, Angela. *Quick Solutions to Common Errors in English.* Macmillan India Limited, 2008.
9. Turton. *ABC of Common Grammatical Errors.* Macmillan India Limited, 2008.
10. Leech, Geoffrey, Jan Svartvik. *A Communicative Grammar of English.* Third Edition. New Delhi: Pearson Education, 2009.

#### **Direction to Teachers:**

The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.



## SEMESTER III

### WRITING AND PRESENTATION SKILLS

Common for

#### LANGUAGE COURSE VI (English IV) EN 1311.1 for B. A, B. Sc & LANGUAGE COURSE V (English III) EN: 1311.3 for 2(a)

No. of credits: 4

No. of Instructional hours: 5 per week (Total 90 hrs.)

- AIMS**
1. To familiarize students with different modes of general and academic writing.
  2. To help them master writing techniques to meet academic and professional needs.
  3. To introduce them to the basics of academic presentation
  4. To sharpen their accuracy in writing.

**OBJECTIVES:** On completion of the course, the students should be able to

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

### COURSE OUTLINE

- Module 1** Writing as a skill – its importance – mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text – combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.
- Module 2** Writing process - planning a text – finding materials - drafting – revising – editing - finalizing the draft - computer as an aid – key board skills - word processing - desk top publishing.
- Module 3** Writing models – essay - précis - expansion of ideas – dialogue - letter writing – personal letters formal letters - CV – surveys – questionnaire - e-mail – fax - job application - report writing. Academic writing - writing examinations - evaluating a text - note-making- paraphrasing – summary writing - planning a text – organizing paragraphs – introduction – body – conclusion – rereading and rewriting - copy editing - accuracy.
- Module 4** Presentation as a skill - elements of presentation strategies – audience – objectives – medium – key ideas - structuring the material - organizing content - audio-visual aids – handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

### COURSE MATERIAL

#### Modules 1 – 4

**Core Reading:** *Write Rightly: A Course for Sharpening Your Writing Skills.* (CUP)

- Further Reading:** 1. Robert, Barraas. *Students Must Write*. London: Routledge, 2006.  
2. Bailey, Stephen. *Academic Writing*. Routledge, 2006.  
3. Hamp-Lyons, Liz, Ben Heasley. *Study Writing*. 2<sup>nd</sup> Edition. Cambridge University Press, 2008.  
4. Iona, Leki. *Academic Writing*. CUP, 1998.  
5. McCarter, Sam, Norman Whitby. *Writing Skills*. Macmillan India, 2009.

**Module 4:**

**Further Reading:**

1. *Guide to Presentations*. (by Mary Munter and Lynn Rusell. Pearson Education)
2. Jay. *Effective Presentation*. New Delhi: Pearson, 2009.

**Reference:** Mayor, Michael, et al, Ed. *Longman Dictionary of Contemporary English*. 5th Edition. London: Pearson Longman Ltd, 2009

## **SEMESTER IV**

### **FIRST DEGREE PROGRAMME (CBCS System)**

#### **Language Course VIII (English V) - READINGS IN LITERATURE**

**Common for**

**BA/BSc [EN 1411.1] & Career related 2(a) [EN 1411.3]**

**No. of credits: 4**

**No of instructional hours: 5 hours/week [Total 90 hours]**

#### **AIMS**

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

#### **OBJECTIVES**

On completion of the course, the students should be able to:

1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

#### **Module 1**

What is literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense.

Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme.

#### **Module 2**

Drama.

Scope and definition – different types – structure – dialogue – characters – action.

#### **Module 3**

Prose

What is prose – different types – personal – impersonal – technical.

#### **Module 4**

Fiction.

What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

## COURSE MATERIAL

### Module 1

*Poetic Impressions: A Collection of Poems*. Published by the University of Kerala

Poems prescribed:

1. William Shakespeare: *To Be or Not to Be* (*Hamlet*, Act III, Scene 1)
2. William Blake: *The Tiger*
3. William Wordsworth: *Lucy Gray*
4. Alfred Lord Tennyson: *Tithonus*
5. Emily Dickinson: *The Wind Tapped like a Tired Man*.
6. Rabindranath Tagore: *Leave This Chanting* (Poem 11 from *Gitanjali*)
7. T S Eliot: *Marina*
8. Ted Hughes: *Full Moon and Little Frieda*.

### Module 2

#### Core reading:

William Shakespeare – *Othello* [Act V] – from *A Book of Plays* by Orient Blackswan]

### Module 3

#### Core reading:

*Readings in Prose* (Published by the University of Kerala)

Essays prescribed:

1. Robert Lynd: *The Pleasures of Ignorance*
2. Martin Luther King: *I Have a Dream*
3. Stephen Leacock: *Men in Asbestos*
4. Isaac Asimov: *The Machine That Won the War*.
5. E.R. Braithwaite: *To Sir, with Love* [extract]

### Module 4

#### Core reading:

*Stories for Life* [Indian Open University]

Stories prescribed:

- (i) Catherine Mansfield: *A Cup of Tea*.
- (ii) O Henry: *The Last Leaf*.
- (iii) Rabindranth Tagore: *The Postmaster*.
- (iv) Oscar Wilde: *The Happy Prince*.
- (v) Ernest Hemingway: *A Day's Wait*]

#### Recommended reading:

*Frankenstein* by Mary Shelley – Annotated Edition. Ane Books

#### Further reading:

1. Klarer, Mario. *An Introduction to Literary Studies*. Second edition. Routledge, 2009.
2. Abrams, M. H. *A Glossary of Literary Terms*.

#### Direction to Teachers:

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.

## SEMESTER II

### FIRST DEGREE PROGRAMME (CBCS System)

### MODERN ENGLISH GRAMMAR AND USAGE

Common for BA/BSc: EN 1211.1, BCom: 1211.2 & Career related 2(a):1211.3

(2012 Admission onwards)

- AIMS:**
1. To help students have a good understanding of modern English grammar.
  2. To enable them produce grammatically and idiomatically correct language.
  3. To help them improve their verbal communication skills.
  4. To help them minimise mother tongue influence.

- OBJECTIVES:** On completion of the course, the students should be able to
1. have an appreciable understanding of English grammar.
  2. produce grammatically and idiomatically correct spoken and written discourse.
  3. spot language errors and correct them.

### COURSE CONTENTS

#### Module 1:

- Modern English grammar - what and why and how of grammar - grammar of spoken and written language
- Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.
- Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement - adverbials.
- Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.
- Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.
- Words - parts of speech – nouns – pronouns - adjectives verbs - adverbs – prepositions – conjunctions - determinatives.

#### Module 2:

- Nouns - different types - count and uncount – collective - mass - case - number – gender.
- Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal.
- Adjectives - predicative - attributive - pre- and post-modification of nouns.
- Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite - non-finite.
- Helping verbs and modal auxiliaries - function and use.

#### Module 3:

- Adverbs - different types - various functions - modifying and connective.
- Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
- Conjunctions - subordinating and coordinating Determinatives articles - possessives - quantifiers

**Module 4:**

- Remedial grammar - error spotting - errors in terms of specific grammatical concepts like constituents of sentences - parts of speech - concord – collocation - sequences of tense - errors due to mother tongue influence.
- Written Composition – precis writing – outline story – expansion of proverb – short essay.

**COURSE MATERIAL****Modules 1 - 4**

**Core Reading:** *Concise English Grammar* by Prof. V. K. Moothathu. Oxford University Press, 2012.

**Further Reading:**

1. Leech, Geoffrey et al. *English Grammar for Today: A New Introduction*. 2<sup>nd</sup> Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
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5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them*. CUP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them*. CUP, 2008.
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**Direction to Teachers:** The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.