



## Integral University, Lucknow

|  |  |                     |   |   |   |   |   |
|--|--|---------------------|---|---|---|---|---|
| <b>Effective from Session: 2020-21</b> |  |                     |   |   |   |   |   |
| Course Code                            | LN411  | Title of the Course | English Literature, Society and Thought (From Chaucer to Elizabethan Age) | L | T | P | C |
| Year                                   | 1  | Semester            | 1   | 5 | 1 | 0 | 6 |
| Pre-Requisite                          | U.G.   | Co-requisite        | None  |   |   |   |   |
| Course Objectives                      | To introduce the concepts of 15 <sup>th</sup> and 16 <sup>th</sup> Century British literature to students. |                     |   |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | Students will Study and understand the background of pre-Elizabethan age (Chaucerian Period), the Elizabethan age, society, people and the art and literature of the time. |
| CO2             | The students will cover the importance of the writings of Francis Bacon and his worldly-wise essays, with its relevance in the practical world.                            |
| CO3             | Students will study Geoffrey Chaucer's contribution to the literature of the time and his first English poem.  |
| CO4             | The students will study the concepts of Tragedy and Comedy along with two most important dramas of the time.   |
| CO5             | In this unit the students will further dig into the attributes of Tragedy and Comedy through Shakespearean plays.  |

| Unit No. | Title of the Unit                         | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---|---|--------------|-----------|
| 1        | <b>Social and Intellectual Background</b> | Background study of 15 <sup>th</sup> and 16 <sup>th</sup> century British Literature  | 12           | CO1       |
| 2        | <b>Essays</b>                             | Francis Bacon's "Of Travels, Of Revenge, Of Truth"<br>Les Murray: "Poetry and Religion", "The Images Alone", "A Retrospect of Humidity" | 12           | CO2       |
| 3        | <b>Poetry</b>                             | Geoffrey Chaucer's <i>Prologue to Canterbury Tales</i><br>Edmund Spenser's <i>The Faerie Queene (Book I)</i>                            | 12           | CO3       |
| 4        | <b>Drama</b>                              | Christopher Marlowe's <i>The Tragical Historie of Dr. Faustus</i><br>Ben Jonson's <i>The Alchemist</i>                                  | 12           | CO4       |
| 5        | <b>D r a m a</b>                          | William Shakespeare's <i>Hamlet</i> and <i>The Tempest</i>  | 12           | CO4       |

**Reference Books:**

History of English Literature by Edward Albert

**e-Learning Source:**

**Brief description of self learning / E-learning component:** <https://www.gradesaver.com/the-alchemist-jonson/study-guide/summary>

| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-PSO                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO  |     |     |     |     |     |     |     |     |      |      |      |      |      |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



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|                                |  |                            |  |          |          |          |          |
|--------------------------------|--|----------------------------|--|----------|----------|----------|----------|
| <b>Effective from Session:</b> |  |                            |  |          |          |          |          |
| <b>Course Code</b>             | LN412  | <b>Title of the Course</b> | English Literature of 17 th -18 th Century | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                    | I  | <b>Semester</b>            | I  | 5        | 1        | 0        |          |
| <b>Pre-Requisite</b>           | UG   | <b>Co-requisite</b>        | None                                       |          |          |          |          |
| <b>Course Objectives</b>       | <p>The purpose of this Post graduate course is to provide knowledge about the basics of literature. impart knowledge of prose, poetry and drama through literature and literary theories. Students will be able to understand the basic idea of life through literature. They will develop the understanding of ethics of society, rationality and logical thinking through literature and encourage students to articulate ways in which the text contributes to self understanding</p> |                            |  |          |          |          |          |

| Course Outcomes |   |
|-----------------|---|
| <b>CO1</b>      | Awareness about the social and intellectual background of 17 th and 18 th century and develop the insight to understand the vision of the poetry of that time.  |
| <b>CO2</b>      | Recognition of poetry from a variety of cultures, language and historic periods. as a literary art form and will analyse elements such as diction,tone,form,genre,figures,symbols, theme etc.   |
| <b>CO3</b>      | Knowledge of literary genre of drama by studying historical context , psych-social aspects and discern the various culture and moral values associated with the text.   |
| <b>CO4</b>      | Trace the growth of fiction, recognize elements of fiction, be acquainted with British and non British fiction, formulate knowledge on stylistic strategies, comprehend literal and figurative use of language ,recognition of form structure and shape of text, deploy the idea of text in their own writings. |
| <b>CO5</b>      | Examine significant works of poetry, drama,fiction, short stories and novels, from divers cultures and periods in history. Explore fiction as an art form designed to provoke thought and challenge social norms. Consider fiction as an expression of human experience.  |

| Unit No. | Title of the Unit   | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---------------------|---|--------------|-----------|
| 1        | <b>Introduction</b> | Social and Intellectual Background: Jacobean Age, Metaphysical Poetry, Mock Epics, restoration Comedy, Mock epics, Comedy of Manners                                    | 12           | CO1       |
| 2        | <b>Poetry</b>       | John Milton: <i>Paradise Lost</i> (Book 1), John Donne: “A Valediction”, “The Canonization”, “The Good –Morrow”, Andrew Marvell: “To His Coy Mistress” (Detailed study) | 12           | CO2       |
| 3        | <b>Poetry</b>       | John Dryden: “Absalom and Achitophel”, Alexander Pope: <i>Rape of The Lock</i> (Detailed study)   | 12           | CO3       |
| 4        | <b>Drama</b>        | William Congreve: <i>The Way of The World</i> , R B Sheridan: <i>The Rivals</i>   | 12           | CO4       |
| 5        | <b>Fiction</b>      | Daniel Defoe: <i>Robinson Crusoe</i> , Henry Fielding: <i>Joseph Andrews</i>  | 12           | CO5       |

**Reference Books:**

1 John Milton: *Paradise Lost* (Book 1)

2 Pope: *Rape of The Lock*

3 William Congreve: *The Way of The World*

4 R B Sheridan: *The Rivals*

**e-Learning Source:**

1 <https://www.sparknotes.com/poetry/paradiselost/section1/>

2 <https://www.sparknotes.com/poetry/rapeofthelock/summary/>

3 <https://www.sparknotes.com/poetry/donne/section5/>

1 <https://www.sparknotes.com/poetry/paradiselost/section1/>

| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-<br>PSO                                | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO  |     |     |     |     |     |     |     |     |      |      |      |      |      |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



## Integral University, Lucknow

| Effective from Session: 2020-2021 |   |                     |  |   |   |   |   |
|-----------------------------------|---|---------------------|--|---|---|---|---|
| Course Code                       | LN413   | Title of the Course | English literature of the 19 <sup>th</sup> century | L | T | P | C |
| Year                              | 1st   | Semester            | 1 <sup>st</sup>                                    | 5 | 1 | 0 | 6 |
| Pre-Requisite                     | UG  | Co-requisite        | None   |   |   |   |   |
| Course Objectives                 | <p>To introduce the variety of literatures produced in Britain in the 19th century in English to the students, to familiarise them to aware of acquiring knowledge on Victorian and late Victorian period. They will understand the concept of marriage and sexuality, the concept of utilitarianism and its role in human life. They will understand the literary terms used by the Victorian poets, which enable students to understand the existing conflict between faith and doubt in Victorian society.</p> |                     |  |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | Students will be introduced about the history of English literature in the 19 <sup>th</sup> century, during the reign of queen Victoria. They will be able to know about the social and intellectual background of English literature with the features of Literature in changing mode from Romanticism to classicism with the introduction of various theories like Marxism, realism, the novel and the narrative theory and movement such as Pre Raphaelite and Art for Art Sake which made the Victorian period remarkable in the history of English Literature |
| CO2             | The wider aim of the course is to develop the students' ability to read the text and to understand about the social history and problems prevailing during the period by getting information through the text about the condition of the working class culture and the rise of labour politics, industrial revolution, crystal palaces, and condition of England parliamentary reform, liberalism, liberty, anarchy, free trade, the rise of Modernism and modernity   |
| CO3             | The course aims to make the students familiar with the poetry of Romantic period, its main themes and features to understand and evaluate the elements of poetry, determines the importance of the particular poem in its historical and social context, analyse the sound devices, meter rhythm, and rhyme, figure of speech and significant features of Romantic poetry and comparison of the poem with the other poems.   |
| CO4             | Read the poem in the light of identifying the major themes and characteristics of Victorian literature. Interpret and analyse the works of major Victorian poets including Tennyson, Browning, Arnold, Hopkins Rossetti, Swinburne, and others. They will be able to form the rich imagery and rhythmic quality of Tennyson and Rossetti's Lyrical purity and powerful exploration of love and loss of faith.  |
| CO5             | At the end of the course students will be introduced with the most striking genre of Victorian period i.e., novel. They will be able to read discuss interpret and write critically about the use of supernatural and gothic tropes and their significance in the range of Victorian text. They will cultivate the ability to analyse the work of a range of Victorian writers both canonical and less well known with a range of genre including novel, short story and poetry.   |

| Unit No. | Title of the Unit | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|-------------------|--|--------------|-----------|
| 1        | Introduction      | Social and intellectual background, Romanticism (1798-1837), Victorian Literature (1837-1901), Pre-Raphaelite Literature   | 12           | CO-1      |
| 2        | Essay             | Matthew Arnold: <i>Culture and Anarchy</i> Chapter 1   | 12           | CO-2      |
| 3        | Poetry            | William wordsworth: Lines Composed a few Miles Above the Tintern Abbey, S.T. Coleridge : The Rime of Ancient Mariner, John Keats: Odes to The Nightingale, Ode on a Grecian Urn, Ode to Autumn, P.B. Shelley: Adonais, To the Sky Lark, Ode to the West Wind | 12           | CO-3      |
| 4        | Poetry            | . Tennyson: In Memoriam, Ulysses, Browning: Rabbi Ben Ezra, The Last ride Together, Matthew Arnold: The Scholar Gypsy, Dover Beach, Rossetti: The Blessed Demozel  | 12           | CO-4      |
| 5        | Novel             | Jane Austen: Emma, Charles Dickens: Great Expectations, Thomas Hardy: Tess of the D' Urbervills  | 12           | CO-5      |

### Reference Books:

1. A short History of English Literature, Harry Blamires
  2. William Henry Hudson, An Outline History of English Literature
  3. William wordsworth, Lyrical ballads
  4. S.T. Coleridge, The Rime of Ancient mariners
  - 5 Jane Austen: Emma
  - 6 Thomas Hardy: Tess of the D' Urbervills
  7. Charles Dickens: Great Expectations
- Matthew Arnold: *Culture and Anarchy*

### e-Learning Source:

[https://drive.google.com/file/d/1ZT\\_sxRTzHxzrkKqZB3yCW\\_fYbzMz\\_Q1n/view?usp=sharing](https://drive.google.com/file/d/1ZT_sxRTzHxzrkKqZB3yCW_fYbzMz_Q1n/view?usp=sharing)

| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-<br>PSO                                | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO  |     |     |     |     |     |     |     |     |      |      |      |      |      |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

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| Effective from Session: 2020-2021 |   |                     |                                  |   |   |   |   |
|-----------------------------------|---|---------------------|----------------------------------|---|---|---|---|
| Course Code                       | 414   | Title of the Course | English Language and Linguistics | L | T | P | C |
| Year                              | I   | Semester            | I                                | 5 | 1 | 0 |   |
| Pre-Requisite                     | U.G.  | Co-requisite        | None                             |   |   |   |   |
| <b>Course Objectives</b>          | <p>The syllabus is designed to enable the students to have a fundamental understanding of the basic nature branches and history of linguistic to make inquiry to Understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects. It will enable them to use the language in communication and various barriers of the language. The Students will go through the various approaches of language by following the theories of Ferdinand Saussure. They will acquire Knowledge about phonology and Morphology for the classification of English speech sound and intonation etc. They will learn about the stylistics, Pragmatics and discourse analysis.</p> |                     |                                  |   |   |   |   |

| Course Outcomes |   |
|-----------------|---|
| <b>CO1</b>      | Students will be introduced about the information of literary theories and criticism, introduction of language and linguistics, usage of language and communication and various barriers that involves in the process of communication due to the lack of proper understanding of language. They will be able to learn about the theories of criticism which become important for speech mechanism.   |
| <b>CO2</b>      | The wider aim of the course is to develop the students 'ability to be aware of the origin of language and its relation to the communication. They will learn about the properties of human language which will enable them to develop language skills by understanding the verities of standard and non-standard languages.   |
| <b>CO3</b>      | The course aims to make the students familiar with the structure of the language. In order to understand the structure of language they will go through various theories related to the ideas of the structure of the language like Ferdinand de Saussure Concept of Langue and parole sign, signifier, signified and semiology and its Syntagmatic and paradigmatic relations.   |
| <b>CO4</b>      | Students will be able to understand about English speech sound Phonology and Morphology. They will be acquainted with intonations, suprasegmental features, syllables, word stress, phoneme and morpheme for the proper articulation of the word and statements. They will also be able to know about the semiotics, semantics and syntax to know about the predicates and argument structure, phrase structure lexical meaning and its relation with conversation. |
| <b>CO5</b>      | At the end of the course students will be able understand about the discourse analysis by learning various mechanism of speech and sound. They will be informed about stylistics and pragmatics, its features purpose and effect in the context of text and its style and they will be able to adopt that features in the interpretations of unseen passages of prose and poetry.   |

| Unit No. | Title of the Unit                             | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---|---|--------------|-----------|
| 1        | Introduction                                  | Importance of Literary Theory and Criticism, Language and Linguistics, Usage of language in Communication, Barriers to Effective Language Usage.  | 12           | CO1       |
| 2        | Language                                      | Language and Communication; Properties of Human Language; Language Skills Language Varieties: Standard and Non-Standard Language, Dialect, Register, Slang, Pidgin, Creole; Varieties of English, World English.  | 12           | CO2       |
| 3        | Structuralism: Ferdinand de Saussure          | Synchronic and Diachronic Approaches, Langue and Parole, Sign, Signifier, Signified and Semiology, Syntagmatic and Paradigmatic Relations.  | 12           | CO3       |
| 4        | Phonology and Morphology                      | Phoneme, Classification of English Speech Sounds, Intonation, Suprasegmental Features, Syllable, Morpheme, Word-Stress and Word classes, Inflection, Derivation, Compounding, Semiotics, Semantics and Syntax categories and constituents, Predicates and Argument Structure, Thematic roles, Case, Phrase Structure; Lexical meaning Relations; Implicature, Entailment and Presupposition; Maxims of Conversation, Speech Act | 12           | CO4       |
| 5        | Stylistics, Pragmatics and Discourse Analysis | Styles, Features, Purpose and Effect, Text, Style and Context. Various Approaches to Stylistic Analysis. Literary Stylistics, Linguistics Stylistics, Discourse Analysis, Stylostatistics, Stylistic Markers and Conventions, Practical Stylistic Interpretation of Unseen Poem(s) or Prose passages.   | 12           | CO5       |

**Reference Books:**

1. On Nature and Language by Noam Chomsky

2. The Language of Thought by Jerry Fodor

3. Syntactic Structures by Noam Chomsky

4. Language: An Introduction to the speech

**e-Learning Source:**

1. [https://repository.bbg.ac.id/bitstream/531/1/An Introduction to Language and Linguistics.pdf](https://repository.bbg.ac.id/bitstream/531/1/An%20Introduction%20to%20Language%20and%20Linguistics.pdf)

2. <https://www.youtube.com/watch?v=LorhwnfLn8Q>

3. <https://www.youtube.com/watch?v=lwoG5blTckI>

4. <http://staffnew.uny.ac.id/upload/132107096/pendidikan/Book+one+for+Int.pdf>

| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-<br>PSO                                | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO  |     |     |     |     |     |     |     |     |      |      |      |      |      |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



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|  |  |                     |   |   |   |   |   |
|--|--|---------------------|---|---|---|---|---|
| <b>Effective from Session: 2020-21</b> |  |                     |   |   |   |   |   |
| Course Code                            | LN415  | Title of the Course | 20 <sup>th</sup> Century British Literature | L | T | P | C |
| Year                                   | I  | Semester            | II  | 5 | 1 | 0 |   |
| Pre-Requisite                          | UG   | Co-requisite        | None  |   |   |   |   |
| Course Objectives                      | The course will enhance their critical ability and give them an opportunity to comprehend various literary trends. It aims to familiarize them with the concepts and theoretical aspects of the subject. |                     |   |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | The wider aim of the course is to develop the students' ability to read the text from a critical perspective. It aims to critically understand the historical-political and cultural dynamics underlying them.   |
| CO2             | Students will be introduced to the features of Poetry. It will develop their aesthetic sense. Give them knowledge of various poetical forms, techniques, rhymes and meters.  |
| CO3             | The course aims to make the students familiar with the main themes and theoretical issues characterising Fiction, Poetry, Drama, Absurdism, Existentialism, Nihilism and Modernism. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts. |
| CO4             | Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.   |
| CO5             | At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts.  |

| Unit No. | Title of the Unit                  | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|------------------------------------|---|--------------|-----------|
| 1        | Introduction                       | Introduction to 20 <sup>th</sup> Century: Social, Cultural, Intellectual and Political background, Transformation from traditional to Modernistic Literature. Modernist movement, First World War Literature, Apocalyptic Literature, Post Second World War Literature  | 12 hrs       | CO1       |
| 2        | Social and Intellectual Background | Critically analyzing Social and Intellectual Background of the 20 <sup>th</sup> Century British Literature with special reference to Albert Camus's <i>The Myth of Sisyphus</i> : Absurdity and Suicide and Jean-Paul Sartre's "Existentialism and Human Emotions"  | 12 hrs       | CO2       |
| 3        | Poetry                             | Interpreting Poetic works of iconic poets such as W.B. Yeats ( <i>Byzantium</i> , <i>Sailing to Byzantium</i> , <i>Easter 1916</i> , <i>Leda and the Swan</i> ), T. S. Eliot ( <i>The Waste Land</i> ), Philip Larkin ( <i>The Less Deceived</i> and <i>Church Going</i> ), Ted Hughes ( <i>The Crow</i> , <i>Hawk Roosting</i> , <i>The Thought-Fox</i> ), Seamus Heaney ( <i>Digging</i> and <i>Punishment</i> ), G.M. Hopkins ( <i>The Windhover</i> ) and W.H. Auden ( <i>In Memory of W.B. Yeats</i> ) | 12 hrs       | CO3       |
| 4        | Novel                              | Comprehending James Joyce's <i>A Portrait of the Artist as a Young Man</i> , D.H. Lawrence's <i>Sons and Lovers</i> and William Golding's <i>Lord of the Flies</i>  | 12 hrs       | CO4       |
| 5        | Drama                              | Critically evaluating G.B. Shaw's <i>Man and Superman</i> , J.M. Synge's <i>The Playboy of the Western World</i> and Samuel Beckett's <i>Waiting for Godot</i>  | 12 hrs       | CO5       |

**Reference Books:**

1. History of English Literature by Edward Albert

1. The Routledge History of Literature in English: Britain and Ireland By **Ronald Carter** and **John McRae**

**e-Learning Source:**

[https://www.youtube.com/watch?v=gsFcoYaVylw&ab\\_channel=StudyLovers](https://www.youtube.com/watch?v=gsFcoYaVylw&ab_channel=StudyLovers)

<https://libguides.uml.edu/c.php?g=1079037&p=9351364>



| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-<br>PSO<br>CO                          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



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| Effective from Session: 2020-21 |  |                     |                    |   |   |   |   |
|---------------------------------|--|---------------------|--------------------|---|---|---|---|
| Course Code                     | LN416  | Title of the Course | Literary Criticism | L | T | P | C |
| Year                            | I  | Semester            | II                 | 5 | 1 | 0 |   |
| Pre-Requisite                   | U.G  | Co-requisite        | None               |   |   |   |   |
| Course Objectives               | <p>The course will sensitize students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture. It will provide students with the critical ability necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres. It will assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. It aims to familiarize them with the concepts and theoretical aspects of the subject.</p> |                     |                    |   |   |   |   |

| Course Outcomes |   |
|-----------------|---|
| CO1             | Students will be introduced to the features of Literature and what Criticism is, able to understand the relevance of Classical Criticism. Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts. Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres. |
| CO2             | The wider aim of the course is to develop the students' ability to read the text from critical perspective. Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.  |
| CO3             | The course aims to make the students familiar with the main themes and theoretical issues characterising criticism. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.  |
| CO4             | Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.  |
| CO5             | At the end of the course students will be able to critically analyse, read and interpret literary texts, and articulate confidently ideas and concepts.   |

| Unit No. | Title of the Unit | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|-------------------|---|--------------|-----------|
| 1        | Introduction      | Introduction to origin, background, history of Literary theory and criticism, Classical, Neo-Classical, Romanticism, Structuralism and Post-Structuralism   | 12           | CO1       |
| 2        | Classical         | Interpreting Aristotle's The Poetics and Longinus's On the Sublime Plato's theory of Mimesis and his objection to Poetry, Aristotle's Defence of Poetry and his Concept of Tragedy, Aristotle's definition and explanation of Tragedy, Six Formative Elements in Tragedy, Aristotle's explanation of Plot, Character and Tragic Hero and The Function of Tragedy. | 12           | CO2       |
| 3        | Neo-Classical     | Critically analyzing Sir Philip Sidney's An Apology for Poetry and John Dryden's An Essay of Dramatic Poesie  | 12           | CO3       |
| 4        | Romantic          | Comprehending William Wordsworth's Preface to Lyrical Ballads (1802) and Samuel Taylor Coleridge's Biographia Literaria (Chapters IV and XIV)   | 12           | CO4       |
| 5        | Modern            | Critically evaluating Matthew Arnold's The Study of Poetry and The Function of Criticism at the Present Time, T. S. Eliot's "Tradition and the Individual Talent" and An Introduction to New Criticism and Jacques Derrida's "Structure, Sign and Play in the Discourse of Human Sciences"  | 12           | CO5       |

### Reference Books:

1. F. H. Bradley's Shakespearean Tragedy
2. I. A. Richards's Practical Criticism
3. William Empson's Seven Types of Ambiguity
4. Caroline Spurgeon's Shakespeare's Imagery and What It Tells Us
5. F. R. Leavis's The Great Tradition
6. M. H. Abrams's The Mirror and the Lamp
7. Northrop Frye's Anatomy of Criticism
8. Gayatri Chakravorty Spivak's In Other Worlds: Essays in Cultural Politics
9. Sandra M. Gilbert and Susan Gubar's The Madwoman in the Attic
10. Christopher Ricks's The Force of Poetry
11. Nicholas Royle's Telepathy and Literature: Essays on the Reading Mind
12. Eleanor Cook's Against Coercion: Games Poets Play
13. Terry Eagleton's Literary Theory : An Introduction
14. Peter Barry's Beginning Theory

| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-<br>PSO                                | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO  |     |     |     |     |     |     |     |     |      |      |      |      |      |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



**Integral University, Lucknow**

|  |  |                            |                                  |          |          |          |          |
|--|--|----------------------------|----------------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2020-2021</b> |  |                            |                                  |          |          |          |          |
| <b>Course Code</b>                       | <b>LN417</b>   | <b>Title of the Course</b> | <b>English Language Teaching</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                              | <b>I</b>   | <b>Semester</b>            | <b>II</b>                        | <b>5</b> | <b>1</b> | <b>0</b> | <b>6</b> |
| <b>Pre-Requisite</b>                     | <b>UG</b>  | <b>Co-requisite</b>        | <b>None</b>                      |          |          |          |          |
| <b>Course Objectives</b>                 | <b>To introduce the learner's with the theories, specific techniques, approaches, and methods pertaining to the teaching of English Language. To develop an awareness of the importance of English as a global language.</b> |                            |                                  |          |          |          |          |

| <b>Course Outcomes</b> |  |
|------------------------|--|
| <b>CO1</b>             | Students will gain knowledge of various theories of language acquisition and language learning.  |
| <b>CO2</b>             | Students will understand various methods of teaching English as a second language such as Direct method, communicative method, Grammar- translation method etc.  |
| <b>CO3</b>             | Students will be introduced with the problems encountered by the Language teachers in teaching English as a second language. Solutions for the same will also be suggested to the                          |
| <b>CO4</b>             | Students will be able to evaluate the differences between registers so as to use them appropriately in different situations.   |
| <b>CO5</b>             | Students will be able to acquire Linguistic and communicative competence with the help of various stylistic devices such as figures of speech, Flash-backs, Flash-forward, Foregrounding and Foreshadowing |

| <b>Unit No.</b> | <b>Title of the Unit</b>                          | <b>Content of Unit</b>   | <b>Contact Hrs.</b> | <b>Mappe d CO</b> |
|-----------------|---|--|---------------------|-------------------|
| 1               | Language Aquisition and Language Learning         | Theories of Language Acquisition<br>Language Learning and Teaching<br>Teaching of language skills: Listening, Speaking, Reading and Writing                                | 12                  | CO-1              |
| 2               | Methods of Language Teaching                      | Audio- Lingual Method, Total Physical Response, Method Grammar – Translation Method<br>Direct Method<br>Communicative Language Teaching<br>Technology in Language Teaching | 12                  | CO-2              |
| 3               | English Language Teaching in India                | Problems of teaching English in India<br>Contrastive and Error Analysis<br>Influence of/or Interference from Mother Tongue   | 10                  | CO-3              |
| 4               | English for Specific Purposes                     | Concept of 'Register'<br>Features of Register,<br>Types of Register  | 12                  | CO-4              |
| 5               | Stylistic Devices with the Help of Literary Texts | Figure of Speech, Flash-backs, Flash-forward, Foregrounding, Foreshadowing   | 14                  | CO-5              |

**Reference Books:**

1. The Practice of English Language Teaching by Jeremy Harmer

2. Practical English Language Teaching: Young Learners by David Nunan
3. A history of English language teaching by Anthony P. R. Howatt

**e-Learning Source:**

1. [https://shodhganga.inflibnet.ac.in/bitstream/10603/94088/11/11\\_chapter%203.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/94088/11/11_chapter%203.pdf)
2. <https://www.simplypsychology.org/language.html>
3. <https://www.teachingenglish.org.uk/article/register>

| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-<br>PSO                                | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO  |     |     |     |     |     |     |     |     |      |      |      |      |      |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



## Integral University, Lucknow

|  |   |                            |                       |   |   |   |   |
|--|---|----------------------------|-----------------------|---|---|---|---|
| <b>Effective from Session: 2020-2021</b> |   |                            |                       |   |   |   |   |
| <b>Course Code</b>                       | LN418   | <b>Title of the Course</b> | Literature and Gender | L | T | P | C |
| <b>Year</b>                              | I   | <b>Semester</b>            | II                    | 5 | 1 | 0 |   |
| <b>Pre-Requisite</b>                     | UG  | <b>Co-requisite</b>        | None                  |   |   |   |   |
| <b>Course Objectives</b>                 | The course will sensitize students towards contemporary gender issues by means of representative texts. It aims to familiarize them with the concepts and theoretical aspects of the subject. |                            |                       |   |   |   |   |

| Course Outcomes |   |
|-----------------|---|
| <b>CO1</b>      | Students will be introduced to the features of Feminism and its types, Waves of Feminism, Patriarchal Dominance, Sexual Politics, Femicide, Sex and Gender, Gynocriticism, Ecofeminism  |
| <b>CO2</b>      | Students will be introduced to the features of Poetry. It will develop their aesthetic sense. Give them knowledge of various poetical forms, techniques, rhymes and meters. The wider aim of the course is to develop the students' ability to read the text from a feminist perspective. |
| <b>CO3</b>      | The course aims to make the students familiar with the main themes and theoretical issues characterising Drama. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.                    |
| <b>CO4</b>      | Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.  |
| <b>CO5</b>      | At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts.   |

| Unit No. | Title of the Unit | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|-------------------|---|--------------|-----------|
| 1        | Gender Studies    | Feminism and its types, Waves of Feminism, Patriarchal Dominance, Sexual Politics, Femicide, Sex and Gender, Gynocriticism, Ecofeminism   | 12           | CO1       |
| 2        | Poetry            | Interpreting Amy Lowell : "Fireworks," Toru Dutt: "Sita," Margaret Atwood: "Spelling," Sylvia Plath: "The Munich Mannequins," Kamala Das: "The Old Playhouse," "An Introduction," Judith Wright : "Eve to her Daughters," Kishwar Naheed: "I am not that Woman" | 12           | CO2       |
| 3        | Prose             | Critically analyzing Virginia Woolf: A Room of One's Own and Mahadevi Varma : Links in the Chain (Trans. Shrinkhala ki Khariyan)  | 12           | CO3       |
| 4        | Drama             | Comprehending Caryl Churchill: Top Girls and Lorraine Hansberry: A Raisin in the Sun  | 12           | CO4       |
| 5        | Fiction           | Critically evaluating Maya Angelou: I Know Why the Caged Bird Sings and Margaret Atwood: The Handmaid's Tale  | 12           | CO5       |

**Reference Books:**

1. Gender Trouble: Feminism and the Subversion of Identity by Judith Butler
2. We Should All Be Feminists by Chimamanda Ngozi Adichie
3. The Second Sex by Simone de Beauvoir
4. The Feminine Mystique by Betty Friedan
5. Feminism is for Everybody: Passionate Politics by bell hooks
6. A Vindication of the Rights of Woman by Mary Wollstonecraft
7. Feminist Theory: From Margin to Center by bell hooks

**e-Learning Source:**

<https://www.google.com/search?q=the+second+sex+by+simon+de+beauvoir&ei=QrOWY4n5HNbKseMPvmowAw>

| Course Matrix Articulation (POs COs PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-<br>PSO                                | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO  |     |     |     |     |     |     |     |     |      |      |      |      |      |
| CO1                                       | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2                                       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3                                       | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4                                       | 2   | 3   | 3   | 2   | 2   | 1   | 2   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO5                                       | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation