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|---------|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | ✓ | ✓ |
| CO 5 | | ✓ | ✓ | ✓ |



University of Kerala

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|----------------|-----------------------|------------------|-------------------|--------------------|------------------|
| Discipline | ENGLISH | | | | |
| Course Code | UK2AECENG110 | | | | |
| Course Title | Reading Literature II | | | | |
| Type of Course | AEC | | | | |
| Semester | II | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 3 | 2 hours | - | 2 | 4 |

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| Pre-requisites | |
| Course Summary | The Ability Enhancement Course offered in semester II aims to equip students with the foundational skills necessary for effective communication and critical thinking, while reading literature. It emphasizes both written and spoken communication, covering various aspects of English language proficiency. , group, and mass communication. The course will explore creative writing through the literary pieces imparting humanistic values and contemporary awareness in the learners. |

Detailed Syllabus:

| Module | Unit | Content | Hrs |
|--------|-------------------------|---|-----------|
| I | Glimpses of Life | | 12 |
| | 1 | <p>1. Blackberry Picking by Seamus Heaney https://www.poetryfoundation.org/poems/50981/blackberry-picking</p> <p>2. A Pair of Mustachios by Mulk Raj Anand https://ncert.nic.in/ncerts/l/keww102.pdf</p> <p>Suggested Reading</p> <p>1. A Song of Hope by Oodgeroo Noonuccal https://www.wordslikethis.com.au/a-song-of-hope/</p> <p>2. Nehru's Letter to Indira on her Birthday, dated Oct 26 1930 https://www.brainkart.com/article/A-Birthday-Letter_42228/</p> | |
| | 2 | <p>Practicum</p> <p>1. Prepare a vocabulary bank of new words you have encountered in the above literary works</p> <p>2. Discuss the issues faced by aboriginal communities.</p> | |

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| II | Towards a Free World | | 12 |
| | 3 | <p>1. Good Advice is Rarer than Rubies by Salman Rushdie</p> <p>https://www.scribd.com/document/95843292/Good-Advice-is-Rarer-Than-Rubies#:~:text='Good%20advice%20is%20Rarer%20Than,them%20when%20they%20would%20open.</p> <p>2. The Story of an Hour by Kate Chopin</p> <p>https://archive.vcu.edu/english/engweb/webtexts/hour/</p> <p>Suggested Reading</p> <p>1. A Question of English by Ramachandra Guha</p> <p>https://ramachandraguha.in/archives/a-question-of-english-the-telegraph.html</p> <p>2. The Lumber Room by H H Munro</p> <p>https://s3.amazonaws.com/exploros-shared-media/OER/ELA/Grade+8/ELA8.2.05.passages.pdf</p> | |
| | 4 | <p>Practicum</p> <p>1. Prepare a vocabulary bank of new words you have encountered in the above literary works</p> <p>2. Do a reading of any other story by H H Munro and discuss the plot summary in class.</p> <p>3. Prepare short biographies of the historical figures mentioned by Ramachandra Guha in his article.</p> | |
| III | Power and Responsibility | | 12 |
| | 5 | <p>1. When Free Speech is Truly Free by Sundar Sarukkai</p> | |

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| | <p>https://www.thehindu.com/opinion/lead/when-free-speech-is-truly-free/article26601160.ece</p> <p>2. The Stolen Bacillus by H G Wells</p> <p>https://www.gutenberg.org/files/12750/12750-h/12750-h.htm#link2H_4_0001</p> <p>Suggested Reading</p> <p>1. Mrs Dutta Writes a Letter by Chithra Banerjee Divakaruni</p> <p>https://www.theatlantic.com/magazine/archive/1998/04/mrs-dutta-writes-a-letter/377092/</p> <p>2. Father and I by Pär Lagerkvist</p> <p>https://www.theatlantic.com/magazine/archive/1952/09/father-and-i/641744/</p> | |
| | <p>6</p> <p>Practicum</p> <p>1. Prepare a vocabulary bank of new words you have encountered in the above literary works</p> <p>2. Do a group discussion on the major writers of science fiction in modern times.</p> <p>3. Read any other story by H G Wells and discuss the plot summary in the class.</p> | |
| IV | Ways of the World | 12 |
| | <p>7</p> <p>1. A Nice Cup of Tea by George Orwell</p> <p>https://orwell.ru/library/articles/tea/english/e_tea</p> <p>2. The Patriot by Nissim Ezekiel</p> <p>https://www.poemhunter.com/poem/the-patriot-10/</p> <p>Suggested Reading</p> | |

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| | | <p>1. The Model Millionaire by Oscar Wilde</p> <p>https://www.wilde-online.info/the-model-millionaire.html</p> <p>2. A Day's Wait by Ernest Hemingway</p> <p>https://hayfield.k12.mn.us/sherryweaver/wp-content/uploads/sites/85/2021/09/Grade-7-_A-Days-Wait-by-Ernest-Hemingway-1.pdf</p> | |
| | 8 | <p>Practicum</p> <p>1. Prepare a vocabulary bank of new words you have encountered in the above literary works</p> <p>2. Do a group discussion on the notion of patriotism questioned by Nissim Ezekiel in his poem The Patriot.</p> <p>3 Ezekiel in his poem "The Patriot" mimics the erroneous English spoken in India. Do an analysis of the common errors in Indian English speech highlighted by the poet.</p> | |
| V | Kaleidoscope of Society | | 12 |
| | 9 | <p>Suggested Reading</p> <p>1. The Gold Frame by R K Laxman</p> <p>https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html</p> <p>2. The Mark of Vishnu by Khushwant Singh</p> <p>https://www.scribd.com/document/597403154/The-Mark-of-Vishnu</p> <p>3. Refund by Fritz Karinthy</p> <p>https://egyankosh.ac.in/bitstream/123456789/27478/1/Unit-4.pdf</p> <p>4. Christmas Day in the Morning by Pearl S Buck</p> <p>https://www.plough.com/en/topics/culture/christmas-day-in-the-morning</p> | |

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| 10 | <p>Practicum</p> <ol style="list-style-type: none"> 1. Prepare a vocabulary bank of new words you have encountered in the above literary works 2. Do a group discussion on the concept of superstition highlighted by Khushwant Singh in his story The Mark of Vishnu 3. Prepare a biographical note of R K Laxman including mention of some of his most famous cartoons and caricatures. | |
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References:

Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780190925475.001.0001>

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge;

New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|------|--|-----------------|---------------|
| CO-1 | Extract general and specific information regarding life and people from literary works. | U,R | 1,2 |
| CO-2 | Apply the words and literary expressions in specific contexts to embellish the language . | Ap | 2,4,5,6 |
| CO-3 | Analyse the central themes and underlying messages presented in the literary pieces and connect themes to broader social contexts so that it leads to the growth of the learner into a socially responsible citizen. | An | 4,6,8,9,10 |
| CO-4 | Evaluate the validity of the themes in different social contexts. | E | 11,13,15 |
| CO-5 | Compose pieces of writing about various experiences and themes related to life and society. | C | 6,12, 13 |

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|--------|--|--|-----------------|--------------------|--------------------------|---------------|
| 1 | Extract general and specific information regarding life and people from literary works. | PO 1,4,7,8 PSO 1,2 | U,R | F, C | L | |
| 2 | Apply the words and literary expressions in specific contexts to embellish the language . | PO 1,2,3,4,5, 6,7,8 PSO 2,4,5,6 | Ap | C,M | L | |
| 3 | Analyse the central themes and underlying messages presented in the literary pieces and connect themes to broader social contexts so that it leads to the growth of the learner into a socially responsible citizen. | PO 1,2,4,5,6, 7,8 PSO 4,6,8,9, 10 | An | C,M | L | |

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| 4 | Evaluate the validity of the themes in different social contexts. | PO 1,3,4,5,8, PSO 11,13,15 | E | M,P | L | |
| 5 | Compose pieces of writing about various experiences and themes related to life and society. | PO 3,4,5,6, PSO 6,12, 13 | C | P | | P |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-------------|-------|-------|-------|------|------|-------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | 3 | | | | | 2 | | | 3 | | |
| CO 2 | | 1 | | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | |
| CO 3 | | | | 1 | | 2 | 1 | 2 | | 2 | 1 | 3 |
| CO 4 | | | | | | | 2 | | 1 | 2 | 3 | |
| CO 5 | | | | | | 3 | | | 2 | 3 | 1 | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | ✓ | ✓ | ✓ |
| CO 4 | | ✓ | ✓ | ✓ |