- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

| | Internal Exam | 0 | | End Semester Examinations |
|---------|------------------|--------------|--------------|------------------------------|
| CO 1 | \checkmark | | | \checkmark |
| CO 2 | \checkmark | | | \checkmark |
| CO 3 | \checkmark | | | \checkmark |
| CO 4 | | \checkmark | | \checkmark |
| CO 5 | | \checkmark | | \checkmark |
| CO 6 | | | \checkmark | |



University of Kerala

| Discipline | COMMUNICATIVE ENGLISH |
|-------------------|-----------------------|
| Course Code | UK3DSCECE203 |
| Course Title | British Literature I |
| Type of Course | DSC |
| Semester | III |
| Academic Level | 200-299 |
| Level | |

| Course Details | Credit | Lecture | Tutorial | Practical | Total | | |
|-------------------|---|----------|----------|-----------|-----------|--|--|
| | | per week | per week | per week | Hours/Wee | | |
| | | | | | k | | |
| | 4 | 4 hours | - | | 4 | | |
| Pre-requisites | Students should have a comprehensive outlook to approach history as a continuum, and not as isolated units. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society. | | | | | | |
| Course Summary | The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods. | | | | | | |

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units. Essay questions only from the units specified in the syllabus.

| Modul | Uni | Content | Hr | | | | |
|-------|---|--|----|--|--|--|--|
| e | t | | S | | | | |
| Ι | | The Old English Period | 12 | | | | |
| | 1 Early History of Britain – Roman invasion - Anglo Saxon Conquest | | | | | | |
| | 2 Anglo Saxon Poetry – features - <i>Beowulf</i> , Caedmon and Cynewulf | | | | | | |
| | 3 | Anglo Saxon Prose - Literary contributions of King Alfred - Venerable Bede | | | | | |
| | | Essay Questions from unit 2 and 3 | | | | | |
| II | | The Middle English Period | 12 | | | | |
| | 4 | Norman Conquest | | | | | |
| | 5 | Middle English literature - Medieval Romances – Sir Gawain and the Green Knight | | | | | |
| | 6 | Literary contributions of Geoffrey Chaucer - <i>Canterbury Tales</i> – William Langland – <i>Piers the Plowman</i> -John Gower | | | | | |
| | 7 | Origin of British Drama – Miracle, Morality and Mystery Plays, and Interludes | | | | | |
| | | Essay Questions from unit 6 and 7 | | | | | |
| III | | Age of Renaissance | 12 | | | | |
| | 8 | Beginning of Renaissance – Fall of Constantinople – features of Renaissance | | | | | |
| | 9 | Renaissance in England – William Caxton's Printing Press | | | | | |
| | 10 | Reformation Movement in Europe | | | | | |

| | | 11 | Reformation in England – John Wycliff | | | | | |
|---|---|-----------|--|----|--|--|--|--|
| | | 12 | Literature of the Renaissance - Sir Thomas More's Utopia | | | | | |
| | | | Essay Questions from units 9 and 12 | | | | | |
| Ι | V | | Elizabethan Age | 12 | | | | |
| | | 13 | Elizabethan Literature – Elizabethan Poetry - Tottel's Miscellany – | | | | | |
| | Sidney, Spenser, Shakespeare, Isabella Whitney, Mary Sidney | | | | | | | |
| | 14 Early English Drama – Gorboduc, Ralph Roister Doister | | | | | | | |
| | 15 Elizabethan Drama – Elizabethan theatre - literary contributions of William Shakespeare – University Wits - Ben Jonson and Comedy of Humours | | | | | | | |
| | | 16 | Elizabethan Prose - Prose Romances - Francis Bacon - Authorized Version of the Bible | | | | | |
| | | 17 | John Donne and the Metaphysical Poetry | | | | | |
| | | 18 | Core texts | | | | | |
| | Hamlet - "To be or not to be" soliloquy | | | | | | | |
| | | | https://www.poetryfoundation.org/poems/56965/speech-to-be-or-not-to- | | | | | |
| | | | be-that-is-the-question | | | | | |
| | | | <i>As You Like It</i> – "All the World's a Stage" https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a- | | | | | |
| | | | stage | | | | | |
| | | | Bacon – Essay "Of Studies" | | | | | |
| | | | Bacon's Essays. Macmillan, 1992. | | | | | |
| | | | John Donne – "The Good-Morrow" | | | | | |
| | | | https://www.poetryfoundation.org/poems/44104/the-good-morrow | | | | | |
| | | | Essay Questions from units 13,15, 16 and 18 | | | | | |
| V | | | Puritan Age | 12 | | | | |
| | 19 | Olive | er Cromwell's Commonwealth - Puritan Interregnum - Rise of Puritanism | | | | | |
| | 20 | Litera | ary contributions of John Milton and John Bunyan | | | | | |
| | 21 | Core Text | | | | | | |
| | | | on- Sonnet "On His Blindness" | | | | | |
| | | | ://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider- | | | | | |
| | | how- | my-light-is-spent | | | | | |
| | | | Essay Questions from unit 20 | | | | | |

Course Outcomes

| No. | Upon completion of the course the graduate will be | Cognitive | PSO |
|-----|--|-----------|-----|
| | | | 1.0 |

| | able to | Level | addressed |
|------|--|-------|-----------|
| CO-1 | Understand and explain the social and political background of different periods of British history | U | 3 |
| CO-2 | Explain the different stages of development of British literary history | U | 3, 15 |
| CO3 | Identify the distinct traits of various Ages and Movements in British literary history | An | 13 |
| CO4 | Illustrate how a writer represents a particular literary school or movement | Ар | 2 |
| CO5 | Identify the literary techniques employed by a writer | An | 2 |
| CO6 | Evaluate the literary contributions of a writer | Е | 2 |

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. | СО | PO/PSO | Cognitiv e Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|-----------|---|--------|---------------------|-----------------------|--------------------------------|------------------|
| CO-1 | Explain the social and political background of different periods of British history | - | U | F | 4 | 0 |
| CO-2 | Outline different stages of development of British literary history | - | U | F | 4 | 0 |

| CO3 | Identify the distinct traits of various Ages and movements in British literary history | PO1 | U, An | С | 4 | 0 |
|-----|---|------------------|-------|---|---|---|
| CO4 | Illustrate how a writer represents a particular literary school or movement | PO1, PO3 | Ар | С | 4 | 0 |
| CO5 | Analyse the literary techniques employed by a writer | PO1, PO2 | An | С | 4 | 0 |
| CO6 | Evaluate the literary contributions of the writers | PO1, PO2, PO3 | Е | С | 4 | 0 |

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

Mapping of COs with PSOs and POs :

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

| CO 4 | | | | 3 | - | 2 | - | - | - |
|------|--|--|--|---|---|---|---|---|---|
| CO 5 | | | | 3 | 2 | - | - | - | - |
| CO 6 | | | | 3 | 2 | 3 | _ | - | - |

Correlation Levels:

| Lev el | 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 | \checkmark | \checkmark | | \checkmark |
| CO 2 | \checkmark | \checkmark | | \checkmark |
| CO 3 | \checkmark | | | \checkmark |
| CO 4 | | \checkmark | | \checkmark |
| CO 5 | | \checkmark | | \checkmark |

| COG | | / |
|-----|--|--------------|
| | | \checkmark |
| | | v |

Recommended Reading

Albert, Edward. History of English Literature. OUP, 1979.

- Alexander, Michael J. A History of English Literature. Palgrave Macmillan, 2000.
- Ashok, Padmaja. The Social History of England. Orient Black Swan, 2011.
- Baugh, A.C. A History of English Literature. Routledge. 2013.
- Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017
- Daiches, David. A Critical History of English Literature. Supernova Publishers, 2010.
- Nayar, Pramod K. A Short History of English Literature. CUP, 2011.

Poplawski, Paul. English Literature in Context. CUP, 1993.

- Peck, John, and Martin Coyle. A Brief History of English Literature. Palgrave, 2012.
- Sanders, Andrew. The Short History of English Literature. OUP, 1994.
- Thornley G C, and Gwyneth Roberts. An Outline of English Literature. Pearson, 2011.

e- resources

https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

- https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose
- https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england
- https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena
- http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml
- https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html University of Kerala