

BA (Honours/Research) in English

Semester II

Course Code: AECC2

Course Title: Multimodal Writing

Core/Elective: Core

Credits: 3

Course Description

Twenty-first century writing is more than just using words to communicate meaning. In real world workplace settings, it is rarely individual. As more and more academic, personal, professional, and social texts rely on the use of multiple modalities, students in HEIs need to be aware of how different modes, such as written, oral, non-verbal, and visual, can be used to communicate, to create meaning, and especially to persuade.

This course explains how multimodality can be used in the writing or composition process. It teaches students to compose/create texts that transact messages and meaning drawing on the power of interaction of multiple modes such as words, images, graphics, animation, sounds, or video. The course also aims to develop digital literacy skills in students. It promotes digital-first best practices in compositions such as digital reading, research, and collaborative writing as central to development of our students as individuals, citizens, and professionals.

Course Outcomes

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

1. compose texts using visual, audio, gestural, spatial, and linguistic modes;
2. modify and adapt multimodal texts to match the audience and purpose of communication;
3. search and choose digital resources that will help create an effective text;
4. explain the rhetoric of technology tools and employ technology tools to match the rhetorical context;
5. utilize digital literacy skills of communication, collaboration, critical thinking, and creativity to achieve goals of multimodal compositions; and
6. receive and provide peer feedback using reflective and recursive composition processes.

Prescribed Reading

Since the course is focused on developing digital skills, reading required is minimal, will vary, and will be online.

A few will be chosen based on student needs from
<https://english.washington.edu/teaching/books-articles-and-online-resources-teaching-multimodal-composition>.

An introduction: <https://wac.colostate.edu/docs/books/writingspaces3/gagich.pdf>.

Ball, Cheryl E., et al. *Writer/Designer: A Guide to Making Multimodal Projects*. 2nd ed.

Bedford: St. Martin's, 2018.

Lutkewitte, Claire. *Multimodal Composition: A Critical Sourcebook*.

Stockman, Angela. *The Writing Workshop Teacher's Guide to Multimodal Composition (K-5)*

Course Code: BLT-C2

Course Title: Genres of Writing II

Core/Elective: Core

Credits: 4

Course Description

Genres or literary forms of writing are the tools of creativity and provide various perspectives on putting across what one intends to in different ways to achieve different goals. Every genre of writing has its own mindset and set of expectations to be catered to. In order to facilitate a detailed dissemination of writing skills required to achieve different goals, the Course on “Genres of Writing” has been divided into two segments: “Genres of Writing I” and “Genres of Writing II” and spread over Semesters I and Semester II.

These Two courses provide an introduction to multiple writing forms and seek to familiarize the students with various forms of writing in fiction and nonfiction, which include both the conventional and recent modes of writing such as blog posts, journalistic writings, self-reflexive writing as well as the basics of literary composition and cultural studies. The aim of the course is to enhance the students’ versatility as writers, provide relevant writing techniques and skills for analyzing and constructing texts. “Literary Writing” deals with two types of literary genres which help in distinguishing factual stories from imaginary narratives. Fictional and nonfictional writing stand apart from each other on the basis of the conventions each follows; while fictional writing relies on imagination nonfictional writing is factual.

Nonfictional forms of writing deal with facts, opinions, and the real world. These writings are based on extensive research, reportage, personal experiences and opinions, explanations, and expositions. The important categories of nonfiction are: 1) Personal Narrative, which includes the sub-genres of Biography, Autobiography, and Memoir; 2) Journals, Diaries, and Letters; 3) Self-Help; 4) Expository writing; 5) Narrative Nonfiction and Blogs; 6) Essays; 7) Informational Texts that include Text Books, User Manuals, Periodicals, News articles, and Travel Guides/Accounts.

Suggested Reading

- 1. Personal Narrative:** *Steve Jobs* by Walter Issacson, *My Experiments with Truth* by M. K. Gandhi, *Wild* by Cheryl Strayed, and *When Breath Becomes Air* by Paul Kalanithi
- 2. Journals, Diaries, and Letters:** *The Diary of a Young Girl* by Anne Frank and *Ever Yours: The Essential Letters* by Vincent Van Gogh.
- 3. Self-Help:** *How to Win Friends and Influence People* by Dale Carnegie
- 4. Expository writing:** *Death by Black Hole* by Neil deGrass Tyson
- 5. Narrative Nonfiction:** *In Cold Blood* by Trueman Capote
- 6. Essay:** *The Source of Self Regard* by Toni Morrison
- 7. Informational Texts/User Manuals, Recipe Books, Text Books, Periodicals, News Articles, Travel Guides and Accounts:** *The Empire of all Maladies* by Siddharth Mukherjee, *Turn Right at Machu Picchu* by Mark Adams, and *Instantly Indian Cookbook* by Madhur Jaffrey

Course Outcomes

Upon completion of these two courses, the students will be able to:

1. understand how genres affect and influence reading and writing;
2. identify elements and structuring principles of various modes of writing;
3. analyze various works of nonfiction across genres to see how authors are influenced by personal, cultural, socio-political, and historical contexts;
4. develop their perspective and claims through persuasive support and successful incorporation of research;
5. effectively respond to texts, discussions, and events in literary, analytical, and personal genres;
6. practice the revision skills necessary for the accomplishment of writing projects in multiple genres;
7. constructively critique their own and peers' writing with an awareness of the collaborative, cultural, and social aspects of the writing process;
8. strengthen their potential as independent scholars, thinkers, and writers in an interdisciplinary academic environment; and
9. enhance scope for developing themselves as customized content writers for varied purposes catering to the academic, entertainment, instructional, reporting, advertisement, and marketing and other business needs.

Course Code: BLS-C2

Course Title: The Phonetics of English

Core/Elective: Core

Credits: 4

Prerequisites: The Structure of English and Phonetics

Course Description

This is a second level course dealing with certain advanced aspects of phonetics. The course presents an overview of phone, phoneme, and allophone. It teaches in detail the allophonic variants of both consonants and vowels of English, and the suprasegmental features of English language, such as word accent, rhythm, and intonation. It also deals with the morphophonemic processes in continuous speech. Training for phonetic transcription of words and sentences, and marking for intonation is inbuilt in the respective modules of this course.

Objectives and Learning Outcomes

At the end of the course, students will:

- be able to identify the allophonic variants of all the consonants and vowels of English; and the environments in which they are realized;
- learn the principles behind marking primary and secondary accent in polysyllabic words, compound words, abbreviations and numbers, and their usage;
- learn to use all the weak and contracted forms in connected speech in order to maintain the rhythm of spoken English;
- learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes;
- be able to transcribe phonetically; and
- be able to read passages in phonetic transcription, and have an awareness of the morphophonemic processes that occur in continuous speech.

Module 1

Lectures

- a. Phone, phoneme and allophone; IPA chart; Cardinal Vowel Diagram
- b. Distribution of phonemes: contrastive, complementary and free variation
- c. Allophonic variants of obstruents: plosives, fricatives, and affricates; phonetic environments and rules; diacritic marks

Tutorials and Laboratory Sessions

- a. Practice in the phonetic transcription of obstruents

Module 2

Lectures

- a. Allophonic variants of sonorants: approximant consonants and vowels; phonetic environments and rules; diacritic marks; phonetic transcription
- b. syllable – phonotactics of English; syllabification

Tutorials and Laboratory Sessions

- a. Practice in the phonetic transcription of sonorants, and syllabification

Module 3

Lectures

- a. Word accent: primary and secondary accent in polysyllabic words
- b. Accentual rules for polysyllabic words, compound words, abbreviations and numbers
- c. Rhythm of English; strong vs weak forms; contracted forms, all the rules for using strong, weak, and contracted forms of words

Tutorials and Laboratory Sessions

- a. Perception and production of word accent
- b. Phonetic transcription of continuous speech

Module 4

Lectures

- a. Intonation: tonality, tonicity and tones; unmarked vs marked intonation
- b. the six tones: high fall, low fall, high rise, low rise, fall-rise, and rise-fall; meanings and attitudes;
- c. morphophonemic processes: assimilation, elision, gemination and juncture

Tutorials and Laboratory Sessions

- a. Perception and production of unmarked and marked tonality, tonicity and tones
- b. Connected Speech

Prescribed Reading

Cruttenden, Allen. (2008). *Gimson's Pronunciation of English*. 7th ed. London: Hodder Education part of Hachette.

Tench, Paul. (2015). *The Intonation Systems of English*. 1st ed. London: Bloomsbury Publishers.

Evaluation Scheme

Internal assessment: Test – 40%

Semester-end examination: 60%

Course Code: BLS-C3

Course Title: Modern English Grammar and Usage

Core/Elective: Core

Credits: 4

Course Description

This course is about learning modern British English grammar and usage. Not only will it help you improve your written English but also it will make you become confident about your English grammar and usage. One of the most crucial language skills that is a must for effective communication, especially for effective written communication, is mastering British English grammar and usage. Although mastering British English grammar and usage is extremely difficult and daunting, it is an essential part of improving your written and oral communication. The rules of British English grammar may seem notoriously difficult and arbitrary to get right and almost impossible to grasp fully, but without getting the grammar rules right you may find it hard to get your message across, especially in written communication. This course introduces you to the basics behind modern English grammar. Apart from the rules of British English grammar, you will learn common British English usage.

Module 1

Connotations of Grammar and Usage

Grammar versus Usage

Tenses and Times

Tenses and Aspects

Uses of Tenses

Module 2

Modals

Connotations of Modals

Uses of Modals

Interrogatives – Direct and Indirect WH-Questions, Polarity Questions, and Tag Questions

Module 3

Moods: Mandative Subjunctive Mood and Were-Subjunctive Mood

Functional Labels

Categorical Labels

Module 4

Concord: Grammatical Concord, Notional Concord, and Proximity Concord

Determiners

Passive

Relative Clauses

Course Outcomes

1. You will have acquired some of the crucial grammar rules and standard English usage.

2. You will have unlearned a good number of fossilized grammatical errors and nonstandard English usage.
3. You will have acquired both the implicit English grammar and explicit English grammar.
4. Not only will you be able to diagnose the grammatical mistakes but you will also be able to account for them.

Skills: 1. Content Writing
2. Editing English texts
3. Teaching English Grammar

Recommended Reading

Martin Hewings – *Advanced English Grammar*
Raymond Murphy – *English Grammar in Use*
John Eastwood – *Oxford Practice Grammar*
Thomson Martinet – *A Practical English Grammar*

Evaluation Scheme

The assessment for the course will be based on weekly assignments and monthly tests in addition to the semester-end written examination.