THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Exploring the Second Language Classroom-I
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGELEC250
Semester	IV
Number of credits	3
Maximum intake	43
Day/Time	Tuesday 9-11, Wednesday 10-11
Name of the teacher/s	Sharada Mani.N
Course description	(i) A brief introduction to the Course Psychology for Language Teaching an introductory course designed to enable students to acquire an understanding of the process of language teaching blended with the interface of psychological practices, issues and development. This course highlights focus on language learning, perception and memory which are essential aspects of language teaching. The course provides students with the basic skills of recognition, identification and analysis of psychological best methods that can transform educational teaching-learning research. The course utilizes case studies as framework for both sampling and learning. Students are expected to partake in projects and analyze case studies as a basic requirement of the course ii and iii On completion of the course, the students will

CO1	gain detailed knowledge of theories of second language classroom dynamics	PO1	domain specific
CO2	learn about various theories and theoretical issues in second language learning/teaching research	PO1	domain specific
CO3	Learn about the basic nuances procedures, used in classroom contexts, and draw appropriate inferences.	PO2	skill enhancement
CO4	learn how to survey samples, observe, and analyze data via case studies	PO5, PO7	skill enhancement
CO5	develop skills for analyzing, identifying and recognizing issues related to teaching/learning in second language classrooms	PO6, PO7	skill enhancement

	CO6	apply knowledge gained in the process to analyze contemporary issues in the aforesaid scenario	PO6	domain specific
	CO7	apply data to explain theorization	PO9, PO10	domain specific
	CO8	apply concepts learnt to understand teaching learning processes	PO10, PO11,	value added

Course delivery	Lecture-60% Case Studies, Sampling 40%
Evaluation scheme	Internal (modes of evaluation): 3 sit down tests (best 2) – 40% End-semester (mode of evaluation): 1 sit down examination 60%

Reading list	Essential reading
	Ehrman, Mandeline. 1996. *Understanding Second Language Learning Difficulties*. London:
	     Sage. Chapter 4: Cognitive Learning Styles.
	Harmer. Jeremy. (2007). *The Practice of English Language Teaching.* Essex: Pearson.
	Kise, Jane A. G. 2007. *Differentiation through Personality Types.* Thousand Oaks, CA:
	     Corwin Press. Chapter 3: What Type Looks Like in Students.
	Oxford, Rebecca. 1990. *Language Learning Strategies: What Every Teacher Should Know.*
	     Boston: Heinle & Heinle.
	Richards, Jack C. & Lockhart, Charles. (1996). *Reflective Teaching in Second Language*
	     Classrooms. Cambridge: Cambridge University Press. Chapter 4: Teacher Decision
	     Making. pp. 78-96.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**British Literature: 18th and 19th Centuries**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	BAENGLITC251
Semester	IV
Number of credits	3
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	
Name of the teacher/s	Dr. Jai Singh
Course description	Include the following in the course description i) A brief overview of the course Continuing the chronological study of British Literature, this course aims to familiarize students with literature produced during the 18th and 19th centuries in detail. It covers the intellectual, social, and cultural developments of the period, major writers and their works, as well as genres salient to the literary praxis of the period. It discusses, in particular, the Enlightenment and neoclassicism, restoration comedy, the country and the city, the emergence of the novel, and the periodical press. The course also explores how the relatively new cultural form of the novel represented and responded to the new features of social life that characterized 19th-century Britain. In 1831, philosopher John Stuart Mill struggled to define the 'Spirit' of the nineteenth century. 'It is,' he wrote, 'an age of transition.' The course examines the literature of this age of transition. Through the section on poetry, questions such as 'Is life worth living without an appreciation of that within life that is poetry?', 'What are the generic parameters of poetry as a form of expression?', 'What debt do we owe to the poetry of the nineteenth century?', 'How does one read poetry?', and 'How does one analyze verse form?' will be raised. In the process of responding to such questions, the class will be given to understand the development of literature and culture of the 18th and the 19th centuries. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

	i. To make learners aware of the shifting trends in writing, thinking, and expression in the 18th and 19th centuries in England.
	    ii. To introduce the emergence and genre of English Novel from 18th -19th century British literature to the learners.
	   iii. To introduce women's writing to the learners as a significant shift from an all-male British literary canon prevalent in the earlier centuries.
	
	  iii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
	(Please highlight the portion that subscribes to a/b/c/d)
	   a) Outline the literary movements of the 18th and 19th centuries in relation to the prescribed texts.
	   b) Interpret the trends and use of poetic diction.
	   c) Illustrate the state of contemporary times in the 18th and 19th centuries.
	   d) Content writing

Course delivery	**Lecture**/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): **Written Exam** End-semester (mode of evaluation): Written Exam *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential 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 Additional reading 1. **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

British Literature: 18th and 19th Centuries

Upon successful completion of the programme, participants will have

Knowledge and understanding	PO1	demonstrate a broad understanding of the social, cultural, and political history of England during the eighteenth and nineteenth centuries and its role in shaping the literature of the period;
	PO2	trace the evolution of major ideas that shaped the ethos of the period, especially the backlash against Restoration excesses, the debate on censorship, and social responsibility; Enlightenment and the emergence of Romantic thought;
	PO3	distinguish the characteristic features of Restoration Comedy and Neo-classical literature;
	PO4	trace the shift in sensibility from Neoclassical literature to Romantic literature;
Skills required to perform and accomplish tasks.	PO5	understand the salient features of the Regency and Victorian eras and the literary genres of the period, especially the novel
	PO6	practice the revision skills necessary for the accomplishment of writing projects in multiple genres;
	PO7	Learning presentation skills, debate, declamation, writing skills, that would be valuable in professional undertakings such as government, IT, corporate agencies, publishing houses, educational sector, advertising, HR, marketing and media.
	PO8	Learning the use of Digital technologies to understand visual cultures, performative arts, and their relevance in Education.
Application of knowledge and skills.	PO9	constructively critique their own and peers' writing with an awareness of the collaborative, cultural, and social aspects of the writing process;
	PO10	Learning Interpretation and analysis of texts in their social, historical, political, and cultural contexts.
	PO11	Acquiring skills in writing on relatively recent domains such as digital world.
Generic learning outcomes.	PO12	Acquiring linguistic competence, nuanced articulation, and cognitive rigour required for high achievement in multiple domains of employment.
	PO13	strengthen their potential as independent scholars, thinkers, and writers in an interdisciplinary academic environment;
	PO14	Acquiring interdisciplinary approach to understand literature.
	PO15	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. Analyse the use of social commentary and the rise of the realist novel.
	PO16	Initiation of the process of becoming critical thinkers and scholars.

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COURSE DESCRIPTIONS (WRITING FOR MEDIA)

Course title	**WRITING FOR MEDIA**
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision.
Course code	BAENGSEC254
Semester	IV
Number of credits	3
Maximum intake	
Day/Time	Monday 11 to 1, Friday 11 to 12
Name of the teacher/s	Dr SANGEETHA P
Course description	**Brief overview of the course:** This course is designed to introduce the techniques, styles, and genres of writing for different mass media forms, such as newspapers, magazines, web-based publications, radio, and television. The course will cover the different formats of writing in each medium. The course is structured as a series of weekly lectures and writing sessions where the students will produce original writing in class, critique assigned readings, and participate in peer review of your classmates' writing. The course also includes the critical reading and discussion of articles. The course is roughly divided into two parts, covering writing for print and web media in the first half and writing for audio-visual media in the latter. Internal evaluation includes regular writing assignments in various genres. It is expected that by the end of the course students will have produced a portfolio of original writing in different genres and across the media. **Programme Specific Outcomes** 1. Identify the evolution and unique characteristics of different forms of mass media in India, including print, broadcast, and web-based media. 2. Understand the different formats and genres of each medium, and

the role of the writer in different forms of communication, such as journalism, scriptwriting, and advertising and public relations.

3. Learn and demonstrate the craft and skills of good writing for print and online media, including news reports, press releases, opinion and editorial essays, profiles, reviews, and long-form reporting.

4. Learn and apply the principles and techniques of visualization, storytelling, and scriptwriting for radio, television, and film, to produce a variety of scripts in different genres including advertising, fiction, and documentary.

Learning Outcomes

1. Demonstrates ability for writing different genres
2. Identifying the need for revising drafts written by themselves and editing them.
3. To edit writing by different writers without altering their individual tone or style.
4. To familiarize oneself with technology and software that can aid writing and editing.

Course delivery	Lecture/Seminar/Experiential learning (ratio: 20:30:50)
Evaluation scheme	Internal (modes of evaluation): 40%
	End-semester (mode of evaluation): 60%
Reading list	Scott A. Kuehn and James Andrew Lingwall: The Basics of Media Writing: A Strategic Approach. Bill Kovach & Tom Rosenstiel: The Elements of Journalism: What Newspeople Should Know and the Public Should Expect (2021). Molly McCowan: Effective Editing: How to Take Your Writing to the Next Level. Masterclass. William Critchley: The Pocket Book of Proofreading: A guide to freelance proofreading & copy-editing, 2013.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	**Introduction to Psychology**
Category (Mention the appropriate category (a/b/c) in the course description.)	c. Existing course without changes
Course code	BAENGIDC255
Semester	IV
Number of credits	3
Maximum intake	Not Applicable
Day/Time	Thursday, 9.30–11 a.m. & 11.15 a.m.–12.45 p.m.

Name of the teacher/s	Prof. Jibu Mathew George
Course description	The course entitled "Introduction to Psychology" is premised on the understanding that a critical awareness of significant concepts surrounding human behaviour and cognitive processes needs to be counted among the life skills required for everyday life.

Course Objectives

The course aims to
1) introduce students to the origin, development and dynamics of psychology as a modern discipline;
2) critically acquaint students with key concepts in general psychology and determinants of human behaviour;
3) provide a critical introduction to key concepts in social psychology and human behaviour in social situations; and
4) help students gain awareness of various forms of maladaptive behaviour and responses to them.

Course Structure

The course is divided into five modules:

Module 1: Introduction to Psychology

1. Why study psychology?
2. Nature and scope of psychology
3. Types of psychological investigation
4. Approaches to psychology
5. Biological determinants of behaviour
6. Sensation, perception, and cognition
7. Intelligence, learning and creativity
8. Memory and forgetting

Module 2: History of Psychology
1. Structuralism
2. Functionalism
3. Psychoanalysis
4. Behaviorism
5. Gestalt psychology
6. Existential psychology
7. Humanistic psychology

Module 3: Motivation, Emotions, and Personality
1. Explaining motivation
2. Human needs and motivation
3. Understanding emotions and emotional experiences |

4. Approaches to personality

Module 4: Basics of Social Psychology
1. Evolution of social psychology as a discipline
2. Social perception
3. Social cognition
4. Attitude and prejudice
5. Interpersonal relationships
6. Prosocial behaviour
7. Aggression
8. Group behaviour

Module 4: Maladaptive Behaviour and Psychological Disorders
1. Stress and adjustment disorders
2. Anxiety disorders
3. Mood disorders
4. Personality disorders
5. Addiction disorders
6. Basics of psychotherapeutics

Learning Outcomes

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

1. differentiate between major schools of psychology and critically examine the assumptions behind each;
2. discuss the major theories in different branches/fields of psychology, with special focus on cognitive, social, and developmental psychology;
3. use key concepts in different fields of psychology and use them to articulate the working of the human mind;
4. discuss the different areas/approaches to psychology and evaluate their impact on modern psychology;
5. explain how cognitive, psychological, biological, societal, environmental, and cultural factors influence individual differences – both mental and behavioural;
6. evaluate the advantages and limitations of various measures used to investigate and assess the human mind, specifically personality types;
7. analyze with conceptual refinement the determinants of individual behaviour in social situations;
8. demonstrate willingness to discuss various forms of mental illnesses;
9. understand the behavioural, psychological, social, and cultural impact of mental illnesses and learn about their treatments;
10. critically examine major experiments in the field of psychology and discuss their implications and relevance;

	11. design and conduct research, collect empirical evidence, and draw logical and objective conclusions about human behaviour and mental processes through a systematic analysis of data; 12. interpret findings from research to display a better understanding of oneself/others or to improve the lives of others; 13. articulate application of psychological principles to make everyday living better and solve global and local problems; and 14. apply theories of psychology to interpret literature, art, and use of language(s), as well as to understand other disciplines of study.
Course delivery	The course will delivered through lectures, student presentations, and classroom discussions
Evaluation scheme	The evaluation consists of one assignment (20 marks), one presentation (20 marks), and a semester-end examination (60 marks).
Reading list	**Essential reading** Koon, Dennis, and John O. Mitterer. *Introduction to Psychology: Gateways to Mind and Behavior*. 12th ed. Belmont, CA: Wadsworth Cengage, 2010. **Additional reading** Baron, Robert A., et al. *Mastering Social Psychology*. Toronto: Pearson, 2011. Comer, Ronald J., and Jonathan S. Comer. *Abnormal Psychology*. New York: Macmillan Learning, 2018.

Course title	**Syntax I**
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BAENG LINC252
Semester	IV
Number of credits	03
Maximum intake	
Day/Time	
Name of the teacher/s	Ms. Anushree Mishra
Course description	(i) A brief overview of the course The overall aim of this module is to provide an introduction to generative syntax. The main objectives are to provide students with: - an overview of the kind of things which need to be explained by a syntactic theory; - an overview of analyses which have been developed to explain them;

and
- practice in analyzing data in terms of core syntactic concepts such as constituency, selection, and movement.

Modules:

Module 1: Structure dependence – definition, examples from English, words – phrases – clause, structure of a phrase – head, complement(s), and adjuncts

Module 2: The Phrase Structure Rules – noun phrase, verb phrase, adjective phrase, prepositional phrase, the property of recursion – a phrase within a phrase, tree diagram as a descriptive tool (labelled bracketing)

Module 3: The structure of the clause – subject and predicate, the tense system of English – present and past – tense can float away from the verb, examples, analyzing the English auxiliary – Tense, Modal, Prog, and Perf – Affix Hop rule

Module 4: Phrases take part in syntactic operations – standard constituency tests, Recursion at the clausal level – embedded structures – Finite and non-finite clauses

Module 5: Arguments and thematic roles; the lexicon

(ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered):

Knowledge and Understanding

- PO1: Acquire foundational and advanced knowledge of syntax as a branch of theoretical linguistics, focusing on generative syntax.

- PO2: Gain procedural knowledge to analyze syntactic structures, enabling research and development in theoretical linguistics.

Skills

- PO5: Develop cognitive and technical skills to analyze syntactic phenomena such as constituency, selection, and movement, synthesizing ideas from a variety of linguistic theories.

- PO7: Gain expertise in using tools like tree diagramming software and syntactic modeling for analyzing linguistic data.

Application

- PO8: Apply theoretical knowledge to analyze syntactic data from Indian and other languages, identifying universal and language-specific patterns.

- PO9: Conduct empirical studies to address questions about syntactic variation and structure across languages.

- PO12: Describe and document lesser-studied and endangered

	languages, focusing on their syntactic structures.
	
	Employability
	 • PO11: Be equipped with skills relevant for academic research, language technology, and natural language processing.
	
	 • PO13: Students will leave with the ability to apply syntactic analysis across theoretical and practical domains.
	
	 (ii) Learning outcomes—
	    a) domain specific outcomes (objective 1)
	
	    b) value addition (objective 4 & 5)
	    c) skill-enhancement (objective 3)
	    d) employability quotient (objective 2)

Course delivery	Lecture Method for all modules
Evaluation scheme	Internal (40%):*Tests/Quizzes/Assignments (40%)* End-semester Exam (60%)
Reading list	• Carnie, Andrew. 2014. Syntax: A Generative Introduction. • Fromkin, Victoria, et al. Introduction to Linguistics. • Meyer, Charles. 2009. Introducing English Linguistics. • Radford, Andrew. 1980. Transformational Grammar