

Semester I

Course Code: BAENGSEC100

Course Title: Communicative English

Core/Elective: Core

Credits: 3

Course Description

Communicative English I aims to build proficiency in listening, speaking, reading, and writing skills through a skill integration approach. Students will listen to a variety of aural texts (telephonic conversations, speeches, lectures, etc.) and get trained in various strategies for effective listening. They will learn to deliver effective speeches and oral presentations and take part in group discussions. The reading component will help learners to comprehend texts of varied types/genres and engage in meaning making at different levels – factual, inferential, and evaluative. They will also be trained to use several reading strategies for different purposes of reading. Learners will be trained to be writers who can see their voice and agency in constructing a written text. Collaborative tasks and peer interactions will help them to gain critical insights into their own writing process. They will be able to connect the writing tasks with their daily lives and will be able to transfer these skills to their future professional contexts. Genres such as letters, emails, resumes, lists, formal/semi formal text messages, and social media posts will be explored. A variety of tasks and activities will be used from a wide range of teaching/learning resources.

Learning Outcomes

Students will be able to:

1. recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts in aural texts;
2. follow extended speech on abstract and complex topics in a variety of accents and when relationships between ideas are only implied and not signalled explicitly;
3. give clear oral detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion;
4. develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail in debates and group discussions;
5. understand a wide range of long and complex written texts, appreciating subtle distinctions of style and implicit as well as explicit meaning;

6. demonstrate knowledge of genre conventions and innovate with writing by developing one's own voice as a writer across various genres such as letters, emails, resumes, lists, and social media posts; and
7. write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples, and rounding off with an appropriate conclusion.

Evaluation Scheme

Internal assessment 1: Listening and Speaking test (20%)

Internal assessment 2: Reading test (20%)

Semester-end examination: Project-based assessment integrating presentations and writing (60%)

Course Code: BAENGELEC101

Course Title: History of English

Core/Elective: Core

Credits: 3

Course Description

This course will familiarize the students with the origin and development of the English language beginning with its Indo-European roots and range along the important events that marked its growth such as the Great Vowel Shift, the influences of translations, especially of the Bible, the Renaissance, and briefly survey its modern avatars on the internet and the electronic media. The course will study sample texts from Old English, the Middle English Period, and Early Modern English. The influence of the invasions by the Romans, the Vikings, and the Normans will be examined with a special focus on vocabulary

Course Outcomes

1. Gain knowledge and understanding of English language and its origin; and
2. Apply the gained knowledge to interpret literary texts better and more broadly, and engage with the language *qua* language.

Prescribed Reading

Baugh, A. C. and Thomas Cable. *A History of the English Language*. London: Routledge, 2012.
Mugglestone, Rebecca, ed. *Oxford History of English*. Oxford: Oxford University Press, 2006.

Evaluation Scheme

There will be two internal examinations of twenty marks each, and one semester-end examination for sixty marks.

Course Code: BAENGLITC102

Course Title: Genres of Writing I

Core/Elective: Core

Credits: 3

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 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. 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. The aim of the course then is to enhance the students’ versatility as writers, and provide relevant writing techniques and skills for analyzing and constructing texts.

Fictional writing deals with narratives that seek to share emotions, ideas, and news with other people, with the main focus being on the description of events, theory, and ideas in certain ways. The major fictional genres are:

1. Fiction; this includes sub-genres such as the Novel, Novella/ Novelette, Short Story, Flash Fiction, Fantasy, Folklore (fairy tales, myths, legends, fables), Historical Fiction, Mystery, Realistic Fiction, Romance, Science Fiction, Speculative Fiction, Thriller, the Western (cowboy, settler, and outlaw stories of the American old West), Dystopian Fiction, and Tall Tales

2. Drama, which includes sub genres like Comedy, Tragedy, Tragicomedy, and Melodrama

3. Poetry; this includes sub genres like the Lyric (Elegy, Ode, Sonnet, Haiku, etc), Narrative Epic, Dramatic Poem (Dramatic Monologue, Monologue, Soliloquy, Dialogue etc), Ballad, and Free Verse

Suggested Reading

Fiction: *This Side of Paradise* by F Scott Fitzgerald, *Jane Eyre* by Charlotte Bronte, *The Stranger* by Albert Camus, *No One Writes to the Colonel* by Gabriel Garcia Marquez, *The Hound of Baskervilles* by Sir Arthur Conan Doyle, *Dark Places* by Gillian Flynn, *The Girl on the Train*

by Paula Hawkins, *The Wonderful Wizard of Oz* by Frank Baum, *The Panchatantra* by Vishnu Sharma, *Gone with the Wind* by Margaret Mitchell, *And Then Was Gone* by Christopher Grayton, *The Hunger Games* by Suzanne Collins, *The Girl with No Past* by Kathryn Croft, and “The Bliss” by Katherine Mansfield

Drama: *The Comedy of Errors* by William Shakespeare, *The Death of a Salesman* by Arthur Miller, *Pygmalion* by Jean-Jacques Rousseau, and *The Cherry Orchard* by Anton Chekov

Poetry: “To a Skylark” by P. B. Shelley, “The Bright Star” by John Keats, “Lines Composed a Few Miles above Tintern Abbey, on Revisiting the Banks of the Wye during a Tour. July 13, 1798” by William Wordsworth, “Kubla Khan” by Samuel Coleridge, “My Last Duchess” by Robert Browning, “Thyrsis” by Matthew Arnold, “Lochinvar” by Walter Scott, “Sonnet 18” by William Shakespeare, “The Windhover” by Gerald Manley Hopkins, “Beowulf” (author Unknown), Haikus – “The Old Pond” by Matsuo Basho, “A World View” by Kobayashi Issa, “A Poppy Blooms” by Katsushika Hokusai, “Daddy” by Sylvia Plath, “Australia” by A. D. Hope, “Bullocky” by Judith Butler, “A Sad Child” by Margaret Atwood, “Piano and Drums” by Gabriel Okara, “A Far Cry from Africa” by Derek Walcott, “The Embankment” by T. E. Hulme, “Darkness” Joseph Campbell, “Morning at the Window” by T. S. Eliot, and “Anecdote of the Jar” by Wallace Stevens

Course Outcomes

Upon completion of this course, 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 fiction 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. practise 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 and social aspects of the writing process; and
8. strengthen their potential as independent scholars, thinkers, and writers in the interdisciplinary academic environment.

Course Code: BAENG LINC103

Course Title: An Introduction to Linguistics and Phonetics

Core/Elective: Core

Credits: 3

Prerequisites: None

Course Description

This is an introductory course to the area of Linguistics and Phonetics. It is aimed at making the students understand the basic branches of Linguistics, dwelling more on Phonetics, which is the basis for intelligible pronunciation. All the fundamental aspects of phonetics – both segmental and suprasegmental – are dealt with in this course. Tutorial and laboratory sessions are an integral part of the course to hone the pronunciation and dictionary skills of the students.

Objectives and Learning Outcomes

The course is designed to facilitate a sound understanding of the area of linguistics in general and, Phonetics in particular. The course would fulfil the following learning outcomes:

- Learners would get an overview of the nature and scope of Linguistics and its related branches, Phonetics in particular.
- Learners would gain a thorough Phonetic knowledge of the segmental and suprasegmental features of the sound system of English language.
- Learners would gain expertise in the production, perception, and usage of speech sounds and the different aspects of intonation.
- Learners would develop the dictionary skills required for improving their pronunciation.

Module 1: Introduction to English Language and Linguistics

- a. Definition, Nature and Scope, and Structure of English Language
- b. Overview of the branches of Linguistics: Phonetics, Phonology, Morphology, Syntax, and Semantics

Module 2: Phonetics and Phonology; The Segmental Features of English

Lectures

- a. Phonetics and Phonology; speech chain; speech organs; speech sounds in general (introduction to IPA chart); speech sounds of English
- b. The Phonological system of English sounds – vowels; criteria for description; 3-term descriptions
- c. The Phonological system of English sounds – consonants; criteria for description; 3-term descriptions

Tutorials and Laboratory Sessions

- a. Practice in the perception of sounds (vowels and consonants)

- b. Practice in the production of sounds (vowels and consonants)
- c. Dictionary skills related to pronunciation and intelligibility
- d. Phonemic Transcription Exercises

Module 3: Suprasegmental Features of English: Word Accent and Rhythm

Lectures

- a. Syllable; structure of the syllable; syllable division
- b. Word accent; criteria; some rules of word accent – polysyllabic words
- c. Rhythm; types of rhythm; content words and structure words; some weak and contracted forms

Tutorials & Laboratory sessions

- a. Practice in the perception of the various patterns of word accent and rhythm
- b. Practice in the production of the various patterns of word accent and rhythm
- c. Dictionary skills related to word accent and rhythm
- d. Phonemic Transcription Exercises – words and sentences

Module 4: Suprasegmental Features of English: Intonation

Lectures

- a. Tonality: tone group; structure of a tone group; unmarked
- b. Tonicity: tonic syllable; criteria; unmarked
- c. Tones: Falling, Rising, Fall-Rise; unmarked

Tutorials & Laboratory sessions

- a. Practice in perception of various patterns of intonation
- b. Practice in production of various patterns of intonation

Prescribed Reading

O'Connor, J. D. (1979). *Better English Pronunciation*. Cambridge: Cambridge University Press.

Hancock, Mark. (2003). *English Pronunciation in Use*. Cambridge: Cambridge University Press.

Jones, Daniel. (2007). *English Pronouncing Dictionary*. Cambridge: Cambridge University Press.

Rowe, B. M., & Levine, D. P. (2018). *A Concise Introduction to Linguistics*. London: Routledge.

Evaluation Scheme

Internals: assignments (10%), Written Tests (30%)
 Externals: semester-end examination (60 %)