

Course Code: BAENGSEC200

Course Title: Academic Reading and Writing

Core/Elective: Core

Credits: 3

Course Description

The aim of this course is to develop proficiency of the students in academic reading and writing through tasks and activities. Students will be exposed to different kinds of reading as well as sub skills/strategies of reading. It will also help them in developing critical reading skills by equipping them to form a perspective of whatever they are reading against whatever other sources of information they may have access to. As part of academic writing, students will learn the rules of written language and also other skills of writing such as paraphrasing, summarizing, reviewing, and editing. The course also aims at helping the students in identifying and composing different text-types such as descriptive, expository and argumentative. The principles of cohesion and coherence will also be discussed.

Learning Outcomes

Upon completion of the course, learners will be able to:

1. recognize different kinds of texts ;
2. understand lexical items in academic texts;
3. learn the conventions of written language;
4. compose academic texts with a raised level of awareness of genre conventions and language use.

Prescribed Reading

Bailey, S. (2004). *Academic Writing: A Handbook for International Students*. London: Routledge

Hewings, M., Thaine, C., and McCarthy, M. (2012). *Cambridge Academic English-C1*.

Cambridge: Cambridge University Press.

Lane, S. (2010). *Instant Academic Skills*. Cambridge: Cambridge University Press.

Evaluation Scheme

Internal assessment

- Assignment (40%)

Semester-end assessment

- Written test (60%)

Course Code: BAENGELEC201

Course Title: Introduction to English Language Education

Core/Elective: Core

Credits: 3

Course Description

Introduction to English Language Education (ELE) is a core course that will introduce participants to the fundamental concepts in the field of ELE. Major conceptual terms will be discussed, which will allow them to tap into their experiences as language learners and understand the salient principles and constructs in the teaching of a second language. They will also be familiarized with terms such as EFL/EAP/EGP/ELP/ESP to understand the teaching of English in a variety of contexts. The course will present major discussions in English language education for participants to consider various viewpoints and familiarize them with some of the contemporary issues in ELT in the Indian context. It will then develop an understanding of some fundamental concepts in SLA; it will introduce them to methods, approaches, and techniques; and they will be exposed to the teaching of four language skills (LSWR) and language elements (vocabulary and grammar). Finally, students will learn to assess teaching materials for a variety of pedagogic purposes.

Course Outcomes

Learners will be able to:

1. understand contemporary issues and attempt to identify the issues in the teaching of English in L2 contexts;
2. demonstrate an understanding of SLA principles and differentiate between methods, approaches, and techniques;
3. identify language skills and subskills in teaching contexts; and
4. assess various materials used in ESL/EFL classroom, and also categorize the types of tasks/activities for various pedagogic purposes

Prescribed Reading

- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Essex: Pearson.
- Larson-Freeman, D. and Anderson, M. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Richards, J. C. and Rodgers, T.S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Tickoo, M. L. (2003). *Teaching and Learning English*. New Delhi: Orient Longman.

Evaluation Scheme

- Internal assessment 1: class test (20%)
- Internal assessment 2: presentations (20%)
- Semester-end examination (open book): (60%)

Course Code: BAENGLITC202

Course Title: British Literature: 14th to 17th Centuries

Core/Elective: Core

Credits: 3

Course Description

“British Literature: 14th to 17th Centuries” is an introductory course that familiarizes students with the origin and evolution of the English language and literature and the first major contributors to the canon. Middle English literature is introduced through Geoffrey Chaucer’s *The Canterbury Tales*. The other poets covered are Edmund Spenser, John Donne, and Andrew Marvell. The emergence of a distinct dramatic form is traced through Mystery, Miracle, and Morality plays as well as the Interlude. Renaissance British Drama is represented in this course through Christopher Marlowe and William Shakespeare.

Course Outcomes

Upon completion of the course, students will be able to:

1. demonstrate a comprehensive understanding of the origin of English language and its evolution and the various socio-political and historical factors that influenced the language;
2. demonstrate a broad understanding of the literary history preceding Chaucer and the significance of Chaucer in the history of English literature;
3. understand characterization and its use by Chaucer and develop a critical understanding of current developments in character studies and their application;
4. explores the evolution of poetry in English literature with specific reference to the sonnet;
5. identify and appreciate the use of poetic devices and poetry as well as corresponding aesthetic theories;
6. establish a correlation between political and literary and cultural developments;

7. understand the evolution of drama leading up to Shakespeare;
8. use literary texts as cultural texts to understand and interpret social hierarchies, socio-economic and political stratification; the role of the Church, gender, identity, and subjectivity;
9. understand the dynamic connection between the social structure, and the cultural productions of a society;
10. understand the distinct social configurations of the British society across the ages and the way these relations of production/other social-personal relations formed the condition for literary-cultural production/reception;
11. gain knowledge of the processes and politics of representation through a critical understanding of the historiography of historical accounts, arrived through discussion;
12. understand and articulate the situatedness of all works of art to gain insight that the value of a work of art is primarily derived from the way it attempts to make sense of and evaluate contemporary situations and trends, in the light of a deep understanding of the human condition;
13. draft/publish essays that are well-informed, theoretically sound responses to attempts to project certain works of art as repositories of universal value, and an inherently universal appeal; and
14. apply this knowledge about the connection between texts and contexts to understand and appreciate the literatures in one's own culture.

Essential Reading

Andrew Sanders – *The Short Oxford History of British Literature*

Geoffrey Chaucer – *The Canterbury Tales* (General Prologue; The Wife of Bath's Prologue)

Edmund Spenser – Selections from *Amoretti*

The Metaphysical Poets (Norton Anthology)

Christopher Marlowe – *Doctor Faustus*

William Shakespeare – *Twelfth Night*

William Shakespeare – *Macbeth*

Evaluation Scheme

Internal (40%): continuous assessment; every month one test (20 marks); final score to be based on best two performances

External (60%): semester-end examination

Course Code: BAENGLINC203

Course Title: Morphology I

Core/Elective: Core

Credits: 3

Prerequisite: None

Course Description

This course will introduce the students to some of the major structural and functional categories of morphemes and words. They will use these categories to analyze complex words as well as to assess cross-linguistic variation and claims for theoretical constructs. The course will address questions such as:

- What are 'words' and what is their status in linguistics?
- How do word structure and sentence structure relate to one another?
- What is the relationship between the structure of words and their pronunciation?

The idea is to hook the unwary into an unending fascination with structure.

Course Outcomes

By the end of this course, a student should be able to:

- understand basic concepts of morphology;
- identify the major operations/processes in natural language morphology; and
- analyze morphological patterns from a wide variety of unrelated languages

Course Contents

Module 1 introduces you to the sub-field of linguistics called morphology and examines the definitions of morpheme.

Module 2 looks at the characteristics, types, morphemes, and its relationship with other grammatical units including word, lexis, vocabulary, and lexeme.

Module 3 examines the affixations and the concept of inflectional and derivational morphology.

Module 4 examines morphological structure and various morphological processes used cross-linguistically.

Module 1: Introducing Morphology

Unit 1: Morphology, the study of form

Unit 2: Rules and patterns

Unit 3: Morpheme identification in languages

Unit 4: Words and morphemes – free; bound; bound root

Module 2: Introduction to Morphemes

Unit 5: item-and arrangement vs item-and process

Unit 6: Word formation processes

Unit 7: Compounding and types of compounds

Unit 8: Reduplication

Module 3: Inflections and Derivations

Unit 9: Affixation: infix, prefix, suffix, circumflex, transfix, and intermix

Unit 10: Inflectional morphology: tense, aspect, number, gender, person

Unit 11: Derivational morphology: denominal, deverbal, and deadjectival morpheme

Unit 12: Productivity constraints

Module 4: Morphological Structure and Processes

Unit 13: Affixes and level ordering

Unit 14: Morphological trees

Unit 16: Basic allomorphy

Unit 15 Typology: agglutinative, fusional, analytic, isolating, polysynthetic

Essential Readings

Aronoff, Mark, and Kirsten Fudeman. 2011. *What Is Morphology?* 2nd edition. West Sussex: Wiley- Blackwell.

Bauer, Laurie. 2003. *Introducing Linguistic Morphology*. Washington, D.C.: Georgetown University Press.

Haspelmath, Martin, and Andrea Sims. 2010. *Understanding Morphology*. 2nd Edition. London: Hodder Education.

Evaluation Scheme

The following table lays out how the actual course marking is broken down.

Assessment	Marks
Assignments 1-3 (the best two of all the assignments submitted)	Two assignments, marked out of 20%, totalling 40%
Final examination	60% of overall course marks
Total	100% of course marks

Course Code: BAENGVAC205

Course Title: Environmental Studies

Core/Elective: Elective (Multidisciplinary Course)

Credits: 3

Course Description

The course “Environmental Studies” is divided into 8 Units. These are as follows.

Unit 1: The Multidisciplinary Nature of Environmental Studies

Definition, scope, and importance
Need for public awareness

Unit 2: Natural Resources

Renewable and Non-Renewable Resources:

Natural resources and associated problems

- a. Forest resources: use and over-exploitation, deforestation, case studies; timber extraction, mining; and dams and their effects on forests and tribal people
- b. Water resources: use and over-utilization of surface and ground water; floods, drought, conflicts over water, and benefits and problems of dams
- c. Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, and case studies
- d. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, and case studies
- e. Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternative energy sources, and case studies
- f. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion, and desertification.

Unit 3: Ecosystems

Concept of an ecosystem
Structure and function of an ecosystem
Producers, consumers and decomposers

Energy flow in the ecosystem
Ecological succession
Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:-

Forest ecosystem
Grassland ecosystem
Desert ecosystem
Aquatic ecosystems (ponds, lakes,
rivers, oceans, estuaries)

Unit 4: Biodiversity and Its Conservation

Introduction – Definition: genetic, species and ecosystem diversity
Biogeographical classification of India
Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic, and option values
Biodiversity at global, national, and local levels
India as a mega-diversity nation
Hot-spots of biodiversity
Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
Endangered and endemic species of India
Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Unit 5: Environmental Pollution

Definition

Causes, effects and control measures of:

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear hazards

Solid waste Management: Causes, effects, and control measure of urban and industrial wastes

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Unit 6: Social Issues and the Environment

From Unsustainable to sustainable development

Urban problems related to energy

Water conservation. Rain water harvesting. Watershed management

Resettlement and rehabilitation of people: its problems and concerns. Case studies

Environmental ethics: Issues and possible solutions

Climate change; global warming; acid rain; ozone layer depletion; nuclear accidents and holocaust; case studies

Wasteland reclamation
Consumerism and waste products
Environment Protection Act
Air (Prevention and Control of Pollution) Act
Water (Prevention and control of Pollution) Act
Wildlife Protection Act
Forest Conservation Act
Issues involved in enforcement of environmental legislation
Public awareness

Unit 7: Human Population and the Environment

Population growth
Population explosion – family welfare programme
Environment and human health
Human rights
Value education
HIV/AIDS
Women and child welfare
Role of information technology in environment and human health
Case studies

Unit 8: Field Work

Visit a local area to document environmental assets –river/
forest/grassland/hill/mountain
Visit to local polluted site – Urban/Rural/Industrial/Agricultural
Study of common plants, insects, birds
Study of simple ecosystems-pond, river, hill slopes, etc.

Course Outcomes

Students will be able to:

1. understand the importance of environment, the nature of environmental hazards, and ways to deal with them;
2. gain knowledge of ecosystems and biodiversity and their contemporary significance;
3. appreciate the relation between the environment, human population, and social issues;
4. reflect on the exhaustibility of natural resources and ways of conserving them from a long-term perspective; and
4. understand the multifaceted effects of development and devise contextually relevant strategies for sustainable development.

Evaluation Scheme

Internal (40 marks): the pattern is: 1. internal assessment test (20 Marks) 2. assignment (20 Marks) 3. seminar presentation by students (20 Marks). Out of these, the best two will be considered.

External (60 marks): semester-end examination