



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION
(w.e.f. Academic Year – 2023-24)

MINORS
SPECIAL ENGLISH

| Semester | Papers | Hours | Credits |
|-----------------|---|--------------|----------------|
| II | 1. An Introduction to English Literature (600-1500) | 4 | 4 |
| III | 2. An Introduction to Romantic Literature (1798-1837) | 4 | 4 |
| IV | 3. An Introduction to Victorian Literature (1837-1900) 4. Glimpses of World Literature | 4 | 4 |
| V | 5. Writing for Media 6. Creative Writing and Literary Appreciation | 4 | 4 |

1. AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)

Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the features of Old English, Middle English and Renaissance Periods.
- Review the aspects of literary genres, forms and terms of the period.
- Identify the characteristics of poetry, drama and literary criticism.
- Have a detailed understanding of the literary texts.

UNIT-I

History of English Literature-- Old English, Middle English, Renaissance period

UNIT-II

Literary Genres--Poetry, Drama, Ballad, Epic, Alliteration, Elegy, Sonnet, Mystery/Miracle Plays, Morality Play

UNIT-III

Poetry--- Geoffrey Chaucer: *Controlling the Tongue*

Edmund Spenser: Sonnet 73 (*Lyke as a Byrd*)from Amoretti

UNIT-IV

Drama--- Christopher Marlowe: *The Jew of Malta*

UNIT-V

Literary Criticism--- Philip Sydney: *An Apology for Poetry*

Reference:

- Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
- Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.
- Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
- M.S.Naagarajan.2006. *English Literary Criticism & Theory*.
- Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
- M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning
- Stephen. *Renaissance Self-Fashioning. 1980. From More to Shakespeare*. Chicago: University of Chicago Press.

Activities:

- To prepare biographies of the authors prescribed for the study.
- To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.
Seminar presentations on the literary texts prescribed.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|-----------------------|----------------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

2. AN INTRODUCTION TO ROMANTIC LITERATURE (1798-1837)

Objectives & Outcomes:

After going through the course the learner would be able to

- Relate the features of Romantic period.
- Understand the aspects of literary genres, forms and terms of the period.
- Analyze the characteristics of poetry, prose, fiction and literary criticism.
- Have a detailed understanding of the literary texts with the progression of age.
- Critically appreciate the literary texts of the period.

Unit- I

History of Romantic Literature-- Characteristics, Major themes & writers
Literary Genres--- Ode, Lyric,Hyperbole, Pastoral Elegy, Imagery, Symbolism, Point of View

Unit- II

Poetry---William Wordsworth: *The Solitary Reaper*
John Keats: *Ode on a Grecian Urn*

Unit- III

Fiction--- Jane Austen:*Pride and Prejudice*

Unit- IV

Prose--- Charles Lamb:*Dream Children: A Reverie*

Unit- V

Literary Criticism--- Samuel Taylor Coleridge: *Biographia Literaria*

Reference:

- Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers.
Grierson, H.J.C. 2014.*A History of English Poetry*.CUP.
Daiches, David. 2014 ed. *History of English Literature*.(4 Volumes).CUP.
Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
T S Eliot. 1921. *Poetry and Prose: The Chap Book*. Poetry Book shop London
M.S.Naagarajan.2006. *English Literary Criticism & Theory*.
Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning.

Activities:

- Making the students prepare mind maps based on the plot of the novel.
Students are to prepare biographies of the prescribed authors.
To prepare biographies of the authors prescribed for the study.
To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.
Seminar presentations on the literary texts prescribed.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|-----------------------|----------------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

3. AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900)

Objectives & Outcomes:

After going through the course the learner would be able to

- Identify the influences of the Victorian society on its literary period.
- Understand the aspects of literary genres, forms and terms of the period.
- Analyze the characteristics of poetry, drama, fiction and literary criticism.
- Have a detailed understanding of the literary texts with the progression of age.
- Critically appreciate the literary texts of the period.

Unit- I

History of Victorian Literature--- Characteristics, Major themes & writers
Literary Genres--- Gothic Novel, Melodrama, Historical Novel, Sentimental Novel, Regional Novel, Flat Character, Round Character, Dramatic Monologue

Unit- II

Poetry--- Robert Browning: *My Last Duchess*
Elizabeth Barrett Browning: *Patience Taught by Nature*

Unit- III

Drama--- Oscar Wilde: *The Importance of Being Earnest*

Unit- IV

Fiction--- Charles Dickens: *David Copperfield*

Unit- V

Literary Criticism--- Mathew Arnold: *Function of Criticism, Touchstone Method*

Reference:

- Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
- Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.
- Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
- M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.
- Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
- M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

Activities:

Making the students prepare mind maps based on the plot of the novel.

Students are to prepare biographies of the prescribed authors.

To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed.

Enacting notable scenes/acts of the drama prescribed.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|-----------------------|----------------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

4. GLIMPSES OF WORLD LITERATURE

Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the salient features of world literatures.
- Analyze the sense and sensibilities across the globe.
- Understand the influence of various –isms on literary texts.
- Interpret the meaning of a literary text by reading between the lines.
- Identify cultural influences on Modern English literature.

Unit- I

Poetry---Gabriel Okara: *Once Upon a Time*
Maya Angelou: *Caged Bird*

Unit- II

Drama---GirishKarnad: *Nagamandala*

Unit- III

Fiction---Fyodor Dostoevsky: *Crime and Punishment*

Unit-IV

Short Story---O Henry: *The Last leaf*
Tillie Olsen: *I Stand Here Ironing*

Unit- V

Literary Criticism---I.A. Richards: *Four Kinds of Meaning*

Reference:

- Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
- Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.
- Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
- M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.
- Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
- M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

Activities:

Making the students prepare mind maps based on the plot of the novel.

Students are to prepare biographies of the prescribed authors.

To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|-----------------------|----------------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

5. WRITING FOR THE MEDIA

Objectives & Outcomes:

At the end of the course the student will be able to:

- Write with confidence
- Use Correct Grammar, Punctuation and Appropriate Style
- Differentiate between various types of media writing
- Gather and synthesize information from authentic sources
- Use digital resources for media writing

Unit-I

1. Good Writing Skills
(Vocabulary, Basic Grammar, Expansion and Optimization)
2. Resources for Writing (Dictionary, Thesaurus and Encyclopaedia)

Unit-II

1. Proofreading, Punctuation and Style
2. Types of Media Writing
(Information, Description, Persuasion and Editorial Writing & Feature Writing)

Unit-III

1. Writing for Specialized Areas: Sports, Culture, Entertainment, Cuisine etc.
2. Collecting News and Identifying Sources

Unit-IV

1. Media Writing and Translation
2. Media Writing and Social Responsibility

Unit-V

1. The Role of Technology in Media Writing (Blogging, Podcasts, Social Media and Collaboration in Writing)
2. Digital Resources for Writing (Online Dictionaries, Inbuilt and Online Spell-Checkers, Grammar-Checkers and Google Resource)

Resources for Further Reading:

1. Usha Raman. Writing for the Media. Oxford University Press, New Delhi, 2010
2. Brian Carroll. Writing for Digital Media. Routledge, New York, 2010.
3. Liz Hamp-Lyons, Ben Heasley. Study Writing. Cambridge University Press, 2006
4. Writing in the Media Environment. <https://www.jprof.com/lecture-notes/writing-in-the-media-environment/>
5. Different Types of Media Writing. <https://blog.copify.com/post/different-types-of-media-writing>
6. Media Writing Skills and Characteristics. <https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>

Activities:

1. **For Teachers:** The teacher will train students in practical skills in writing for the media for not less than 10 hours and assign activities. The teacher will guide the learners to identify different current subjects to write for the media to demonstrate their knowledge.
2. **For Students:** Learners will conduct practicum in writing for the media (News Papers, News Magazines, Journals and College Magazines, Script Writing for Radio and Short Films) for 10 hours. The learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in at least 10 pages as guided by the teacher.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|----------------|---------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

6. CREATIVE WRITING AND LITERARY APPRECIATION

Objectives & Outcomes:

At the end of the course the student will be able to:

- Understand and define the art of Creative Writing
- Identify different literary genres
- Review the published works of others
- Deliver presentations on the literary works
- Demonstrate the creative writing skills

Unit-I

1. Understanding Creative Writing
2. Characteristics of Good Writing

Unit-II

1. Understanding Fiction : Novel and Short Story
(**Plot, Character, Theme and Narrative Technique:** A Tale of Two Cities –by Charles Dickens;

Visual Description, Point of View and Setting: ‘The Black Cat’ –by Edgar Allen Poe)

2. Understanding Prose
(**Language and Style:** Francis Bacon’s ‘Of Studies’;

Persuasiveness, Readability and Argument: ‘The Power of Prayer’ –by APJ Abdul Kalam)

Unit-III

1. Understanding Poetry
(**Figurative Language:** ‘Endless Time’ –by Rabindranath Tagore;

Imagery and Metre: ‘Elegy Written in a Country Churchyard’ -by Thomas Gray;

Tone: ‘The Lovers of the Poor’ -by Gwendolyn Brooks)

2. Mechanics of Poetry

Unit-IV

1. Writing a Memoir
2. Writing Reviews

Unit-V

1. Writing a Short Story
2. Writing Different Types of Essays

Resources for Further Reading:

1. Stephen King. On Writing: A Memoir of the Craft. Scribner, 2010.
2. Alice LaPlante. The Making of a Story: A Norton Guide to Writing Fiction and Non-Fiction. W.W.Norton, New York. 2009
3. Tara Mokhtari. The Bloomsbury Introduction to Creative Writing. Bloomsbury Academic, London, 2015.
4. Philip Seargeant & Bill Greenwell. From Language to Creative Writing: An Introduction. Bloomsbury Academic, London, 2013.
5. Tips for Creative Writing: <https://www.lexico.com/grammar/top-tips-for-creative-writing>
6. Creative Writing: Simple Definition and Tips: <https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html>
7. Weekly Writing Prompts: <https://blog.reedsy.com/creative-writing-prompts/>
8. Decolonising Creative Writing: <https://scroll.in/article/999215/decolonising-creative-writing-its-about-not-conforming-to-techniques-of-the-western-canon>

Activities:

1. **For Teachers:** The teacher shall train students in practical skills in creative writing and literary appreciation for not less than 10 hours and assign activities to demonstrate their knowledge.
2. **For Students:** The learners will conduct practicum in creative writing and literary appreciation for not less than 10 hours. The Learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

Components of Evaluation:

| Objectives | Marks (Maximum 100) |
|----------------|---------------------|
| Unit – I | 15 |
| Unit – II | 15 |
| Unit – III | 15 |
| Unit – IV | 15 |
| Unit – V | 15 |
| Internal Marks | 25 |

B.A. SPECIAL ENGLISH

**Minor
MODEL QUESTION**

Semester: II

Paper: II An Introduction to English Literature (600-1500)

Time: 3 Hours.

Max Marks: 70

SECTION – A

Answer any 5 questions. Each question carries 4 marks

(5 X 4 = 20M)

1. Write a note on Renaissance
2. What is a ballad? Give examples
3. How does Spenser depict true love in Sonnet 73
4. Sketch the character of Barabas
5. Why does Sidney defend poetry?
6. Elegy
7. Morality Plays
8. Alliteration

SECTION – B

Answer all the questions. Each question carries 10 marks.

(5 X 10 = 50M)

9. Describe the key features of Old English grammar and vocabulary.

(OR)

Explain the factors that influenced the development of Middle English. How did the Norman Conquest affect the language?

10. Define drama and what are the dramatic conventions that contribute to the portrayal of social issues in contemporary plays

(OR)

What are the characteristics of an epic. Give examples.

11. Write the critical appreciation of Geoffrey Chaucer's "Controlling the Tongue"

(OR)

Examine how Spenser uses imagery to explain the main ideas of the poem "Sonnet 73"

12. Explain the significance of Christopher Marlowe's play "The Jew of Malta"

OR

Explain the themes of religious conflict and revenge in Marlowe's "The Jew of Malta"

13. Explore Sir Philip Sidney's defense of poetry as presented in "Apology for Poetry"

(OR)

Summarize Sidney's views on the moral and educational value of poetry in his "Apology for Poetry".