



University Of Kerala

**Four Year Under Graduate Programme
(UoK FYUGP)**

Revised SEMESTER TWO Syllabus

Major Discipline **ENGLISH**

December 2024

SEMESTER 2

Sl. No.	Category	Course Code	Course Title	Course Description
1	DSC	UK2DSCENG100	The Art of Story Telling	History of storytelling, its relevance, features, and cultural importance - 5 hours
2	DSC	UK2DSCENG101	Media Practices	Different kinds of media, mass media, advertising, writing for media and advertising- 5 hours
3	DSC	UK2DSCENG102	Popular Literature	Introduces popular literature of different genres- 4 hours
4	DSC	UK2DSCENG103	Narratives of Social Struggle, Resistance and Justice	Explores the intersection of language, literature and social justice advocacy-4 hours
5	DSC	UK2DSCENG104	Climate Narratives	Literature reflecting climate change and its impact on climate activism- 5 hours
6	DSC	UK2DSCENG105	Language for Specific Purposes	Language of science and technology, business, logistics, law, medicine etc. -4 hours
7	MDC	UK2MDCENG100	Comics and Graphic Fiction	Introduces the genres of comics and graphic fiction and explores how they have become powerful tools of expression in the modern world.- 3 hours
8	MDC	UK2MDCENG101	Travel Writing	Introduces the genre of travel writing from different historical and cultural backgrounds.- 3 hours
9	MDC	UK2MDCENG102	New Media and Society	Introduces digital media and enables students to create effective content for them. -3 hours
10	AEC	UK2AECENG100	Voices of Humanity 2	Enhances the English language competency of students, focusing on core linguistic skills, critical reading, and writing skills.- 4 hours
11	AEC	UK2AECENG101	Literature, Language, and Performing Arts 2	The course enhances language proficiency while exploring the intersection of language and performing arts.- 4 hours
12	AEC	UK2AECENG102	Food, Literature and Culture 2	Improves linguistic proficiency through culinary narratives.- 4 hours

13	AEC	UK2AECENG103	Science Through the Prism of English 2	Develops communication skills in English while exploring the past, present and future of science- 4 hours
14	AEC	UK2AECENG104	Business Communication II	Develops proficiency in language skills with particular focus on business communication- 4 hours
15	AEC	UK2AECENG105	Reflections on Language, Literature, and Society 2	Enhances communication skills while exploring issues of race, caste and human rights. - 4 hours
16	AEC	UK2AECENG106	English for Social Sciences II	Enhances language skills while exploring social and cultural factors coming into play in literature.- 4 hours
17	AEC	UK2AECENG107	Language for Developmental Studies II	Develops linguistic ability through narratives related to the world of Economics.- 4 hours
18	AEC	UK2AECENG108	Literature, Language, and Culture II	Functional use of English with presentation skills.- 4 hours
19	AEC	UK2AECENG109	Literature, Law, and Culture II	Equips the learners with the essential communication skills needed in legal scenarios.- 4 hours
20	AEC	UK2AECENG110	Reading Literature II	Improves written and spoken communication skills, and enhances proficiency in pronunciation through literature- 4 hours
21	AEC	UK2AECENG111	Technology, Science, and Imagination II	The course covers important areas such as effective communication strategies, technical writing techniques, understanding different English varieties, and analysing scientific texts- 4 hours
22	AEC	UK2AECENG112	English Grammar and Communication II	Develops grammatical competency and improves communication skills- 4 hours
23	AEC	UK2AECENG113	Reading and Writing in English	Focuses on reading and writing skills- 4 hours



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Discipline	ENGLISH				
Course Code	UK2DSCENG100				
Course Title	The Art of Storytelling				
Type of Course	DSC				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2-	5
Pre-requisites	1. 2.				
Course Summary	Introduces students to the history and relevance of story telling and familiarises them with its different elements				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Origin and Evolution of Storytelling as a Cultural Practice		15
	1	Definition of storytelling – kinds of stories - storytelling in different cultures	
	2	Oral and written modes of storytelling - Storytelling in other media – personal narratives	

	3	Transmedia storytelling – digital storytelling - business storytelling – Storytelling in the corporate sector	
	4	Charlemae Rollins. “StoryTelling: Its Value and Importance.” Creative Writing and Story Telling for Today's Schools Vol. 34, No. 3, (MARCH, 1957), National Council of Teachers of English, pp. 164-166 (3 pages). https://www.jstor.org/stable/41384579 The Story of Scheherazade https://www.gathertales.com/story/the-story-of-scheherazade/sid-108	
II	Features and Relevance of Storytelling		15
	5	Benefits of storytelling	
	6	Key features of a well-told story	
	7	Selection of stories for narration - Rules and steps for storytelling	
	8	Sarah Dillon. “The Function of Stories.” https://royalsociety.org/-/media/policy/projects/reimagining-science/Narrative/The-Function-of-Stories-Dr-Sarah-Dillon.pdf	
	9	“The Tale of a Story and a Song” Trans A.K. Ramanujan https://www.purplepencilproject.com/the-tale-of-a-story-and-a-song/	
III	Storytelling, Sound and Movement		15
	9	Narrator’s voice - Rhythm – Rhyme	
	10	Music – Songs – audiobooks	
	11	Telling story as performance	
	12	dance – theatre – opera - puppetry	
	13	Bharat Dhiman. “The Rise and Power of Audio Storytelling in the 21st Century: A Critical Review.” April 2023. DOI: 10.36227/techrxiv.22697422.v1	
	14	Dolly Parton – “Coat of Many Colors.” https://www.youtube.com/watch?v=KFbYFHaigSk (Storytelling through song)	

IV	Storytelling, Images and the Visual Culture		15
	15	Narrative Images and Objects	
	16	picture books – cartoons and comics - Graphic Novels	
	17	visual media - Films – video games - digital media	
	18	Mitchell McDonald-Roberts. “Visual Narrative: The Art of Storytelling in Still Images.” https://www.linkedin.com/pulse/visual-narrative-art-storytelling-still-images-mcdonald-roberts/ Jataka tales comic THE GIANT AND THE DWARF : A Jataka Tale of Wit and Wisdom by Amar Chitra Katha https://archive.org/details/69884848jatakatalesthegiantandthedwarfamarchitrakatha_55_i/page/n1/mode/2up	
V	Tell a Tale		15
	19	Practicing Story telling	
	20	Present stories in oral and written formats	
	21	Present stories as images, performance, videos and digital contents.	

Reading List

Boyd, Brian. “The evolution of stories: From mimesis to language, from fact to fiction.” *Wiley interdisciplinary reviews. Cognitive science* 9(1) May 2017, DOI:[10.1002/wcs.1444](https://doi.org/10.1002/wcs.1444)

Boyd, Brian. *On the Origin of Stories: Evolution, Cognition and Fiction*. Harvard: Harvard University Press, 2009.

Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction and Film*. Cornell University Press, 1980.

Currie, Gregory. *Narrative and Narrators: A Philosophy of Stories*. OUP, 2010.

Katerynych , Petro. Vita Goian and Oles Goian. “Exploring the Evolution of Storytelling in the Streaming Era: A Study of Narrative Trends in Netflix Original Content.” *Communication Today* 14(2):28-41 Nov. 2023. DOI:[10.34135/communicationtoday.2023.Vol.14.No.2.3](https://doi.org/10.34135/communicationtoday.2023.Vol.14.No.2.3)

E-resources

<https://www.trueeditors.com/blog/the-evolution-of-storytelling/>

<https://hbr.org/2017/09/great-storytelling-connects-employees-to-their-work>

https://www.researchgate.net/publication/341592543_Story_Telling

<https://atelierkristel.medium.com/the-art-of-storytelling-narratives-in-visual-art-7533af9fc320>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Describe the impact stories can have on individuals	R, U	2, 3
CO-2	Think critically about stories and their performance contexts	An	3, 9, 14
CO 3	Analyse stories and place them culturally	An, Ap	2, 6, 11
CO 4	Communicate perceptions into forms of cultural expression	E, C	7, 9
CO 5	Demonstrate the ability to identify and target specific audiences and narrate stories in various formats	C	5, 13, 15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Describe the impact stories can have on	2, 3	R, U	F, C	L	

	individuals					
2	Think critically about stories and their performance contexts	3, 9, 14	An	C	L	
3	Analyse stories and place them culturally	2, 6, 11	An. Ap	C, P	L	
4	Communicate perceptions into forms of cultural expression	7, 9	E, C	C, M	L	
5	Demonstrate the ability to identify and target specific audiences and narrate stories in various formats	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						

CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓

CO 3	✓			✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓



University of Kerala

Discipline	ENGLISH				
Course Code	UK2DSCENG101				
Course Title	MEDIA PRACTICES				
Type of Course	DSC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Understanding the Media	15

	1	Advertising, Broadcasting, Cybernetics, Propaganda, Censorship, Visual literacy, Media Convergence, Media Bias.	
	2	Different kinds of Media: Print media such as Newspaper, magazines, etc and Broadcast Media like television, Radio programmes, Podcast Cyber Media such as WhatsApp, Facebook, Twitter, Instagram, YouTube, blogs, E.mail and websites. Out-of-Home Media (OOH) such as Billboards, E-posters, Transit advertising, Wallscape, Digital OOH and Cyber laws and Indian Cyber laws.	
II	Introduction to Mass Media		15
	3	Definitions, Different forms of Mass Media: Journalism, Social Media, Films, Photography, Brochures, E-Books and Journals Basic characteristics of Mass Media	
	4	New Media: Old Media V/s New Media, examples, New Media Skills, Career opportunities in New Media	
	5	Impact of Mass Media : Theories of Media such as Audience Reception Theory, Cultivation Theory, Media Dependency theory and the New Media theory	
III	Introduction to Advertising		15
	6	Definition, History and Evolution of Advertising	
	7	Elements- and Functions of Advertising- Structure and style of Advertising Agencies	
	8	Types of Advertising- Characteristics and techniques of Advertising- Evaluation of Advertising	
	9	New Trends in Advertising, Traditional V/S modern types of Advertising with emphasis on Online Advertising, Covert Advertising, User-Generated Advertising, Surrogate Advertising, Niche Advertising etc	

IV	Writing for Media		15
	10	Writing for Print Media: Hard News, Feature stories The Inverted Pyramid with examples, 5Ws and 1H, Different styles of News writing -Leads, Language and Narrative Structure.	
	11	Writing for Advertising: Methods of Advertising, Classified Advertising and Commercial Advertising, Layout and Design of Advertising, Language of Advertising, Tips for Effective Advertising	
	12	Web Writing: Various Forms of Web Writing, Basic Principles of Web Writing, Elements of Good Web Writing, Tips for content creation, etc Major Tools used for Web Writing such as MS Word, Google Docs, Reedsy, iA Writer, Storyist etc Practice Sessions ● Create content for Ads ● Conduct GD or Debate on Impact of Advertising ● Prepare News Reports, Content for E-journals ● Digital Posture/Brochure making ● Posting in digital platforms like Instagram, twitter ● Content creation for Websites etc ● Writing Blogs	

Recommended Reading

E-Resources

- <https://authory.com/blog/30-content-writing-examples-from-top-content-writers-journalists-marketers>
- <https://intactone.com/advertising-effectiveness-evaluation-importance-difficulties-and-methods-of-measuring-advertising-effectiveness/>
- <https://managementstudyguide.com/broadcast-advertising.htm>
- <https://opentextbc.ca/mediastudies101/back-matter/glossary/>
- <https://testbook.com/history-of/advertising#:~:text=It%20began%20with%20simple%20printed,create%20persuasive%20and%20effective%20campaigns.>
- <https://www.advergize.com/advertising/different-types-of-advertising/>

- <https://www.indeed.com/career-advice/career-development/types-of-media>
- <https://www.mbaknol.com/marketing-management/elements-of-an-advertising-layout/>
- <https://www.seattleu.edu/web/content/writing/>
- <https://www.studysmarter.co.uk/explanations/social-studies/the-media/media-theories/3> <https://managementstudyguide.com/broadcast-advertising.htm>

Books

- Keval J Kumar. Mass Communication in India, Mumbai, Jaico Publishing House, 2013 2.
- Seema Hassan. Mass Communication Principles and Concepts (second edition) CBS Publishers and Distributors, 2013. 3.
- M V Kamath. Professional Journalism, New Delhi, Vikas Press, 1980.
- *Understanding Media and Culture: An Introduction to Mass Communication*: University of Minnesota Libraries Publishing Edition, 2016.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain various terminologies related to media	R	PSO-1
CO-2	Define the concepts of media	U, An	PSO-1
CO-3	Explain the modalities and functions of advertising	U, Ap	PSO-1
CO-4	Impart the skills in professional writing	C	PSO-2,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	1	R	F, C	L	-

2	2	1	U,An	F,C	L	-
3	3	1	U,Ap	C,P	L/T	-
4	4	2,3	An	C,P	L/T	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	1	-	-	-	-	-						
CO 3	2	-	-	-	-	-						
CO 4	-	2	3		-	-						

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓



University of Kerala

Discipline	ENGLISH
Course Code	UK2DSCENG102
Course Title	Popular Literature
Type of Course	DSC
Semester	II
Academic Level	100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	4	4	4
Pre-requisites					
Course Summary	This course gives students an understanding of popular literature which cuts across genres. The students will be able to understand the difference between the popular and the canonical and will gain the ability to think critically about the factors which bring about such a differentiation.				

Module	Unit	Content	Hrs
I	Popular Literature		12
	1	Popular Literature- Growth, Development, Characteristics - genres and subgenres - folk tales - fairy tales-ballads-romances-periodicals-detective fiction- sci-fi, fantasy-horror-chick lit-Children's literature-cartoon/comic strips	
	2	Arshad Ahammad A. — "Popular Fiction: A Short Introduction." https://popularliterature2acbcss.blogspot.com/2022/03/popular-fiction-short-introduction-by.html	
II	Popular Genres: Crime Fiction		12
	3	Gavin Holman – "What is the Appeal of Detective Fiction?" https://www.researchgate.net/publication/322539719_What_Is_The_Appeal_Of_Detective_Fiction	
	4	Detective Story Sir Arthur Conan Doyle. "The Second Stain." https://www.arthur-conan-doyle.com/index.php/The_Adventure_of_the_Second_Stain	
III	Popular Genres: Children's Literature, Fantasy, Fairy-tale and Pulp Fiction		15
	5	Children's Literature Ruskin Bond – "The Cherry Tree" (short story for children) http://englishories.blogspot.com/2014/02/the-cherry-tree-ruskin-bond.html	
	6	Folk-tale Somdev Bhatt: — "Three Suitors and Somprabha" (Vikram-Betaal Story) http://vikrambetalstory.blogspot.com/	

	7	Fairy Tale <i>The Story of Aladdin; or, The Wonderful Lamp.</i> https://americanliterature.com/author/arabian-nights/short-story/the-story-of-aladdin-or-the-wonderful-lamp “The Shoes That Were Danced to Pieces” by Jacob and Wilhelm Grimm https://www.pitt.edu/~dash/grimm133.html	
	8	Pulp/Romance Fiction Swagata Pradhan -- “A Tale of Two Strangers” - Love Stories that Touched my Heart edited by Ravinder Singh https://akshaygurnani.wordpress.com/wp-content/uploads/2016/09/love-stories-that-touched-my-heart-ravinder-singh_ebook4in-blogspot-com-1.pdf	
IV	Novels		9
	9	Stephen King – <i>Carrie</i>. Doubleday, 1974. (Horror Novel) https://dn720402.ca.archive.org/0/items/carrie-archive/1974%20Carrie%20by%20Stephen%20King.pdf Christian Lax. <i>The Red Mother with Child</i>. 2020. https://www.zipcomic.com/the-red-mother-with-child-issue-tpb (Graphic Novel)	
V	Creative Non- Fiction		12
	10	Robert Atwan . “Of Memoir and Memory: Making a Case for a New Type of Literary Criticism.” https://www.creativenonfiction.org/online-reading/memoir-and-memory Gwen Francis-Williams - “Asian Pears and Red Azaleas.” https://www.hippocampusmagazine.com/2016/09/asian-pears-and-red-azaleas-by-gwen-francis-williams/	
	11	Blog Post Anne Pinkerton – “Precious” https://truescrawl.com/2019/08/29/precious/#more-2411	

Recommended Reading

Atwood, Margaret. *The Handmaid's Tale*, McClelland and Stewar, 1985.

Christie, Agatha. *The Murder of Roger Ackroyd*. (Novel)

- Cain, James M. *Postman always Rings Twice*. (Novel)
- Dozois, Gardner (editor). *The Mammoth Book of Best New SF 26*. Robinson, 2013.
- Highmore, Ben. *Culture*. Routledge, 2015.
- Horne, Philip (editor). *Tales from a Master's Notebook: Stories Henry James Never Wrote*. Vintage, 2018.
- Khanna, Rakesh (editor). *Blaft Anthology of Tamil Pulp Fiction*. Blaft Publications, 2008.
- Pawling, Christopher. "Popular Fiction: Ideology or Utopia?" *Popular Fiction and Social Change*. Basingstoke: Macmillan, 1985.
- Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Bloomsbury, 2017.
- Suvin, Darco, —On Teaching SF Critically, Positions and Presuppositions in Science Fiction. Kent, Ohio: Kent State University Press. 1989
- Todorov, Tzvetan. —The Typology of Detective Fiction. *The Poetics of Prose*. Ithaca: Cornell UP, 1995.
- Verne, Jules. *Twenty Thousand Leagues Under the Seas*. 1872, Wordsworth Editions, 1992.
- Yei Theodora Ozaki. "The Ogre of Rashomon." *Japanese Fairy Tales*.
<https://etc.usf.edu/lit2go/72/japanese-fairy-tales/4847/the-ogre-of-rashomon/>

E-resources

- Grossman, Lev. Literary Revolution in the Supermarket Aisle: Genre Fiction Is Disruptive Technology. 23 May 2012, <https://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Khair, Tabish. "Indian Pulp Fiction in English: A Preliminary Overview from Dutt to Dé." *The Journal of Commonwealth Literature*, vol. 43, no. 3, Sept. 2008, pp. 59–74, doi:[10.1177/0021989408095238](https://doi.org/10.1177/0021989408095238).
- Lee, L. J. Guilty Pleasures: Reading Romance Novels as Reworked Fairy Tales. *Marvels & Tales* 22 (1) 2008. <https://www.muse.-jhu.edu/article/247497>
- .
- Swirsky, Peter. —Popular and Highbrow Literature: A Comparative View. CLCweb: Comparative Literature and Culture. Volume 1 Issue 4 1999.
<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1053&context=clcweb>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Encourage to think critically about popular literature.	U, An	PSO-1, 2
CO-2	Understand the categories of the —popular and the —canonical	R, U	2, 3, 5
CO-3	Identify the conventions, formulas, themes and styles of popular genres such as detective fiction, the science fiction and fantasy, and children 's literature.	An	9, 11, 13
CO-4	Evaluate the literary and cultural value of popular tales, novels and creative non-fiction writings	Ap, E	9, 11, 13,15
CO-5	Sensitize students to the ways in which popular fiction reflects and engages with questions of gender, identity, ethics and education.	E, C	11, 13, 14, 15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		1, 2	U, An	F		
2		2, 3, 5	R, U	F, C		

3		9, 11, 13	An	C		
4		9, 11, 3,15	Ap, E	C, P		
5		11, 13, 14, 15	E, C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

Level	Correlation
-	
1	
2	
3	

Assessment Rubrics:

§ Assignment/ Quiz/ Discussion / Seminar

§ Midterm Exam

§ Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓



University of Kerala

Discipline	ENGLISH
Course Code	UK2DSCENG103

Course Title	Narratives of Social Struggle, Resistance and Justice				
Type of Course	DSC				
Semester	II				
Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. Basic proficiency in language use 2. Awareness of contemporary events				
Course Summary	This course explores the powerful intersection of language, literature, and social justice advocacy. Participants will delve into the nuanced use of language in understanding and addressing pressing issues such as justice, child welfare, mental health, human rights, international social work, and community development. Through a combination of education, research, and critical analysis, students will develop the skills to identify and defend against human rights violations using literature and language as tools for advocacy.				

Detailed Syllabus:

Module	Unit	Content	Hours
I		Narratives- Grand narratives - Metanarratives- Privilege- Power- Hegemony- Narratives of resistance- Narratives of social justice –Narratives of Struggle-Inclusion and Exclusion	12
	1	Mahmoud Darwish - "Identity Card" https://www.poemhunter.com/poem/identity-card/	
	2	From extradition risks to broader implications: Human rights expert breaks down Assange case https://news.un.org/en/interview/2024/02/1146567	

	3	Is graffiti an act of resistance? https://www.resetdoc.org/story/challenging-monopoly-state-representation-public-spaces/	
II	Gender		12
		Gender equity-violence prevention – empowerment – gender identity- intersectionality - transgender-intersex-preferred pronouns	
	4	We Are Everything – Kalki Subramaniam https://pipewrenchmag.com/kalki-subramaniam-apart-yet-alike/	
	5	We should all be feminists Chimamanda Ngozi Adichie TEDxEuston https://www.youtube.com/watch?v=hg3umXU_qWc	
	6	News paper article on Janaki Ammal – the pioneering Indian female botanist https://timesofindia.indiatimes.com/city/chennai/she-broke-caste-gender-barriers-with-science/articleshow/62876921.cms	
III		Ecology	12
		Environmental activism – climate change- land and resource rights- environmental refugees- global environmental governance	
	8		

		Photo- activism: Photography with purpose https://medium.com/@weanimalsmedia/photo-activism-photography-with-purpose-87737285a36c#:~:text=Throughout%20history%2C%20photographers%20have%20covered,or%20he lp%20deliver	
	9	Greta Thunberg's Speech at the UN Climate Conference https://youtu.be/11FCyUB81rI?si=WqC6vKdo4u3F2JoU	
	10	Locker – Short film https://youtu.be/yNw1X5u7k9g?si=tuu0vgV5-JGvg3xo	
IV		Indigenous/Marginalized/ Refugee/ Tribal/ Disabled	12
	12	Shishu _ Mahasweta Devi	
	13	Disability stereotypes in the media https://www.aruma.com.au/about-us/blog/run-forest-run-disability-stereotypes-in-the-media/	
	14	The laughter of hunger (Paikinjana Chiri) -Leela Santhosh, Sindhu Viswanath https://youtu.be/5wPyMyb70ZU	
	15	“Home” by Warsan Shire	

		https://www.facinghistory.org/resource-library/home-warsan-shire	
	16	Suggested Reading: Nadugadhika- K J Baby	
V	Suggested Resistance movements from across the world		12
	17	Decolonisation Frantz Fanon – The Wretched of the Earth (A Summary) https://monoskop.org/images/6/6b/Fanon_Frantz_The_Wretched_of_the_Earth_1963.pdf	
	18	Dalit Resistance and Anit-caste movements Jaydeep Sarangi – Writing as Resistance Margin Speaks: Indian Dalit Literature. A Review of Writing as Resistance: Literature of Emancipation, ed. Jaydeep Sarangi (New Delhi: Gnosis, 2011)	
	19	Anti-Racism : Black Lives Matter An interview with the founders of Black Lives Matter Alicia Garza, Patrisse Cullors, Opal Tometi	

	https://www.youtube.com/watch?v=tbicAmaXYtM	
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Recommended Reading

- **Lewis, T. Literature as Resistance: the Hudson Review, 60 (4), 655-664.**
www.jstor.org/stable/20464787
- **Mibang ,tamo, M. C. Behera. Tribal Studies: Emerging Frontiers of Knowledge ,**
Mittal Publications, 2007
- **Goswami, Shivani and Rakesh Kumar Handa. “The Peril of Acid Attacks in India**
and Susceptibility of Women”, Journal of Victimology and Victim Justice, Vol
3,Issue 1, 2020
<https://doi.org/10.1177/2516606920927247>
- **Wong, Alice. Disability Visibility: First Person Stories from the Twenty- first**
Century, Vintage, 2020

Jacques, Juliet. Trans: A Memoir, Verso 2015

E-Resources

Module 1

<https://www.purplepencilproject.com/resistance-literature-in-india/>

<https://www.bbc.com/news/world-us-canada-68282613>

https://www.researchgate.net/publication/318330847_The_Street_Art_of_Resistance

Module 2

<https://www.uua.org/lgbtq/identity/queer>

<https://www.un.org/en/un-chronicle/lack-gender-equality-science-everyone%E2%80%99s-problem#:~:text=Their%20work%20is%20underrepresented%20in,national%20science%20academies%20are%20women.>

<https://www.ijtrd.com/papers/IJTRD28293.pdf>

Module 3

<https://www.un.org/en/climatechange/what-is-climate-change#:~:text=The%20consequences%20of%20climate%20change,catastrophic%20storms%20and%20declining%20bio diversity.>

<https://www.degruyter.com/document/doi/10.7312/obri18265-004/html?lang=en>

wearewater.org/en-in/insights/locker-a-life-goes-into-every-water-ration/

Module 4

<https://www.journalcra.com/article/tale-dispossessed-mahasweta-devi%E2%80%99s-little-ones#:~:text=Her%20short%20story%2C%20Little%20Ones,of%20extreme%20poverty%20and%20scarcity.>

<https://www.pursuits.mercycollege.edu.in/pdf/articles/ROSE-4.pdf>

<https://www.newindianexpress.com/entertainment/malayalam/2020/Apr/15/kerala-tribal-filmmaker-fights-to-reclaim-indigenous-narratives-2130578.html>

Module 5

<https://www.gradesaver.com/the-wretched-of-the-earth/study-guide/summary>

https://en.wikipedia.org/wiki/Black_Lives_Matter

<https://www.outlookindia.com/national/tracing-the-movement-magazine-309532>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Able to identify themes of resistance in different forms and genres of literature	U	PSO-1, 2
CO-2	Understand the interconnection between various genres in manifesting struggle and resistance	R, U	2, 3, ,4,56,7
CO 3	To create awareness of the language use in understanding justice, child welfare , mental health, human rights, international social work and community development	An, Ap	8, 9, 12, 13, 14
CO4	To understand and practice literature and language to identify and defend human rights violation	Ap, C	12, 13, 14, 15
CO 5	To acquire skills of social work intervention in social issues	C	5, 6, 9, 10

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		PSO-1, 2	U	F, C		
2		2, 3, 4,5	R, U	F, C		
3		6,7,9, 11, 13	An, Ap	C, P		
4		8, 9, 11, 13,15	Ap, C	C, P, M		
5		11, 13, 14, 15	C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

CO 6	-	-	-	3	-	-						
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Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓

CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



University of Kerala

Discipline	ENGLISH				
Course Code	UK2DSCENG104				
Course Title	Climate Narratives				
Type of Course	DSC				
Semester	II				
Academic Level	100 –199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	This focus on the possibilities and challenges of using literature to disseminate information about climate change, to engage readers in scientific and literary debate, and to promote climate activism. Helps Students will analyze how literature portrays the impact of climate change on individuals, communities, and ecosystems.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Climate Narratives		15
	1	Defining cli-fi: History, characteristics, and themes-	
	2	<i>The Parable of the Sower</i> , Octavia Butler	
	3	Poetry Frogless, Margaret Atwood https://www.latimes.com/archives/la-xpm-1995-09-24-bk-49294-story.html Ice coming - Helen Dunmore https://www.thereader.org.uk/featured-anthology-earth-shattering-helen-dunmore/ The Dead Seal (a prose poem) - Robert Bly https://www.ronnowpoetry.com/contents/bly/DeadSeal.html	
	4		
II	Climate Change and the Anthropocene		15
	5	Anthropocene and its consequences	
	6	Bong Joon-ho (Dir) <i>Snowpiercer</i> (2013)	
	7	Three foxes by the edge of the field by twilight - Jane Hirshfield https://poets.org/poem/three-foxes-edge-field-twilight For a coming extinction - WS Merwin https://www.poetryfoundation.org/poems/57936/for-a-coming-extinction-56d23be1c33a8 All the weather you can think of Phillip Gross	

		https://www.philipgross.co.uk/sample-poems.php	
	8	Girish Kasaravalli (Dir)- <i>Dweepa</i> (2002)	
III	Apocalyptic Narratives		15
	9	Introduction- natural disasters-epidemics-nuclear wars-themes of survival-moral dilemmas- societal breakdown-resilience of humanity	
	10	Emily St. John Mandel- <i>Station Eleven</i>	
	11	Roland Emmerich (Dir) <i>The Day After Tomorrow</i> (2004)	
IV	Indigenous Perspectives on Climate Change		15
	12	Declaration of Indigenous Peoples on Climate Change., <i>Australian Indigenous Law Reporter</i> 7.1 (2002): pp. 97-101	
	13	Louise Erdrich: <i>Future Home of the Living God</i>	
	14	Ayelen Liberona (Dir)- <i>Keepers of the Water</i> (Documentary)	
V	Practicum		15
	15	Write a research paper on exploring the interconnectedness of local and global concerns through climate narratives	
	16	Observe and discuss local examples of climate change.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive	PSO addressed
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		Level	
CO-1	Understand the impact of climate narratives on individuals	R, U	2, 3
CO-2	Think critically about climate narratives	An	3, 9, 14
CO 3	.Provide a critical awareness of natural and man made disasters.	An, Ap	2, 6, 11
CO 4	Comprehend indigenous knowledge systems related to the environment	E, C	7, 9
CO 5	Engage in environment sensitive everyday practices	C	5, 13, 15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2, 3	R, U	F, C	L	
2	2	3, 9, 14	An	C	L	
3	3	2, 6, 11	An. Ap	C, P	L	
4	4	7, 9	E, C	C, M	L	
5	5	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments

- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



University of Kerala

Discipline	ENGLISH
Course Code	UK2DSCENG105
Course Title	Language for Specific Purposes
Type of Course	DSC
Semester	II
Academic Level	100 - 199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2. UK102DSC				
Course Summary	Gives competence in the specialised language used in various fields. Equips students to take on different job roles.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	English for Specific Purposes		12
	1	Definition of English for Specific Purpose- Characteristics of ESP- Importance of ESP -English for General Purpose (EGP)-EGP vs. ESP Importance of learning ESP.	
	2	Types of ESP-EAP and EOP- Brief history and development of ESP - EST	
	3	Common abbreviations in ESP-BE, EAP, ELP, EMP, EOP, EST, EVP, IELTS, TEEP, TOEFL	
II	English for Science and Technology (EST)		12
	5	Use of English in scientific publications, textbooks, technical reports https://englishlive.ef.com/en/blog/career-english/science-vocabulary/	
	6	Technical Vocabulary for describing machines/gadgets; procedure & processes	
	7	Communicating in the Technical Workplace: discussions of processes; technical problems & solutions; safety instructions (Basic Level)	
III	Business English		12
	9	Business English: -Business Correspondence: business letters, letter of complaint-letter of enquiry-Emails-Memos-Agenda-Minutes	

	10	Negotiations: Negotiating language- process - negotiating with suppliers and clients.	
	11	Job applications-resumes-cover letters- preparing for interviews	
IV	English for Logistics		12
	12	Logistics - Job roles in Logistics - English for Logistics - Essential vocabulary- commonly used terms and abbreviations https://wheels.report/Resources/Whitepapers/45f26183-d7a6-4491-b458-3f7e7f26b290_C.pdf (Theme 1 Pp. 5-17)	
V	Suggested Legal and Medical English		12
	13	Job Roles in Legal Sector - English for Legal Affairs – key terms - vocabulary for court procedure - commonly used terms and abbreviations. https://englishlive.ef.com/en/blog/career-english/insurance-legal-english/	
	14	Job Roles in Medical sector - Medical English – medical vocabulary – common words https://promova.com/english-vocabulary/hospital-and-medical-vocabulary	

Suggested Reading

Alred, Gerald J., Charles T. Brusaw, and Walter Oliu. Handbook of Technical Writing. 6th ed. Boston: Bedford/St. Martin's, 2000.

Anthony, Laurence. *Introducing English for Specific Purposes*. 2018

Dudley-Evans Tony, Maggie Jo Saint John, *Developments in English for Specific Purposes: A Multidisciplinary Approach*. 2011.

Kourilova, Magda. "Teaching English For Specific Purposes." *The British Medical Journal*, vol. 2, no. 6187, 1979, pp. 431–433. JSTOR, www.jstor.org/stable/25433614.

Paltridge Brian and Sue Starfield, *The Handbook of English for Specific Purposes*. 2012

Talbot, Fiona. *How to write effective Business English?* 2009

Thorn, Michael and Alan Badrick. An Introduction to Technical English. Harlow: Prentice Hall Europe, 1993.

Waters, Alan and Tom Hutchinson, *English for Specific Purposes: A Learning Centered Approach*. 1988

E-resources

<https://multilingualpedagogy.lmc.gatech.edu/english-for-specific-purposes-esp/>

<https://busyteacher.org/20571-7-turn-taking-strategies-boost-student-speaking.html>

English for Science and Technology

<https://www.youtube.com/watch?v=jhRzdo2gl1k>

<https://www.atlantis-press.com/article/25840524.pdf>

<https://www.slideshare.net/deepikavaja/english-for-science-and-technology>

Business English

<https://www.englishclub.com/business-english/negotiations-process.html>

<https://www.thesuccessfactory.co.uk/blog/the-ultimate-guide-to-chairing-meetingseffectively#s3>

<https://www.fluentu.com/blog/business-english/english-for-logistics-vocabulary/>

Medical English

<https://www.cambridgescholars.com/resources/pdfs/978-1-4438-9578-1-sample.pdf>

<https://www.englishclub.com/english-for-work/medical-vocabulary.php>

<https://englishclassviaskype.com/blog/how-to-learn-english/medical-english-vocabulary>

<https://english-at-home.com/vocabulary/medical-vocabulary/>

<https://www.vocabulary.com/lists/270426>

<https://englishclassviaskype.com/blog/how-to-learn-english/medical-english-vocabulary>

Legal English

<https://www.britannica.com/dictionary/eb/3000-words/topic/legal-english>

<https://amilawfirm.com/wp-content/uploads/2019/05/4.-Legal-English.pdf>

<https://english.legal/legal-english-guide>

English for Logistics

https://www.fluentu.com/blog/english/english-for-logistics-vocabulary/#toc_9

<https://www.linkedin.com/pulse/essential-logistics-vocabulary-business-english-learners-kau%C3%AA-sousa/>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand ESP and differentiate English for General Purpose and English for Specific Purpose	U	PSO-1,2
CO-2	Be able to speak and write English for various specific purposes	R, U	
CO-3	Enable to meet their professional needs like effective inter-personal skills	U, Ap	
CO- 4	Familiarize with the vocabulary and language of Business English, Technical English, Medical English, Legal English, English for Logistics, etc.	An, E	
CO- 5	Develop strategies and tactics that businessmen, scientists, legal and medical professionals and others need in order to communicate successfully on the job	C	

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C		
2			R, U	P		
3			U, Ap	C, P		
4			An, E	C, P		

5			C	M		
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	



University of Kerala

Discipline	ENGLISH				
Course Code	UK2MDCENG100				
Course Title	COMICS AND GRAPHIC FICTION				
Type of Course	MDC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	1. have an interest in reading comics 2. have an awareness about popular comics and graphic fiction				
Course Summary	The course intends to introduce the genres of comics and graphic fiction. The course will provide a historical perspective of these genres and explore how they have become powerful tools of expression. it will analyze different types of comics and graphic fiction and will help students in understanding how stories are told through words and images.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	How to Read Comics		9
	Evolution of comics - Cartoons - Comic strips - Comic books		

	Sub genres - War comics - Horror comics- Humor comics - Superhero comics - Autobiographical comics		
	1	McCloud, Scott. Understanding Comics. "Introduction & Chapter 1: Setting The Record Straight". New York: Harper, 1994. https://owenroberts.github.io/commlab/readings/understanding-comics-excerpt.pdf	
	2	McCloud, Scott. "Chapter 1: Writing with Pictures". Making Comics. New York: Harper, 2006 https://www.yorku.ca/yamlau/readings/Making_Comics.pdf	
II	Comics		
	Comics- popular comic character from the west and India - Comic creators		
	3	"The Queen's Necklace" from A Collection Of Jataka Tales by Amar Chitra Katha	
	4	Wilson, G Willow. <i>Ms Marvel: No Normal</i> . New York: Marvel Worldwide. 2014.	
	5	Asterix, the Gaul by René Goscinny https://pubhtml5.com/krqt/wcml/01- Asterix the Gaul/	
III	Graphic Fiction		9
	Evolution - popularity- prominent creators - Graphic fiction from India		
	6	"A Brief Account of Graphic Narratives in India" Dhriatbrata Bhattacharjya Tato https://www.sahapedia.org/brief-account-of-graphic-narratives-india	
	7	Taneja, Rachita. Selections from Sanitary Panels. https://idronline.org/webcomic-some-of-our-favourite-sanitary-panels/	

	8	"Book I - Water" from Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar Srividya Natarajan, Durgabai Vyam, Subhash Vyam. Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar. Navayana 2011.	
IV	Webtoons/Manga		9
	Webtoons - history- Manga- Evolution of Manga - major creators		
	9	Cho, Heekyoung. "The Webtoon: A New Form for Graphic Narrative." The Comics Journal; http://www.tcj.com/the-webtoon-a-new-form-for-graphic-narrative/ .	
	10	QTT - Ghost Teller – The Story of the Woman https://www.webtoons.com/en/horror/ghost-teller/list?title_no=1307	
	11	Flood, Alison. "Ghouls, Demon Slayers and Socially Anxious Students: How Manga Conquered the World." The Guardian. 1 Nov 2022. https://www.theguardian.com/books/2022/nov/01/ghouls-demon-slayers-and-socially-anxious-students-how-manga-conquered-the-world	
V	Manga		9
	Suggested Texts		
	12	Supul Amarakoon (Papadamn). This Fluffy Love. (Chapter 1 - 4) Webtoons. https://tapas.io/series/This-Fluffy-Love/info	
	13	Hiromu Arakawa. <i>Fullmetal Alchemist Vol 1</i> Viz Media	

References:

Abbott, H. Porter. The Cambridge Introduction to Narrative. 2nd edition only. Cambridge: Cambridge UP, 2008'

Chute, Hillary. "Comics as Literature? Reading Graphic Narrative." PMLA, vol. 123, no. 2, 2008, pp. 452–65. JSTOR, <http://www.jstor.org/stable/25501865>. Accessed 23 Apr. 2024.

Duncan, Randy and Matthew J. Smith, eds. *The Power of Comics: History, Form, & Culture*. London: Bloomsbury, 2009.

History of Indian Comics. <https://blog.artlounge.in/blog/2022/10/14/history-of-indian-comics>

Meskin, Aaron. "Defining Comics?" *The Journal of Aesthetics and Art Criticism*, vol. 65, no. 4, 2007, pp. 369–79. JSTOR, <http://www.jstor.org/stable/4622260>. Accessed 23 Apr. 2024.

Prince, Gerald. *A Dictionary of Narratology*. 2nd edition only. Lincoln: U of Nebraska P, 2003.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop the ability to critically analyse and interpret visual storytelling techniques used in graphic fiction	R, U	2
CO-2	Gain an understanding of the historical development, cultural significance, and global impact of various kinds of graphic fiction	R, U	2,4
CO-3	Explore a variety of genres, styles, and formats within the medium	R, U	4,7
CO-4	Examine the impact of digital technologies and online platforms on the creation, distribution, and consumption of comics, webtoons, manga, and graphic novels	An, Ap	9,10,13
CO-5	Find interdisciplinary connections between various kinds of graphic fiction and other fields of study	An, E	9,13

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PS O	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Develop the ability to critically analyse and interpret visual storytelling techniques used in graphic fiction	2	R, U	F, C	L	
CO-2	Gain an understanding of the historical development, cultural	2,4	R, U	P	L	

	significance, and global impact of various kinds of graphic fiction					
CO-3	Explore a variety of genres, styles, and formats within the medium	4,7	R, U	C,P	L	
CO-4	Examine the impact of digital technologies and online platforms on the creation, distribution, and consumption of comics, webtoons, manga, and graphic novels	9,10,13	An, Ap	C	L	
CO-5	Find interdisciplinary connections between various kinds of graphic fiction and other fields of study	9,13	An, E	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



University of Kerala

Discipline	ENGLISH
Course Code	UK2MDCENG101
Course Title	Travel Writing
Type of Course	MDC
Semester	II
Academic Level	100 -199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	1. Have an interest in travel narratives. 2. Have an interest in writing travel narratives.				
Course Summary	The course intends to introduce the genre of travel writing to students through reading of texts from different historical and cultural backgrounds.				

Detailed Syllabus:

Module	Unit		Hrs
I	Ruminations		9
	Types of travel - explorations- pilgrimage- adventure- tourism- migration		
	1	“Why I Travel”- Pico Iyer https://picoiyerjourneys.com/2000/03/18/why-we-travel/	
	2	<i>For the Traveler</i> - John O’Donohue https://www.awakin.org/v2/read/view.php?tid=2191	
		Suggested reading: Books of Yesteryears—I: 'Varthamanapusthakam': The first-ever travelogue in Indian languages George Irumbayam https://www.jstor.org/stable/23337068	
II	Travel Writing		9
	Types of travel writing- Evolution of travel writing: Ptolemy - Marco Polo- Huan Tsang- Captain James Cook- S K Pottekkad - Bill Bryson- Paul Theroux		
	3	“Excerpt from Ibn Battutta’s Travels in Asia and Africa 1325-1354” World history commons	

		https://worldhistorycommons.org/excerpt-ibn-battutas-travels-asia-and-africa-1325-1354	
	4	“ <i>The Local to Rameswaram</i> ” from <i>The Great Railway Bazaar</i> by Paul Theroux	
	5	“Excerpt from <i>An African Journey</i> ”- Chapter 36. The Rolling Thunder of the Victoria Falls Paul Zacharia https://www.jstor.org/stable/26791471	
		Suggested reading: Pathirasoorayante Nattil by S K Pottekkatt	
III	Travel Movies		9
	Types of travel movies- Adventures - Road movies - Inspirational - Historical travel		
	6	<i>Eat, Pray and Love</i> - Directed by Ryan Murphy (2010)	
	7	<i>Wild</i> - Directed by Jean-Marc Vallée (2014)	
IV	Travel Blogs		9
	Travel journalism - Travel blogging - Travel vlogging		
	8	“What It Takes To Be A Travel Writer The Quintessential Qualities” from <i>Travel Writing</i> by Don George https://media.lonelyplanet.com/shop/pdfs/guide-travel-writing.pdf	
	9	“Inspiring Women I Met in Bhutan- and What “Happiness” Means to Them”- Shivya Nath https://the-shooting-star.com/bhutan-happiness/	
		Suggested reading:	

		12 Things I'd Tell Any New Traveler Travel blog by Nomadic Matt https://www.nomadicmatt.com/travel-blogs/new-traveler-advice/	
V	Writing Travel		9
	Travel features- Travel reviews - Travel journalism Suggested Texts:		
	10	How to Write Creative Nonfiction: Writing About Place” from <i>On Writing Well</i> by William Zinsser. 116-132	
	11	“9 Creative Writing Tactics to Enrich Your Travel Writing” by Priyanka Gupta. https://www.onmycanvas.com/creative-writing-about-travel/ Exercise in Travel Writing to a recent place visited.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand how the genre of travel writing has evolved	U	2

CO-2	Approach and Analyse Travel as both a physical and philosophical activity	U	2,3
CO-3	Appreciate classics from the genre and its history	R, U, An	2,4
CO-4	Understand various and new age manifestations/challenges of travel and travel writing	U, An	5,9
CO-5	Enable students to comprehend aspects of language, value, thought processes and cultural exchanges in travel.	U, Ap, Cr	13,15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category		Practical (P)
CO-1	Understand how the genre of travel writing has evolved	2	U	F	T	
CO-2	Approach and Analyse Travel as both a physical and philosophical activity	2,3	U	C	T	
CO-3	Appreciate classics from the genre and its history	2,4	R, U, An	C	T	
CO-4	Understand various and new age manifestations/c hallenges of	5,9	U, An	C	T	

	travel and travel writing					
CO-5	Enable students to comprehend aspects of language, value, thought processes and cultural exchanges in travel.	13,15	U, Ap, Cr	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1							2					
CO 2		1	1				1			1		
CO 3		1		1								
CO 4					1		1	1				
CO 5									2	1	1	

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

:

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

Recommended Reading

Bhattacharji, Shobhana ed. Travel Writing in India. New Delhi: Sahitya Akademi, 2008.

- Blanton, Casey. *Travel Writing: the Self and the World*. New York: Twayne Publishers. London: Prentice Hall International, 1997.
- Ghose, Indira. *Women Travellers in Colonial India: The Power of the Female Gaze*. Delhi: Oxford University Press, 1998.
- Greenblatt, Stephen, ed. *New World Encounters*. Berkeley: University of California Press, 1993.
- Huggan, Graham. *Extreme Pursuits: Travel/writing in an Age of Globalization*. USA: University of Michigan Press, 2009.
- Hulme, Peter, and Tim Youngs, eds. *The Cambridge Companion to Travel Writing*. London: Cambridge University Press, 2002.
- Kaplan, Caren. *Questions Of Travel: Postmodern Discourses of Displacement*. Durham: Duke University Press, 1996.
- Mills, Sara. *Discourses of Difference: An Analysis of Women's Travel Writing and Colonialism*. London: Routledge, 1991
- Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.
- Youngs, Tim. *The Cambridge Introduction to Travel Writing*. Cambridge: Cambridge University Press, 2013.



University of Kerala

Discipline	ENGLISH
Course Code	UK2MDCENG102
Course Title	New Media and Society
Type of Course	MDC
Semester	II

Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	1. An awareness about digital media 2. Familiarity with social messaging platforms				
Course Summary	Introduces digital media and enables students to create effective content for them				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Key Concepts		9
	1	Characteristics of Digital Media - Interactivity, Convergence, Immersion Section 1.3 Digital Media (Page nos. 8 -13) from Introduction to Digital Media. Alessandro Delfanti and Adam Arvidsson.© 2019 John Wiley & Sons https://hcommons.org/app/uploads/sites/1002188/2022/01/IDM.pdf	
	2	Streaming Services: OTT Platforms, Spotify, Audible https://centermil.org/2020/09/18/media-inside-out-episode-48/ (Video Episode on The Influence of Streaming Services)	
		Suggested Reference: Miller, Vincent. <i>Understanding Digital Culture</i> . Sage Publications Ltd., 2020.	
II	Media, Representation and Audience		9
		Representation, Construction, Stereotypes, Representation of Age, Gender, Class, Social Roles in cinemas, web series and YouTube vlogs. Tokenism and Stereotyping in visual content	
	3	Tokenism and Representation: A Fine Line in Popular Media:	

		https://medium.com/the-volume-collective/tokenism-and-representation-a-fine-line-in-popular-media-6fa803dc939b Sample Videos: https://youtu.be/vmLCfZiCAc?si=gdXL73uf1-hCUJ5 (from <i>Never Have I Ever</i>)	
	4	Social Media and Audience: Influencers, Trolling, Hate comments and Cyber bullying Too Lucky to Be a Victim? An Exploratory Study of Online Harassment and Hate Messages Faced by Social Media Influencers (till (Non-)Ideal Victim https://link.springer.com/article/10.1007/s10610-023-09542-0	
		Suggested Reference: de Seta, Gabriele. “Trolling, and other Problematic Social Media Practices”. <i>The Sage Handbook of Social Media</i> . Eds. Jean Burgess, et.al. Sage, 2018. Manovich, Lev. <i>The Language of New Media</i> . MIT Press, 2001.	
III	New Media: Influence on Language		9
		Linguistic strategies – abbreviations, acronyms, emojis - Hashtags and online communities	
	5	“‘What Can a Hashtag Do? Sloganeering, Incitement, Solidarity, and So Much More” By Elizabeth Losh https://lithub.com/what-can-a-hashtag-do/	
	6	Memes and Visual Language “The surprising power of internet memes” by Helen Brown https://www.bbc.com/future/article/20220928-the-surprising-power-of-internet-memes	
		Suggested References:	

		Losh, Elizabeth. <i>Hashtag</i>. Bloomsbury, 2019. Bouman, Margot. “Memes”. <i>A Concise Companion to Visual Culture</i>. Eds. A. Joan Saab, et.al., Wiley Blackwell, 2021. https://doi.org/10.1002/9781119415480.ch18 Baron, Naomi S. “Are Instant Messages Speech? The World of IM”. <i>Always on: Language in an Online and Mobile World</i>. OUP, 2008 Danesi, Marcel. <i>The Semiotics of Emoji: The Rise of Visuals Language in the Age of the Internet</i>. Bloomsbury Academic, 2016.	
IV	Writing for New Media		9
		Vlog Script Writing, Blog Writing, Podcast Script Writing	
	7		
		How to Start Blogging: A Definitive Guide for Authors. https://janefriedman.com/blogging-for-writers/	
V	New Media and Literature		9
	8	Suggested Reading/Viewing: “What’s Your Reading Vibe?” – Book Clubs by celebrities (Reese’s Book Club, Oprah’s Book Club, Belletrist, Service95) and their influence on literature https://www.theguardian.com/books/2022/dec/12/legally-bookish-reese-witherspoon-and-the-boom-in-celebrity-book-clubs	
	9	Suggested Reading/Viewing:	

		BookTok and book vlogs https://www.theguardian.com/books/2023/aug/06/i-cant-stress-how-much-booktok-sells-teen-literary-influencers-swaying-publishers https://theweek.com/feature/briefing/1018899/booktok-is-tiktok-changing-the-publishing-industry	
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References

Baron, Naomi S. “Are Instant Messages Speech? The World of IM”. Always on: Language in an Online and Mobile World. OUP, 2008

Danesi, Marcel. The Semiotics of Emoji: The Rise of Visuals Language in the Age of the Internet. Bloomsbury Academic, 2016.

Danet, Brenda. CyberPl@y: Communicating Online. Berg, 2001.

Rettberg, Jil Walker. Blogging. 2nd ed. Cambridge, UK: Polity Books, 2014.

Seargeat, Philip and Caroline Tagg (Eds.). The Language of Social Media: Identity and Community on the Internet. Palgrave Macmillan, 2014.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the concepts related to New Media Studies	U	2
CO-2	Analyse the ways in which media, culture and society influence each other by citing examples	U, Ap, An	2,3
CO-3	Evaluate the latest trends in language introduced by social media and analyse its influence on	E, An	2,3,6,7

	communication		
CO-4	Apply the knowledge acquired to frame journalistic pieces of various nature	Ap, C	12,13
CO-5	Evaluate the influence of social media in promoting literature and visibility	An, E	3,5,6,10

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand the concepts related to New Media Studies	2	U	F, C	L	
CO-2	Analyse the ways in which media, culture and society influence each other by citing examples	2,3	U, Ap, An	P	L	
CO-3	Evaluate the latest trends in language introduced by social media and analyse its influence on communication	2,3,6,7	E, An	P	L	
CO-4	Apply the knowledge acquired to frame journalistic	12,13	Ap, C	M	L	

	pieces of various nature					
CO-5	Evaluate the influence of social media in promoting literature and visibility	3,5,6,10	An, E	P	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG100				
Course Title	Voices of Humanity 2				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Voices of Humanity II				
Course Summary	This course is designed to enhance the English language competency of second-semester degree students while focusing on core linguistic skills, critical reading, academic and expository writing skills on some key social concerns. Through a combination of theoretical study, practical exercises, and cultural exploration, students will develop the linguistic proficiency and critical thinking abilities necessary for academic success and effective communication in English. It will help build a critical vocabulary around narratives of disability, mental health, and diverse life experiences.				

Detailed Syllabus:

Module	Unit	Content	Hours
I	Life Narratives		12
	1	Self writing- autobiography- self representation- personal storytelling- lived experience	

		Oprah Winfrey’s Golden Globes Speech https://edition.cnn.com/2018/01/08/entertainment/oprah-globes-speech-transcript/index.ht <i>Waiting for a Visa</i> by B R Ambedkar - section 1 Suggested Reading <i>Ace Against Odds</i> by Sania Mirza “My immigration story” Tan Le TEDxWomen 2011December 2011 https://www.ted.com/talks/tan_le_my_immigration_story?referrer=playlist-personal_tales_from_the_edge_o&autoplay=true	
	2	Practicum: 1. Listening to life narratives 2. Identifying and responding to personal narratives 3. Identifying vocabulary related to different life experiences. 4. Writing an essay on a defining moment in your life.	
II	Disability Narratives		12
	3	Ableism- disability vs impairment- integration vs inclusion- inclusive language- assistive technology My Philosophy of a Happy Life- Sam Berns, TedX Talks https://youtu.be/36m1o-tM05g?si=lOtVUK5sVsOJ7VLN Dax. “Workplace Wheels: Yet Another Short Story.” <i>Diary of a Disabled Person</i>, 8 Aug. 2019, https://diaryofadisableperson.blog/2019/08/08/workplace-wheels-yet-another-short-story/ Suggested Reading 1. Empowering the Blind- Tiffany Brar, Tedx Talk https://www.youtube.com/watch?v=dr63smfdKNM 2. Allyship and Education to Combat Disability Bias https://included.libsyn.com/36-allyship-and-education-against-disability-bias	

	Practicum		
	4.	1. Listening to Disability narratives 2. Identifying and sensitively responding to disability narratives 3. Identifying vocabulary and concepts related to experiences of disability 4. Writing an essay on various facets of disability.	
III	Art and culture		12
	5	Ritual art, performing art, folk art, cultural capital, culturality “Theyyam: The Indian trance where men become gods” by Tim Bird https://www.bbc.com/travel/article/20230628-theyyam-the-indian-trance-where-men-become-gods Interview with Mallika Sarabhai - Arya U R https://www.newindianexpress.com/cities/kochi/2023/Jan/10/interview-we-have-made-ourphilosophies-religionsso-debilitatedmallika-sarabhai-2536179.html Suggested Reading Sandra Saenz on the art of makeup https://podcasts.apple.com/gb/podcast/sandra-saenz-on-the-art-of-makeup/id1549041471?i=1000641818237 “A Culture that Dominates is no Culture at All” T.M Krishna’s Magsasy Address https://thewire.in/rights/tm-krishna-magsaysay-award-speech Varied Narratives of the Many Ramayanas: Outlook India https://www.outlookindia.com/national/varied-narratives-of-the-many-ramayanas-magazine-325535	

	6	Practicum Practicum: 1. Listening to expressions on Art and Culture 2. Experiencing and Speaking on various art forms 3. Identifying vocabulary related to art and culture 4. Preparing an appreciation/review/interview	
IV	Mental Health Narratives		12
	7	Key Words: Anxiety, Depression, Dementia, Emotional and behavioural disorders, Therapy “Barin Bhowmick’s Ailment” <i>The Collected Short Stories</i>: Satyajit Ray https://ia904506.us.archive.org/35/items/the-school-for-good-and-evil-books/The%20Collected%20Short%20Stories%20by%20Ray%2C%20Satyajit.pdf <i>A Beautiful Mind</i> (2001) - movie by Ron Howard Suggested Watching Mental Health of Adolescents https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health <i>Inside Out</i> (2015) -animation by Pete Doctor	
	8	Practicum 1. Listening to narratives on mental health and well-being 2. Sharing narratives of mental health 3. Identifying vocabulary related to mental health and well-being 4. Writing down the understandings and observations regarding mental health.	
V	Commemoration		12
	9	Suggested Reading	

	Powerful Storytelling Through Photography https://markbrion.com/powerful-storytelling-through-photography/ Revisit – Ravi Shankar – A Life in Music https://grammymuseum.org/museum-at-home/revisit-ravi-shankar-a-life-in-music/ Frida Kahlo - A Life of Pain - Biographical Documentary https://www.youtube.com/watch?v=vEt0f2xzB54 “Yesterdays”. <i>A Childhood in Malabar: A Memoir</i> by Kamala Das	
	Practicum 10. 1. Comprehending the varied narrative forms of personal storytelling 2. Sharing the reading experience 3. Prepare a memoir narrating a significant incident in your life. 4. Prepare an infographic on the life and works of an artist of your choice	

References:

Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

British Council: <https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right>

Writing Academically: Academic Style

<https://libguides.hull.ac.uk/writing/style>

Paragraphs

<https://writingcenter.unc.edu/tips-and-tools/paragraphs/>

Top 10 Content Writing Best Practices

<https://iimskills.com/top-10-content-writing-best-practices/>

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780190925475.001.0001>

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Extract specific and general information from lectures related to humanities.	U	1,5
CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations.	U, R	4,5,6
CO-3	To understand narratives of disability, mental health, and diverse life experiences.	Ap	5,9,11
CO-4	Analyse complex humanities concepts presented in various formats such as documentaries, book excerpts, and short stories.	An	6,10,13

CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals	C	6,10,12
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PS O	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Extract specific and general information from lectures related to humanities.	PO 3,4,5,7 PSO 1,5	U	F,C	L	
CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations.	PO 2,3,4,5,6,7 PSO 4,5,6	U, R	C,M	L	
CO-3	To understand narratives of disability, mental health, and diverse life experiences.	PO 1,2,3,4,5,8 PSO 5,9,11	Ap	M	L	
CO-4	Analyse complex humanities concepts presented in various formats such as	PO 2,3,4,5,6	An	M	L	

	documentary, book excerpt, and short story.	PSO 6,10,13				
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals	PO 2,3,4,5, 6 PSO 6,10,12	C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2				3				3	2	1	
CO 2				2	1	3		3	1	1	2	2
CO 3					2		3	2	2	1	2	
CO 4						2		1	1	3	2	2
CO 5						2		2	2	1	1	3

Correlation Levels:

Level	Correlation
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-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		



University of Kerala

Discipline	English				
Course Code	UK2AECENG101				
Course Title	Literature, Language and Performing Arts II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1.AEC 1				
Course Summary	This course is designed to develop language proficiency in English tailored to the needs of students in music, dance, theatre, film, and other performing arts, to explore the intersection of language, literature and performing arts. It also aims to explore the intersection of language and expression in various performing arts forms and also to cultivate intellectual, imaginative, emotional, and creative skills through language learning.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Arts and Pandemic	12
	1	Economic Impact on art & culture of UK- SheffieldUniversity https://www.sheffield.ac.uk/news/covid-19s-impact-arts-culture-and-heritage-sector-revealed-landmark-report Suggested Reading: 1.Covid and marketing of Performing Arts- ResearchGate	

		https://www.researchgate.net/publication/361689725_THE_IMPACT_OF_COVID-19_PANDEMIC_ON_THE_MARKETING_OF_THE_PERFORMING_ARTS 2. How Pandemic affected Performing artists Taylor & Francis Article https://www.tandfonline.com/doi/full/10.1080/09548963.2023.2227865 3. Impact of Covid on India's Creative Industry- British council https://www.britishcouncil.in/sites/default/files/ttt_report_1_0.pdf	
	2	Practicum: 1. Case study: How Covid- 19 affected artists of Kerala? 2. Discuss how art reflects global crises	
II	Art& Minority Rights		12
	3	Minority rights and the power of art and protest amidst the pandemic https://www.ohchr.org/en/stories/2021/03/minority-rights-and-power-art-and-protest-amidst-pandemic Suggested Watching: The true power of the performing arts - Ben Cameron https://www.youtube.com/watch?v=pbIas5MAQn0	
	4	Practicum: 1. Discussion on the representation of the minority in Arts 2. Debate on Art as a site of resistance	
III	Art & New Media		12
	5	What Is New Media Art? – How Modern Technology Influences Art https://artfilemagazine.com/what-is-new-media-art/ Suggested Reading 1. UNESCO reports persistent gender inequalities in cultural and creative industries- https://www.unesco.org/en/articles/unesco-reports-persistent-gender-inequalities-cultural-and-creative-industries	
	6	Practicum: 1.Engage with digital audiences and explore the impact of social media on art, identity, and culture.	

IV	Scripting for Performances		12
	7	Introducing the Art of Screenwriting https://catalogimages.wiley.com/images/db/pdf/9780470345405.excerpt.pdf	
	8	Practicum: 1. Script writing for Performances	
V	Performance Art & Cinema		12
	9	Suggested Watching Film: Black Swan (2010) Film: Billy Elliot (2000)	
	10	Practicum Film appreciation of different movies dealing with art in general and performing arts in particular	

References:

Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

British Council: <https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right>

Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Boal, Augusto. Theatre of the Oppressed. Pluto Press, 2019.

Egri, Lajos. The Art of Dramatic Writing. Must Have Books, 2019.

Fernandez, Agna. Generic Skills for Employability. UK: Cambridge University Press, 2020.

Harold, James (ed.) (2023). The Oxford handbook of Ethics and Art. New York, NY: Oxford University Press.

Howard, David, and Edward Mabley. *The Tools of Screenwriting: A Writer's Guide to the Craft and Elements of a Screenplay*. St. Martin's Griffin, 1995.

KAYE, Nick. *Postmodernism and Performance*. MacMillan Press, 1994.

King, Stephen. *Stephen King on Writing a Memoir on the Craft*. SIMON AND SCHUSTER, 2000.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780190925475.001.0001>

McConachie, Bruce A., and Tobin Nellhaus. *Theatre Histories: An Introduction*. Routledge, 2016.

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Shepherd, Simon, and Mick Wallis. *Understanding Drama: An Introduction*. Arnold, 1998.

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023.

Swan, Michael. *Practical English Usage*. Oxford University Press, 2020

Walter, Elizabeth, and Kate Woodford. *Collins Easy Learning Writing*. HarperCollins, 2015.

Zinsser, William. *On Writing Well*. Harper Paperbacks, 2013.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand how economic policies and disasters impact performing arts	U	1,2
CO-2	Evaluate art as a tool of protest against social injustices	E	3,9
CO-3	Analyse the novel forms of art that have emerged in the digital age	An	3,5,7,

CO-4	Critically analyse the important elements of script writing	An, Ap, C	5,9,12
CO-5	Create scripts and screenplays for performances and write critical reviews of various performances	C	6,12,13

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand how economic policies and disasters impact performing arts	PO 1,4,7,8 PSO 1,2	U	F, C	L	
CO-2	Evaluate art as a tool of protest against social injustices	PO 1,2,8 PSO 3,9	E	F,C	L	
CO-3	Analyse the novel forms of art that have emerged in the digital age	PO 3,4,5,7,8 PSO 3,5,7	An	M	L	
CO-4	Critically analyse the important elements of script writing	PO 1,2,3,4,5,6,8 PSO 5,9,12	An, Ap, C	M	L	

CO-5	Create scripts and screenplays for performances and write critical reviews of various performances	PO 3,4,5,6 ,8. PSO 6,12,13	C	P		P
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Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2	3					3			2		
CO 2			3				2	3				
CO 3			1		3				3	1	2	
CO 4					2		1	2	1	2	2	3
CO 5						3			2	1	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓		✓	✓
CO 3	✓		✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	



University of Kerala

Discipline	ENGLISH
Course Code	UK2AECENG102
Course Title	Food, Literature and Culture II

Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	AEC1				
Course Summary	This course is designed to enhance the English language competency of second-semester degree students while focusing on core linguistic skills, critical reading, academic and expository writing skills, and exploring the nuances of food, literature and culture. This will enhance language skills around culinary practices and create a vocabulary of food. It will map intersectional readings on food and culture. Through a combination of theoretical study, practical exercises, and cultural exploration, students will develop the linguistic proficiency and critical thinking abilities necessary for academic success and effective communication in English.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Food and Climate change	12
	1	“Climate Change and Food Security” Stephen Devereux and Jenny Edwards https://d1wqtxts1xzle7.cloudfront.net/73086321/IDSB_35_3_10.1111-j.1759-5436.2004.tb00130.x-libre.pdf?1634592208=&response-content-disposition=inline%3B+filename%3DClimate_change_and_food_security.pdf&Expires=1733059121&Signature=XCqLAtXu539tCWJHTR2gcyOjV2J26H112wMu0jeUsrexAg3Dkrke2QixLnIcKUKIu4VdudREGRH3VYWtUShtFw27oUXYYD0labrJYhO463sBDIDcSgctn1Qw9RNHl56NZoL25F8JA3v8naCY0df0XQv~XizY2wotNk~YcYxx5RPghAK1uSJ8COXeGM-AH0AHihmleOlgEuFuVTIrf61X363MsHxfWPOOP5HToXHEOw~rpVZMBxkj-HdzHAYKMsRzq7IApuYidoIm5d-c-806WL9stf9eltWpC5mlW6-aDI-1O-GTz5MurIWSPBeSmsF2aZUdiHXf-xSsX4TO30zKYg_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA	

		Food and Climate Change: Healthy Diets for a Healthier Planet https://www.un.org/en/climatechange/science/climate-issues/food Suggested Reading/Watching https://m.economictimes.com/small-biz/sustainability/how-climate-change-threatens-global-agriculture/articleshow/105920461.cms Eating Our Way to Extinction (2021) Documentary https://eating2extinction.com/	
	Practicum		
	2	1. Panel discussion on climate change and its impact on food production and distribution 2. Debate- Do our food habits lead to climate change? 3. Prepare a podcast on Food and Climate change: 4. Prepare a newspaper article on how climate change affects food production in Kerala	
II	Food and Gender		12
	3	A Man in the Kitchen – A Poem https://www.creativeexiles.com/2023/05/a-man-in-the-kitchen-a-poem/ Gender disparity in Indian Culinary Industry https://www.deccanherald.com/education/tackling-gender-disparity-in-the-indian-culinary-industry-976662.html	
	4	Suggested Reading Gender inequality in the Culinary professions https://www.researchgate.net/publication/378227643_Gender_inequality_in_the_culinary_profession_in_tourism_from_the_perspective_of_university_students_with_working_experiences_in_culinary	
	Practicum		
	5	1. Discussion on Gender Disparity at home (especially in Cooking and Care Work)	

		2. Speech on gender disparity in Swiggy and Zomato 3. Prepare a power-point presentation on 5 successful women entrepreneurs related to food industry	
III	Gastronomy		12
	6	<i>The Martyr's Corner</i> by R.K. Narayan (short story) Evolution of Indian Gastronomy: A Tale of Fusion https://indianculture.gov.in/food-and-culture/evolution-indian-gastronomy/evolution-indian-gastronomy-tale-fusion Suggested Watching/ Reading Flavours of Kerala https://www.euronews.com/travel/2023/12/06/flavours-of-kerala-a-marination-of-spices-and-cultures#:~:text=The%20Moplah%2DMalabar%20cuisine%20of,three%20regional%20styles%20of%20food.	
	Practicum		
	7	1. Discussion on the evolution on Indian Gastronomy 2. A case study on the evolution of different food habits in Kerala 3. Foreign influences in the evolution of Indian gastronomy 4. Make a list of the vocabulary items related to Indian gastronomy	
IV	At the Dining table		12
	8	"A Miracle for Breakfast" – Poem by Elizabeth Bishop A Miracle For Breakfast - A Miracle For Breakfast Poem by Elizabeth Bishop (poemhunter.com) Lewis Carrol- <i>Alice in Wonderland</i> Chapter 7, "A Mad Tea-Party" Suggested Reading/Watching At the Dinner Table	

		https://youtu.be/Aeh0BsjYJok?si=DZ0PHP1qglMqL0Mj A Full Course Meal https://home.binwise.com/blog/what-is-a-full-course-meal#:~:text=Three%2Dcourse%20meals%20have%20an,entr%C3%A9e%2C%20dessert%2C%20and%20cheese	
	Practicum		
	9	Discussion on 1. Table Manners 2. Courses of Meals 3. Prepare a script for an imaginary dinner party	
V	All About Food and Success		12
	9	Suggested Viewing/ Reading: 1. Hotel Transylvania- animation by Genndy Tartakovsky 2. Charley and the Chocolate Factory- movie by Tim Burton 3. Life's Work: An Interview with Alain Ducasse https://hbr.org/2014/05/alain-ducasse	
	Practicum		
	10	Prepare an infographic on the life and works of a professional of your choice Speech on the recipe for success in the food industry	

References:

Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

British Council: <https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right>

Carbon Farming: A Climate Solution Under our Feet
<https://www.youtube.com/watch?v=rvHJKqU-mZo>

Grace before eating
http://essays.quotidiana.org/lamb/grace_before_meat/#:~:text=It%20is%20not%20otherwise%20easy,and%20good%20things%20of%20existence

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

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McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key words in English related to food and culinary practices, and extract specific and general information from lectures, and talks.	R,U	1

CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations related to food , literature and culture	U, Ap	1,6,9
CO-3	Apply key humanities-related vocabulary in matters related to food, and comprehend complex texts related to culinary practices	Ap, An	1,6,11
CO-4	Evaluate information from various sources such as videos, articles, talks, stories, and form well-supported arguments.	An,E	1,6,11,13
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective recipes and blogs	E,C	1,6,9,12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Identify key words in English related to food and culinary practices, and extract specific and general information from lectures, and talks.	PO 4,7 PSO 1	R,U	F,C	L	
CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations related to food , literature and culture	PO 1,2,4, 5,7,8. PSO 1,6,9	U, Ap	C,M	L	

CO-3	Apply key humanities-related vocabulary in matters related to food, and comprehend complex texts related to culinary practices	PO 1,4,5, 7,8 PSO 1,6,11	Ap, An	M	L	
CO-4	Evaluate information from various sources such as videos, articles, talks, stories, and form well-supported arguments.	PO 1,3,4, 5,7,8. PSO 1,6,11 , 13	An,E	M	L	
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective recipes and blogs	PO 1,2,4, 5, 6,7,8, PSO 1,6,9, 12	E,C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
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CO 1	3				-	-				3		
CO 2	2				-	3	3	2		1		
CO 3	1				-	2	1			1	3	
CO 4	2					2	2		3	2	1	
CO 5	3					1	1	2		1	3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓



University of Kerala

Discipline	English				
Course Code	UK2AECENG103				
Course Title	Science Through the Prism of English II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This dynamic course is designed to enhance English language proficiency while immersing students in the fascinating world of science. With a				

	special emphasis on popular science and science oriented narratives, the course aims to cultivate a scientific outlook among students. Students are also familiarised with the specialised language of science.
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Detailed Syllabus:

Module	Unit	Content	Hrs
I	Popular Science		12
	1	A Beginner's Guide to Writing a Popular Science Article, by a Teacher- Lakshmana Rao https://science.thewire.in/the-sciences/a-beginners-guide-to-writing-a-popular-science-article-by-a-teacher/ Visualizing Science: Illustration and Beyond- Jen Christiansen https://www.scientificamerican.com/blog/sa-visual/visualizing-science-illustration-and-beyond/ Suggested Reading “One voice in the cosmic fugue”, Cosmos, Chapter II -Carl Sagan https://archive.org/details/cosmos_201910/mode/1up Suggested Viewing 146 Years of Popular Science https://www.youtube.com/watch?v=iSzWdDHD19E	
	2	Practicum	

		Listen to popular science talks Hold discussions about ways to make science appealing Read and summarise the points of the chapter 2 of <i>Cosmos</i> Write about any scientific concept in language that would appeal to laymen	
II	Life Science		12
	4	Do trees really stay in touch via a ‘wood-wide web’? Here’s what the evidence says- The Conversation https://theconversation.com/do-trees-really-stay-in-touch-via-a-wood-wide-web-heres-what-the-evidence-says-199806#:~:text=Through%20the%20connections%20in%20the,the%20wood%2Dwide%20web “The Mushroom Hunters” by Neil Gaiman https://chrissysenecal.com/the-mushroom-hunters-by-neil-gaiman/#:~:text=%E2%80%9CThe%20Mushroom%20Hunters%2C%E2%80%9D%20a%20poem%20by%20Neil%20Gaiman%2C,several%20of%20which%20I%20have%20featured%20stories%20about. Suggested Reading Mushroom Hunters audio and article https://www.themarginalian.org/2017/04/26/the-mushroom-hunters-neil-gaiman/	

		Suggested Viewing Secret Lives of Cells– Life Sciences https://youtu.be/fwW86e3tFv4?si=pUimAS6EJtZb-Vx6	
	4	Practicum 1. Listen to podcasts on life sciences 2. Have a discussion about the importance of observing varied life forms. 3. Read articles on life sciences 4. Write about any life form that interests you	
III	Imagined Apocalypse		12
	5	Ice Coming- Hellen Dunmore https://www.thereader.org.uk/featured-anthology-earth-shattering-hellen-dunmore/ <i>The Road</i> - John Hillcoat (Dir) 2009 https://www.youtube.com/watch?v=x6arDIAAF4Y&list=PL3C96EBF7B0A92CC1 (Parts 1-8) Suggested Reading <i>Oryx and Crake</i> by Margaret Atwood (Novel) Apocalypse When - BBC graphic story https://www.bbc.com/future/bespoke/20141215-apocalypse-when/index.html	
	6	Practicum Listen to discussions on the fate of our planet Speech on the Future of Humanity Make a Reading List of famous Sci Fi stories Write an analytical Essay on any one of the stories listed	
IV	Science Fiction		12
	7	“ A Sound of Thunder” Ray Bradbury https://www.astro.sunysb.edu/fwalter/AST389/ASoundofThunder.pdf	

		Lucy(2014) - by Luc Besson https://www.youtube.com/watch?v=04fZKG1HAIo Suggested Reading 1. “The Last Question” by Isaac Asimov https://users.ece.cmu.edu/~gamvrosi/thelastq.html Suggested Watching <i>ET</i> - Steven Spielberg Dir (1982) https://www.youtube.com/watch?v=9MNUeLGjecs	
	8	Practicum 1.Listen to interviews of scientists where they talk about future possibilities 2.Speak about a scientific invention that you wish for 3. Read science fiction stories 4.Write a film review of any sci fi movie of your choice	
~~~~~V	<b>Scientific Vocabulary</b>		<b>12</b>
	9	Suggested Reading/Viewing   When I encountered language barriers in my career, here’s how I broke through   <a href="https://www.science.org/content/article/when-i-encountered-language-barriers-my-career-here-s-how-i-broke-through">https://www.science.org/content/article/when-i-encountered-language-barriers-my-career-here-s-how-i-broke-through</a>   “Mute dancers: How to Watch a Hummingbird”   <a href="https://www.nytimes.com/1994/05/29/magazine/mute-dancers-how-to-watch-a-hummingbird.html">https://www.nytimes.com/1994/05/29/magazine/mute-dancers-how-to-watch-a-hummingbird.html</a>	

		Jargon: An insular community of science- Ethan Gysbertsen <a href="https://youtu.be/qRmY_N3t7FM?si=rRCk8mo-5eRwVoQG">https://youtu.be/qRmY_N3t7FM?si=rRCk8mo-5eRwVoQG</a>	
		That's a Mouthful: The Pitfalls of Scientific Jargon <a href="https://youtu.be/3Vu3dQWAYuM?feature=shared">https://youtu.be/3Vu3dQWAYuM?feature=shared</a>	
	10	Practicum  Listen to science podcasts  Collect more terms related to Science  Discuss scientific terms that are confusing to you  Write a summary of a science talk you listened to	

## References:

### Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

British Council: <https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right>

### Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Cambridge Phrasal Verbs Dictionary. Cambridge University Press, 2016.

Greene, Anne E. Writing Science in Plain English. Univ. of Chicago Press, 2013.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780190925475.001.0001>

Shobha, K N. Lourdes Javani Rayen. Communicative English: A Workbook. UK: Cambridge University Press, 2023.

Swan, Michael. Practical English Usage. Oxford University Press, 2020.

Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

### **Course Outcomes**

#### **Course Outcomes**

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

<b>No.</b>	<b>Upon completion of the course the graduate will be able to</b>	<b>Cognitive Level</b>	<b>PSO addressed</b>
CO-1	Understanding the different varieties of scientific narratives	U	1,2
CO-2	Remember and analyse the language used in Popular science	R	1,2,4
CO-3	Differentiate the use of language employed in different fields of narration ,based on the study of scientific language.	R,Ap	4,9
CO-4	Analyse the nuances of the language used in the narration of different fields of study	An	9,11
CO-5	Create your own narratives based on your understanding of narratives in language	C	6,12,14

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

<b>CO No.</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>	<b>Practical (P)</b>
1	Understanding the different varieties of scientific narratives	PO 1,4,7,8	U	F, C	L	

		PSO 1,2				
2	Remember and analyse the language used in Popular science	PO 1,2,4,5,6, 7,8  PSO 1,2,4	R	C,M	L	
3	Differentiate the use of language employed in different fields of narration ,based on the study of scientific language.	PO 1,2,5,6,7, 8  PSO 4,9	R,Ap	M,C	L	
4	Analyse the nuances of the language used in the narration of different fields of study	PO 1,2,4,8  PSO 9,11	An	M	L	
5	Create your own narratives based on your understanding of narratives in language	PO 3,4,5,6,8  PSO 6,12,14	C	P		P

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO4</b>	<b>PS O5</b>	<b>PSO 6</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO 1</b>	2	3					2			3		
<b>CO 2</b>	3	1		2			1	2		1	3	2
<b>CO 3</b>				3			3	2			1	2
<b>CO 4</b>							1	1		2		
<b>CO 5</b>						2			3	1	2	2

**Correlation Levels:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



**University of Kerala**

Discipline	English
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Course Code	UK2AECENG104				
Course Title	Business Communication II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This course is designed to develop proficiency in English communication skills relevant to the field of commerce, to enhance grammatical accuracy and fluency in spoken and written English, To introduce students to basic literary concepts and their relevance to business communication and also to cultivate an understanding of human values and ethical considerations in commercial contexts.				

### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Networking</b>		12
	1	Crazy English : Richard Lederer  <a href="https://www.palomar.edu/pages/eminamide/wp-content/uploads/sites/36/2013/07/Crazy-English.pdf">https://www.palomar.edu/pages/eminamide/wp-content/uploads/sites/36/2013/07/Crazy-English.pdf</a>	
	2	Networking skills- tact- diplomacy-assertiveness  7 Networking Skills, Their Importance, & Tips on How to Develop Them- Krati Joshi  <a href="https://emeritus.org/blog/best-networking-skills/">https://emeritus.org/blog/best-networking-skills/</a>	

	3	Practicum: Role-Play: interaction with team members, employers, employees	
<b>II</b>	<b>Gender in Workplaces</b>		<b>12</b>
	4	Glass Ceiling: A Reality for Women in Workforce  <a href="https://www.researchdirections.org/Management/articleupload/DK1FdINbIO.pdf">https://www.researchdirections.org/Management/articleupload/DK1FdINbIO.pdf</a>	
	5	Indra Nooyi Talks About Her Indian Roots, Breaking The Glass Ceiling In US   Business Today  <a href="https://www.youtube.com/watch?si=pykxILMZjVtbehYI&amp;v=WfcWqu0TwvQ&amp;feature=youtu.be">https://www.youtube.com/watch?si=pykxILMZjVtbehYI&amp;v=WfcWqu0TwvQ&amp;feature=youtu.be</a>	
	6	Practicum: Debate on  1. Women and need for financial independence 2. Women and barriers to success 3. Gender issues in workplace	
<b>III</b>	<b>Business Writing</b>		<b>12</b>
	7	What is effective Professional Writing and How Can it Improve Team Productivity?  <a href="https://www.grammarly.com/business/learn/effective-professional-writing/">https://www.grammarly.com/business/learn/effective-professional-writing/</a>	
	8	How to Write an Effective Business Proposal  <a href="https://www.forbes.com/advisor/business/how-write-business-proposal/">https://www.forbes.com/advisor/business/how-write-business-proposal/</a>	
	9	Practicum: Drafting business proposals	
<b>IV</b>	<b>E-Commerce</b>		<b>12</b>
	10	E-commerce: Business and Legal Ethics	

		<a href="https://journals.indexcopernicus.com/api/file/viewByFileId/132597">https://journals.indexcopernicus.com/api/file/viewByFileId/132597</a>	
	11	Business etiquettes, netiquettes virtual and interpersonal communication   <a href="https://youtu.be/qWbWL0l3ySk?si=CI5chVF4tYW9pUis">https://youtu.be/qWbWL0l3ySk?si=CI5chVF4tYW9pUis</a>   Communicating virtually with employers   <a href="https://youtu.be/gUCFs5dnMTI?si=m_2zwYNm1qZ-i9SK">https://youtu.be/gUCFs5dnMTI?si=m_2zwYNm1qZ-i9SK</a>	
	12	Practicum: Role play- Imagine that you are meeting Japanese business team and American business team , and discuss how you would carry forward the business interactions.	
<b>V</b>	<b>Contemporary business concerns</b>		<b>12</b>
	15	Suggested Reading:   Environmental Concerns for Business   <a href="https://www.safetystratus.com/blog/top-4-environmental-concerns-for-business/">https://www.safetystratus.com/blog/top-4-environmental-concerns-for-business/</a>   How Things Work- Gary Soto   <a href="https://www.poetryfoundation.org/poems/42998/how-things-work">https://www.poetryfoundation.org/poems/42998/how-things-work</a>   How businesses are using Artificial Intelligence in 2024   <a href="https://www.forbes.com/advisor/business/software/ai-in-business/">https://www.forbes.com/advisor/business/software/ai-in-business/</a>	
	16	Practicum:   Conduct a group discussion on any of the above topics	

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## References:

### Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

British Council: <https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right>

### Texts and Journal Articles:

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Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Cambridge Phrasal Verbs Dictionary. Cambridge University Press, 2016.

D., Tata J R, et al. J.R.D. Tata: Orations on Business Ethics. Rupa Publications India, 2019.

Fernandez, Agna. Generic Skills for Employability. UK: Cambridge University Press, 2020.

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Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780190925475.001.0001>

Roman, Kenneth, and Joel Raphaelson. Writing That Works: How to Communicate Effectively in Business: E-Mail, Letters, Memos, Presentations, Plans, Reports, Proposals, Resumes, Speeches. HarperCollins, 2000.

Shobha, K N. Lourdes Javani Rayen. Communicative English: A Workbook. UK: Cambridge University Press, 2023.

Swan, Michael. Practical English Usage. Oxford University Press, 2020.

Talbot, Fiona. How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, e-Mails and More, for Today's Business Needs. Kogan Page, 2010.

Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand networking skills	U	3,7, 8
CO-2	Understanding and evaluating the gender issues related to business	R, E	1,6,12
CO-3	Apply communication and networking skills in appropriate situations	Ap	1,6,7,11,12
CO-4	Create effective business proposals and practices.	C	8,9,10
Co-5	Evaluate and analyse various emerging concerns in the business world	E, An	1,4,6,7,12, 13.

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand networking skills	PO 1,7,8.  PSO 3,7, 8	U	C	L	
2	Understanding and evaluating the gender issues related to business	PO 4,5,6,7  PSO	R,E	F,C	L	

		1,6,12				
3	Apply communication and networking skills in appropriate situations	PO 1,4,5,7,8  PSO 1,6,7,11,12	Ap	M	L	
4	Create effective business proposals and practices.	PO 1,2,3,6,8  PSO 8,9,10	C	M	L	
5	Evaluate and analyse various emerging concerns in the business world	PO 2,3,4,5,6,7.  PSO 1,4,6,7,12,13.	E, An	P		P

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1			3				3					
CO 2	3					2				3	2	1
CO 3	3					2	3			2	1	
CO 4							1	3	2			
CO 5												

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	



### University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG105				
Course Title	Reflections on Language, Literature and Society 1I				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1.				

Course Summary	This foundational course offers an interdisciplinary exploration of the intricate relationship between language, literature, and society. Through critical analysis and reflective engagement, students will delve into the multifaceted dimensions of language and its impact on various societal aspects including travel, food, people, life and mind
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### Detailed Syllabus:

Module	Unit	Content	Hrs
I		<b>Travel</b>	<b>12</b>
	1	Ulysses : Tennyson   Of Travel by Francis Bacon   <b>Suggested Reading/ Listening</b>   Chai Chai: Bishwanath Gosh   The Thoughtful Travel Podcast  <a href="https://podcasts.apple.com/us/podcast/the-thoughtful-travel-podcast/id1269489">https://podcasts.apple.com/us/podcast/the-thoughtful-travel-podcast/id1269489</a>   <i>The Catch Me If You Can</i> by Jessica Nabongo  <a href="https://d-pdf.com/electronic-book/3982">https://d-pdf.com/electronic-book/3982</a>	
	2	<b>Practicum</b>   1.Listen to travel podcasts and identify the common terms related to travel   2.Make a List of the most popular travelogues,blogs, channels and publications in the world and make a presentation based on any one   3.Attempt a brief travelogue related to one of your journeys	
II		<b>Food</b>	<b>12</b>
	3	“Inviting a Friend to Supper” by Ben Jonson	

		<a href="https://www.poetryfoundation.org/poems/50672/inviting-a-friend-to-supper">https://www.poetryfoundation.org/poems/50672/inviting-a-friend-to-supper</a>   ‘Do Mothers Have Sundays’? from <i>A World of Equals</i> Ed. Susie Tharu ( pp 35-38)   <b>Suggested Reading/Hearing</b>   Gender Inequalities in Food and Agriculture   <a href="https://news.un.org/en/story/2023/04/1135597">https://news.un.org/en/story/2023/04/1135597</a>   Exploring Gender Differences in Media's Portrayal of Chefs   <a href="https://scholarworks.calstate.edu/downloads/j9602281r?locale=en">https://scholarworks.calstate.edu/downloads/j9602281r?locale=en</a>	
	4	<b>Practicum:</b>       1. Discussion on the advertisements related to food and cooking     2. Speech on gender disparity in Food Industry     3. Prepare a video of your cooking , describing the recipe	
<b>III</b>	<b>Home</b>		<b>12</b>
	5	"Home" by Warsan Shire   <a href="https://www.facinghistory.org/resource-library/home-warsan-shire">https://www.facinghistory.org/resource-library/home-warsan-shire</a>   <i>Home</i> by George Saunders   <a href="https://www.newyorker.com/magazine/2011/06/13/home-george-saunders">https://www.newyorker.com/magazine/2011/06/13/home-george-saunders</a>   <b>Suggested Reading/Watching</b>   “Reading the Odyssey Far From Home” by Azareen Van Der Vliet Oloomi   “Home”- by Anne Bronte	
	6	<b>Practicum</b>	

		1. Discuss the concept of home   2. “Is it to comparative safety that we migrate?”- Debate   3. Collect newspaper reports on people who come to Kerala for work and the issues they face.   4. Write a journal on your favourite moments at home	
IV	<b>Biases</b>		<b>12</b>
	7	Eve’s Diary by Mark Twain (short story)   <a href="https://www.gutenberg.org/files/8528/8528-h/8528-h.htm">https://www.gutenberg.org/files/8528/8528-h/8528-h.htm</a>   Defeating Prejudice TEDx talk   <a href="https://www.ted.com/talks/simon_ives_defeating_prejudice">https://www.ted.com/talks/simon_ives_defeating_prejudice</a>   <b>Suggested Reading/Viewing</b>   <i>Pride and Prejudice</i> by Jane Austen   <a href="https://www.gutenberg.org/files/1342/old/pandp12p.pdf">https://www.gutenberg.org/files/1342/old/pandp12p.pdf</a>   How Prejudiced Are You? TEDx talk   <a href="https://www.ted.com/talks/jennefer_witter_how_prejudiced_are_you_recognizing_and_combating_unconscious_bias">https://www.ted.com/talks/jennefer_witter_how_prejudiced_are_you_recognizing_and_combating_unconscious_bias</a>	
	8	<b>Practicum:</b>   1. List out terms/words related to the concept of bias   2. Discussions on formation of biases( race, caste, religion, gender, disability, ethnicity, nationality) and the ways to overcome.   3. Write an essay on societal prejudices that we encounter in daily life	

V	Wellness of Mind	12
	<b>Suggested Reading/Writing</b>   9 “The Brain is Wider Than the Sky” by Emily Dickinson   <a href="https://www.poetry.com/poem/12159/the-brain%E2%80%94is-wider-than-the-sky">https://www.poetry.com/poem/12159/the-brain%E2%80%94is-wider-than-the-sky</a>   ‘The Important Things in Life’-Anthony Huntley   <a href="https://medium.com/@anthuntley/beautiful-short-story-the-important-things-in-life-4b086c45969b">https://medium.com/@anthuntley/beautiful-short-story-the-important-things-in-life-4b086c45969b</a>   <i>A Healthy Mind Resides in a Healthy Body.</i> (2023, September 16). GradesFixer. Retrieved April 30, 2024, from <a href="https://gradesfixer.com/free-essay-examples/a-healthy-mind-resides-in-a-healthy-body/">https://gradesfixer.com/free-essay-examples/a-healthy-mind-resides-in-a-healthy-body/</a>   <i>A Well Educated Mind vs a Well Formed Mind:</i> Dr Shashi Tharoor   <a href="https://www.youtube.com/watch?v=kcW4ABcY3zI">https://www.youtube.com/watch?v=kcW4ABcY3zI</a>   Change your mindset, change the game -Dr. Alia Crum   <a href="https://www.youtube.com/watch?v=0tqq66zwa7g">https://www.youtube.com/watch?v=0tqq66zwa7g</a>	
10	<b>Practicum</b>       1. Speak about your daily practices to maintain your mental health.     2. Write an essay about the importance of mental health among teenagers     3. Mindfulness Exercise       <a href="https://mindfulness-exercises.com/wp-content/uploads/2018/09/body-scan.pdf?_ga=2.32191294.1079021815.1546914213-1876994156.1546404699">https://mindfulness-exercises.com/wp-content/uploads/2018/09/body-scan.pdf?_ga=2.32191294.1079021815.1546914213-1876994156.1546404699</a>       4. Pick out 5 Taylor Swift lyrics that speak on mental wellness.	

### References:

## Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: Free English Lessons - Oxford Online English

## Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

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Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

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Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

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Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Extract specific and general information from lectures, and talks	R, U	1,2
CO-2	Identify key vocabulary related to travel, food, migratory experiences, and comprehend complex texts on various topics	U, An	1,2,4
CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations.	U, Ap	4,5,6
CO-4	Evaluate the power of language in unravelling prejudices	U, Ap ,E	6,12
CO-5	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on different topics.	An, E,C	6,12,13

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.	Extract specific and general information from lectures, and talks	PO 1,4,7,8  PSO 1,2	R, ,U,	F, C	L	

2.	Identify key vocabulary related to travel, food, migratory experiences, and comprehend complex texts on various topics	PO 1,2,4,5,6,7,8  PSO 1,2,4	U, An	F,M	L	
3.	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	PO 2,3,4,5,6,7,  PSO 4,5,6	U, Ap	M,C	L	
4.	Evaluate the power of language in unravelling prejudices.	PO 4,5,6  PSO 6,12	U, Ap ,E	M,P	L	
5.	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on different topics.	PO 3,4,5,6  PSO 6,12,13	An, E,C	M,P		P

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2	3					1			3		
CO 2	2	1		3			2	3		2	2	1
CO 3				1	2	3				1	2	3
CO 4						1				1	3	2
CO 5						2			3	2	1	2
CO 6												

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓	✓	✓



University of

Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG106				
Course Title	English for Social Sciences II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199 .				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This comprehensive Ability Enhancement Course in English, designed specifically for semester two students, aims to equip them with the critical communication and analytical skills needed for academic success and social living. Readings on social issues and literature will be analysed, with a focus on understanding complex sentence structures and effective writing. The course also offers opportunities to develop public speaking and debate skills, all important for future careers.				

### Detailed Syllabus:

Mod ule	Un it	Content	Hrs
I	<b>Environment</b>		<b>12</b>
	1	“There will come soft rains” – Poem- Sara Teasdale  <a href="https://poets.org/poem/there-will-come-soft-rains">https://poets.org/poem/there-will-come-soft-rains</a>   <i>Time Capsule found on the Dead Planet</i> by Margaret Atwood  <a href="https://www.scribd.com/document/409646097/Atwood-Intermediate">https://www.scribd.com/document/409646097/Atwood-Intermediate</a>   <b>Suggested Reading</b>  <i>Sounds I Like to Hear</i> by Ruskin Bond (Anthology: A Time For All Things: Collected Essays And Sketches)  <a href="https://zoboko.com/text/15rrnvr2/a-time-for-all-things-collected-essays-and-sketches/17">https://zoboko.com/text/15rrnvr2/a-time-for-all-things-collected-essays-and-sketches/17</a>   <b>Suggested Watching</b>            Nature Is Speaking – Julia Roberts is Mother Nature - Conservation International (CI)  <a href="https://youtu.be/WmVLCj-XKnM?si=2OYHpmDexdUy8_vP">https://youtu.be/WmVLCj-XKnM?si=2OYHpmDexdUy8_vP</a>	
	2	<b>Practicum</b>       1. Listening to speeches and podcasts on nature     2. Conversation Exercise on an environment issue     3. Reading articles on environment and nature and identifying form class and function class words, and using them in sentences of their own.     4. Writing a poem/article/short story/essay on an element of nature.	
II	<b>Life</b>		<b>12</b>
	3	“The Guest House” Jalaludeen Rumi  <a href="https://www.scottishpoetrylibrary.org.uk/poem/guest-house/">https://www.scottishpoetrylibrary.org.uk/poem/guest-house/</a>   <i>Thank You Ma'am</i> by Langston Hughes  <a href="https://www.chino.k12.ca.us/cms/lib/CA01902308/Centricity/Domain/1689/Thank%20You%20%20Ma%20am.pdf">https://www.chino.k12.ca.us/cms/lib/CA01902308/Centricity/Domain/1689/Thank%20You%20%20Ma%20am.pdf</a>   <b>Suggested Viewing</b>            Molly Wright: How every child can thrive by five  <a href="https://www.youtube.com/watch?v=aISXCw0Pi94">https://www.youtube.com/watch?v=aISXCw0Pi94</a>   The surprising habits of original thinkers  <a href="https://www.youtube.com/watch?v=fxbCHn6gE3U">https://www.youtube.com/watch?v=fxbCHn6gE3U</a>	

	4	<b>Practicum</b>      1. Listening to audio on life lessons and philosophies.     2. Conversation exercise on a classroom or family situation, with use of question tags     3. Reading passages and identifying the different tense forms of verbs and using them in sentences.     4. Write an anecdote on second chances in life	
<b>III</b>	<b>Socialscapes</b>		<b>12</b>
	5	The Immigrant's Song- Tishani Doshi  <a href="https://www.poetryfoundation.org/poems/56734/the-immigrants-song">https://www.poetryfoundation.org/poems/56734/the-immigrants-song</a>   Sea Prayer -Khaled Hosseini  <a href="https://fliphtml5.com/njbrj/mooq/basic">https://fliphtml5.com/njbrj/mooq/basic</a>   <b>Suggested Reading</b>   “On Caste”, Dr. Babasaheb Ambedkar Writings and Speeches Vol.I, pp5-22  <a href="https://www.mea.gov.in/Images/attach/amb/Volume_01.pdf">https://www.mea.gov.in/Images/attach/amb/Volume_01.pdf</a>   <b>Suggested Listening/Watching</b>   The Fight Against Child Labour- UN  <a href="https://www.youtube.com/watch?v=ckz4qccSVpY">https://www.youtube.com/watch?v=ckz4qccSVpY</a>   The Father (2020 film)	
	6	<b>Practicum</b>      1. Listening to speeches and passages on migration     2. Speaking exercise (or debate) on comparing ideas, people, things, processes.     3. Reading fiction/non-fiction on social issues and identifying the concepts involved. Identifying concord and degrees of comparison in the passage and using them in new utterances.     4. Write an article/essay on geriatric issues in Kerala society.	
<b>IV</b>	<b>Mindscales</b>		<b>12</b>
	7	"Tied Together With A Smile"- Taylor Swift  <a href="https://www.azlyrics.com/lyrics/taylorswift/tiedtogetherwithasmile.html">https://www.azlyrics.com/lyrics/taylorswift/tiedtogetherwithasmile.html</a>   Mental Health- WHO  <a href="https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response">https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response</a>	

		<b>Suggested Reading</b>   “Ode on a Distant Prospect of Eton College”- Thomas Gray (poem)  <a href="https://www.poetryfoundation.org/poems/44301/ode-on-a-distant-prospect-of-eton-college">https://www.poetryfoundation.org/poems/44301/ode-on-a-distant-prospect-of-eton-college</a>   <b>Suggested Listening/Watching</b>  Futures of Education Report Explained- UNESCO- YouTube video (15 minutes)  <a href="https://youtu.be/7T4GKVKXeoU?si=vuxOYwiA4q1eSkkJ">https://youtu.be/7T4GKVKXeoU?si=vuxOYwiA4q1eSkkJ</a>	
	8	<b>Practicum:</b>   Listening to passages on learning in the contemporary world  Conversation exercise on topics related to education/learning, converting the dialogues to reported speech.  Reading newspaper reports and identifying vocabulary related to mental health and education  Writing reports using passive voice, converting sentences to active voice.	
<b>V</b>	<b>Ruminations</b>		<b>12</b>
	9	<b>Suggested Reading/Watching</b>   “Introduction”, Development as Freedom- Amartya Sen  <a href="https://archive.org/details/amartya-kumar-sen-development-as-freedom-alfred-a.-knopf-inc.-2000/page/3/mode/2up">https://archive.org/details/amartya-kumar-sen-development-as-freedom-alfred-a.-knopf-inc.-2000/page/3/mode/2up</a>   Noam Chomsky - On Being Truly Educated  <a href="https://www.youtube.com/watch?v=eYHQcXVp4F4">https://www.youtube.com/watch?v=eYHQcXVp4F4</a>   Looking at War- Susan Sontag. The New Yorker 9Dec 2002. Pg 82-98  <a href="https://thecharnelhouse.org/wp-content/uploads/2014/07/sontag_looking_at_war.pdf">https://thecharnelhouse.org/wp-content/uploads/2014/07/sontag_looking_at_war.pdf</a>   Humanitarian Crisis: Why We Should Care  <a href="https://www.youtube.com/watch?v=3Fkwa_KA-zw">https://www.youtube.com/watch?v=3Fkwa_KA-zw</a> (16.57 minutes)	
	10	<b>Practicum</b>   Listening to speeches on humanity, in the international and Indian context.  Discussion on the liberating influences of education  Reading passages on emerging social concerns in the 21st century  Critically evaluate the concept of freedom in the present age	

## References:

### Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

### Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023),

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge; New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Extract specific and general information from lectures, and talks related to social sciences.	R	1,2
CO-2	Understand complex sentence structures and identify key vocabulary related to environment, society, mental health and varied life experiences	U,R	1,6
CO-3	Apply concepts related to environment, society and mental health for better understanding of texts	U, Ap	1,6,8
CO-4	Critically analyse information from various sources which contributes in making a person socially responsible.	Ap, An	8,9,13,14
CO-5	Communicate effectively, make public speeches and participate in debates.	E,C	6,8,13,14

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Extract specific and general information from lectures, and talks related to social sciences.	PO 1,4,7,8  PSO 1,2	R	C,F	L	

0.2	Understand complex sentence structures and identify key vocabulary related to environment, society, mental health and varied life experiences	PO 4,5,7 PSO 1,6	U,R	C,F	L	
0.3	Apply concepts related to environment, society and mental health for better understanding of texts	PO 1,4,5,7,8 PSO 1,6,8	U, Ap	C,M	L	
0.4	Critically analyse information from various sources which contributes in making a person socially responsible.	PO 1,2,3,4,5,8 PSO 8,9,13,14	Ap, An	M,P	L	
0.5	Communicate effectively, make public speeches and participate in debates.	PO 1,3,4,5,8 PSO 6,8,13,14	E,C	M,P		P

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs:**

	PS O1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	3	2					3			2		

CO 2	2					3				3	2	
CO 3	1					2	2			2	3	
CO 4						1	2	3	2	1	1	
CO 5					-	-	1		3	2	2	

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓		✓	✓
CO 4		✓		✓
CO 5		✓	✓	✓

Discipline	English				
Course Code	UK2AECENG107				
Course Title	Language for Developmental Studies II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	The course aims to empower students with the linguistic and analytical tools necessary to engage thoughtfully and actively in discussions and debates surrounding key issues in sustainable development, poverty reduction, health promotion, climate action, and gender equity. Through a combination of theoretical exploration, practical application, and critical reflection, students will develop the language proficiency and critical thinking abilities needed to contribute meaningfully to ongoing dialogues and efforts aimed at advancing global development goals and social justice.				

#### Detailed Syllabus:

Mod ule	Un it	Content	H rs
1		Un/Golden Prospects	12

	1	Gold - Global economy, Consumerism, cultural practices, dowry system, media influence       • The Legend of the Golden Snail <a href="https://www.youtube.com/watch?v=sDUDo4BCIWI">https://www.youtube.com/watch?v=sDUDo4BCIWI</a>     • World gold prices, dowry and death in India <a href="https://cepr.org/voxeu/columns/world-gold-prices-dowry-and-death-india">https://cepr.org/voxeu/columns/world-gold-prices-dowry-and-death-india</a>       Suggested Reading       • <i>The Treasure of the Sierra Madre</i> - B Traven (novel)	
	2	Practicum :       1. Ask students to retell the legend of the golden snail in their own words, either orally or in writing     2. Panel Discussion on the domestic and economic consumption of gold.     3. Debate on Dowry deaths in India.     4. Essay writing on The Role of Jewelry Advertisements in Media and their impact on consumerism	
II		Unemployment and Migration	12

	3	Unemployment, Migration, Refugees, Brain drain, Diaspora, Globalization effect       ● “Home” - Warsan Shire (poem)       <a href="https://www.amnesty.ie/wp-content/uploads/2016/06/home-by-warsan-shire.pdf">https://www.amnesty.ie/wp-content/uploads/2016/06/home-by-warsan-shire.pdf</a>       ● “Interpreter of Maladies” - Jhumpa Lahiri       <a href="https://iblit2013.wordpress.com/wp-content/uploads/2013/08/lahiri-interpreter-of-maladies-full-text.pdf">https://iblit2013.wordpress.com/wp-content/uploads/2013/08/lahiri-interpreter-of-maladies-full-text.pdf</a>   Suggested Reading   <i>How the García Girls Lost Their Accents</i> - Julia Alvarez (novel)	
	4	Practicum       1. Prepare a presentation focusing on migration patterns in India and related issues. Utilize visual aids such as charts and diagrams to illustrate key points and present relevant data.     2. Organize and facilitate a discussion about the economic impact of diaspora communities.     3. Conduct an analysis of the employment situation in India and compile a report summarizing significant discoveries, emerging patterns, and obstacles concerning unemployment.     4. View a Documentary on the Refugee Crisis and Compose an Analysis	
III	Race and Caste		12

	5	Discrimination, Inequality, Prejudice, Social hierarchy, Oppression       ● “I have a Dream” – Martin Luther King (Speech)       <a href="https://www.btbores.org/Downloads/I%20Have%20a%20Dream%20by%20Martin%20Luther%20King%20Jr.pdf">https://www.btbores.org/Downloads/I%20Have%20a%20Dream%20by%20Martin%20Luther%20King%20Jr.pdf</a>       ● “<i>Dalit Girl</i>” - Mou Mukherjee Das (poem)       <a href="https://www.poemhunter.com/poem/dalit-girl/">https://www.poemhunter.com/poem/dalit-girl/</a>   Suggested Reading       ● <i>Growing up untouchable in India</i> - Vasant Moon (Autobiography)     ● “Still I Rise” - Maya Angelou       <a href="https://www.poetryfoundation.org/poems/46446/still-i-rise">https://www.poetryfoundation.org/poems/46446/still-i-rise</a>	
	6	Practicum :       1. Listen to speeches by any two prominent leaders on Casteism in India     2. Examine the potency of language employed to communicate messages by the authors prescribed in the module.     3. Create multimodal presentations (combining text, images, audio, and video) that explore the themes of discrimination, equality, and social justice.	
IV	Ethics		12

	7	Morality, Integrity, Responsibility, Ethical reasoning, Ethical behaviour       ● “A Poison Tree” - William Blake  <a href="https://www.poetryfoundation.org/poems/45952/a-poison-tree">https://www.poetryfoundation.org/poems/45952/a-poison-tree</a>     ● "Politics and the English Language" - George Orwell  <a href="https://bioinfo.uib.es/~joemiro/RecEscr/PoliticsandEngLang.pdf">https://bioinfo.uib.es/~joemiro/RecEscr/PoliticsandEngLang.pdf</a>       Suggested Watching/Listening:       ● Ethics: Yes, Even When Nobody is Watching   Dawne Ware   TEDxFairfieldUniversity  <a href="https://www.youtube.com/watch?v=ohmOCHYz530">https://www.youtube.com/watch?v=ohmOCHYz530</a>     ● <i>A Civil Action</i> (1998) - Film by Steven Zaillian	12
	8	Practicum: .       1. Facilitate a discussion on the importance of ethical behavior and personal integrity     2. Compile a list of key vocabulary words related to ethics and morality from the provided materials     3. Organize a debate or panel discussion on ethical dilemmas raised in the film <i>A Civil Action</i>.	
V		Inspirations	12

	Aspiration, Perseverance, Goal-setting, Resilience   Suggested Reading/Viewing   9       ● <i>Dangal</i> - Film by Nitesh Tiwari     ● Steve Jobs: Stanford Speech  <a href="https://www.youtube.com/watch?v=1i9kcBHX2Nw">https://www.youtube.com/watch?v=1i9kcBHX2Nw</a>     ● Success stories  <a href="https://yourstory.com/2014/03/inspiring-stories">https://yourstory.com/2014/03/inspiring-stories</a>     ● What Makes You Unique? -  <a href="https://www.ted.com/talks/richard_janes_what_makes_you_unique">https://www.ted.com/talks/richard_janes_what_makes_you_unique</a>     ● How Great Leaders Communicate by Carmie Gallo, <i>Harvard Business Review</i>  <a href="https://hbr.org/2022/11/how-great-leaders-communicate">https://hbr.org/2022/11/how-great-leaders-communicate</a>	
10	Practicum       1. Watch the film <i>Dangal</i> and write a summary of the plot, characters, and themes     2. Listen to Steve Jobs' Stanford speech and identify the rhetorical devices used by Jobs to engage and inspire the audience. Also reflect on the personal anecdotes shared by Jobs and their relevance to the audience.     3. Read success stories from the provided link and summarize the key lessons or insights gained.     4. Write a brief analysis of a leader's communication style based on the concepts presented in the article.	

Suggestive readings:

*Language and Power: An Introduction to Institutional Discourse* - Andrea Mayr, Continuum, 2008

*The Force of Language* - Jean-Jacques Lecercle, Denise Riley, Palgrave Macmillan, 2005

Wilbur Schramm: *Mass Media and National Development- the role of information in developing countries*, UNESCO/ Stanford University Press, 1964.

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addresse
CO-1	Extract specific and general information from lectures, and talks.	U	1,4
CO-2	Familiarize learners with vocabulary related to developmental issues and ethics.	R, U	1,4,6
CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	Ap	1,4,6,10
CO-4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on topics related to development and social justice.	An	2,4,6,13

CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals.	E,C	6,10,13,15
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Evaluate, C-Create

*Note: 1 or 2 COs/module*

Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Extract specific and general information from lectures, and talks.	PO 2,4,5,6,7 PSO 1,4	U	F	L	
CO-2	Familiarize learners with vocabulary related to developmental issues and ethics.	PO 2,4,5,6,7 PSO 1,4,6	R, U	C	L	

CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	PO 2,3,4,5,6,7  PSO 1,4,6,10	Ap	M	L	
CO-4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on topics related to development and social justice.	PO 1,2,3,4,5,6,7,8, PSO 2,4,6,13	An	M	L	
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals	PO 2,3,4,5,6,8  PSO 6,10,13,15	E,C	C		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
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CO 1	2			3				2		1	3	2
CO 2	2			1		3		1		2	2	3
CO 3	2			2		2		2	3	2	1	1
CO 4		3		1		1	3	2	2	2	1	1
CO 5						2		2	2	3	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

### Mapping of COs to Assessment Rubrics :

	Internal exam	Assignment	Project	End Examinations	Semester
CO 1	✓	✓		✓	
CO 2	✓	✓		✓	
CO 3	✓	✓	✓	✓	
CO 4	✓	✓	✓	✓	
CO 5	✓	✓	✓	✓	



**University of Kerala**

Discipline	ENGLISH
Course Code	UK2AECENG108
Course Title	Literature, Language and Culture II

Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1.AEC 1 2.				
Course Summary	This foundational course explores the intricate interplay between literature, language, and culture, offering students a comprehensive introduction to the dynamic world of humanities. Through an interdisciplinary approach, students will delve into the rich tapestry of human expression, examining how literature reflects, shapes, and is shaped by cultural contexts and linguistic nuances.				

	Unit	Content	Hrs
<b>I Module</b>		<b>Life</b>	<b>12</b>
	1	A Visit - Margaret Atwood (Poem)  <a href="https://www.poetryverse.com/margaret-atwood-poems/visit">https://www.poetryverse.com/margaret-atwood-poems/visit</a>   “Never Never Nest” - Cedric Mount- (One Act Play)   <b>Suggested Viewing</b>   Contentment and satisfaction with work and life: Greg Gianforte at TEDxBozeman – <a href="https://youtu.be/H7Mctx-W7oE?si=lnzeST-QldImyQLJ">https://youtu.be/H7Mctx-W7oE?si=lnzeST-QldImyQLJ</a>	
	2	Practicum:   1.Listening to various speeches on human life	

		2. Speaking on the importance of life skills 3. Identifying vocabulary related to life skills 4. Writing an essay on “Life and its Values”	
<b>II</b>	<b>Hunger</b>		<b>12</b>
3	“Refugee mother and child” - Chinua Achebe  <a href="https://sueddie.wordpress.com/2014/02/02/refugee-mother-and-child-a-poem-by-chinua-achebe/">https://sueddie.wordpress.com/2014/02/02/refugee-mother-and-child-a-poem-by-chinua-achebe/</a>   “The Pie and the Tart “– Hugh Chesterman (One-Act Play)   <b>Suggested Reading</b>   “A Man.” – Vaikkom Muhammed Basheer. <i>Poovan Banana and Other Stories</i>. Trans. V Abdulla. Orient Longman. (Short Story)   <b>Suggested Viewing:</b>   Ending hunger now – Tedx talk  <a href="https://www.ted.com/talks/josette_sheeran_ending_hunger_now?language=en">https://www.ted.com/talks/josette_sheeran_ending_hunger_now?language=en</a>   What we're getting wrong in the fight to end hunger   Jasmine Crowe – TEDX  <a href="https://youtu.be/VasJyDmMafA?si=P1irvSOZyRwtt8yC">https://youtu.be/VasJyDmMafA?si=P1irvSOZyRwtt8yC</a>		
4	<b>Practicum:</b>   1. Listening to various speeches on poverty and hunger   2. Speaking on the various strategies for eradication of hunger and poverty   3. Identifying vocabulary related to poverty and other human related issues.		

		4. Writing an essay on 'What is Hunger'.	
<b>III</b>	<b>Rights</b>		<b>12</b>
	5	<b>Equality – Maya Angelou (Poem)</b> <a href="https://www.kera.org/wp-content/uploads/2017/01/First_Prize_Lauren_Moore.pdf">https://www.kera.org/wp-content/uploads/2017/01/First_Prize_Lauren_Moore.pdf</a>   “The Barber’s Trade Union” – Mulkraj Anand (short story).   <b>Suggested Reading</b>   “Human Rights: General Introduction” - Leah Levin. <i>Human Rights: Questions and Answers</i>. Pp. 19-24. UNESCO Publishing.  <a href="https://unesdoc.unesco.org/ark:/48223/pf0000219091">https://unesdoc.unesco.org/ark:/48223/pf0000219091</a>   <b>Suggested Viewing</b>   2030- SDG 5- Gender Equality- Ted talks –  <a href="https://youtu.be/CeZo-s16_RY?si=mS0OIFWnQeCTKjp8">https://youtu.be/CeZo-s16_RY?si=mS0OIFWnQeCTKjp8</a>	
	6	Practicum:       1. Listen to podcasts and speeches about various rights     2. Conduct discussions and debates on human rights related issues     3. Find and read stories, poems and articles dealing with rights and violation of rights.     4. Prepare newspaper reports/podcasts about the importance of human rights.	
			12
<b>IV</b>	<b>Nature</b>		
	7	“A Fable for Tomorrow” (Extracts from Silent Spring) – Rachel Carson.	

		Chief Seattle's Speech <a href="https://suquamish.nsn.us/home/about-us/chief-seattle-speech/">https://suquamish.nsn.us/home/about-us/chief-seattle-speech/</a>   <b>Suggested Reading</b>   “The Earth is Our Friend (Garden of Creation)” - Yasus Afari (Poem)   <b>Suggested Viewing</b>   Greta Thunberg's full speech at UN Climate Change COP25 - Climate Emergency Event- <a href="https://youtu.be/Eo_-mxvGnq8?si=fJUqZRT4CabJAoc3">https://youtu.be/Eo_-mxvGnq8?si=fJUqZRT4CabJAoc3</a>   Harmonising with Nature   Gauranga Das   TEDxIITIndore – <a href="https://youtu.be/Gf27FVPfibM?si=j5wmNjOFDp5O_OWS">https://youtu.be/Gf27FVPfibM?si=j5wmNjOFDp5O_OWS</a>	
	8	<b>Practicum:</b>       1. Listening to speeches and podcasts on environmental issues     2. Speaking on environmental issues/conducting debates on factors affecting Nature.     3. Identifying vocabulary related to nature and environmental issues and natural calamities.     4. Writing an essay on environment issues in your locality	
<b>V</b>	<b>Women</b>		<b>12</b>
	9	<b>Suggested Reading/ Viewing</b>   A Flowering Tree- A.K Ramanujan (short story)   <a href="https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt;brand=ucpress">https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt;brand=ucpress</a>	

		“Poetry is a way for women to survive: Canadian poets in conversation by Canisia Lubrin and Sina Queyras” , December 6, 2018 - (Article )  <a href="https://rabble.ca/feminism/poetry-way-women-survive/">https://rabble.ca/feminism/poetry-way-women-survive/</a>   “The Story of an Hour” - Kate Chopin (Short Story)  <a href="https://www.owleyes.org/text/the-story-of-an-hour/read/chopins-short-story#root-36">https://www.owleyes.org/text/the-story-of-an-hour/read/chopins-short-story#root-36</a>   Respect for women, respect between humans   Virginia Fara Pennisi   TEDxAOSR Youth  <a href="https://youtu.be/xEBo2fUUThU?si=1P980N45h5m98xLg">https://youtu.be/xEBo2fUUThU?si=1P980N45h5m98xLg</a>   Respect my space, sincerely, the 1 in 5   Clare Sheedy   TEDxAmherst –  <a href="https://youtu.be/IK4g9gPmM10?si=FQ6OzQ6QFccxEaAa">https://youtu.be/IK4g9gPmM10?si=FQ6OzQ6QFccxEaAa</a>	
	10	Practicum:       1. Listening to Podcasts by women dealing with women’s issues     2. Conducting debates on gender roles and gender equity     3. Note-taking and note-making from articles about women’s concerns     4. Writing an essay on women’s issues in contemporary society	

### Suggested readings:

Wollstonecraft, Mary. A Vindication of the Rights of Woman. New York: Norton, 1988.

Woolf, Virginia. A Room of One's Own. New York: Harcourt, 1957.

11209

Elaine Showalter: ‘Introduction’, A Literature of Their Own: British Women Novelists from Bronte to Lessing, 1977.

Simone de Beauvoir: ‘Introduction’, The Second Sex

Damrosch, David. 'Goethe Coins a Phrase', What is World Literature?. Princeton UP, 2003. pp 1-36

Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', What is a World?: On Postcolonial Literature as World Literature. Duke University Press, 2015. pp 23-45

Moretti, Franco. 'Conjectures on World Literature', NLR 1, Jan-Feb. 2000. pp 54- 68

Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', The Cambridge History of World Literature. ed. Debjani Ganguly,

Cambridge UP, 2021. pp 261-278

Sinfield, Alan. 'Literature and Cultural Production', Literature, Politics, and Culture in Postwar Britain. Berkley and Los Angeles: University of California Press, 1989. pp 23-38

Heaney, Seamus. 'The Redress of Poetry', The Redress of Poetry. London: Faber, 1995. pp 1-16

Waugh, Patricia. 'Culture and Change: 1960-1990', The Harvest of The Sixties:

English Literature And Its Background, 1960-1990. Oxford: OUP, 1997.

#### E-Resources

Consciously Reclaiming the Feminine & Masculine Within Each of Us | Sarah Poet, M.Ed | TEDxAsheville [https://youtu.be/H0vU4RiD_Yo?si=JedpesapxilJoO8D](https://youtu.be/H0vU4RiD_Yo?si=JedpesapxilJoO8D)

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the contexts of literatures in English language belonging to different nations. Remind the students of the socio-historic, economic, cultural and political context of these literatures.	U,R	1,2,3

CO-2	Apply the knowledge objectively in debate, seminar, panel and group discussion .	Ap	2,3,4
CO-3	Analyse the various literary forms, techniques and theories in the literary works.	An	2,6,8,11
CO-4	Evaluate and distinguish various literary genres like, poetry, autobiography, short stories, novels, etc, and distinguish the characterization based on its context.	E	2,8,11,15
CO_5	Creatively express thoughts and ideas through various literary genres	C	2,6,8,11, 15

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO 1</b>	1	2	3	-	-	-	3			2		
<b>CO 2</b>		3	1	2	-	-		3		2	2	1
<b>CO 3</b>	-	2		-	-	3	1			2	3	
<b>CO 4</b>	-	2			-	-		2				
<b>CO 5</b>	-	1	-	-	-	2	2		3	1	2	

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓

CO 4		✓	✓	✓
CO 5		✓	✓	✓

### University of Kerala

Discipline	English				
Course Code	UK2AECENG109				
Course Title	Literature, Law and Culture II				
Type of Course	AEC				
Semester	II				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic Knowledge in English				

Course Summary	This course aims to familiarise the students with the various domains connected to law. It also aims to give practice to the students in creating and composing materials pertaining to global legal issues.
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**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>Law and Popular Culture</b>		<b>12</b>
	1	Law in Literature – Popular authors – Courtroom dramas – Perry Mason series – John Grisham – Adaptations into series and movies – Lawtoons   <b>Required text</b> Tolstoy, Leo. “God Sees the Truth, But Waits”   <a href="https://www.marxists.org/archive/tolstoy/190">https://www.marxists.org/archive/tolstoy/190</a>   NCSC <i>The Case of Jury Duty. Justice Case Files 3.</i> <a href="https://www.ncsc.org/_data/assets/pdf_file/0024/15198/justice-case-files-03.pdf">https://www.ncsc.org/_data/assets/pdf_file/0024/15198/justice-case-files-03.pdf</a>   <b>Suggested Reading</b> Voelker, John D. <i>Anatomy of a Murder</i>. 1958. <i>Anatomy of a Murder</i> (1959 film) Directed by Otto Preminger   Giddens, Thomas. <i>Graphic Justice: Intersections of Comics and Law</i>. Routledge. 2015	
	2	Practicum   Write an essay on how Legal affairs are represented in popular culture, with specific reference to one of the texts prescribed for study in this module.   Attempt a moot court presentation based on a case you are familiar with.	
<b>II</b>	<b>Law and Gender</b>		<b>12</b>

	3	Gender equality – Gender Justice – Non-discrimination before Law – Social ordering – Legal legitimacy – Human Rights and gender – Feminist Jurisprudence – Intersectionality   <b>Required Text</b>  UNICEF Gender Policy 2020 – 2030.  <a href="https://www.unicef.org/media/117706/file/Gender%20Policy%202030.pdf">https://www.unicef.org/media/117706/file/Gender%20Policy%202030.pdf</a>   Lorde, Audre. “A Litany for Survival”  <a href="https://www.poetryfoundation.org/poems/147275/a-litany-for-survival">https://www.poetryfoundation.org/poems/147275/a-litany-for-survival</a>   <b>Suggested Text</b>  UNICEF Gender Action Plan 2022 – 2025.  <a href="https://www.unicef.org/gender-equality/gender-action-plan-2022-2025">https://www.unicef.org/gender-equality/gender-action-plan-2022-2025</a>   <i>Handbook on Combating Gender Stereotypes</i>. Supreme Court of India. 2023.  Vasanthi, N. “Gender and Law”. Unit 3.  <a href="https://egyankosh.ac.in/bitstream/123456789/3840/1/MWG-002-B4-U3.pdf">https://egyankosh.ac.in/bitstream/123456789/3840/1/MWG-002-B4-U3.pdf</a>	
	4	Practicum   Draft a policy on Gender non-discrimination in Law.   Refer “Images Exploring What It’s Like to be Part of India’s Queer Community”  (<a href="https://www.vice.com/en/article/3k44bw/images-exploring-what-its-like-to-be-part-of-indias-queer-community-v25n2">https://www.vice.com/en/article/3k44bw/images-exploring-what-its-like-to-be-part-of-indias-queer-community-v25n2</a>) and prepare a photo essay on Inclusivity.	
III	<b>Law and Conflict</b>		<b>12</b>
	5	Conflicts – Conflict Resolution – Conflict of laws – Laws and conflict resolution   <b>Required Text</b>  “War” by Bob Marley  <a href="https://www.youtube.com/watch?v=loFDn94oZJ0">https://www.youtube.com/watch?v=loFDn94oZJ0</a>   Hoaglund, Linda. “Nakamura Hiroshi”. <i>Protest Art in 1950s Japan: The Forgotten Reportage Painters</i> <a href="https://visualizingcultures.mit.edu/protest_art_50s_japan/anp1_essay02.html">https://visualizingcultures.mit.edu/protest_art_50s_japan/anp1_essay02.html</a>   <b>Suggested Text</b>  UNDRIP	

		<a href="https://search.app/ZNknpQckCKdnGB88">https://search.app/ZNknpQckCKdnGB88</a> T. J. Gnanavel (Dir). <i>Jai Bhim</i> . 2021. India. 165’	
	6	Practicum  Prepare a write up on “Guernica” by Picasso, by gathering points from various sources.  Prepare a photo folder with famous paintings of conflict – such as Vietnam war or Atomic bombing – with brief write-ups about how conflict is represented in each photograph.	
IV	<b>Law and Social Justice</b>		<b>12</b>
	7	Law and Society – Justice – Jurisdiction – Legal dilemmas  <b>Required Text</b> Asghar, Fatimah. “If they Come for Us” <a href="https://www.poetryfoundation.org/poetrymagazine/poems/92374/if-they-should-come-for-us">https://www.poetryfoundation.org/poetrymagazine/poems/92374/if-they-should-come-for-us</a> Bacon, Francis. “Of Judicature”  <b>Recommended Text</b>  Sarabhai, Mallika. “Dance to Change the World”. TEDIndia 2009. <a href="https://www.ted.com/talks/mallika_sarabhai_dance_to_change_the_world?language=en">https://www.ted.com/talks/mallika_sarabhai_dance_to_change_the_world?language=en</a>  Sinha, Anubhav (Dir). <i>Article 15</i> . 2019. India. 130’	
	8	Practicum  Write a review of one of the movies in the Recommended list of this module about the representation of Legal affairs.  Prepare a list of 10 commonly discussed legal dilemmas.	
V	<b>Law and Ecology</b>		<b>12</b>
	9	Environmental legislation – Environmental justice – Indigenous Legislation – Climate laws – Climate justice – Sustainable practices <b>Suggested Texts</b>	

		S. Gopalakrishnan. “Environomy#6: A Challenge Across Generations.” <a href="http://bit.ly/3VBIMwz">http://bit.ly/3VBIMwz</a> OR <a href="http://bit.ly/3wXjTB5">http://bit.ly/3wXjTB5</a>   “Local and Indigenous Knowledge Systems and Climate Change”. UNESCO. <a href="https://www.unesco.org/en/climate-change/links">https://www.unesco.org/en/climate-change/links</a>   Britt, Clinton, Andrea Clabough and David Goldwyn. “Four Things to Know about Environmental Justice”. <a href="https://www.jstor.org/stable/resrep31087">https://www.jstor.org/stable/resrep31087</a>   Jones, Van. “The Great Pacific Garbage Patch”. TEDx Talks. <a href="https://www.youtube.com/watch?v=3WMgNIU_vxQ">https://www.youtube.com/watch?v=3WMgNIU_vxQ</a>	
	10	Practicum   Prepare a list of major laws pertaining Climate Justice.   Write 10 – 15 slogans pertaining to Environmental Justice.	

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Get an awareness about the representations of Law in various forms of popular culture and also universal trends in geopolitical applications of Law	U, R	1,2,3
CO-2	Identify techniques and tools used in literary and artistic expressions pertaining to legal concepts.	U, R.	2,3,5
CO-3	Apply the various domains of law based on the cultural context	Ap	8,9,10

CO-4	Appreciate and analyse interfaces of legal and cultural dimensions in literary and artistic expressions.	An,E	9,11,13
CO-5	Create academic documents reflecting intersections of legal and socio-political and cultural domains.	E,C	10,12,13,14,15

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Get an awareness about the representations of Law in various forms of popular culture and also universal trends in geopolitical applications of Law	PO 1,4,7,8 PSO 1,2,3	U, R	F, C	L	
2	Identify techniques and tools used in literary and artistic expressions pertaining to legal concepts.	PO 1,3,4,5,8 PSO 2,3,5	U, R.	C	L	
3	Apply the various domains of law	PO	Ap	M	L	

	based on the cultural context	1,2,3,6,8  PSO 8,9,10				
4	Appreciate and analyse interfaces of legal and cultural dimensions in literary and artistic expressions.	PO 1,2,3,4,5,8  PSO 9,11,13	An,E	M,P	L	
5	Create academic documents reflecting intersections of legal and socio-political and cultural domains.	PO 2,3,4,5,6,8  PSO  10,12,13,14,15	E,C	P		P

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	3	-	-	2	-	-	3			2		

CO 2		2	3	-	1	-	1		3	2	1	
CO 3	-	-		-	-	-	1	2	2			3
CO 4	-	-			-	-	2	3	2	2	3	
CO 5	-		-	-	-	-		1	1	2	2	3

#### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

#### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
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CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓



**University of Kerala**

Discipline	ENGLISH				
Course Code	UK2AECENG110				
Course Title	Reading Literature II				
Type of Course	<b>AEC</b>				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2	4

Pre-requisites	
Course Summary	The Ability Enhancement Course offered in semester II aims to equip students with the foundational skills necessary for effective communication and critical thinking, while reading literature. It emphasizes both written and spoken communication, covering various aspects of English language proficiency. , group, and mass communication. The course will explore creative writing through the literary pieces imparting humanistic values and contemporary awareness in the learners.

### Detailed Syllabus:

Module	Unit	Content	Hrs
I		<b>Glimpses of Life</b>	<b>12</b>
	1	- Blackberry Picking by Seamus Heaney <a href="https://www.poetryfoundation.org/poems/50981/blackberry-picking">https://www.poetryfoundation.org/poems/50981/blackberry-picking</a>    - A Pair of Mustachios by Mulk Raj Anand <a href="https://ncert.nic.in/ncerts/l/keww102.pdf">https://ncert.nic.in/ncerts/l/keww102.pdf</a>       <b>Suggested Reading</b>      - A Song of Hope by Oodgeroo Noonuccal <a href="https://www.wordslikethis.com.au/a-song-of-hope/">https://www.wordslikethis.com.au/a-song-of-hope/</a>    - Nehru's Letter to Indira on her Birthday, dated Oct 26 1930 <a href="https://www.brainkart.com/article/A-Birthday-Letter_42228/">https://www.brainkart.com/article/A-Birthday-Letter_42228/</a>	
	2	<b>Practicum</b>      - Prepare a vocabulary bank of new words you have encountered in the above literary works    - Discuss the issues faced by aboriginal communities.	

<b>II</b>	<b>Towards a Free World</b>		<b>12</b>
	3	1. Good Advice is Rarer than Rubies by Salman Rushdie   <a href="https://www.scribd.com/document/95843292/Good-Advice-is-Rarer-Than-Rubies#:~:text='Good%20advice%20is%20Rarer%20Than,them%20when%20they%20would%20open">https://www.scribd.com/document/95843292/Good-Advice-is-Rarer-Than-Rubies#:~:text='Good%20advice%20is%20Rarer%20Than,them%20when%20they%20would%20open</a>.   2. The Story of an Hour by Kate Chopin   <a href="https://archive.vcu.edu/english/engweb/webtexts/hour/">https://archive.vcu.edu/english/engweb/webtexts/hour/</a>   <b>Suggested Reading</b>   1. A Question of English by Ramachandra Guha   <a href="https://ramachandraguha.in/archives/a-question-of-english-the-telegraph.html">https://ramachandraguha.in/archives/a-question-of-english-the-telegraph.html</a>   2. The Lumber Room by H H Munro   <a href="https://s3.amazonaws.com/exploros-shared-media/OER/ELA/Grade+8/ELA8.2.05.passages.pdf">https://s3.amazonaws.com/exploros-shared-media/OER/ELA/Grade+8/ELA8.2.05.passages.pdf</a>	
	4	<b>Practicum</b>   1. Prepare a vocabulary bank of new words you have encountered in the above literary works   2. Do a reading of any other story by H H Munro and discuss the plot summary in class.   3. Prepare short biographies of the historical figures mentioned by Ramachandra Guha in his article.	
<b>III</b>	<b>Power and Responsibility</b>		<b>12</b>
	5	1. When Free Speech is Truly Free by Sundar Sarukkai	

		<a href="https://www.thehindu.com/opinion/lead/when-free-speech-is-truly-free/article26601160.ece">https://www.thehindu.com/opinion/lead/when-free-speech-is-truly-free/article26601160.ece</a>   2. The Stolen Bacillus by H G Wells   <a href="https://www.gutenberg.org/files/12750/12750-h/12750-h.htm#link2H_4_0001">https://www.gutenberg.org/files/12750/12750-h/12750-h.htm#link2H_4_0001</a>   <b>Suggested Reading</b>   1. Mrs Dutta Writes a Letter by Chithra Banerjee Divakaruni   <a href="https://www.theatlantic.com/magazine/archive/1998/04/mrs-dutta-writes-a-letter/377092/">https://www.theatlantic.com/magazine/archive/1998/04/mrs-dutta-writes-a-letter/377092/</a>   2. Father and I by Pär Lagerkvist   <a href="https://www.theatlantic.com/magazine/archive/1952/09/father-and-i/641744/">https://www.theatlantic.com/magazine/archive/1952/09/father-and-i/641744/</a>	
	6	<b>Practicum</b>   1. Prepare a vocabulary bank of new words you have encountered in the above literary works   2. Do a group discussion on the major writers of science fiction in modern times.   3. Read any other story by H G Wells and discuss the plot summary in the class.	
<b>IV</b>	<b>Ways of the World</b>		<b>12</b>
	7	1. A Nice Cup of Tea by George Orwell   <a href="https://orwell.ru/library/articles/tea/english/e_tea">https://orwell.ru/library/articles/tea/english/e_tea</a>   2. The Patriot by Nissim Ezekiel   <a href="https://www.poemhunter.com/poem/the-patriot-10/">https://www.poemhunter.com/poem/the-patriot-10/</a>   <b>Suggested Reading</b>	

		1. The Model Millionaire by Oscar Wilde   <a href="https://www.wilde-online.info/the-model-millionaire.html">https://www.wilde-online.info/the-model-millionaire.html</a>   2. A Day's Wait by Ernest Hemingway   <a href="https://hayfield.k12.mn.us/sherryweaver/wp-content/uploads/sites/85/2021/09/Grade-7-_A-Days-Wait-by-Ernest-Hemingway-1.pdf">https://hayfield.k12.mn.us/sherryweaver/wp-content/uploads/sites/85/2021/09/Grade-7-_A-Days-Wait-by-Ernest-Hemingway-1.pdf</a>	
	8	<b>Practicum</b>   1. Prepare a vocabulary bank of new words you have encountered in the above literary works   2. Do a group discussion on the notion of patriotism questioned by Nissim Ezekiel in his poem The Patriot.   3 Ezekiel in his poem "The Patriot" mimics the erroneous English spoken in India. Do an analysis of the common errors in Indian English speech highlighted by the poet.	
V	<b>Kaleidoscope of Society</b>		12
	9	<b>Suggested Reading</b>   1. The Gold Frame by R K Laxman   <a href="https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html">https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html</a>   2. The Mark of Vishnu by Khushwant Singh   <a href="https://www.scribd.com/document/597403154/The-Mark-of-Vishnu">https://www.scribd.com/document/597403154/The-Mark-of-Vishnu</a>   3. Refund by Fritz Karinthy   <a href="https://egyankosh.ac.in/bitstream/123456789/27478/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/27478/1/Unit-4.pdf</a>   4. Christmas Day in the Morning by Pearl S Buck   <a href="https://www.plough.com/en/topics/culture/christmas-day-in-the-morning">https://www.plough.com/en/topics/culture/christmas-day-in-the-morning</a>	

	10	<b>Practicum</b>      1. Prepare a vocabulary bank of new words you have encountered in the above literary works     2. Do a group discussion on the concept of superstition highlighted by Khushwant Singh in his story The Mark of Vishnu     3. Prepare a biographical note of R K Laxman including mention of some of his most famous cartoons and caricatures.	

### References:

#### Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

#### Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780190925475.001.0001>

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge;

New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

### **Course Outcomes**

<b>No.</b>	<b>Upon completion of the course the graduate will be able to</b>	<b>Cognitive Level</b>	<b>PSO addressed</b>
CO-1	Extract general and specific information regarding life and people from literary works.	U,R	1,2
CO-2	Apply the words and literary expressions in specific contexts to embellish the language .	Ap	2,4,5,6
CO-3	Analyse the central themes and underlying messages presented in the literary pieces and connect themes to broader social contexts so that it leads to the growth of the learner into a socially responsible citizen.	An	4,6,8,9,10
CO-4	Evaluate the validity of the themes in different social contexts.	E	11,13,15
CO-5	Compose pieces of writing about various experiences and themes related to life and society.	C	6,12, 13

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

<b>CO No.</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>	<b>Practical (P)</b>
1	Extract general and specific information regarding life and people from literary works.	PO 1,4,7,8  PSO 1,2	U,R	F, C	L	
2	Apply the words and literary expressions in specific contexts to embellish the language .	PO 1,2,3,4,5, 6,7,8  PSO 2,4,5,6	Ap	C,M	L	
3	Analyse the central themes and underlying messages presented in the literary pieces and connect themes to broader social contexts so that it leads to the growth of the learner into a socially responsible citizen.	PO 1,2,4,5,6, 7,8  PSO 4,6,8,9, 10	An	C,M	L	

4	Evaluate the validity of the themes in different social contexts.	PO 1,3,4,5,8,  PSO 11,13,15	E	M,P	L	
5	Compose pieces of writing about various experiences and themes related to life and society.	PO 3,4,5,6,  PSO 6,12, 13	C	P		P

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO 1</b>	2	3					2			3		
<b>CO 2</b>		1		3	2	2	1	3	2	1	2	
<b>CO 3</b>				1		2	1	2		2	1	3
<b>CO 4</b>							2		1	2	3	
<b>CO 5</b>						3			2	3	1	

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4		✓	✓	✓

CO 5		✓	✓	✓
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### University of Kerala

Discipline	English				
Course Code	UK2AECENG111				
Course Title	Technology, Science and Imagination 2				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This Ability Enhancement Course in English equips students with the necessary communication skills to succeed in their academic and professional careers. The course covers important points of intersection between the sciences and the humanities through exposure to a variety of texts from different disciplines.				

### Detailed Syllabus:

Module	Unit	Content	Hrs
I	Lives in the Sciences		12
		Important figures in the sciences - biography - challenges of marginalised figures   “Chapter 1: Modern Prometheus” from <i>Tesla: Man Out of Time</i> by Margaret Cheney (pp 1 – 5)   “Evolution” by Linda Bierds   <a href="https://www.poetryfoundation.org/poems/152070/evolution-5e0f6d77b22f4">https://www.poetryfoundation.org/poems/152070/evolution-5e0f6d77b22f4</a>   <b>Suggested Viewing</b>   The Man Who Knew Infinity (2015)   <b>Suggested Reading</b>   Chapter 16 – Leaders - from <i>Wings of Fire</i>, the autobiography of Dr A.P.J. Abdul Kalam	
		<b>Practicum</b>       1. Read about the lives of scientists and engineers     2. Speak about the contributions of any scientist or engineer who has made an impact on you     3. Write a short biographical piece     4. Develop a vocabulary of life writing in the sciences	
II	Science Fiction		12
		Impact of technology – alien encounters – otherness – humanity and identity – consequences of human actions	

		Excerpt from <i>The Hitchhiker's Guide to the Galaxy</i>: "Chapter 1"   <a href="https://park.academies.aspirationsacademies.org/wp-content/uploads/sites/12/2020/06/Yera-8-English-Creative-Writing-3-Hitchhikers-guide-to-the-galaxy.pdf">https://park.academies.aspirationsacademies.org/wp-content/uploads/sites/12/2020/06/Yera-8-English-Creative-Writing-3-Hitchhikers-guide-to-the-galaxy.pdf</a>   "The Star" by Isaac Asimov   <a href="https://sites.uni.edu/morgans/astro/course/TheStar.pdf">https://sites.uni.edu/morgans/astro/course/TheStar.pdf</a>   <b>Suggested Viewing</b>   Star Trek (2009)	
		<b>Practicum:</b>       1. Speak about some of the themes of humanity that are discussed in science fiction works     2. Read works of science fiction that imagine utopian and dystopian futures     3. Identify new vocabulary related to science fiction writing     4. Write a short science fiction piece	
<b>III</b>	<b>Artificial Intelligence</b>		
		Defining AI – technological singularity – different forms of AI – the uses and dangers of AI	12
		How AI is already changing engineering – and the role of the engineer	
		<a href="https://www.imeche.org/news/news-article/feature-how-ai-is-already-changing-engineering-and-the-role-of-the-engineer">https://www.imeche.org/news/news-article/feature-how-ai-is-already-changing-engineering-and-the-role-of-the-engineer</a>   "Tomorrow is Waiting" Holli Mintzer   <a href="http://strangehorizons.com/fiction/tomorrow-is-waiting/">http://strangehorizons.com/fiction/tomorrow-is-waiting/</a>   <b>Suggested Viewing:</b>	

		Her (2013)	
		<b>Practicum:</b>	
		1. Read about the ethical concerns regarding AI 2. Identify vocabulary related to AI 3. Speak about the way that AI can make a positive impact on our lives 4. Write an essay outlining the pros and cons of the advancement of AI	
<b>IV</b>	<b>Innovation</b>		<b>12</b>
		Creativity and problem solving – disruptive technologies – accessibility and human centric design - sustainability	
		Steve Jobs Commencement Address at Stanford <a href="https://news.stanford.edu/2005/06/12/youve-got-find-love-jobs-says/">https://news.stanford.edu/2005/06/12/youve-got-find-love-jobs-says/</a>  “The Innovator’s DNA: Mastering the Five Skills of Disruptive Innovators” by Jeff Dyer, Hal Gregersen, and Clayton M. Christensen <a href="https://hbr.org/2009/12/the-innovators-dna">https://hbr.org/2009/12/the-innovators-dna</a>  <b>Suggested Listening</b> Scott Berkun – The Myths of Innovation <a href="https://www.youtube.com/watch?v=amt3ag2BaKc">https://www.youtube.com/watch?v=amt3ag2BaKc</a>  <b>Suggested Reading</b> 7 Science Innovations that are Changing Conservation <a href="https://blog.nature.org/2017/04/17/7-science-innovations-changing-conservation/">https://blog.nature.org/2017/04/17/7-science-innovations-changing-conservation/</a>	
		<b>Practicum</b> 1. Read about the importance of innovation 2. Identify vocabulary and terms related to innovation	

		3. Speak about the ways in which innovators think differently   4. Write an essay about the qualities of great innovators	
V	<b>Science, Technology and Humanism</b>		<b>12</b>
		Ethical considerations – humanism – responsible use of emerging technologies – societal impact of technology – the rapid speed of progress	
		<b>Suggested Reading/Viewing:</b>	
		Living Humanist Values: The Ten Commitments	
		By Kristin Wintermute	
		<a href="https://thehumanist.com/magazine/september-october-2019/features/living-humanist-values-the-ten-commitments">https://thehumanist.com/magazine/september-october-2019/features/living-humanist-values-the-ten-commitments</a>  “The Egg” by Andy Weir <a href="https://www.galactanet.com/oneoff/theegg_mod.html">https://www.galactanet.com/oneoff/theegg_mod.html</a>  Robert L Sinheimer Humanism and Science <a href="https://calteches.library.caltech.edu/361/3/humanism.pdf">https://calteches.library.caltech.edu/361/3/humanism.pdf</a>  Steven Pinker – The Case for Reason, Science, Humanism and Progress <a href="https://www.youtube.com/watch?v=cz_fh1TJqNo">https://www.youtube.com/watch?v=cz_fh1TJqNo</a>	
		<b>Practicum</b>      1. Reading about the ethical and moral considerations of scientific advancement     2. Speaking about the importance of humanism in scientific thinking     3. Writing about the ways in which the sciences are impacted by the humanities     4. Develop a vocabulary of humanism and the sciences	


## References:

### Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

### Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

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Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), <https://doi.org/10.1093/oso/9780190925475.001.0001>

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge; New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

V, Syamala. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

### **Course Outcomes**

<b>No.</b>	<b>Upon completion of the course the graduate will be able to</b>	<b>Cognitive Level</b>	<b>PSO addressed</b>
CO-1	Understand the use of language in science and life writing	U, R, An	1,6
CO-2	Understand the impact of technology on human life and apply ethical concerns related to its use.	R, U, Ap,	2,5,6
CO-3	Analyse the lives of scientists, the factors that moulded them and their contributions.	U, An,	6,9,12
CO-4	Develop an understanding of the multidisciplinary of science and the humanities	An, Ap	2,9,11
CO-5	Create pieces of writing which proves the multidisciplinary use of language.	An, Ap,C	6,12,13,

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

<b>CO No.</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>	<b>Practical (P)</b>
CO-1	Understand the use of language	PO	U, R, An	F, C	L	

	in science and life writing	4,5,7  PSO 1,6				
CO-2	Understand the impact of technology on human life and apply ethical concerns related to its use.	PO 1,3,4,5,8  PSO 2,5,6	R, U, Ap,	P,M	L	
CO-3	Analyse the lives of scientists, the factors that moulded them and their contributions.	PO 1,2,4,5,6,8  PSO 6,9,12	U, An,	C	L	
CO-4	Develop an understanding of the multidisciplinary of science and the humanities	PO 1,2,4,8  PSO 2,9,11	An, Ap	P	L	
CO-5	Create pieces of writing which proves the multidisciplinary use of language.	PO 3,4,5,6  PSO 6,12,13,	An, Ap,C			P

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2					3				2	3	
CO 2		2			3	1	3		2	1	2	
CO 3						2	2	1		2	1	3
CO 4		3					2	3		1		
CO 5						3			3	2	1	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓



**University of Kerala**

Discipline	English
Course Code	UK2AECENG112
Course Title	English Grammar and Communication II
Type of Course	AEC

Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This undergraduate course aims to enhance communication skills in English for academic and professional success. The learners will gain a strong foundation in pronunciation, grammar, and vocabulary. The course covers various topics such as correct pronunciation of commonly mispronounced words and understanding varieties of English like American and Indian English. The learners will be taught word formation through prefixes and suffixes along with the proper use of contractions and abbreviations. Lessons on various grammatical concepts such as tenses, voices, reported speech will be dealt with in detail enhancing the grammatical skills of the students enabling them to write passages that fall under B2 level. The learners will be taught presentation and report writing skills for academic and professional settings. Effective communication through various channels, including verbal and non-verbal communication will be imparted to the learners. Emphasis will be given to public speaking techniques for extemporaneous speaking, debates, and group discussions. Through practical exercises, presentations, and discussions, the learners will gain the confidence to communicate effectively in diverse situations.				

### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Module 1 – The Basics of Writing</b>		<b>12</b>
		Language and its importance – Methods to improve language – Significance of vocabulary – Methods to improve vocabulary – Word building – Hyphenated words, Portmanteau words, Rhyming words – Synonyms, Antonyms and Phrasal verbs.	
		<b>Practicum</b>  1. Prepare a table of frequently used words, their synonyms and antonyms.	

		2. Watch the youtube video given below and list down all the phrasal verbs presented with their respective meaning.   <a href="https://www.youtube.com/watch?v=JntXxLHTO5U&amp;list=PLD6t6ckHsruvjvZw-5k2mjvKWkS_Mhg0&amp;index=20">https://www.youtube.com/watch?v=JntXxLHTO5U&amp;list=PLD6t6ckHsruvjvZw-5k2mjvKWkS_Mhg0&amp;index=20</a>   3. Watch the youtube video given below and make a presentation in the class on the topic “Methods to Improve Vocabulary”   <a href="https://www.youtube.com/watch?v=jK0IHbzHZo&amp;list=PLD6t6ckHsruvjvZw-5k2mjvKWkS_Mhg0&amp;index=15">https://www.youtube.com/watch?v=jK0IHbzHZo&amp;list=PLD6t6ckHsruvjvZw-5k2mjvKWkS_Mhg0&amp;index=15</a>	
<b>II</b>	<b>Module 2 – Write Rightly</b>		<b>12</b>
		Writing as a skill – Its importance - Mechanism of writing – Building and structuring paragraphs – The three C’s of writing – Clarity, Coherence & Conciseness – Basics of Punctuation – Editing and Proof-reading.	
		<b>Practicum</b>   1. Visit the website provided here and attempt all the punctuation practice questions. You can check the answer afterwards and may consult your teacher for clarifications.   <a href="https://www.hitbullseye.com/Punctuation-Question.php">https://www.hitbullseye.com/Punctuation-Question.php</a>   2. Visit the website provided here and attempt all the proof reading exercises. You can check the answers afterwards and may seek your teacher’s assistance for the same.   <a href="https://chevronediting.com.au/proofreading-exercises/">https://chevronediting.com.au/proofreading-exercises/</a>   3. Write a paragraph on any topic of your choice and check whether you have learned the mechanics of writing.	
<b>III</b>	<b>Module 3 – The Art of Writing</b>		<b>12</b>
		Writing process – Planning a text – Finding materials – Drafting – Revising – Editing – Methods to improve the craft of writing – The use of figures of speech – Simile, Metaphor, Irony, Hyperbole and Oxymoron – Subjective and Objective approach to writing.	
		<b>Practicum</b>	

		1. Prepare a table of figures of speech in English with sample sentences.     2. Prepare an objective essay on a topic of your choice. Follow the mechanics of planning the text, finding materials, drafting, revising and editing. Share the final output with your teacher and collect feedbacks.	
IV	<b>Module 4 – Writing for a Purpose</b>		<b>12</b>
		Writing for various purposes – Writing letters – Personal & formal letters – Writing e-mails – Job application letters – Writing reports – Writing dialogues.	
		<b>Practicum</b>       1. Watch the youtube video provided here and prepare a table on the formal and informal use of language while writing letters. <a href="https://www.youtube.com/watch?v=wxq5NwX1sRE&amp;t=74s">https://www.youtube.com/watch?v=wxq5NwX1sRE&amp;t=74s</a>     2. Watch the youtube video provided here and make a presentation in the class on the topic “How to Write an Email” <a href="https://www.youtube.com/watch?v=xay5TeJVSC0&amp;list=PLD6t6ckHsruZjc3ZmXOz59FsOTuU1wPd&amp;index=4">https://www.youtube.com/watch?v=xay5TeJVSC0&amp;list=PLD6t6ckHsruZjc3ZmXOz59FsOTuU1wPd&amp;index=4</a>     3. Team up with your friends, give yourself a situation and attempt an exchange of dialogues in English. You may ask your teacher to monitor the performance and give feedback.	
V	<b>Module 5 – Speaking for a Purpose</b>		<b>12</b>
		The purpose of speaking – Inform, Persuade & Entertain – Introduction to Soft Skills – Verbal & Non-verbal skills – Interpersonal skills – Presentation skills – Preparation of audio-visual aids for presentation.	
		<b>Practicum</b>       1. Watch the youtube video listed below and prepare a table on all the necessary soft-skills you need. <a href="https://www.youtube.com/watch?v=hZSARM4VaVs">https://www.youtube.com/watch?v=hZSARM4VaVs</a>	

		2. Prepare powerpoint slides on any topic of social importance and make a presentation of the same in your classroom. You may ask your peers and teacher for feedback.	
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## References:

### Online Links:

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

British Council Learn English: <https://learnenglish.britishcouncil.org/>

TED Talks: <https://www.ted.com/>

Oxford Free English Lessons: [Free English Lessons - Oxford Online English](#)

### Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

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McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

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Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

### **Course Outcomes**

<b>No.</b>	<b>Upon completion of the course the graduate will be able to</b>	<b>Cognitive Level</b>	<b>PSO addressed</b>
CO-1	Students will be able to identify the common errors in the usage of language and understand the correct structure of sentences	R, U, Ap	1,3
CO-2	Students will be able to improve their vocabulary and their writing skills.	R, U, An	1,4
CO-3	Students will be able to develop presentations on academic topics using clear structure and error free language	R, U, Cr	5,6 ,11
CO-4	Students will be able to construct grammatically accurate sentences in various writing contexts	R, U, Cr	6,12
CO-5	Students will be able to critically analyse and effectively communicate complex ideas through various communication methods.	R, U, An	6,13,14

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

<b>CO No.</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>	<b>Practical (P)</b>
CO-1	Students will be able to identify the common errors in the usage of language and	PO 4,7,8	R, U, Ap	F,C	L	

	understand the correct structure of sentences	PSO 1,3				
CO-2	Students will be able to improve their vocabulary and their writing skills.	PO 2,4,5,6,7,  PSO 1,4	R, U, An	M,C	L	
CO-3	Students will be able to develop presentations on academic topics using clear structure and error free language	PO 1,3,4,5,8  PSO 5,6 ,11	R, U, Cr	P,M	L	
CO-4	Students will be able to construct grammatically accurate sentences in various writing contexts	PO 4,5,6  PSO 6,12	R, U, Cr	M,C	L	
CO-5	Students will be able to critically analyse and effectively	PO 3,4,5,8	R, U, An	P,M		P

	communicate complex ideas through various communication methods.	PSO 6,13,14					
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**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO 1</b>	2		3							3		
<b>CO 2</b>	2			3				3	2		1	1
<b>CO 3</b>					3	2	2		2	1	3	
<b>CO 4</b>						2				2	1	3
<b>CO 5</b>						3			2	2	2	

**Correlation Levels:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium

3	Substantial / High
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### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓

## University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG113				
Course Title	Reading and Writing in English				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
		2		2	4
Pre-requisites	1. 2.				
Course Summary	This course aims to enhance reading and writing skills in English through contextual activities centred around short literary texts and extracts on relevant topics of interest. Vocabulary and grammar will receive additional implicit focus throughout. Activities are to be performed in pairs and groups, and this will lead to skill integration, promoting listening and speaking too incidentally, preparing for a subsequent course entirely on those skills.				

### Detailed Syllabus:

Module	Unit	Content	Hrs
I		<b>Describing processes and events</b>	<b>12</b>
	1	<b>Reading text:</b> “How to Eat a Poem” by Eve Merriam, supported by one or two relevant extracts on topics of interest to initiate activities   <b>Functions:</b> Describing processes and sequences   <b>Grammar focus:</b> Concord   <b>Vocabulary:</b> Related to the text and required for the functions   <b>Practicum</b>   <b>Writing task:</b> Short descriptions of processes	
	2	<b>Reading text:</b> “If” by Kipling, supported by one or two relevant extracts on topics of interest to initiate activities. There will be greater focus on the interpreting and appreciating the poem than in Unit 1   <b>Functions:</b> Describing events and expressing opinions   <b>Grammar focus:</b> Nouns and adjectives	

		<b>Vocabulary:</b> Related to the text and required for the functions  <b>Practicum</b>  <b>Writing task:</b> Paragraph writing	
<b>II</b>	<b>Interpreting and reporting</b>		<b>12</b>
	3	<b>Reading text:</b> “On the Rule of the Road” by A G Gardiner, supported by one or two relevant extracts on topics of interest to initiate activities. There will be greater focus on the reading text and more activities to understand it on different levels.  <b>Functions:</b> Interpreting signs, drawing inferences  <b>Grammar focus:</b> Auxiliaries and adverbs, appropriate use of tense forms  <b>Vocabulary:</b> Related to the text and required for the functions  <b>Practicum</b>  <b>Writing task:</b> Interpreting graphs and diagrams.	
	4	<b>Reading text:</b> “A Day’s Wait” by Ernest Hemingway, supported by one or two relevant extracts on topics of interest to initiate activities. More advanced activities centred around the reading text structured around English for social use.  <b>Functions:</b> Niceties of language in every day use: enquiring, requesting, complaining, apologising  <b>Grammar focus:</b> Reported speech  <b>Vocabulary:</b> Related to the text and required for the functions  <b>Practicum</b>  <b>Writing task:</b> Writing emails	
<b>III</b>	<b>Discursive Passages</b>		<b>12</b>
	5	<b>Reading text:</b> 'Humanities vs Sciences' by Dr S Radhakrishnan, supported by one or two relevant extracts on topics of interest to initiate activities. Detailed activities focussed on reading and understanding a cognitively demanding text.  <b>Functions:</b> Use language for explaining abstract ideas, beliefs and thoughts.  <b>Grammar focus:</b> Simple, complex and compound sentences	

		<b>Vocabulary:</b> Related to the text and required for the functions  <b>Practicum</b>  <b>Writing task:</b> Writing essays	
	6	<b>Reading text:</b> “Why We Travel” by Pico Iyer. Short texts on nature and environment, which are very close to the lives of the students, presented through contextual activities developed by the teacher.  <b>Functions:</b> Use language for discussing travel experiences <b>Grammar focus:</b> Prepositions, conjunctions and punctuation <b>Vocabulary:</b> Related to the text and required for the functions  <b>Practicum</b> <b>Writing task:</b> Travel Writing	
IV	<b>Language for the Media</b>		<b>12</b>
	7	<b>Reading text:</b> Travel brochures, blog posts, product reviews. Activities structured around the language for presenting products attractively  <b>Functions:</b> Use language for marketing products, writing blogs <b>Grammar focus:</b> Active and passive voice <b>Vocabulary:</b> Related to the text and required for the functions <b>Practicum:</b> 1. Create advertisement brochures 2. Create a blog 3. Write product reviews	
V	<b>Creating a Report</b>		<b>12</b>
	8	<b>Suggested Reading text:</b> Extracts from different kinds of reports  <b>Functions:</b> Use language for collecting, collating and presenting information  <b>Grammar focus:</b> Appropriate blend of grammatical items covered in the previous 7 units  <b>Vocabulary:</b> Related to the text and required for the functions <b>Practicum:</b> Create a short report on a given topic	

### **Course Outcomes**

<b>No.</b>	<b>Upon completion of the course the graduate will be able to</b>	<b>Cognitive Level</b>	<b>PSO addressed</b>
CO-1	Understand a text at different levels by focussing on different aspects of grammar	U	1,2
CO-2	Remember the rules of the language through the use of texts of different types.	U,R	1,2,3,6
CO-3	Apply the knowledge to read, write and recognise the idea conveyed through the language.	Ap	1,6,13
CO-4	Analyse a text focusing on its structure and content.	R,An	1,6,12
CO-5	Make use of the language while conveying and presenting information for all the practical purposes of life	R,C	6,13,14

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create**

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

<b>CO No.</b>	<b>CO</b>	<b>PO/PSP O/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>	<b>Practical (P)</b>
1	Understand a text at different levels by focussing on different aspects of grammar	PO 1,4,7,8  PSO 1,2	U	F,C	L	
2	Remember the rules of the language through the use of texts of different types.	PO 1,4,5,7,8 ,  PSO 1,2,3,6	U,R	C	L	
3	Apply the knowledge to read, write and recognise the idea conveyed through the language.	PO 3,4,5,7  PSO 1,6,13	Ap	M	L	
4	Analyse a text focusing on its structure and content.	PO 4,5,6,7  PSO 1,6,12	R,An	M,P		P
5	Make use of the language while conveying and	PO 3,4,5,8	R,C	P		P

	presenting information for all the practical purposes of life	PSO 6,13,14				
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**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PSO 6	PO 1	PO 2	PO3	PO4	PO5	PO6
<b>CO 1</b>	3	2					1			2		
<b>CO 2</b>	1	1	2			3	3			1	2	
<b>CO 3</b>	2					1			3	1	1	
<b>CO 4</b>	1					2				3	2	1
<b>CO 5</b>						1			3	2	1	

**Correlation Levels:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	<b>Moderate / Medium</b>

3	Substantial / High
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### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓

