

<b>SEMESTER-V</b>			
<b>Skill Based Elective III</b>		<b>Media Writing</b>	
<b>Code:15UENS51</b>	<b>Hrs/Week: 4</b>	<b>Hrs/Semester: 60</b>	<b>Credits: 3</b>

**Objectives:**

- To expose students to effective media writing
- To develop creative and feature writing skills

**Unit I**

Introduction to media writing

Characteristics, Techniques, Guidelines

**Unit II**

Mass Media.

Writing Headlines, News Features, Advertisements

**Unit III**

Feature writing.

Interview Feature, Profile Feature, Travel Feature

**Unit IV**

Writing for Broadcasts

Radio, Television, Creating a Blog

**Unit V**

Writing Reviews

Book, Film, News.

**Books for Reference:**

Raghavendra Rao Meera N. - Feature Writing, PHI Learning Private limited, New Delhi-1, 2009.

Ceramalla Nick and Lee Elizabeth- Cambridge English for the Media, Cambridge University Press, New Delhi, 2008.

SEMESTER V			
Core Integral I		Literary Criticism	
Code:18UEN151	Hrs/Week: 5	Hrs/Sem: 75	Credits:4

**Vision:** To familiarize the students with the literary texts and the various streams in literary criticism.

**Mission:** To make the students aware that all readers are critics.

**Course Outcome:**

C.O. No.	Upon Completion of this course students will be able to	PSO addressed	CL
CO-1	practise critical thinking and devise novel ideas.	1	An
CO-2	develop critical sensibility and impart basic knowledge of criticism.	2	An
CO-3	interpret literary compositions to shape their perceptions of the world .	4	Ap, Un, Ev
CO-4	acquaint with the classical and modern theories to compete in the world of higher learning.	5	Un
CO-5	develop literary taste to articulate original ideas.	2	An
CO-6	view literary texts with a critical outlook to compete in the global market.	5	Ev
CO-7	acquaint with the factors involved in criticism like interpretation, elucidation, judgment and appreciation.	1	Un
CO-8	evaluate any work of art to higher perception.	4	Ev

SEMESTER V			
Core Integral I		Literary Criticism	
Code: 18UEN151	Hrs/Week: 5	Hrs/Sem: 75	Credits:4

**Unit I**     Classical Age  
Aristotle (384-322 BC)  
Dante (1265-1321)

**Unit II**    Renaissance & Neo Classical Age  
Joseph Addison (1670-1790)  
Dr. Johnson (1709-1784)

**Unit III**   Romantic Age  
William Wordsworth (1770-1850)  
S.T. Coleridge (1772-1834)

**Unit IV**   Victorian Age  
F.R. Leavis (1895-1978)  
I.A. Richards (1893-1979)

**Unit V**    Recent Critical Trends  
New Historicism/Cultural Materialism  
Hermeneutics

**Text Books:**

1. Drable, Margaret. *The Oxford Companion to English Literature*. London: Oxford University Press, 2006. Print.
2. Prasad, B. *An Introduction to English*. Delhi. Macmillan India Limited, 1965. Print.
3. Ryan, Michael. *The Encyclopedia of Literary and Cultural Theory*. London: Blackwell, 2011. Print.

**Books for Reference:**

1. Atkins, J.W.H. *English Literary Criticism 17<sup>th</sup> 18<sup>th</sup> Centuries*. Ardent Media, 1963. Print.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2009. Print.
3. Con Davis Robert and Schleifer Ronald. *Contemporary Criticism: Literary and Cultural Studies*. London: Longman, 1998. Print.

SEMESTER – V			
Core VIII		Essentials in Shakespearean Writings	
Code : 18UENC52	Hrs/ week : 6	Hrs/ Sem : 90	Credits : 4

**Vision:** To enable the students to acquire knowledge about Shakespeare's sonnets, major tragedies, comedies, historical plays, dramatic techniques and criticism.

**Mission:** To motivate the students to admire, appreciate and learn the power of Shakespearean Language.

**Course Outcome:**

CO No.	Upon successful completion of this course students will be able to:	PSO addressed	CL
CO-1	acquaint with Shakespeare's dramatic and poetic genius.	8	Un
CO-2	identify the distinct features of the literary genres of Shakespeare's works.	2	Ev
CO-3	trace the development of Elizabethan theatre.	2,8	Un
CO-4	analyse Shakespeare's works in the modern context.	1,8	An
CO-5	analyse how a writer's tone and voice influence audiences' perception.	1, 2	An
CO-6	find out the difference between the English used during the Elizabethan Age and today.	7	Un
CO-7	understand the universal appeal of Shakespeare's works	8	Un
CO-8	involve themselves in creative writing.	6	Cr



SEMESTER – V			
Core VIII		Essentials in Shakespearean Writings	
Code : 18UENC52	Hrs/ week : 6	Hrs/ Sem : 90	Credits : 4

**Unit I - Poetry**

Sonnets: 18, 30, 65, 108, 116  
The Phoenix and the Turtle

**Unit II - Historical Play**

Antony and Cleopatra

**Unit III - Comedy**

As You Like It

**Unit IV - Tragedy**

King Lear

**Unit V - General Topics:**

- (i) Introduction to Shakespearean comedy, tragedy and tragi-comedy
- (ii) Theatre and Audience
- (iii) Women in Shakespeare
- (iv) Fools in Shakespeare Plays
- (v) Supernatural Elements

**Text Book:**

Shakespeare, William. *The Complete Works of William Shakespeare*. New South Wales: Palala Press, 2015. Print.

**Books for Reference:**

1. Bradley. A.C. *Shakespearean Tragedy*. London: Penguin Random House, 1991. Print.
2. Brown, Russell John. *Shakespeare and His Comedies*. Essex: Methuen & Co Ltd; 1962. Print.
3. Pettet, E.C. *Shakespeare and The Romance Tradition*. London and New York: Staples Press, 1949. Print.
4. Tillyard, E.M.G. *Shakespeare's Last Plays*. New York: Bloomsbury Publishing, 2013. Print.

SEMESTER V			
Core IX American Literature			
Code: 18UENC53	Hrs/Sem:90	Hrs/Week: 6	Credits:5

**Vision:** To familiarise students with the representative writers in American literature.

**Mission:** To explore the inherent voices of individualism, nature, imagination, creativity, and emotions in American literature.

**Course Outcome:**

Co. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	highlight the important social condition of each period in order to understand the authors.	1	Re
CO-2	understand the important features of American literature.	2	Un
CO-3	identify and interpret the representative works of American writers.	2	Un
CO-4	assess the significant themes in American Literature.	4	Ev
CO-5	appraise the literary devices employed by the major writers.	2	Ev
CO-6	interpret the historical perspective of American Literature.	4	Un
CO-7	review the dimensions of American literature in the universal context.	8	Ev
CO-8	formulate imagination to a wider range of voices across cultures.	8	Cr

SEMESTER V			
Core IX		American Literature	
Code: 18UENC53	Hrs/Sem:90	Hrs/Week: 6	Credits:5

### Unit I - Poetry

Walt Whitman (1819-1892)	: Out of the Cradle Endlessly Rocking
Robert Frost (1874-1963)	: After Apple-Picking
Wallace Stevens (1879-1955)	: Of Modern Poetry
Langston Hughes (1902-1967)	: The Negro Speaks of Rivers
Sylvia Plath (1932-1963)	: Mirror

### Unit II - Prose

Ralph Waldo Emerson (1803-1882)	: The American Scholar (Duties of the scholar).
Henry David Thoreau (1817-1862)	: Where I Lived and What I Lived For

### Unit III - Fiction

Ernest Hemingway (1899-1961)	: <i>Across the River and into the Trees</i>
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### Unit IV - Drama

Tennessee Williams (1911-1983)	: <i>The Glass Menagerie</i> .
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### Unit V - Short-story

Edgar Allan Poe (1809-1849)	: The Cask of Amontillado
Mark Twain (1835-1910)	: Eve's Diary
Henry James (1843-1916)	: The Last of the Valerie

### Text Books:

1. Baym, Nina. (ed). *The Norton Anthology of American Literature 5e. V 1*. NewYork: W.W.Norton & Company, 2003. Print.
2. Hemingway, Ernest. *Across the River and into the Trees*. London: Arrow Books, 2004. Print.
3. Williams, Tennessee. *The Glass Menagerie*. New York: Penguin Classics, 2014. Print.

### Books for Reference:

1. Burt, Daniel.S. *The Chronology of American Literature: America's Literary Achievements from the Colonial Era to Modern Times*. Boston: Houghton Mifflin Publishers, 2004. Print.
2. Hover, Janet Gabler & Robert Sattelmeyer. *American History through Literature, 1820-1870*. Detroit: Charles Scribner's Sons, 2006. Print.

SEMESTER –VI			
Core X		Indian Writing in English	
Code : 18UENC61	Hrs/ week : 6	Hrs/ Sem : 90	Credits : 4

**Vision:** To make the students learn the glorious literary, cultural, biographical and historical background of the greatest English writings written by Indian authors.

**Mission:** To familiarize students with the major Indian writers in English, Postcolonial literature and its theories.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	acquaint with the major Indian writers in English.	4	Ev
CO-2	expose to the socio-politico-economic realities of human life.	5, 8	An
CO-3	relate to a wide range of Indian Writing in English.	1, 2	Un
CO-4	define the meaning of ‘Indianness’ through representative works.	3, 4	Re
CO-5	evaluate closely to determine a writer’s purpose and perspective.	3	Ev
CO-6	understand the issues in the contemporary Indian society	8	Un
CO-7	become familiar with the usage of Indian English	7	Un
CO-8	attempt to become creative writers	6	Cr

SEMESTER –VI			
Core X		Indian Writing in English	
Code : 18UENC61	Hrs/ week : 6	Hrs/ Sem : 90	Credits : 4

### Unit I - Poetry

Sarojini Naidu (1879- 1949)	: Palanquin Bearers
Kamala Das (1934- 2009)	: Words
Nissim Ezekiel (1924- 2004)	: The Professor
A.K. Ramanujan(1929-1993)	: A River

### Unit II - Prose

Jawaharlal Nehru (1889-1964)	: Chandragupta Maurya and the Arthashastra (From <i>Glimpses of World History</i> )
Srinivasa Sastri (1869- 1946)	: The Joy of Freedom

### Unit III - Drama

Girish Karnad (b 1938)	: Tuqhlac
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### Unit IV - Fiction

Manu Joseph (b 1974)	: Serious Man
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### Unit V - Short Story

R.K. Narayan(1906- 2001)	: The White Flower
Jhumpa Lahiri (b 1967 )	: Mrs. Sen's (from <i>Interpreter of Maladies</i> )
Ruskin Bond (b 1934 )	: The Photograph

### Text Books:

1. Bond, Ruskin. *Night Train at Deoli and Other Stories*. New Delhi: 1988. Print.
2. Joseph, Manu. *Serious Man*. Canada: Harper Collins, 2010. Print.
3. Lahiri, Jhumpa. *Interpreter of Maladies*. Boston: Houghton Publishers, 1998. Print.
4. Srinivasa K. Iyengar. *Indian Writing in English*. New Delhi: Sterling Publishers, 2012. Print.

### Books for Reference:

1. Lahiri, Jhumpa. *Interpreter of Maladies: Stories*. Boston: Houghton Mifflin, 1999. Print.
2. Nehru, Jawaharlal. *Glimpses of World History*: New Delhi: Penguin Books, 1942. Print.
3. Walsh William. *Indian Literature*. New Delhi: Longman Group Ltd., 1990. Print.

SEMESTER VI			
Core XI		Women's Writing	
Code: 18UENC62	Hrs/Week: 6	Hrs/Sem: 90	Credits: 4

**Vision:** To enhance the students with a better understanding of Women's writing in English.

**Mission:** To assess women's studies from a woman's point of view

**Course Outcome:**

CO No.	Upon completion of this Course, students will be able to	PSO addressed	CL
CO – 1	understand the role of women in Literature	2	Un
CO – 2	recognise the biased social structure of women in the modern era.	3	Un
CO – 3	interpret women's writings across cultures.	3, 5	Ap
CO – 4	analyse the artistic and intellectual contributions of women to literature.	8	An
CO – 5	identify the marginalization of women in society.	8	Un
CO – 6	analyse gender perspectives in writings	3	An
CO – 7	construct their Identity.	4	Cr
CO – 8	appraise the multi-faceted personality of women.	2,6	Ev

SEMESTER VI			
Core XI		Women's Writing	
Code: 18UENC62	Hrs/Week: 6	Hrs/Sem: 90	Credits: 4

### Unit I - Poetry

Emily Dickinson (1830-1886)	:	Success is counted Sweetest
Gwendolyn Brooks (1917-2000)	:	The Mother
Carol Ann Duffy (b 1955)	:	Valentine
Maya Angelou (1928-2014)	:	Caged Bird Sings

### Unit II - Non- Fictional Prose

Mary Wollstonecraft (1759-1797)	:	A Vindication of the Rights of Woman The Prevailing opinion about sexual differences (Chapter 2, pp: 12-25)
Arundhati Roy (b 1961)	:	War Talk (from the Algebra of Infinite Justice pp 295-304)

### Unit III - Drama

Mahasweta Devi (1926-2016)	:	Mother of 1084
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### Unit IV - Fiction

Jhumpa Lahiri (b 1967)	:	Interpreter of Maladies
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### Unit V - Short Story

Anita Desai (b 1937)	:	The Domestic Maid
Cynthia Ozick (b 1928)	:	The Shawl
Kate Chopin (1850- 1904)	:	The Story of an Hour

### Text Books:

1. Devi, Mahasweta. *Mother of 1084*. New Delhi: Seagull Publishers, 2011. Print.
2. Lahiri, Jhumpa. *Interpreter of Maladies*. London: Harper Collins Publishers, 2000. Print.

### Books for Reference:

1. Finke, Laurie A. *Feminist Theory, Women's Writing*. Ithaca: Cornell University Press, n.d. Print.
2. Joannou, Maroula, editor. *The History of British Women's Writing, 1920-1945*. Vol. 8. Hampshire: Palgrave Macmillan, 2013. Print.

<b>SEMESTER-VI</b>			
<b>Core XII</b>		<b>New Literatures in English</b>	
<b>Code : 18UENC63</b>	<b>Hrs/ week :6</b>	<b>Hrs/ Sem : 90</b>	<b>credits :4</b>

**Vision:** To introduce students to the literature of the third world nations and make them familiarise with the socio cultural issues

**Mission:** To expose the students to relate and appreciate the aesthetics expressed in their work of art

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	acquire knowledge about contemporary literature across cultures.	1, 2	Un
CO-2	recognize similarity of experiences of Post-Colonial writers	8	Un
CO-3	identify the various themes presented in New Literatures in English.	1	Ap
CO-4	appreciate the diversity of literary and social voices.	1, 2	Ev
CO-5	develop a penchant for New Literatures in English.	1, 8	Cr
CO-6	understand texts in their cultural and historic contexts.	4	Un
	develop a critical understanding of how literature can both uphold and resist existing structures of power.	8, 10	Un
CO-8	critically analyse different literary texts across cultures	8	An



SEMESTER-VI			
Core XII		New Literatures in English	
Code : 18UENC63	Hrs/ week :6	Hrs/ Sem : 90	credits :4

### Unit I Poetry

- A. D. Hope (1907-2000) : Australia  
David Diop (1927-1960) : Africa  
Derek Walcott (1930-2017) : A Sea Chantey  
Joseph Brodsky (1940-1996) : The End of a Beautiful Era

### Unit II Prose

- E.R. Braithwaite (1912-2016) : To Sir, with Love  
Ngugi wa Thiong'o (b 1938 ) : Decolonising the Mind- The Language of African Literature  
Chimamanda Ngozi Adichie (b1977) : The Danger of a Single Story

### Unit III Fiction

- Orhan Pamuk (b 1952 ) : A Strangeness in My Mind

### Unit IV Drama

- Wole Soyinka (b 1934 ) : The Swamp Dwellers

### Unit V Short Story

- Hal Porter (1911-1984) : Francis Silver  
Lee Kok Liang (1927- 1992) : When the Saints Go Marching  
Gita Hariharan (b 1954 ) : The Remains of the Feast

### Text Books:

1. Pamuk, Orhan. *A Strangeness in My Mind*. India: Penguin Random House, 2016. Print.
2. Thiong'o, Ngugi wa. *Decolonising the Mind: The Politics of Language in African Literature*. Nairobi: East African Educational Publishers, 1986. Print.
3. Soyinka, Wole. Three Short Plays: *The Swamp Dweller, The Trials of Brother Jero, The Strong Breed*. London: Oxford University Press, 1969. Print.

### Books for Reference:

1. Gibbs, James, ed. *Critical perspectives on Wole Soyinka*. Washington: Three Continents Press, 1980. Print.
2. McDonald, Ian and Stewart Brown, eds. *Caribbean Poetry*. New Hampshire: Heinemann, 1992. Print.

<b>SEMESTER-VI</b>			
<b>Core Integral III</b>		<b>World Classics</b>	
<b>Code : 18UENI61</b>	<b>Hrs/ week :6</b>	<b>Hrs/ Sem : 75</b>	<b>Credits :4</b>

**Vision:** To familiarize students with literature written across the culture in various languages

**Mission:** To enable students to analyse, evaluate and appreciate literary texts written across nations

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	relate to the ideologies and psychological impact of diverse people through the classics	1	Un
CO-2	appraise literary texts of great masters	2, 3	Ev
CO-3	analyze the rhetorical pattern and themes of the classics	1,2	An
CO-4	compare and evaluate Literature of diverse cultures	2	Ev
CO-5	improve the skill of analyzing the language used in prose and poetry.	3,7	An
CO-6	evaluate the text against its socio-cultural historic background	1, 8	Ev
CO-7	analyse the literary devices and techniques in different genres of the classics	1	An
CO-8	develop a critical analyses of translations	4, 8	Ev

SEMESTER-VI			
Core Integral III		World Classics	
Code : 18UENI61	Hrs/ week :6	Hrs/ Sem : 75	credits :4

### Unit I Poetry

Tiruvalluvar	:	Knowing the Fitting Time
Omar Khayyam (1048-1131)	:	The Rubaiyat-1-12 quatrains
Johann Wolfgang Von Goethe (1749-1832)	:	The Dance of the Dead
Tagore (1861-1941)	:	<i>Gitanjali</i> - Where the mind is without fear

### Unit II Prose

Plutarch (AD 46- AD 120)	:	<i>Plutarch's Lives</i> - Antony (Translated by John Dryden)
Montaigne (1533-1592)	:	Of Idleness, Of Constancy

### Unit III Drama

Moliere (1622-1673)	:	The Doctor in Spite of Himself
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### Unit IV Fiction

Kahlil Gibran (1883-1931)	:	The Broken Wings
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### Unit V - Short Story

Leo Tolstoy (1828-1910)	:	How Much Land Does a Man Need?
Anton Chekhov (1860- 1904)	:	Vanka
Franz Kafka (1883-1924)	:	A Country Doctor

### Text Books:

1. Gibran, Kahlil. *The Broken Wings*. New Delhi: Sterling Publishers, 2007. Print.
2. Khayyam, Omar. *Rubaiyat of Omar Khayyam*. New Delhi: Rupa Publications, 2000. Print.
3. Moliere. *The Doctor In Spite of Himself*. Applause Theatre Book Publishers, 1987. Print.
4. Neider, Charles. *Great Short Stories of the Masters*. New York: Cooper Square Press, 2002. Print.
5. Plutarch. *Lives*. Trans. John Dryden. *The Internet Classics Archive*. Web.
6. Tagore, Rabindranath . *Gitanjali*. New Delhi: Sterling Publishers, 2007. Print.
7. Thiruvalluvar. *Tirukural*. Trans. G.U.Pope. New Delhi: Vaigarai Publishing house, 1980. Print.

### Books for Reference:

1. Dashti, Ali. *In Search of Omar Khayyam*. Trans. L.P.Elwell-Sutton. New York: Routledge Library edition, 2012. Print.
2. Wright, C. H. C., ed. *Selections from Montaigne*. Boston: D.C. Heath &Co, 1914. Print.

SEMESTER VI			
Core Integral IV		Diasporic Literature	
Code: 18UENI62	Hrs/Week: 6	Hrs/Sem:90	Credits:4

**Vision:** To familiarise the students with the various diasporic experiences and questions surrounding multiculturalism, colonialism and post-colonialism, immigration, and varieties of English.

**Mission:** To enhance students' understanding of contemporary transnational and transcultural themes and issues through a study of the prescribed texts.

**Course Outcome:**

Co. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	highlight the important social condition of each culture in order to understand the authors.	1	Re
CO-2	understand the important features of diasporic literature.	2	Un
CO-3	identify and interpret the representative works of the writers of diaspora.	2	Un
CO-4	assess the significant themes in diasporic literature.	4	Ev
CO-5	appraise the literary devices employed by the major writers.	2	Ev
CO-6	interpret the historical perspective of diasporic literature.	4	Un
CO-7	review the dimensions of diasporic literature in the universal context.	8	Ev
CO-8	formulate imagination to a wider range of voices across cultures.	8	Cr

SEMESTER VI			
Core	Integral IV	Diasporic Literature	
Code: 18UENI62	Hrs/Week: 6	Hrs/Sem:90	Credits:4

### Unit I – Poetry

- Psalm 42 : As the hart panteth after the water brooks...
- Psalm 137 : By the rivers of Babylon

### Unit II – Prose

- Edward Said (1935-2003) : The Mind of Winter: Reflections on Life in Exile
- William Safran ( b 1930 ) : Diasporas in Modern Societies : Myths of Homeland and Return

### Unit III – Drama

- Bertolt Brecht (1898-1956) : Fear and Misery of the Third Reich

### Unit IV – Fiction

- Toni Morrison (b 1931) : Home

### Unit – V- Short Stories

- Wolfgang Borchert (1921-1947) : The Kitchen Clock
- Bharati Mukherjee (1940-2017) : The Tenant
- Suneeta Peres Da Costa (b 1976 ) : The Long Division

### Text Books:

1. Brecht, Bertolt. *Fear and Misery of the Third Reich*. London: Bloomsbury Publishing Company, 2000. Print.
2. *Holy Bible King James Version*. Tennessee: World Bible Publishing, 1981. Print.
3. Morrison, Toni. *Home*. London: Vintage Publishers, 2013. Print.
4. Safran, Williams. “Diasporas in Modern Societies: Myths of Homeland and Return.” *Diaspora: A Journal of Transnational Studies* 1. Spring (1991): 83-99. Print.

### Books for Reference:

1. Brazier, J.E. & A. Mannur, *Theorizing Diaspora*. New Jersey: Blackwell Publishing, 2003. Print.
2. Shackleton, Mark. *Diasporic Literature and Theory – Where Now?* Newcastle: Cambridge Scholars Publishing, 2008. Print.

SEMESTER III			
Skill Based Elective		Employability Skills	
<b>Code: 18UENS31</b>	<b>Hrs/Week: 4</b>	<b>Hrs/Semester: 60</b>	<b>Credits: 4</b>

**Vision:** To impart appropriate employment skills and knowledge for the students

**Mission:** To inform, educate and inspire students to reach their professional goals

**Course Outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	create an ability to work constructively with others on a common task.	2	Cr
CO-2	analyse own strengths and weaknesses, aims and values.	10	An
CO-3	analysing and responding positively to changing circumstances	1,3	An
CO-4	predict appropriate methods to find solutions	3,5	Co
CO-5	discuss and achieve mutually satisfactory resolution of contentious issues	1,2	Co
CO-6	become original or inventive and apply lateral thinking	3	Ev
CO-7	create an ability to take action unprompted	5	Cr
CO-8	assess the tasks and rank according to the importance	8	Un

SEMESTER III			
Skill Based Elective		Employability Skills	
Code: 18UENS31	Hrs/Week: 4	Hrs/Semester: 60	Credits: 4

**Vision:** To impart appropriate employment skills and knowledge for the students

**Mission:** To inform, educate and inspire students to reach their professional goals

#### **Unit I - Oral skills**

Verbal Communication  
Speech for special occasions  
Debate  
Group Discussion

#### **Unit II - Writing Skills**

Pre-Writing  
Modes and Forms of Writings

#### **Unit III - Computing Skills**

Word Processing

#### **Unit IV- Presentation Skills**

Body Language  
Effective Speaking

#### **Unit V - Emotional Intelligence**

Successful Time Management  
Stress Management  
Improving Interpersonal Relationship

#### **Text Books:**

1. Gupta, Nilanjana. *English for All*. Chennai: Macmillan India Ltd, 1998. Print.
2. Mac Kenzie, Alec, Pat Nickerson. *The Time Trap: The Classic Book on TimeManagement*. Fine Communications, 2002. Print.
3. Mitra, Barun.K. *Personality Development and Soft Skills*. London: Oxford University Press, 2011. Print.
4. Wainer, John E. *English Composition and Grammar (First Course)*, Chicago: Harcourt Brace Jovanich Publishers, 1998. Print.
5. Wentz, Fredrick. H. *Soft Skills Training*. Create Space Independent Publishers, 2012. Print.

<b>Semester – V</b>		
<b>Self – Study Paper (Compulsory)</b>		
<b>Code: 18UENSS3</b>	<b>Science Fiction</b>	<b>Credits : 2</b>

**Vision:**

- To view the futuristic vision of science fiction literature
- To promote the emerging trends of science fiction

**Mission:**

- To evince students interest in the genre of science fiction
- To introduce the students to renowned science fiction writers.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course students will be able to:</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	have a critical perspective of the future scene of the world	1	An
CO-2	understand how science and technology influence the world of Literature	1,8	Un
CO-3	analyse the style of science fiction writings of writers	5	An
CO-4	correlate the happenings of the day with the text	5	Ap
CO-5	apply the caution stated in the studies to safeguard interests of the humans and the earth	10	Ap
CO-6	intensify and acknowledge the power of imagination	1	Un
CO-7	compare and contrast the advantages and disadvantage of science in its global context	8	Ap
CO-8	seek solution in humanism as an ultimatum to resolve technological and scientific issues	10	Ap



Semester – V		
Self – Study Paper (Compulsory)		
Code: 18UENSS3	Science Fiction	Credits : 2

#### Unit I

Aldous Huxley : Brave New World

#### Unit II

George Orwell : 1984

#### Unit III

Kurt Vonnegut : Slaughterhouse- Five

#### Unit IV

Margaret Atwood : The Handmaid's Tale

#### Unit V

Lois Lowry : The Giver

#### Text Books:

1. Atwood, Margaret. *The Handmaid's Tale*. Toronto: McClelland and Stewart, 1985. Print.
2. Huxley, Aldous. *Brave New World*. New York: Perennial Classics, 1932. Print.
3. Lowry, Lois. *The Giver*. Boston, Massachusetts: Houghton Mifflin, 1993. Print.
4. Orwell, George. *1984*. London: Harville Secker ,1949. Print.
5. Vonnegut, Kurt. *Slaughterhouse-Five*. Delacourt, 1965. Print.

SEMESTER V			
Core VII (Common Core) Women Empowerment in India			
Code: 18ULCC51	Hrs/Sem :90	Hrs/ Week: 6	Credits : 6

**Vision:** To familiarise the students with the existing socialization pattern in the society, functioning of institutions and disseminate gender sensitive approaches.

**Mission:** To introduce different schools of feminist thought and provide a feminist perspective to understand women's experiences in different parts of India.

**Course Outcome:**

Co. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO- 1	illustrate women's historical, socio economic and political experiences.	1, 2	Un
CO- 2	classify the nature and growth of women's movement in the Modern Age.	8,9	Un
CO- 3	identify the legal rights conferred on women by laws and legislations.	8,5	A
CO- 4	infer a range of issues pertinent to women's emancipation, dignity and status	2,6	An
CO- 5	analyse women's participation in politics from a feminist perspective.	8,8	An
CO- 6	appraise the theoretical outlook on feminism from India and abroad.	4,6	Ev
CO- 7	evaluate various emerging gender issues in contemporary India.	8,10	Ev
CO- 8	assess the Indian feminist traditions that have arisen out of the heterogeneity of Indian experience.	7,10	Ev

SEMESTER V			
Core VII (Common Core) Women Empowerment in India			
Code: 18ULCC51	Hrs/Sem :90	Hrs/ Week: 6	Credits : 6

### Unit I – Theories of Feminism

Liberal Feminism – Radical Feminism – Marxist Feminism – Psycho-Analytic Feminism- Socialist Feminism- Third World Feminism – Post Modern Feminism – Eco Feminism

### Unit II – Status of Women in India through the Ages

Ancient – Vedic Period – Medieval Period – During the Invasion– Colonial Era – Post Colonial Era

### Unit III – Women in National Movements

**Social Reform Movements in Pre- independent India:** On Women Education – Abolition of Sati – On Widow Remarriage – Abolition of Child Marriage, Polygamy

**Women in Freedom Movement:** Velu Nachiar – Jhansi Rani Lakshmi Bai – Dr. Annie Besant – Women in Civil Disobedience Movement – Quit India Movement.

**Contemporary Women’s Movement:** Mathura and Nirbhaya Case and Change in Laws against Rape – Roop Kanwar Case and Anti- sati Agitation, Chipco, Narmada and Appico: Women’s Movement for Safe Environment

### Unit IV – Indian Feminism: Thinkers and Activists

Reformers – Panditha Rama Bai - Sarala Devi Chadhurani — Dr. Muthulakshmi Reddy – Moovalur Ramamirtham – Margaret Elizabeth Cousins – Kamala Devi Chattopadhyay – Dhanvanthi Rama Rau – Medha Patkar – Arundati Roy - Irom Chanu Sharmila

### Unit V – Constitutional Protection and Rights for Justice

Indian Constitution Related to Women – Fundamental Rights – 73<sup>rd</sup> & 74<sup>th</sup> Amendment - Representation of Women in Local Self Government – Women’s Property Rights - Dowry Prohibition Act (1961) – Domestic Violence Act (2005) – Sexual Harassment at the Workplace (2013) – Laws against Violence and Crimes – Eve Teasing, Rape, indecent Representation of Women.

#### Text Book:

Jeyaraj, Nirmala. (Ed.). *Women and Society*. Madurai: ISPCK & Lady Doak College, 2005. Print.

#### Books for Reference:

1. Devi K. Uma. *Women’s Equality in India: a Myth or Reality*. New Delhi: Discovery Publishing House, 2000. Print.
2. Forbes, Geraldine. *The New Cambridge History of India: Women in Modern India*. Cambridge: Cambridge University Press, 2007. Print.
3. Gonsalves, Lina. *Women and Human Rights*. New Delhi: APH Publishing House, 2011. Print.
4. Tripathi, Prof. Madhusoodan. *Women Rights in India*. New Delhi: Omega Publications, 2011. Print.

SEMESTER – I			
Allied – I		Social History of England	
Course Code :21UENA11	Hrs/ week: 4	Hrs / Semester: 60	Credits: 4

### Objectives:

To provide a fundamental knowledge of the revolutionary shifts that occurred in the English society over the ages.

To familiarise the students with the historical invasions and expansions, and the consequent social changes in the history of England.

### Course Outcome:

CO. No.	Upon completion of this course, students will be able to	PSO addressed	Cognitive Level
CO -1	develop an awareness of the social, historical, religious and cultural politics of England.	4, 7	Un
CO - 2	understand the social changes within the country and in its relationship with other nations.	4, 6	Un
CO - 3	enumerate the importance of the customs and culture followed by the high class British society.	1, 8	Ap
CO - 4	analyse the causes and consequences of civil war and American independence.	8	An
CO - 5	analyse the major trends that shaped the English society and identify the key themes which encapsulate the period.	8	An
CO - 6	evaluate the invasion and expansion of the British colonies all over the world.	1, 7	Ev
CO - 7	evaluate the effects of the revolutions and their impacts in literature in a better perspective.	8	Ev
CO-8	review the reforms and developments of education in the modern era.	7	Ev

SEMESTER – I			
Allied – I		Social History of England	
Course Code : 21UENA11	Hrs/ week: 4	Hrs / Semester: 60	Credits: 4

### Unit – I

Introduction (G.M. Trevelyan)  
The Renaissance  
The Reformation

### Unit - II

The East India Company  
The Civil War and its Social Significance  
Puritanism

### Unit – III

Restoration England  
Age of Queen Anne  
Coffee House Life in London

### Unit – IV

The Industrial Revolution  
The Agrarian Revolution  
The Methodist Movement  
The War of American Independence

### Unit – V

Effects of the French Revolution  
The Reform Bills  
The Victorian Age  
World Wars and Social Security

### Text Books:

4. Trevelyan, G.M. *English Social History*. London. Penguin UK, 1987.
5. Xavier, A.G. *An Introduction to the Social History of England*. Delhi: Viswanathan S. Printers & Publishers, Pvt. Ltd. 2009.

### Books for Reference:

1. Ashok, Padmaja. *The Social History of England*. Chicago: Orient Blackswan, 2011.
2. Crick, Julia & Elisabeth Van Houts. *A Social History of England 900 – 1200*. Cambridge: Cambridge University Press, 2011.
3. Macaulay, Thomas Babington. *The History of England*. USA: Penguin Classics, 1979.

<b>SEMESTER – II</b>			
<b>Allied – II</b>		<b>Literary Forms and Terms</b>	
<b>Course Code : 21UENA21</b>	<b>Hrs/ week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credits: 4</b>

**Objectives:**

To introduce the various genres and forms of literature.

To enable the students make use of the various forms of literature and highlight the important concepts in a text and improve the quality of their writing.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO -1	comprehend the dimensions of literary forms.	1	Un
CO - 2	demonstrate their ability to explain the influence of genre on a given text.	1	Un
CO - 3	recognise how form and structure shape the meaning of a text.	1, 4	Ap
CO - 4	identify, analyse and interpret the different genres of literature.	4, 9	An
CO - 5	distinguish between different literary terms and usages.	1, 9	An
CO - 6	appraise the different genres of literature.	1	Ev
CO - 7	evaluate one's own perspective in relation to various forms of literature.	1	Ev
CO-8	formulate literary creations of their own.	2, 7	Cr

SEMESTER – II			
Allied – II		Literary Forms and Terms	
Course Code : 21UENA21	Hrs/ week: 4	Hrs / Semester: 60	Credits: 4

### Unit - I Introduction

Why We Study Literature? – R.J. Rees

### Literary Terms

Simile, Metaphor, Personification, Irony, Allusion, Alliteration, Assonance, Consonance, Epithet, Paradox, Oxymoron, Apostrophe, Imagery, Hyperbole, Euphemism, Onomatopoeia, Understatement, Cacophony, Metonymy, Synecdoche.

### Unit - II Poetry

Lyric, Ode, Sonnet, Idyll, Elegy, Epic, Ballad

### Unit - III Prose

Essay, Short Story, Biography, Autobiography, Satire

### Unit - IV Drama

Origin of Drama (Pg 140- 143), Comedy, Tragi- comedy, Farce, Melodrama, Masque, Dramatic devices (Irony, Soliloquy and Aside)

### Unit – V Fiction

Novel (Pgs.193-199, 218- 224).

### Text Books :

1. Abrams, M.H. *A Glossary of Literary Terms*. US: Wadsworth Publishers, 2012.
2. Prasad, Birjadish. *A Background to the Study of English Literature*. Delhi: Macmillan Publishers India Ltd., 2012.

### Books for Reference:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. Atlantic Publishers & Distributors (P) Ltd., 2006.
2. Iyengar, K.R. & P. N. Kumar. *An Introduction to the Study of English Literature India*: Sterling Publishers Pvt. Ltd., 2011.
3. Rees, R.J. *English Literature: An Introduction for Foreign Readers*. London: Macmillan Publishers, 1973.
4. Turco, Lewis. *The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism and Scholarship*. Lebanon: UPNE, 1999.

### E-Resources:

1. <https://englishlive.ef.com/blog/english-in-the-real-world/guide-english-literary-genres/>
2. <https://guides.lib.byu.edu/c.php?g=216352&p=1428448>
3. <https://www.britannica.com/art/literature>

<b>SEMESTER – III</b>			
<b>Allied III History of English Literature - I</b>			
<b>Course Code: 21UENA31</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credits: 4</b>

**Objectives:**

To enable students to learn the history of English literature down the ages.

To make the students understand the literary movements and developments of the age.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this Course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO 1	understand the phases of evolution of English literature	4	Un
CO 2	comprehend the characteristic features of the age	1	Un
CO 3	explore texts in their cultural and historical contexts.	1	Un
CO 4	have an insight into the major literary movements and genres.	1	Un
CO 5	analyze the distinct literary contribution of England.	4	An
CO 6	classify English literatures according to their periods.	7	Ap
CO 7	identify and interpret the didactic purpose in literature.	2	Ap
CO 8	review and estimate literary texts over the periods.	8	Ev



SEMESTER – III			
Allied III		History of English Literature - I	
Course Code: 21UENA31	Hrs/Week: 4	Hrs/Semester: 60	Credits: 4

#### **Unit-I Chapters II –V**

English Literature before Chaucer - The Age of Chaucer – Chaucer’s Work in General – The Canterbury Tales – General Characteristics of Chaucer’s Poetry – The Development of the Drama

#### **Unit-II Chapters VI – VIII**

Elizabethan Poetry before Spenser - Spenser and his Poetry –Shakespeare’s Works - Characteristics of Shakespeare’s Works - Ben Jonson– Bacon and his Essays

#### **Unit-III Chapters IX –X**

The Age of Milton – Milton’s Earlier Poetry - Milton’s Later Poetry – Characteristics of Milton’s Poetry -The Caroline Poets - Cowley and the ‘Metaphysical’ Poets

#### **Unit-IV Chapters XI –XIII**

Dryden’s Poetry – Butler - The Rise of Modern Prose – Bunyan - Characteristics of the Classical School of Poetry - Pope’s Work

#### **Unit-V Chapters XIV–XVII**

Swift – Addison and Steele - Johnson – Goldsmith – Richardson – Fielding - The Growth of the Love of Nature in 18<sup>th</sup> Century Poetry – Thomas Gray

#### **Text Book:**

Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2013.

#### **Books for Reference:**

Legouis, Emily & Cazamian. *A Short History of English Literature*. J.M. Dent & Sons, 1964.

Long, William J. *English Literature*. Ginn and Company, 1909.

#### **E-Resources**

<https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>

<http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=aa08>

<https://www.britannica.com/art/English-literature>

SEMESTER – IV			
Allied–IV History of English Literature –II			
Course Code: 21UENA41	Hrs/Week: 4 Hrs	Hrs/Semester: 60 Hrs	Credits:4

**Objectives:**

To comprehend the history of English Literature that combines the transformation of literary standards and tastes.

To suggest the vital relationship between English Literature and life.

**Course Outcome:**

CO. No.	Upon completion of this Course, students will be able to	PSO addressed	CL
CO-1	familiarize the important literary figures and literary works of the period	7	Un
CO-2	examine the issues discussed in the text in the socio-historic and cultural context	1	Un
CO-3	understand the chronologically arranged collection of biographical sketches	1	Un
CO-4	analyze the dominant literary and artistic movements of the early and the modern period	8	An
CO-5	exhibit the interplay of the personal and the impersonal in the making of history	4	Un
CO-6	discuss how literature influences the socio –political history of each period	7	An, Ev
CO-7	demonstrate an awareness of the social, historical and cultural elements of the centuries.	7	An, Ev
CO-8	prepare for UGC NET/SET competitive examinations	3,5	Un, An

SEMESTER – IV			
Allied–IV History of English Literature –II			
Course Code: 21UENA41	Hrs/Week: 4 Hrs	Hrs/Semester: 60 Hrs	Credits:4

### Unit I - Chapter XVIII – XIX

The Age of Wordsworth - Lyrical Ballads and Wordsworth's Theory of Poetry - Characteristics of Wordsworth's Poetry - Coleridge - Byron- Shelley- Keats

### Unit II - Chapter XX - XXII

The Age of Wordsworth (Prose) – General Characteristics - The Edinburgh Men – The London Men - Scott- Characteristics of Scott's Novels - The Age of Tennyson – Tennyson- Browning

### Unit III- Chapter XXIII –XXV

Carlyle – Ruskin –Mathew Arnold - The Age of Tennyson (Novel) – General Characteristics – Dickens- Thomas Hardy - George Bernard Shaw

### Unit IV - Chapter XXV – XXVI

Irish Drama and Poetry -Novelists of the Transition - Twentieth Century Novelists - The Present Age - Gerard Manley Hopkins - T.S. Eliot

### Unit V - Chapter XXV – XXVI

The Changing Novel – Virginia Woolf - James Joyce – D.H. Lawrence – Aldous Huxley - George Orwell - Graham Greene – J. K. Rowling – Salman Rushdie - Hilary Mantel – Harold Pinter

### Text Book:

Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2013.

### Books for Reference:

Leguois, Emily &Cazamian. *A Short History of English Literature*. Oxford University Press, 1998.  
Long, William J. *English Literature*. Ginn and Company. 1909.

### E –Resources

[https://edisciplinas.usp.br/pluginfile.php/3875221/mod\\_resource/content/1/AN%20OUTLINE%20OF%20HISTORY%20OF%20ENGLISH%20LITERATURE.pdf](https://edisciplinas.usp.br/pluginfile.php/3875221/mod_resource/content/1/AN%20OUTLINE%20OF%20HISTORY%20OF%20ENGLISH%20LITERATURE.pdf)

[https://edisciplinas.usp.br/pluginfile.php/3874213/mod\\_resource/content/1/THE%20ROUTLEDGE%20HISTORY.pdf](https://edisciplinas.usp.br/pluginfile.php/3874213/mod_resource/content/1/THE%20ROUTLEDGE%20HISTORY.pdf)

SEMESTER – I			
Core – I		Age of Renaissance (1500 to 1660)	
Course Code: 21UENC11	Hrs/Week: 5	Hrs / Semester: 75	Credits: 4

### Objectives:

To expose students to the significant literary features of English Renaissance.

To let them know of the significance and influence of Shakespeare and the representative writers of the age.

### Course Outcome:

Co. No.	Upon completion of this course, students will be able to:	PSO addressed	Cognitive Level
CO-1	understand literary texts in their social, political, historical and cultural contexts.	3,8	Un
CO-2	practise writing as a process of motivated inquiry engaging other writers' ideas.	6,8	Ap
CO-3	appreciate and analyse the structure and content of any literary piece.	4	Ap
CO-4	analyse the structure and rhyme scheme of the sonnets.	1	An
CO-5	judge the aesthetic and ethical values of Renaissance.	1,8	Ev
CO-6	perceive the distinct qualities of the writers of the Age of Renaissance.	4	Ev
CO-7	identify and comprehend different genres pertaining to the Age of Renaissance.	3,4	Cr
CO- 8	create aesthetic taste for literary texts.	8	Cr

SEMESTER – I			
Core – I Age of Renaissance (1500- 1660)			
Course Code: 21UENC11	Hrs/Week : 5	Hrs / Semester: 75	Credits: 4

### Unit – I Introduction of the Age

Historical background : Literary Features - Literary forms

### Unit – II Poetry

Thomas Wyatt (1503 – 1542) : Forget Not Yet  
 Edmund Spenser (1552-1599) : Prothalamion  
 Philip Sidney (1554-1586) : Astrophel and Stella- Sonnet 1  
 Shakespeare : Shall I Compare Thee to a Summer’s Day? (Sonnet 18)

### Unit – III Prose

Francis Bacon (1561-1626) : Of Studies  
 Of Friendship  
 Of Parents and Children

### Unit – IV Drama

Christopher Marlowe (1564-1593) : *Doctor Faustus*

### Unit – V Fiction

Thomas More (1478-1535) : *Utopia* -Book 1

### Text Books:

1. Blaisdell, Bob, ed. *Elizabethan Poetry: An Anthology*. New York: Dover Publications. 2005.
2. Marlowe, Christopher. *Doctor Faustus*. New York: Penguin, 1969.
3. More, Thomas. *Utopia*. David Wootton. ed. Cambridge: Hackett Publishing Company, 1999.

### Books for Reference:

1. Albert, Edward. *History of English Literature*. New Delhi: OUP, 1979.
2. Chaudhuri, Sukanta. *An Anthology of Elizabethan Poetry*. India: OUP, 1993.
3. Harry, Berger. Spenser: *A Collection of Critical Essays*. Englewood Cliffs: Prentice-Hall, 1968.
4. Leishman, J.B. *Themes and Variations in Shakespeare’s Sonnets*. London: Hutchinson, 1961.
5. Morris, Helen. *Elizabethan Literature*. London: Oxford University Press, 1958.
6. Oliphant, Smeaton. *Francis Bacon’s Essays*. London: J.M. Dent & Sons Ltd., 1955.
7. Saintsbury, George. *A History of Elizabethan Literature*. New York: The Macmillan Company, 1910.
8. Riggs, A. David. *The World of Christopher Marlowe*. London: Faber, 2004.

<b>SEMESTER – II</b>			
<b>Core – III Age of Restoration and Transition (1660 – 1770)</b>			
<b>Course Code: 21UENC21</b>	<b>Hrs/Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 4</b>

**Objectives:**

To explore the perspectives of the Restoration Age through different genres of literature.

To gain deeper literary insight through contextual analysis of literary pieces.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO-1	remember the representative writers of the age.	4, 8	Re
CO-2	acquire knowledge of the social and political background.	3, 8	Re
CO- 3	understand the various movements of the age.	7	Un
CO- 4	understand the various aspects of literary genres.	1, 7	Un
CO- 5	analyse the distinctive features of the age.	1, 4	Un
CO-6	analyse the cultural legacy of the age.	8	An
CO-7	know the historical perspectives of the age.	1	An
CO-8	gain knowledge pertaining to the art of diary writing.	2	An

SEMESTER-II			
Core III Age of Restoration and Transition (1660 – 1770)			
Course Code : 21UENC21	Hrs/Week: 5	Hrs/Semester:75	Credits: 4

### Unit I Introduction

The Age of French Influence, Political History and Revolution of 1688

Literary Characteristics – New Tendencies, Realism, Formalism, The Court Poets of the Restoration and Development of Restoration Drama - Novel.

### Unit II Poetry

John Dryden (1631 – 1700) : Alexander's Feast  
Aphra Behn (1640 - 1689) : Love Armed  
Thomas Gray (1716 – 1771) : Elegy Written in a Country Churchyard

### Unit III Prose

John Bunyan (1633- 1703) : Grace Abounding to the Chief of Sinners  
Joseph Addison (1672- 1719) : Sir Roger at Church  
Richard Steele (1672 – 1729) : Of the Club

### Unit IV Drama

Oliver Goldsmith (1728 – 1774) : *She Stoops to Conquer*

### Unit V Fiction

Samuel Richardson (1689-1761) : *Pamela*

### Text Books:

1. Bunyan, John. *Grace Abounding to the Chief of Sinners*. US: Aneko Press, 2017.
2. Goldsmith, Oliver. *She Stoops to Conquer*. India: Peacock Books: 2019.
3. Richardson, Samuel. *Pamela*. New Delhi: Bloomsbury Publishing India Pvt. Ltd, 2014.

### Books for Reference:

1. Alan, Robert J. *Addison and Steele: Selections from the Tatler and Spectator*. New York: Rinchart and Winston Publications, 1970.
2. Albert, Edward. *History of English Literature*. New Delhi: OUP, 1979.
3. Compton, Arthur and Rickett. *A History of English Literature*. Delhi: Universal Book Stall,. 1969.
4. Daiches, David. *A Critical History of English Literature*. vol. 4, New Delhi: The Ronald Press Company, 1960.
5. Hopkins, David. *John Dryden*. US: Liverpool University Press, 2003.
6. J. Long, William. *English Literature*. New Delhi: AITBS Publishers, 2018.
7. Lockitt, Charles Henry. *The Art of the Essayist*. London: Orient Blackswan, 1949.

### E-Resources:

1. <https://www.tetsuccesskey.com/2018/07/restoration-period-1660-1700-net-exam-notes.html>
2. <https://www.britannica.com/art/English-literature/The-Restoration>
3. <https://www.britannica.com/art/Restoration-literature>

<b>SEMESTER - II</b>			
<b>Core - IV</b>		<b>Romantic Age (1770-1830)</b>	
<b>Course Code : 21UENC22</b>	<b>Hrs/Week : 5</b>	<b>Hrs / Semester : 75</b>	<b>Credits : 4</b>

### **Objectives:**

To help students acquaint themselves with the artistic, literary, musical and intellectual movement of the age.

To explore the literary and artistic movement of the age with revolutionary zeal, love for tradition, nature, imagination, lyrical subjectivity and simplicity.

### **Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO-1	recognise the development of literature and culture of the age.	1, 8	Re
CO-2	understand the school of Romanticism.	1	Un
CO-3	perceive the views of the writers of the age.	1, 2	Un
CO-4	gain knowledge about the social and political background of the age.	8	Un
CO- 5	practice the ethical values gained from the works of art.	3	Ap
CO-6	analyse the significant works of the age.	4, 8	An
CO- 7	develop introspection into the literary and artistic movement of the age.	1	An
CO-8	identify the writers' thoughts and points of view and reflect from one's own perspective.	2, 4	Ev



SEMESTER - II			
Core- IV		Romantic Age (1770-1830)	
Course Code : 21UENC22	Hrs/Week : 5	Hrs / Semester: 75	Credits : 4

### Unit – I Introduction of the Age

Historical Background-Return to Nature : Development of Literary Forms

### Unit – II Poetry

William Blake (1757-1827)	: Poison Tree
William Wordsworth (1770-1850)	: Ode on Intimations of Immortality
S.T. Coleridge (1772-1834)	: Kubla Khan
G.G. Byron (1788-1824)	: Ocean
John Keats (1795-1821)	: Ode to a Nightingale

### Unit - III Prose

Charles Lamb (1775-1834)	: Dream Children – A Reverie
Thomas De Quincey (1785-1859)	: Confessions of an English Opium-Eater

### Unit - IV Drama

P.B. Shelley (1792-1822)	: <i>The Cenci</i>
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### Unit - V Fiction

Walter Scott (1771-1832)	: <i>Kenilworth</i>
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### Text Books:

1. Appelbaum, Stanley, ed. *English Romantic Poetry: An Anthology*. New York: Dover Publication, 1996.
2. Shelley, Percy Bysshe. *The Cenci; a tragedy, in five acts [and in verse]*. London: C.& J. Ollier, 1821.
3. Scott, Sir Walter. *Kenilworth*. Edinburgh: OUP, 1829.

### Books for Reference:

1. Albert, Edward. *History of English Literature*. New Delhi: OUP, 1979.
2. Abrams, M.H. Wordsworth: *A Collection of Critical Essays*. USA: Prentice-Hall Inc., 1972.
3. Allot, Miriam. *The Poems of John Keats*. London: Orient Longman, 1976.
4. Davison, Peter. *Sheridan: Comedies, A Collection of Critical Essays*. New York: Macmillan, 1986.
5. Kelley, Gary. *English Fiction of the Romantic Period, 1789-1830*. London: Orient Longman, 1989.
6. King-Hele, Desmond. *Shelley: The Man and the Poet*. New York: Thomas Yoseloff, 1960.
7. Klaus, Carl H. And Ned Stuckey-French. *Essayists on the Essay: Montaigne to Our Time*. Iowa: University of Iowa Press, 2012.

<b>SEMESTER – III</b>			
<b>Core V – Victorian Age (1837-1901)</b>			
<b>Course Code:21UENC31</b>	<b>Hrs/Week: 6 Hrs</b>	<b>Hrs/ Semester: 90</b>	<b>Credits: 6</b>

**Objectives:**

To expose students to the significant social and literary history of the Victorian age

To explore the characteristic features of the age in the literary texts

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand the significance of the representative writers	1	Un
CO-2	comprehend the Victorian gender ideology.	1	An
CO-3	locate the scientific development and the emerging discipline of psychology.	4, 7	Un
CO-4	review the literary style of the various writers of the age.	1	Un
CO-5	analyse the texts in relation to its socio - cultural background.	1	An
CO-6	create an inclusive knowledge of the ideologies related to the age.	4	Ev
CO-7	evaluate the ethical values in the literary texts	7	Ev
CO-8	justify the art of Victorian style of writing	3	Cr

SEMESTER – III			
Core – V Victorian Age (1837-1901)			
Course Code:21UENC31	Hrs/Week: 6 Hrs	Hrs /Semester: 90	Credits: 6

### Unit I - Poetry

Alfred Lord Tennyson (1809-1892) : The Lotos-Eaters  
 Robert Browning (1812-1889) : My Last Ride Together  
 Matthew Arnold (1822-1888) : Memorial Verses  
 Gerard Manley Hopkins (1844-1889) : The Windhover

### Unit II - Prose

Thomas Carlyle (1795-1881) : The Hero as Poet.  
 John Ruskin (1819-1900) : *Sesame and Lilies* (Of Kings' Treasures)

### Unit III - Drama

Oscar Wilde (1854-1900) : *The Importance of Being Earnest*

### Unit IV - Fiction

Emily Bronte (1816-1855) : *Wuthering Heights*

### Unit V - Short Story

Charles Dickens (1812-1870) : A Christmas Carol  
 Oscar Wilde (1854-1900) : The Star Child  
 Rudyard Kipling (1865-1936) : Lispeth

### Text Books:

Brontë, Emily. 1818-1848. *Wuthering Heights*. Penguin Books, 2003.

Wilde, Oscar, and Samuel Lyndon Gladden. *The Importance of Being Earnest: A Trivial Comedy for Serious People*. Broadview Press, 2010.

Ruskin John. *Sesame and Lilies*. Macmillan India Limited 1985.

Negri, Paul. *English Victorian Poetry: An Anthology*. Dover Publications Inc., 1995

### Books for Reference:

1. Austin, Alfred. *Mr. Tennyson: The Poetry of the Period*. Richard Benteley Publishers, 1870.
2. Eliot, T.S. Essays. *Ancient and Modern*. Faber and Faber, 1936.
3. Tennyson, Emily. *The Poet's Wife*. Faber and Faber, 1996.

### E-resources:

<https://poemanalysis.com/alfred-tennyson/the-lotos-eaters/>

<https://www.cliffsnotes.com/literature/i/the-importance-of-being-earnest/critical-essays/themes-in-the-importance-of-being-earnest>

[http://academic.brooklyn.cuny.edu/english/melani/novel\\_19c/wuthering/themes.html](http://academic.brooklyn.cuny.edu/english/melani/novel_19c/wuthering/themes.html)

<https://www.litcharts.com/lit/a-christmas-carol/characters>

SEMESTER – IV			
Core – VI Twentieth Century British Literature			
Course Code:21UENC41	Hrs/Week: 6	Hrs / Semester: 90	Credits: 6

### Objectives:

To introduce students to the significant literary features of Twentieth century British Literature.  
To expose them to the trends and stylistic features of British Literature.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	understand the thematic concerns of 20 <sup>th</sup> C British Literature.	1	Un
CO-2	comprehend the influences of the age in its literary production.	1	Un
CO-3	analyze and appreciate the literary features of the genres.	1	An
CO-4	analyze the social milieu of twentieth century England through the literary texts.	4	Ev
CO-5	recognize the standpoints of different British writers of the age.	8	Un
CO-6	develop an aesthetic sense and appreciation of literary texts.	1	Cr
CO-7	evaluate the contributions and perceptions of the writers.	4	Ev
CO-8	apply the moral value voiced in the literary texts for life.	7	Ap

SEMESTER – IV			
Core – VI Twentieth Century British Literature			
Course Code: 21UENC41	Hrs/Week: 6	Hrs / Semester: 90	Credits: 6

#### Unit – I Poetry

W. B. Yeats (1865-1939)	:	Prayer for my Daughter
Rupert Brooke (1887-1915)	:	The Soldier
T.S. Eliot (1888-1965)	:	Journey of the Magi
Wilfred Owen (1893-1918)	:	Strange Meeting

#### Unit – II Prose

E.M. Forster (1879-1970)	:	Notes on the English Character
George Orwell (1903-1950)	:	Sporting Spirit

#### Unit - III Drama

George Bernard Shaw (1856-1950)	:	<i>Pygmalion</i>
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#### Unit – IV Fiction

Virginia Woolf (1882-1941)	:	<i>To the Lighthouse</i>
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#### Unit – V Short Story

Katherine Mansfield (1888-1923)	:	Bliss
Graham Greene (1925–1991)	:	The Destructors

#### Text Books:

Shaw, Bernard. *Arms and the Man*. Penguin Group, 2006.  
Woolf, Virginia. *To the Lighthouse*. Marshall Cavendish, 1988.

#### Books for Reference:

*The Bloomsbury Guide to English Literature*, edited. Marion Wynne Davies. Prentice Hall, 1990.  
*The Cambridge Companion to Irish Literature*. Edited by John Wilson Foster. Cambridge University Press, 2006.

#### E –Resources

<https://www.sparknotes.com/poetry/hopkins/section2/>  
<https://www.litcharts.com/poetry/rupert-brooke/the-soldier>  
<https://www.litcharts.com/poetry/william-butler-yeats/a-prayer-for-my-daughter>  
<https://poemanalysis.com/t-s-eliot/journey-of-the-magi/>  
<https://englishsummary.com/whythe-novel-matters-summary/>

<b>SEMESTER - III</b>			
<b>Non - Major Elective</b>		<b>Functional English – I</b>	
<b>Course Code: 21UENN31</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Semester: 30</b>	<b>Credits: 2</b>

### **Objectives:**

To provide fundamental knowledge of LSRW skills and develop communication skills

To enhance English language competence through intensive practice of LSRW skills

### **Course Outcome:**

<b>Co No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO-1	understand the fundamentals of English Grammar.	4	Un
CO-2	enrich vocabulary and use them appropriately.	3	Un, Ap
CO-3	better the reading and writing ability of English language.	3	An
CO-4	understand the basics of phonetics.	3	Un
CO-5	do simple transcription of words and pronounce rightly.	2	Ap
CO-6	engage in simple conversation effectively.	2	Ap
CO-7	apply the LSRW skills effectively in regular usage.	3	Ap
CO-8	engage practicing communicating in English.	3	Ap

SEMESTER - III			
Non- Major Elective		Functional English – I	
Course Code: 21UENN31	Hrs/Week: 2	Hrs/ Semester: 30	Credits: 2

#### Unit – I Vocabulary Development

Antonyms  
Synonyms  
Blended Words

#### Unit – II Grammar

Sentence Pattern  
Articles

#### Unit – III Introduction to Pronunciation

Sounds in English: Vowels and Consonants  
Transcription (Word)

#### Unit - IV Conversational English

Introducing oneself  
Telephonic conversation

#### Unit – V Writing Skills

Letter Writing (Formal/Informal)  
Writing advertisements

#### Text Book

Pillai, G Radhakrishnan and K Rajeevan. *Spoken English for You: Level One*. Emerald Publishers, 2009.  
Joseph, K. V. *A Textbook of English Grammar and Usage*. Vijay Nicole Imprints Pvt. Ltd., 2006.

#### Books for Reference:

Iyadurai, P. *English Phonetics for Beginners*. Jones Publications, 2013.  
Malathi. *Functional English*. New Century Book House (P) Ltd., 2007.

#### E-Resources

<https://www.grammarinenglish.com/compoundwords/?lesson=blending>  
<https://www.grammarly.com/blog/articles/>  
<https://www.speechactive.com/listen-english-vowels-and-consonant-sounds/>  
<https://www.espressoenglish.net/telephone-english-phrases/>  
<https://www.marketingdonut.co.uk/media-advertising/writing-an-advertisement>

<b>SEMESTER – I</b>			
<b>Skill Enhancement Course – I</b>		<b>Professional English – I</b>	
<b>Course Code :21UENPE1</b>	<b>Hrs / Week : 2</b>	<b>Hrs / Sem : 30</b>	<b>Credits : 2</b>

**Objectives:**

To enhance the professional competence of the students through LSRW skills.

To focus on the academic and the professional pursuits of the students through communicative competence.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO-1	refine written and verbal communication skills.	3, 9	Un
CO-2	speak confidently in any professional environment.	3, 5	Ap
CO-3	face interviews with confidence.	6	Ap
CO- 4	analyse and comprehend unfamiliar texts.	1, 6	An
CO-5	develop strategic competence through efficient listening.	2, 5	An
CO-6	construct error free sentences for content writing.	6	An
CO-7	narrate a process by comparing and contrasting.	9	Cr
CO-8	write recommendations and interpret visual inputs.	9	Cr



SEMESTER I			
Skill Enhancement Course - I		Professional English – I	
Course Code : 21UENPE1	Hrs/Week: 2	Hrs/ Sem: 30	Credits: 2

### UNIT I : COMMUNICATIVE SKILLS

Listening : Listening to Audio texts - Listening to Instructions  
Speaking : Pair work and Group work.  
Reading : Comprehension passages –Differentiate between facts and opinion  
Writing : Developing a story with pictures.  
Vocabulary : Register specific, Vocabulary incorporated into the LSRW tasks

### UNIT II : NARRATIVE SKILLS

Listening : Listening to process description.-Drawing a flow chart.  
Speaking : Role play (formal context)  
Reading : Skimming/Scanning- Reading passages on products, equipment and gadgets.  
Writing : Process Description –Compare and Contrast  
Paragraph - Sentence Definition and Extended.  
Vocabulary: Register specific, Vocabulary incorporated into the LSRW task.

### UNIT III : NEGOTIATION STRATEGIES

Listening : Listening to interviews of specialists / Inventors in fields (Subject specific)  
Speaking : Brainstorming (Mind mapping) – Small group discussions (Subject specific)  
Reading : Longer Reading text  
Writing : Essay Writing (250 words)  
Vocabulary : Register specific, Vocabulary incorporated into the LSRW task.

### UNIT IV : PRESENTATION SKILLS

Listening : Listening to lectures  
Speaking : Making presentations (with PPT- practice).  
Reading : Reading Comprehension passages.  
Writing : Writing Recommendations – Interpreting visual inputs  
Vocabulary : Register specific, Vocabulary incorporated into the LSRW tasks

### UNIT V : PROBLEM SOLVING SKILLS

Listening : Listening Comprehension, Listening for information  
Speaking : Short talks  
Reading : Comprehension passages, Note making.  
Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills.  
Writing : Problem and Solution essay, Creative writing, Summary writing  
Vocabulary: Register specific, Vocabulary incorporated into the LSRW tasks.

#### Text Book:

1. Professional English Course Text compiled by the PG and Research Department of English, St. Mary's College (Autonomous),Thoothukudi.

#### Books for Reference:

1. Hart, Steve. et al. *Embark: English for Undergraduates*. Delhi: Cambridge University Press, 2016.
2. Hasson, Gill. *Brilliant Communication Skills*. Great Britain: Pearson Education, 2012.

<b>SEMESTER – II</b>			
<b>Skill Enhancement Course – II</b>		<b>Professional English - II</b>	
<b>Course Code : 21UENPE2</b>	<b>Hrs / Week: 2</b>	<b>Hrs / Sem: 30</b>	<b>Credits: 2</b>

**Objectives:**

To help the students meet their academic and non-academic needs, through LSRW skills.

To enhance domain-specific cognitive knowledge.

**Course Outcome:**

<b>CO. No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	understand the theoretical and practical components of professional English and soft skills.	1, 3	Un
CO-2	use power point presentations.	1	Ap
CO-3	make oral presentations.	2, 5	Ap
CO-4	write minutes and reports.	2, 6	An
CO-5	write essays creatively and innovatively.	3, 6	Ev
CO-6	write advertisements, create web pages, business e-mail / video logs, etc.	9	Cr
CO-7	build a strong professional vocabulary which can be effectively used in different platforms.	10	Cr
CO-8	write script for short films, blogs, flyers, brochures and posters.	10	Cr

<b>Semester II</b>			
<b>Skill Enhancement Course – II</b>		<b>Professional English II</b>	
<b>Course Code : 21UENPE2</b>	<b>Hrs / Week : 2</b>	<b>Hrs/Sem : 30</b>	<b>Credits : 2</b>

**Unit – I                      Communicative Competence**

- Listening : Listening to conversation and comprehension  
Speaking : Group discussions  
Reading : Two subject – based reading texts followed by comprehension activities  
Writing : Dialogue Writing

**Unit - II                      Persuasive Communication**

- Listening : Listening to a product launch  
Speaking : Debates – Just a Minute Activities  
Reading : Reading texts on advertisements  
Writing : Writing for advertisements

**Unit - III                      Digital Competence**

- Listening : Listening to Motivational Talks/TED  
Speaking : 5 minutes speech  
Reading : Selected sample of Web Page (subject related topic)/ Read Blogs  
Writing : Creating web pages, Business e-mail /Video logs

**Unit - IV                      Creativity and Innovation**

- Listening : Listening to academic videos  
Speaking : Making oral presentations  
Reading : Essays on Creativity and Innovation  
Writing : Basic Script writing for short films (subject based) blogs, flyers and brochures, poster making

**Unit - V                      Workplace Communication**

- Speaking : Presentation using power point  
Reading & Writing : Circulars, Minutes of Meeting and Report Writing

**Text Book :** Professional English Course Text compiled by the PG and Research Department of English, St. Mary's College (Autonomous), Thoothukudi.

**Books for Reference:**

4. Das, Bikram K. et. Al. *Teaching Professional English and Soft Skills*. Cambridge: Cambridge University Press, 2009.
5. Dixon, Robert J. *Complete Course in English*. New Delhi: Prentice Hall of India Private Limited, 1988.
6. Freeman, Sarah. *Written Communication in English*, Hyderabad: Orient Longman, 1977.
7. Sasikumar, V. P. V. Damaja. *Spoken English: A Self-Learning Guide to Conversational Practice*. 2<sup>nd</sup> edition. New Delhi: Tata McGraw Hill Education Private Limited, 2011.
8. Raj, Ajay. *Communication Skills: Speaking and Writing in English*. New Delhi: Sterling Publishers (P) Ltd. 1999.

<b>SEMESTER – III</b>	
<b>Self Study/MOOC/Internship (Compulsory) Myth in Literature</b>	
<b>Course Code: 21UENSS1</b>	<b>Credits: 2</b>

### **Objectives**

To introduce the learners to the role of myth in history, literature, culture and consciousness  
To let them explore the universality and social significance of myths and folklore in shaping society.

### **Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO- 1	identify characteristics of myths, folklore	1	Un
CO- 2	describe the different types of myths.	2	Re
CO- 3	analyse the cultural and historical effects of mythological warriors	4	An
CO-4	define what sets apart a hero from the rest of society.	2	Re
CO- 5	appraise the characteristics of gods and goddesses of ancient mythology.	1	Ev
CO-6	relate the cultural effects of mythological systems.	4	An
CO-7	assess how comparative religion is used to compare the themes of sacred myths.	8	Ev
CO-8	understand the use of myths and legends to establish guidelines for living.	8	Un

SEMESTER – III	
Self Study/MOOC/Internship (Compulsory) Myth in Literature	
Course Code:21UENSS1	Credits: 2

### Unit I

Stories of Adventure (Greek) : *The Iliad* - The Death of Hector

*The Odyssey* – Odysseus Reaches Ithaca

### Unit II

The Roman Mythology : *The Aeneid* - Book III (20 lines)

### Unit III

Stories from the British Isle : Holy Grail

Arthur and the Knights of the Round Table

### Unit IV

Margaret Atwood : *The Penelopiad*

### Unit V

Chitra Banerjee Divakaruni : *The Palace of Illusions: A Novel*

### Text Books:

Kirkwood, G.M. *A Short Guide to Classical Mythology*. Botchery Carducci Publishers, Inc., 2003.

Lawall, Sarah. (ed). *The Norton Anthology of World Literature: Volume B, 100-1500*, 2nd ed.

W.W.Norton & Company, 2003.

Atwood, Margaret. *Penelopiad*. Canongate Books, 2006.

Divakaruni, Chitra Banerjee. *The Palace of Illusions: A Novel*. Picador India, 2018.

### Books for Reference:

Armstrong, Karen. *Short History of Myth*. Knopf, 2006.

Graves, Robert. *The Greek Myths*. (1955, Cmb/Rep edition 1993) Penguin, 1955.

Hamilton, Edith. *Mythology* (1942, New Edition). Little Brown & Company, 1998.

Hard, Robin. *The Routledge Handbook of Greek Mythology*. Routledge, 2004.

Segal, Robert. *Myth: A Very Short Introduction*. Oxford University Press, 2004.

<b>SEMESTER IV</b>	
<b>Self-Study/Online Course/Internship (Optional) World Classic Fiction</b>	
<b>Course Code: 21UENSS2</b>	<b>Credits: 2</b>

**Objectives:**

To widen the prospects of literary study across nations.

To expose students to varied textual analysis and critical perception.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of the course, the students will be able to:</b>	<b>PSO addressed</b>	<b>CL</b>
CO -1	engage in close reading of literary texts	1	An
CO -2	understand the socio-cultural dimensions through the fiction.	1	Ap
CO -3	analyse the wide range of literary techniques.	1	An
CO -4	analyze characters in the light of their cultural and historical contexts.	1	Ev
CO -5	comprehend the creative process of significant world writers	7	Un
CO -6	evaluate the aesthetic and moral responses in texts	4	Ev
CO -7	widen their imagination and insight of the varied themes and concerns	1	Cr
CO -8	appreciate the richness and universality of literary art	1	Cr

SEMESTER IV	
Self-Study/Online Course/Internship (Optional) World Classic Fiction	
Course Code: 21UENSS2	Credits: 2

#### Unit I: French

Daphne Du Maurier (1907-1989) : *Rebecca*

#### Unit II: American

F. Scott Fitzgerald (1896-1940) : *The Great Gatsby*

#### Unit III: Russian

Fyodor Dostoevsky (1821 -1881) : *Crime and Punishment*

#### Unit IV: Latin American

Gabriel Garcia Marquez (1927- 2014) : *Love in the Time of Cholera*

#### Unit V: Indian

R.K. Narayan (1906- 2001) : *The Guide*

#### Text Books:

Du Maurier, Daphne. *Rebecca*. Virgo Press. 2018.

Fitzgerald F. Scott. *The Great Gatsby*. Scribner Paperback Fiction. 1995.

Dostoyevsky, Fyodor. *Crime and Punishment: A Novel in Six Parts with Epilogue*. Knopf, 1992.

Garcia Marquez, Gabriel. *Love in the Time of Cholera*. Penguin Classics, 2007.

Narayan, R. K. *The Guide*. Penguin Books, 2006.

#### Books for Reference:

Damrosch, David. *What is World Literature?* Oxford University Press, 2003.

*Panorama of World Literature*. Publisher: Author press, 2012.

#### E - Resources

<https://www.sparknotes.com/lit/rebecca/summary/>.

<https://www.sparknotes.com/lit/gatsby/>.

<https://www.sparknotes.com/lit/crime/>.

<https://www.sparknotes.com/lit/cholera/summary/>.

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