

**GOVERNMENT COLLEGE FOR
WOMEN (A) GUNTUR - AP 522001**



DEPARTMENT OF ENGLISH

**COURSE INFORMATION BOOKLET
2025-26**

General English (AECC)

Special English Major

Communicative English Minor

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Vision and Mission of the Department

Vision: To offer an education that provides students with a competent and globally relevant skill set, including communication skills and life skills, to mould them into responsible and self-reliant individuals.

Mission Statements:

1. To offer programmes and courses that would equip students with both language and literature aspects of English studies and thus prepare them for diverse employment opportunities.
2. To instil confidence among students through motivation.
3. To increase Student Talk Time through student centred practices.
4. To improve Life Skills and Communication skills through LSRW activities.
5. To develop Higher Order Thinking.
6. To impart job skills to students and make them employable and self-reliant.

Brief history: Department of English was established with the inception of the college in 1942. The department offers Language Courses and Skill Development Courses across programmes like B.A., B.Com, B.Sc. with various combinations.

Programmes offered: B.A Special English Single Major

Minor in Communicative English.

Department of English
Programme Specific Outcomes

Name of the Programme: B.A Special English Honors Major H105

Type of Programme: Single Major- Special English (Language and Literature Studies)

PSO-No	Upon the successful completion of B.A programme in Special English as Major the students will be able to:	Mapping with POs
PSO - 1	Demonstrate a comprehensive understanding of major literary works and authors from the Renaissance, Elizabethan, Jacobean, Augustan, Romantic, and Victorian eras by comparing the literary movements and styles of each period, highlighting key historical aspects of Language and Literature along with its characteristics and changes.	PO1, PO2, PO10
PSO - 2	Analyze, interpret and critically appreciate literary texts, identifying genres and their structure; themes, and literary devices and explain the basic concepts of Linguistics and Phonetics which will aid in the pursuit of higher education.	PO2,PO3, PO4
PSO - 3	Demonstrate effective communication skills through written essays, critical annotations and appreciations, reviews and oral presentations of selected works of English Literature from the Renaissance to the Victorian period.	PO3, PO4
PSO - 4	Examine and explain the fundamental concepts of origins and functions of language, fundamentals of phonetics, linguistics, English language teaching and demonstrate the competencies in simulated contexts.	PO1,PO2,PO3, PO4,
PSO - 5	Understand and apply the skills and strategies of reading, listening, writing, and speaking, of English language, in their different forms and functions and communicate effectively in written and oral forms	PO3, PO4,
PSO - 6	Demonstrate the acquisition of these informal and formal as well as professional communication skills which will lead to potential employment and aid in gaining admission to higher education at regional, national and global level	PO2,PO5, PO9

Name of the Minor: Communicative English

PSO-No	Upon the successful completion of Minor course in Communicative English, the students will be able to:	Mapping with POs
PSO - 1	Understand and apply the functional aspects of English language in oral and written formats , in formal business and office communication contexts and demonstrate the competencies in simulated contexts.	PO1,PO2, PO3, PO4,
PSO - 2	Understand and apply the skills and strategies of reading, listening, writing, and speaking, of English language, in their different forms and functions and communicate effectively in written and oral forms	PO3, PO4,
PSO - 3	Demonstrate the acquisition of these informal and formal as well as professional communication skills which will lead to potential employment and aid in gaining admission to higher education at regional, national and global level	PO2,PO5, PO9

Programmes offered by the Department.

S. No	Title of the programme
1	B.A Special English Major

Minor offered by the Department.

Communicative English

Language Course offered by the Department.

General English (AECC)

Government College for Women (A), Guntur
Department of English-Programme & Course Structure

1. Special English Major Programme Structure for 2025 admitted batch

Curriculum Framework of B.A Special English Honours) from the A.Y. 2025-26				
1st Year - Semester I				
Sl.No	Title of the course	Course No	No. of Hours	No. of Credits
1	Major – Core Language skills for students of Literature	I	4	4
2	Major- Core An Introduction to English Literature (600-1500)	II	4	4
3	AECC – English-English Bridge-I: Life Skills	I	4	3
4	AECC - MIL (Telugu/Hindi/Sanskrit)	I	4	3
5	Skill Enhancement Course (SEC) Intro' to Artificial Intelligence	I	4 + 2 (Practice)	4
End of Semester I of 1st Year			5	22
1st Year - Semester II				
Sl.No	Category	Course No	No. of Hours	No. of Credits
1	Major – Core Grammar for Functional Use	III	4	4
2	Major – Core Elizabethan Literature (1558-1603)	IV	4	4
3	AECC – English-English Bridge-II: Communicate & Connect	II	4	3
4	AECC - MIL (Telugu/Hindi/Sanskrit)	II	4	3
5	Multidisciplinary	I	2	2

	Course- Student choice			
6	Skill Enhancement Course (SEC) Application of Artificial Intelligence (Discipline Specific)	II	4 + 2 (Practice)	4
7	Indian Knowledge System(Audit Course)	I	2	0
8	Community Service Project (minimum of 80 hours with 1 Credits		1	1
End of Semester II of 1st Year		7	24	21

2.Course Structure of AECC English for 2025-29 Batch

Sem	Paper	Title of the Paper	Course Code	No. of hours per week	No of Credits	CIA	SEE
I	AECC	English Bridge-I: Life Skills		4	3	40	60
II	AECC	English Bridge-II: Communicate & Connect		4	3	40	60
III	AECC	English for Career Development		4	3	40	60

3. Course structure for Minor in Communicative English for 2025-29 batch

Semester	Title of Course		Hours	Credits	CIA	SEE
3	MNR2CE-01	Functional Language Skills	4	4	40	60
4	MNR3CE-02	Strengthen your Listening, Speaking and Writing Skills	4	4	40	60
5	MNR4CE-03	Grammar for Functional Use	4	4	40	60
	MNR4CE-04	Proficiency course in Spelling & Pronunciation	4	4	40	60
6	MNR5CE-05	Advanced Professional Communication for Business & Workplace	4	4	40	60
	MNR5CE-06	Academic Writing	4	4	40	60

4. Course structure for Minor in Communicative English for 2023-27; 2024-2028 Batches

Semester	Title of Course		Hours	Credits	CIA	SEE
2	MNR2CE-01	Grammar for Functional Use	4	4	40	60
3	MNR3CE-02	Functional Language Skills	4	4	40	60
4	MNR4CE-03	Proficiency course in Spelling & Pronunciation	4	4	40	60
	MNR4CE-04	Strengthen your Listening, Speaking and Writing Skills	4	4	40	60
5	MNR5CE-05	Advanced Professional Communication for Business & Workplace	4	4	40	60
	MNR5CE-06	Academic Writing	4	4	40	60

5. Course Structure for Major in B.A Special English(H105) for 2023-27; 2024-2028 Batches

Semester	S. No.	Course Code	Course	Hours	Credits	CIA	SEE
1.	1	1BA-CM-01	Fundamentals of Social Sciences	4	4	40	60
	2	1BA-CM-02	Perspectives on Indian Society	4	4	40	60
2	3	2SE-03	Introduction to History of English Language	4	4	40	60
	4	2SE-04	Introduction to English Literature (600-1500)	4	4	40	60
		Sem2-CSP	Community Service Project	180	4		100
	5	3SE-05	Fluency foundation in Language Skills	4	4	40	60
	6	3SE-06	Elizabethan Literature (1558-1603)	4	4	40	60

3	7	3SE-07	Grammar for Functional use	4	4	40	60
	8	3SE-08	Jacobean Literature (1603-1625)	4	4	40	60
4	9	4SE-09	<i>Fundamentals of Linguistics, Phonetic theory & Practice</i>	4	4	40	10+50
	10	4SE-10	Restoration & Augustan Literature (1660-1750)	4	4	40	60
	11	4SE-11	Romantic & Victorian literature (1798-1900)	4	4	40	60
		Sem4-INT	Short term internship	180	4		100
5	12	5SE-12	Modern Literature (1900-1940)	4	4	40	60
	13	5SE-13	literary criticism and theory	4	4	40	60
	14	5SE-14	Writing for Media				
	15	5SE-15	Introduction to English Language Teaching	4	4	40	60
6		Sem6-INT	Semester internship	540	12		200

6.Special English Major Course Structure 25-26 Onwards

Sem	S.No	Course Code	Title	No hours	Credits	CIA	SEE
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I	1		Language skills for Students of Literature	4	4	40	60
	2		An Introduction to English Literature (600-1500)	4	4	40	60
II	3		Grammar for Functional Use	4	4	40	60
	4		Elizabethan Literature (1558-1603)	4	4	40	60
		CSP		80 Hrs	1		
III	5		Academic Writing for Students of Literature	4	4	40	60
	6		Jacobean Literature (1603-1625)	4	4	40	60
	7		History of English Language	4	4	40	60
IV	8		Fundamentals of Linguistics, Phonetic theory & Practice	4	4	40	60
	9		Restoration & Augustan Literature (1660-1750)	4	4	40	60
	10		Romantic & Victorian literature (1798-1900)	4	4	40	60
V	11		Approaches and Methods to Language Teaching OR	4	4	40	60
	12 A		Modern Literature (1900-1940) OR	4	4	40	60
	12 B		Glimpses of World Literature	4	4	40	60
	13 A		Indian Literature in English OR	4	4	40	60
	13 B		Women's Writing and Gender Studies	4	4	40	60
VI	14 A		Writing for Media OR	4	4	40	60

	14 B		Structure of Modern English	4	4	40	60
	15 A		literary criticism and theory OR	4	4	40	60
	15 B		Teaching literature through Student centered methods	4	4	40	60
		SemISHP		180 hrs.	3		

Note: In the III Year (during the V and VI Semesters), students are required to select a pair of electives from one of the **Two** specified domains. **For example: if set 'A' is chosen, courses 12 to 15 to be chosen as 12 A, 13 A, 14 A and 15 A.** To ensure in-depth understanding and skill development in the chosen domain, students must continue with the same domain electives in both the V and VI Semesters.

Government College for Women (A), Guntur
Semester -1-AECC English Bridge-I: Life Skills 2025-26

Course Objectives

- Using top-down reading methods to teach reading and understanding a story or poem
- Train the students in mechanics of speaking that aid in conversations
- Use tenses and teach functional aspects of speaking and writing
- Train students in processing a text and convert it into visual and graphical format

Learning Outcomes

- Employ top-down reading skills and read a story/ poem to understand.
- Acquire mechanics of speaking and use them while making basic conversations.
- Analyse the functional aspect of tenses to speak and write.
- Acquire learning skills through information transfer strategies from text to visual format.

Syllabus

Unit 1: Reading Skills – 1 (a) Skim, b) Scan, c) Prediction, d) Background Knowledge)

- a) Prose – I am Malala
- b) Short Story – The Flowering Tree
- c) Poetry – Where the mind is without fear

Unit 2: Pronunciation– 1

- a) Vowels
- b) Consonant
- c) Syllables
- d) Word Stress

Unit 3: Functional Grammar – 1

- a) Concord
- b) Present Tense
- c) Past Tense
- d) Future Tense

Unit 4: Writing Skills – 1

- a) Pie
- b) Tree Chart
- c) Flow Chart
- d) Note Making – The Outline Method

Unit 5: Functional Communication

- a) Greetings & Introduction
- d) Asking for & Giving Information
- c) Request & Permission
- d) Asking for & Giving Directions

References: A Textbook of English Phonetics for Indian Students, Balasubramanian Macmillan Communication Skills (2nd Edition), Sanjay Kumar & Pushpalata, Oxford University Press, 2016.

Skill Pro

Government College for Women (A), Guntur
Semester -2-AECC (Credits: 4)
English Bridge-II: Communicate & Connect – ENG 02
2025-26

Course Objectives

- To improve reading comprehension through stories, poems, and prose using the FIVE model.
- To develop correct pronunciation and spelling of commonly mispronounced and misspelt words.
- To use functional grammar such as Wh-questions, Yes/No questions, question tags, and linking words in communication.
- To organize ideas effectively in writing through brainstorming, mind mapping, notices, and circulars.
- To understand and apply soft skills like attitude and SWOC analysis for personal and career development.
- To build overall communication skills for academic and real-life situations.

Learning Outcomes:

- a) Read stories, poems and prose writings with FIVE model questions to comprehend.
- b) Acquire bottom up speaking skills at sentence level and employ them in conversations.
- c) Use questions in conversations and writing.
- d) Practice information gathering and organisational strategies and use them in developing a paragraph.
- e) Plan for career through Attitude and SWOC.

Syllabus

Unit 1: Reading Skills – 2

- a) Read with FIVE Model
- b) Prose – *How Dare you* by Greta
- c) Happy Prince by Oscar Wilde
- d) Poetry – *A Poison Tree* by William Blake

Unit 2: Pronunciation – 2

- a) Wrongly Pronounced words – Consonant focus
- b) Wrongly Pronounced words – Vowel focus
- c) Misspelt words – 1
- d) Misspelt words – 2

Unit 3: Functional Grammar – 2

- a) Wh- & How Questions
- b) Yes/No Questions
- c) Question Tags
- d) Linking Words (to be used in Simple, Compound & Complex Sentences) – Types of linking words – Chronology, Sequence, Compare-Contrast, Cause & Effect

Unit 4 Writing Skills – 2

- a) Brainstorming
- b) Mind Mapping
- c) Circular
- d) Notice

Unit 5: Soft Skills

- a) SWOC - theory
- b) Self SWOC in a context
- c) Attitude – characteristics

References:

1. A Textbook of English Phonetics for Indian Students, Balasubramanian, Macmillan
2. Communication Skills (2nd Edition), Sanjay Kumar & Pushpalata, Oxford University Press, 2016.
3. Skill Pro
4. Communication Skills and Functional Grammar by Sadhana Gupta, Laxmi Publications Pvt. Ltd., 2008.
5. Practical English Usage by Michael Swan, Oxford University Press, 2016.

I BA Special English Major, Semester-I 2025-2026
Title: Language Skills for Students of Literature 1SE-01

Course Objectives

- Train students in applying reading skills and strategies while reading comics, poems, stories, newspapers and travel writing.
- Teach students to express their comprehension of reading through paraphrase and summary

Course Outcomes:

By the end of the course the learner will:

- comprehend and analyse various text formats, such as comics, short stories, newspapers, with effective reading habits and strategies.
- Apply paraphrasing strategies to express their comprehension of their readings
- Summarise the fictional and other writings using the strategies of summary.

Syllabus

Unit-I: Reading Skills and Strategies (Chunking, Predictions, BGK, Skim, Scan, Infer, KWL)

in Practical Reading:

1. Reading – Comics ---(Sita, The Daughter of Earth)
2. Reading Short fictional works/ poems (Kabuliwallah by Tagore; the Chimney Sweeper by Blake; A Smile to Remember by [Charles Bukowski](#))
3. Newspaper Reading
4. Magazine Reading – Travel Writing (Heaven Lake by Vikram Seth)

Unit-II: Reading for Comprehension (FIVE Model) in Practical Reading:

1. Reading – Comics (Sita, The Daughter of Earth)
2. Reading Short fictional works/ poems Kabuliwallah by Tagore; the Chimney Sweeper by Blake; A Smile to Remember by [Charles Bukowski](#))
3. Newspaper Reading
4. Magazine Reading – Travel Writing (Heaven Lake by Vikram Seth)

Unit-III: Paraphrasing (poem, comics, from unit 1&2 newspaper)

1. Identification of Key Points
2. Word Substitutions/ Synonyms/Alternative Word Forms
3. Change of Grammatical Structure or Word order
4. Comparative Modeling

Unit-IV: Summarising Strategies 1

1. Note Taking/Note Making with Story and Poem **from unit 1&2**
2. Sequencing of Ideas with Story and Poem **from unit 1&2**
3. Sentence framing for summarizing of Story and Poem **from unit 1&2**
4. Summarising Story and Poem **from unit 1&2**

Unit-V: Summarising Strategies 2

1. Note Taking/Note Making with News Article and Travelogue **from unit 1&2**
2. Sequencing of Ideas with News Article and Travelogue **from unit 1&2**
3. Sentence framing for summarizing News Article and Travelogue **from unit 1&2**
4. Summarising News Article and Travelogue **from unit 1&2**

References

Francoie [Grellet](#), *Developing Reading Skills*
Comprehension Handbook of NSW Centre for Effective Reading
Teaching Reading Comprehension P5-S3

Special English Major, Semester-I, 2025-2026

2. An Introduction to English Literature (Upto Elizabethan Period) 1SE-02

Course Objectives:

1. To teach the historical background of English Literature
2. To develop interest in the study of English literature among the students
3. To encourage the students to learn various forms of English literature
4. To Teach the basic elements of literary criticism for proper foundation among the students

Course Outcomes

After going through the course, the learner would be able to

CO1 define and explain different literary terms related to poetry, drama and literary criticism and elements and types of Poetry.

CO2. explain the social, political, and religious conditions that influenced the production of literature during the period from 600 to 1500 AD.

CO3. explain the principles of literary criticism of this period.

CO4 apply the literary terms in analysis of poems and drama

UNIT-I: Literary terms

- History of the Period- Social, political and cultural aspects
- Renaissance Period
- Elements of Poetry: Rhyme, Meter, Poetic devices
- Types of Poetry: Lyric, Sonnet, Ode, Elegy, Pastoral Elegy
- Elements of Drama: Character, Plot, Setting
- Types of Drama: Morality plays, Mystery plays, Miracle plays, Tragedy, Comedy, Tragi-comedy

Unit – II: Poetry

- Chaucer: Controlling the Tongue
- Edmund Spenser: One day I Wrote Her Name

Unit – III: Drama

- Christopher Marlowe: Dr. Faustus

Unit – IV: Dr Faustus - Annotations

- Act 5 of Dr. Faustus

Unit – V: Literary Criticism

- Definition & Functions of Literary Criticism
- Aristotle's Poetics: Three Unities, Mimesis, Hamartia, Catharsis, Anagnorisis, Peripeteia, Aristotle's, definition of Tragedy and Comedy

Reference:

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

B.A Special English Major, Semester 2 2025-26
Course Title: Grammar for Functional Use Code 2SE-03

Learning Objectives

- To help them understand the usage of tenses to recount events, recall experiences and narrate situations using appropriate linkers.
- Enable students to use modals for various functions such as asking for and offering help, seeking clarifications, asking for and offering advice, suggestions, giving directions and making requests.
- Train the students to report conversations, events and incidents.
- To equip students with the required skills to compare and contrast- people, places, things and situations.

Help the students write sentences and paragraphs with a changing focus of action.

Learning Outcomes

CO1. Know and understand selected aspects of English grammar in practical, real-life contexts.

CO2. Use the knowledge of these grammar aspects in interactive activities and application exercises.

CO3. Use grammar effectively for communication purposes.

CO4: Know and understand the features of office, technical and scientific writing.

Syllabus

Unit 1: Expressing time (Use Past, Present and Future tenses & Linkers to)

- a) Recount Events
- b) Recall Experiences,
- c) Narrate Situations
- d) Predictions and Plans

(expressions and forms related to recount of events; recall of experiences; narration of situations; Predictions and Plans)

Unit 2: Asking for and responding to everyday information (Modals and Interrogatives)

- a) Asking for and offering information and help/advice
- b) Asking for and giving directions, instructions, clarification to perform tasks
- c) Making and responding to requests
- d) Offering and responding to suggestions and recommendations

(Expressions and forms related to asking and offering information, help/advice; to asking for and giving directions, instructions, clarification to perform tasks; making and responding to requests; offering and responding to suggestions and recommendations)

Unit 3: Reporting (Reported Speech)

- a) Reporting Conversations,
- b) Reporting Events
- c) Reporting Incidents

(Expressions and form related to reporting conversations; reporting of events; reporting of incidents)

Unit 4: Comparing & contrasting (Degrees of comparison)

- a) People
- b) Places
- c) things
- d) Situations

(Expressions & appropriate sentence form used to compare and contrast people; compare and contrast places and things; to compare and contrast situations.)

Unit 5: Changing focus of Action (Passive voice)

- a) Emphasis on actions and results
- b) Anonymity and formality in reports
- c) Objectivity in reporting, office, technical and scientific writing

Identification of active and passive forms in various language functions; framing passive structure; limitations to the use of passive in selected verbs.

Reference books:

1. Leech, G. & J. Svartvik (2002) A Communicative Grammar of English. Pearson, India.
2. "Practical English Usage" by Michael Swan
3. Grammar Practice Activities- Penny Ur

Special English (Major) Semester – II
Syllabus
Title: Elizabethan Literature (1558-1603)-2SE-04

Course Objectives:

- To provide learners with an understanding of the historical, cultural and literary background of the Elizabethan period.
- To familiarize students with the distinctive features, themes and styles of Elizabethan literature.
- To develop the ability to interpret and critically analyze selected texts from the Elizabethan era.

Course Outcomes:

- **CO1:** Outline the major literary developments and historical background of the Elizabethan period.
- **CO2:** Identify and explain the key features, themes and styles of Elizabethan literature.
- **CO3:** Interpret and evaluate representative literary texts from the Elizabethan era critically.

Syllabus

UNIT-I: Literary History & Literary Terms:

- Elizabethan Period: Literary Characteristics. Major writers & themes, Elizabethan theatre
- Figures of Speech: Climax, Apostrophe, Allegory, Allusion, Anti-climax, Irony. Simile, Metaphor, Personification, Oxymoron, Apostrophe, Alliteration, Couplet, Blank verse.

Unit – II: Essay

- Of Friendship
- Of Revenge

Unit – III: Features of Romantic Comedy

- William Shakespeare: Twelfth Night

Unit – IV: Drama

- Act V: Twelfth Night (detailed analytical study for annotations)

Unit – V: Literary Criticism

- Sir Philip Sidney: An Apologie for Poetry

References:

1. *A History of English Literature* by William Henry Hudson
2. *A Critical History of English Literature* by David Daiches (Published by Supernova)
3. *The Cambridge History of English Literature* by Ward and Waller
4. *A Glossary of Literary Terms* by MH Abrams (Published by Cengage)
5. *The Penguin Dictionary of Literary Terms and Literary Theory* by J.A. Cuddon

II BA Special English Major, Semester-III 2025-2026
Title: Fluency Foundation in Language Skills 3SE-05

Course Objectives & Outcomes:

By the end of the course the learner will:

- Develop, comprehend and analyse various text formats, including short stories, newspapers, and magazines with effective reading habits and strategies.
- Identify, organize and develop coherent paragraphs.
- Apply paraphrasing strategies by using different word choices and sentence structures.
- Express opinions, make requests, and handle complaints appropriately.

Syllabus

Unit-I: Reading as a Skill:

1. Habits of Good Readers,
2. Reading Skills and Strategies
3. Reading for Comprehension (FIVE Model)

Unit-II: Practical Reading:

5. Reading for Pleasure: Short Story
6. Newspaper – Understanding a News report
7. Magazine Reading – Comics
8. Magazine Reading – Travel Writing

Unit III Academic Writing: 5 Step Writing Process

1. Paragraph Analysis
2. Prewriting
3. Organization
4. Developing a Paragraph

Unit-IV: Paraphrasing

5. Identification of Key Points
6. Word Substitutions/ Synonyms/Alternative Word Forms
7. Change of Grammatical Structure or Word order
8. Comparative Modeling

Unit-V: Speaking as a Skill: (12 hours) CO4, L3, 4, 5, 6 – (Use Podcast) Internal viva

1. Functions of Speaking – Ordering food Online/Offline (restaurant)
2. Enquiring/Booking tickets – at Railway Station, Bus stop, Airport
3. Conversations 1 – at Shopping, at Bank, at Hospital
4. Conversations 2 –
 - Complaints and Offering Apologies
 - Talking about Future: (Life and Academics) Short and Long Term Plans

References

- Francoie Grellet, *Developing Reading Skills*
- Jack. C.Richards Teaching Listening and Speaking
- Bishop and Solan Academic Writing
- English Pro 1- English Language Proficiency Course for Career Development- CCE AP

Special English (Major) Semester – III
Syllabus
Title: Elizabethan Literature (1558-1603)-3SE-06

Course Objectives:

- To provide learners with an understanding of the historical, cultural and literary background of the Elizabethan period.
- To familiarize students with the distinctive features, themes and styles of Elizabethan literature.
- To develop the ability to interpret and critically analyze selected texts from the Elizabethan era.

Course Outcomes:

- **CO1:** Outline the major literary developments and historical background of the Elizabethan period.
- **CO2:** Identify and explain the key features, themes and styles of Elizabethan literature.
- **CO3:** Interpret and evaluate representative literary texts from the Elizabethan era critically.

Syllabus

UNIT-I: Literary History & Literary Terms:

- Elizabethan Period: Literary Characteristics. Major writers & themes, Elizabethan theatre
- Figures of Speech: Climax, Apostrophe, Allegory, Allusion, Anti-climax, Irony. Simile, Metaphor, Personification, Oxymoron, Apostrophe, Alliteration, Couplet, Blank verse.

Unit – II: Poetry

- Christopher Marlowe: The Passionate Shepherd to His Love
- Ben Jonson: It is not Growing Like a Tree

Unit – III: Features of Romantic Comedy

- William Shakespeare: Twelfth Night

Unit – IV: Drama

- Act V: Twelfth Night (detailed analytical study for annotations)

Unit – V: Literary Criticism

- Sir Philip Sidney: An Apologie for Poetry

References:

6. *A History of English Literature* by William Henry Hudson
7. *A Critical History of English Literature* by David Daiches (Published by Supernova)
8. *The Cambridge History of English Literature* by Ward and Waller
9. *A Glossary of Literary Terms* by MH Abrams (Published by Cengage)
10. *The Penguin Dictionary of Literary Terms and Literary Theory* by J.A. Cuddon

B.A Special English Major, Semester 3 2025-26
Course Title: Grammar for Functional Use Code 3SE-07

Learning Objectives

- To help them understand the usage of tenses to recount events, recall experiences and narrate situations using appropriate linkers.
- Enable students to use modals for various functions such as asking for and offering help, seeking clarifications, asking for and offering advice, suggestions, giving directions and making requests.
- Train the students to report conversations, events and incidents.
- To equip students with the required skills to compare and contrast- people, places, things and situations.
- Help the students write sentences and paragraphs with a changing focus of action.

Learning Outcomes

CO1. Know and understand selected aspects of English grammar in practical, real-life contexts.

CO2. Use the knowledge of these grammar aspects in interactive activities and application exercises.

CO3. Use grammar effectively for communication purposes.

CO4: Know and understand the features of office, technical and scientific writing.

Syllabus

Unit 1: Expressing time (Use Past, Present and Future tenses & Linkers to)

- a) Recount Events
- b) Recall Experiences,
- c) Narrate Situations
- d) Predictions and Plans

(expressions and forms related to recount of events; recall of experiences; narration of situations; Predictions and Plans)

Unit 2: Asking for and responding to everyday information (Modals and Interrogatives)

- e) Asking for and offering information and help/advice
- f) Asking for and giving directions, instructions, clarification to perform tasks
- g) Making and responding to requests
- h) Offering and responding to suggestions and recommendations

(Expressions and forms related to asking and offering information, help/advice; to asking for and giving directions, instructions, clarification to perform tasks; making and responding to requests; offering and responding to suggestions and recommendations)

Unit 3: Reporting (Reported Speech)

- d) Reporting Conversations,
- e) Reporting Events
- f) Reporting Incidents

(Expressions and form related to reporting conversations; reporting of events; reporting of incidents)

Unit 4: Comparing & contrasting (Degrees of comparison)

- e) People
- f) Places
- g) things
- h) Situations

(Expressions & appropriate sentence form used to compare and contrast people; compare and contrast places and things; to compare and contrast situations.)

Unit 5: Changing focus of Action (Passive voice)

- d) Emphasis on actions and results
- e) Anonymity and formality in reports
- f) Objectivity in reporting, office, technical and scientific writing

Identification of active and passive forms in various language functions; framing passive structure; limitations to the use of passive in selected verbs.

Reference books:

1. Leech, G. & J. Svartvik (2002) A Communicative Grammar of English. Pearson, India.
2. "Practical English Usage" by Michael Swan
3. Grammar Practice Activities- Penny Ur

Special English Major, Semester III 2025-2026
Title: An Introduction to Jacobean Literature (1603-1625) 3SE-08

No of hrs per week: 4

No of Credits: 4

Course Objectives:

1. To help the students understand the importance of the **Jacobean Age** in the History of English Literature.
2. Enable them to appreciate some of the most popular literary works of the Jacobean Age.
3. Help them understand the basic tenets of Literary Criticism. (Sydney to Dryden)
4. Develop problem-solving and critical thinking skills

Course Outcomes:

On completion of the course, the student will be able to:

1. Understand the Social, Political and Historical factors that influenced the production of literature during the Jacobean Period
2. Get acquainted with the prominent literary Genres, forms and terms of the Jacobean Period by studying representative Poems, Prose works, and Drama.
3. Understand the basic tenets of literary criticism. (Sydney to Dryden)

Syllabus:

Unit 1: History of Jacobean Literature

- Characteristics, Major themes & Writers
- Literary Genres- Satire, Blank Verse, Comedy of Humours, Metaphysical Conceit, Aphoristic Style, Apostrophe, Allusion, Revenge Tragedy.

Unit 2: Poetry----- Annotations

- John Donne: For Whom the Bell Tolls
- George Herbert: Virtue

Unit 3: Prose

- Francis Bacon: Of Studies, Of Superstition

Unit 4: Drama

- Ben Jonson: The Alchemist

Unit 5: Introduction to literary criticism: From Sydney to Dryden

- A) Role of Satire
- B) Features of neo classicism
- C) Alexander pope- As a critic
- D) Dryden- As neo classical critic

C. Reference Books:

1. The Concise Cambridge History of English Literature by George Sampson
2. A Short Oxford History of English Literature by Andrew Sanders
3. English Critical Texts by Enright D. J.
4. A Glossary of Literary Terms by M.H. Abrams. Cengage learning
5. Daiches, David.1979. A Critical History of English Literature. Bombay: Allied Publishers.
6. M.S. Naagarajan. 2006.English Literary Criticism & Theory

Course Objectives

- The course aims to teach the basics of linguistics and phonetics and prepare for real life as well as higher education.
- Make students self sufficient by teaching the mechanics of pronunciation and thus capable of self-learning through dictionary and other sources

By the end of the course, Learners will be able to

- **CO1.** Know and identify the basics of linguistic terms, organs of speech, manner and place of articulation used in speech sound production.
- **CO2. Understand and analyze** the accurate pronunciation/production of English sounds, accent and intonation
- **CO3.** Speak English using correct pronunciation, accent, and tones with the help of phonemic transcription using dictionary and authentic sources.

Syllabus

Unit-I: Introduction to Linguistics: (10 hours) CO1--- L1, 2

1. Morphology,
2. Syntax
3. Semantics, Stylistics,
4. Pragmatics and Sociolinguistics

UNIT-II – Basics in Phonetics-8-- CO1--- L1, 2

1. The Organs of Speech
2. Manner of Articulation
3. Place of Articulation
4. Phonology

UNIT – III - Phonetics and Phonology-10 CO1, CO2, L3,4

1. Classification of Speech Sounds of English – Vowels and diphthongs (front/ back / central vowels)
2. Classification of Speech Sounds of English Consonants 1 (based on manner & place of articulation Plosives, Affricates, Nasals)
3. Classification of Speech Sounds of English Consonants 2(Fricatives, Semi Vowels/ Approximants)
4. Three Term Labels

UNIT- IV: Mechanics of English Sound System-10 CO2, 3 L3,4,6

1. Phonemic symbols for English sounds.
2. The Syllable
3. Consonant Clusters
4. Phonemic transcription words & phrases

UNIT – V – Application of Supra segmentals for effective speaking-10 CO2, 3 : L3,4,6

1. Word- Accent
2. Accent & Rhythm in Connected Speech
3. Tone group and Tonic syllable
4. Intonation

Reference: A text book of English Phonetics for Indian Students , Macmillan T.Balsubramanian
English Pronunciation: Daniel Jones

II BA Special English Major, Semester-IV
Title: Restoration and Augustan Literature (1660 – 1750) 4SE-10
2025-2026

Course Objectives:

1. To help the students understand the importance of the Restoration and Augustan ages in the History of English Literature.
2. Enable them appreciate some of the most popular literary works of Restoration and the Augustan ages.
3. Help them understand the basic tenets of Literary Criticism of the ages.
4. Develop problem-solving and critical thinking skills

Course Outcomes:

By the end of the course the learner will be able to:

1. Give an outline of the literary history of the Restoration and Augustan ages.
2. Identify the prominent literary forms of the periods.
3. Assess the themes and styles in the texts of this period.
4. Interpret critically the tenets of literary criticism of this age and apply them to understand literature of this period.

Syllabus:

Unit	Unit Title	Topics
1	Part -1: History of English Literature	Characteristic features of English Literature during the 'Restoration and Augustan Periods' (17th and 18th Centuries), Major Genres, Major Writers
	Part -2: Literary Forms and Terms	Epic, Mock-epic, Heroic couplet, Epistle, Heroic tragedy, Comedy of manners, Genteel comedy, Sentimental comedy, Periodical essay
2	Poetry (annotations as a test item)	<i>Samson Agonistes</i> by Milton <i>Part of the poem for annotations</i>
3	Prose	1. <i>A Modest Proposal</i> by Jonathan Swift. 2. <u>The Rise & Growth of Periodical Essays</u>
4	Play	<i>The Rivals</i> by Richard Brinsley Sheridan (Studying Act V for annotations)
5	Literary Criticism	<i>Preface to Shakespeare</i> – by Samuel Johnson

Reference Books:

1. William Henry Hudson
2. *The Concise Cambridge History of English literature* by George Sampson
2. *A short Oxford History of English Literature* by Andrew Sanders
3. *English Critical Texts* by Enright D. J.
4. *A Glossary of Literary Terms* by M.H. Abrams

Websites for reference:

- www.poetryfoundation.org
- www.britannica.com

Special English Honors Semester IV 2025-26
Title: Romantic and Victorian Ages (1757-1901) 4SE-11

Course Objectives:

- To help the students understand the importance of the Romantic and Victorian ages in the History of English Literature.
- Enable them appreciate some of the most popular literary works of the Romantic and the Victorian age.
- Help them understand the basic tenets of Romantic Criticism.
- Develop problem-solving and critical thinking skills

Course Outcomes:

On completion of the course, the student will be able to:

- CO1.** Identify and analyze the characteristic features of English literature during the Romantic and Victorian Ages.
- CO2.** Understand the prominent literary forms, the themes and styles during Romantic and Victorian ages
- CO3.** Analyse the social, political and cultural influences on literature during Romantic and Victorian ages.

Syllabus:

Unit 1: History of English Literature & Literary Forms and Terms

- Romantic and Victorian Literatures. - Features
- Types of Novels: Historical , Sentimental, Gothic, Bildungsroman, Picaresque
- Major Writers and Genres- Odes/ subjective poetry/ Fancy/ Imagination

Unit 2: Poetry-- Annotations

- John Keats: *Ode to a Nightingale*
- Tennyson's *Ulysses*

Unit 3: Fiction

- Jane Austen: *Pride and Prejudice*

Unit 4: Student Project

- *Pride & Prejudice*

Unit 5: Lit Criticism

Wordsworth Preface to Lyrical Ballads

C. Reference Books:

1. The Concise Cambridge History of English literature by George Sampson
2. A short Oxford History of English Literature by Andrew Sanders
3. English Critical Texts by Enright D. J.
4. A Glossary of Literary Terms by M.H. Abrams
5. History of Lit Criticism by Wimsatt and Westbrook

III BA Special English Major, Semester-V
Title: Modern Literature (1900 – 1940) 5SE 12
2025-2026

Course Objectives:

- **To introduce learners to the historical, cultural, and intellectual background of Modernism** as a significant literary movement in the early twentieth century.
- **To enable students to identify and interpret the thematic concerns and stylistic innovations** that characterize modernist poetry.
- **To develop critical and analytical skills for studying modernist drama**, focusing on structure, characterization, and experimentation in form.
- **To encourage close reading and interpretation of modernist fiction**, examining key narrative techniques such as symbolism, stream of consciousness, and psychological realism.

Course Outcomes:

By the end of the course the learner will be able to:

- CO1: Demonstrate comprehensive understanding of Modernism as a literary movement
- CO2: Understand the thematic and stylistic features of modernist poetry
- CO3: Critically evaluate modernist drama through textual analysis
- CO4: Examine short stories and Novels through key modernist elements like symbolism, stream of consciousness, and psychological realism

Syllabus

Unit	Unit Title	Topics
1	Unit 1: Introduction to Modernism	<ul style="list-style-type: none"> a. Aspects of Modern Literature b. Modernism in Poetry c. Modernism in Drama d. Modernism in Fiction
2	Unit 2: Modernism in Poetry	<ul style="list-style-type: none"> a. Characteristics of Modern Poetry – Theme, Style and Technique b. W.B. Yeats : Sailing to Byzantium c. T.S. Eliot : Journey of the Magi d. Philip Larkin: Church Going
3	Unit 3: Modernism in Drama : Aspects of Study with reference to Samuel Becket's <i>Waiting for Godot</i>	<ul style="list-style-type: none"> a. Characteristics of Modern Drama – Subjects, Plot Structure and Characterization b. Samuel Becket's <i>Waiting for Godot</i> – Discussion of Theme c. Samuel Becket's <i>Waiting for Godot</i>-Plot Structure d. Samuel Becket's <i>Waiting for Godot</i> - Characterization
4	Unit 4: Modernism in Fiction: Aspects of Novel with reference to Virginia Woolf's <i>Mrs. Dalloway</i>	<ul style="list-style-type: none"> a. Characteristics of Modern Fiction – Subjects, Plot Structure and Characterization b. Virginia Woolf's <i>Mrs. Dalloway</i> -Discussion of Theme

		<ul style="list-style-type: none"> c. Virginia Woolf’s Mrs. Dalloway- Plot Structure and Narrative Technique d. Virginia Woolf’s Mrs. Dalloway -Setting and feminist perspective
5	Unit 5: Modernism in Fiction – Aspects of Short Story	<ul style="list-style-type: none"> a. Stream of Consciousness: <i>The Mark on the Wall</i> – Virginia Woolf b. Ambiguity, feminism and Symbolism: <i>The Yellow Wallpaper</i> – Charlotte Perkins Gilman c. Psychological Realism and fragmented narratives: <i>The Garden Party</i> – Katherine Mansfield

References:

- Levenson, Michael, ed. The Cambridge Companion to Modernism. Cambridge University Press, 2011.
- Gay, Peter. Modernism: The Lure of Heresy – From Baudelaire to Beckett and Beyond. W. W. Norton & Company, 2008.
- Tew, Philip, and Alex Murray, eds. The Modernism Handbook. Continuum, 2009.
- Maude, Ulrika, and Mark Nixon, eds. The Bloomsbury Companion to Modernist Literature. Bloomsbury Academic, 2018.
- Carter, Mia, and Alan Friedman, eds. Modernism and Literature: An Introduction and Reader. Routledge, 2013.

Websites for reference:

- <https://www.poetryfoundation.org/>
- <https://www.online-literature.com/>

III B.A Special English Major 2025-2026
A Foundation Course in Literary Theory and Criticism 5SE 13

Course Objectives

1. To teach basic terms in literary criticism
2. To familiarize the students with different literary theories
3. To make the students learn to appreciate various genres of literature
4. To teach the application of various theories of literary criticism

Course Outcomes:

By the end of the course student will be able to

1. understand the basic concepts of literary theory and criticism
2. understand the contribution of various critics for the enrichment of literary criticism
3. understand various schools of criticism and their importance
4. understand the ways and techniques of analysing texts with the help of various theories

Syllabus

Unit 1: Background Study of Literary Criticism

- a. Functions of 'Literary Criticism' and qualities of a critic
- b. Early critical thought: Aristotle, Horace,
- c. Early critical thought: Longinus, Sidney
- d. Neo-Classical criticism: Pope, Dryden and Johnson

Unit 2: The Romantic and New Criticism

- a. The English Romanticism: Wordsworth, Coleridge
- b. The American Romanticism: Emerson, Poe
- c. The French and German Romanticism: Schiller, Stael, Kant, Hegel
- d. Formalism and New Criticism: I.A.Richards, T.S.Eliot, Cleanth Brooks

Unit 3: Development of Literary Theory: Structuralism to Marxist criticism

- a. What is Literary Theory?
- b. Structuralism and Post-Structuralism: Ferdinand de Saussure, Levi Strauss, Roland Barthes
- c. Psychological and Sociological Theories: Sigmund Freud, Carl Jung, Jacques Lacan
- d. Marxist Criticism: Karl Marx, Friedrich Engels,

Unit 4: Cultural Materialism to Feminism

- a. Cultural Materialism: George Lucaacs, Althusser,
- b. Post- Modernism :Raymond Williams, Terry Eagleton, Frederic Jameson
- c. Feminism: Virginia Woolf, Simone de Beauvoir, Elaine Showalter,
- d. Sandra Gilbert and Susan Gubar, Judith Butler

Unit 5 New Historicism to Eco Criticism

- a. New Historicism: Stephen Greenblatt, Louis Montrose, Stuart Hall
- b. Cultural Studies : Raymond Williams, Richard Hoggart
- c. Post Colonial Theory: Edward Said, Gayatri Chakraborty Spivak, Homi K.Bhabha
- d. Eco Criticism: Lawrence Buell, Cheryl Glotfelty, Ursula K. Heise

References:

Cleantb Brooks "The Heresy of Paraphrase"

Edmund Wilson, "Marxism and Literature"

Edward Said, From Orientalism

Jacques Derrida, "Structure, Sign and Play"

Jean-Francois Lyotard, "Answering the Question: What is Postmodernism?"

Jean-Paul Sartre, "What Is Literature?"

John Crowe Ransom, "Criticism, Inc."

Northrop Frye "The Archetypes of Literature"

Raymond Williams "The Analysis of Culture"

Roland Barthes "Death of the Author"

Roman Jakobson, From "Linguistics and Poetics"

GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR
DEPARTMENT OF ENGLISH, BA SPECIAL ENGLISH
SEMESTER V – Paper SE-14
WRITING FOR MEDIA 2025-2026

Course Objectives

The Aim of the course is to:

- Introduce students to the historical evolution, nature, and functions of print, electronic, and digital media, emphasizing their role in shaping public opinion and social change in India.
- Develop students' competence in news writing and reporting by familiarizing them with the principles, structure, and style of various journalistic formats such as news reports, features, and editorials.
- Enable students to produce multimedia stories by combining text, visuals, and audio-visual elements while adhering to journalistic ethics, accuracy, and clarity in presentation.

Learning/Course Outcomes

By the end of the course, students will be able to:

- **CO1.** Understand the evolution, forms, and role of media, and explain how Indian media has influenced public opinion and social awareness.
- **CO2.** Apply news writing skills by preparing effective reports, features, and editorials using proper structure, vocabulary, and style.
- **CO3.** Create multimedia stories by integrating text, visuals, and video while maintaining accuracy, ethics, and clarity in communication.

SYLLABUS

Unit I: Nature and Role of Media

- A. Evolution and Forms of Media – History and definitions of Print, Electronic, and Digital Media, Key features
- B. Indian Media's Historical Legacy – Contribution of Newspapers & Radio during the Freedom Struggle, Role during the Emergency period
- C. Media – Public Opinion & Public Interest – Influence of the Indian Press on shaping public opinion & public interest (accountability, awareness, advocacy).
- D. News Sources and Agencies – Sources of News: Types of reporters (investigative, beat, freelance), Overview of National (PTI, ANI) and International (Reuters, AFP) News Agencies.

Unit II: Fundamentals of News Report

- A. Characteristics & Elements of a Good News Report
- B. Analysis of News Report
- C. Terminology & Vocabulary in News report
- D. Glossary of Jargon, Impact of Slang, Emotive, and Neutral Words

Unit III: Mechanics of Writing News Report

- A. Writing the Lead
- B. Writing Headline
- C. Writing Captions for Pictures
- D. Picture-Based Story Writing

Unit IV: News Report, Feature Writing and Editorials

- A. Writing News Report – (Use of Simple Present, Simple Past & Passive Voice)
- B. Understanding Editorials – Definition and Characteristics
- C. Understanding Feature Writing – Definition and Essential Qualities
- D. Understanding types of Feature Writing –Arts, Travel, Food, Leisure, Wellness, and Health

Unit V: Multimedia Journalism, Translation & Ethics

- A. Integrating Text, Images and Video – Techniques for creating engaging multimedia articles – Writing content with visual storytelling (images, info-graphics, video clips)
- B. Ethical Foundations of Media – Core principles: Brief introduction to media ethics: Accuracy, fairness, and social responsibility
- C. News Translation (Telugu to English) – Basic Translation methods
- D. Writing for College Magazine (at College Level) – Formative Assessment - Practical Assignment: Multimedia Story Development – Task: Create a multimedia story for the college magazine – Requirements: Combine text, images, and video interviews to enhance narrative impact

References:

- Basic Journalism by Rangaswami Parthasarthy, Macmillan India, 1984. Writing for Media- Usha Raman, OUP, 2009
- Writing for the Media, Adam Wheeler, Emerald Publishing House
- Basics of Media Writing- A Strategic Approach, Scott. A. Kuehn, Andrew Lingwall, 2016, CQ Press
- The Media Book: Ed.by Chris Newbold, Oliver Byod- Barrett, Hilde Van Ren Bulck
- The Principles of Multimedia Journalism, Richard Koci Hernandez & Jeremy Sanchez Rue

Special English, 2025-2026, Semester-V, 5SE-15 2025-26
An Introduction to English Language Teaching

Course Objectives

1. To acquaint students with major theories of Second Language Acquisition such as Behaviourism, Universal Grammar, Monitor Theory, Cognitivism, Motivation, and Scaffolding, and to help them analyse their relevance to English language teaching.
2. To familiarize students with various methods and approaches of English language teaching—such as Grammar Translation, Direct Method, Communicative and Eclectic Approaches—and to enable them to evaluate their classroom applications.
3. To develop students' understanding of diverse learning styles and multiple intelligences, encouraging the use of audio-visual aids and activity-based techniques for effective and inclusive language learning.
4. To train students in planning and evaluating English lessons by focusing on content-activity balance, lesson design for prose, poetry, and grammar, and understanding different types and purposes of language testing and evaluation.

Course Outcomes:

By the end of the course during the Fifth semester, 5 hours a week and 4 credits a semester, students will be able to

CO1 Analyse and evaluate the implications of theories on second language Teaching and, the benefits of different methods of Teaching Language

CO2 Apply different learning styles and intelligences for self-learning and classroom teaching

CO3 Write a lesson plan for teaching English Language

CO4. Understand and differentiate testing and evaluation

Syllabus

Unit.1: Theories of Second Language Acquisition-

Behaviourism-Universal Grammar Theory

Monitor theory

Cognitivism

Motivation

Scaffolding techniques

Unit.2: Methods of Teaching English

Audio Lingual Method –

Structural Approach-

Grammar Translation Method—

Oral Approach–

Situational Approach–

Direct Method—

Bilingual Method–

Communicative Method

-Eclectic Approach

Unit.3

Learning Styles and Multiple Intelligences

Audio-Visual Aids-

Activity Based Language Teaching

Unit.4

Content Vs Activities-

Lesson Planning and Evaluation–

Planning Lessons for Prose,

Planning Lessons for Poetry and Grammar (Lesson Plan Project)

Unit.5

Introduction to Testing and Evaluation

Internal and External Evaluation

Types of Tests

References:

1. Penny Ur: *A Course in Language Teaching: Practice and Theory*: CUP,1996
2. Stern, H.H: *Fundamental Concepts of Language Teaching*: OUP,2003
3. Larsen-Freeman, Dianne: *Techniques and Principles in Language Teaching*: OUP,2003
4. Richards, J.C& Theodore S. Rodgers: *Approaches and Methods in Language Teaching*, CUP,2007
5. Baruah, T.C: *The English Teacher's Handbook*: New Delhi, Sterling,2009

Communicative English
Semester 3
Functional Language Skills – Minor 3CE02

Course Objectives

The Aim of the Course is to:

- Develop students' reading competence by introducing them to various reading skills and strategies that enhance comprehension of real-world and authentic texts such as newspapers, brochures, business articles, and manuals.
- Strengthen oral communication abilities by enabling students to use appropriate expressions, tone, and etiquette in formal and informal workplace situations such as meetings, calls, and interactions.
- Enhance written communication skills by guiding students in planning, structuring, and creating professional documents like brochures and manuals with appropriate vocabulary and design.

Course Outcomes

By the end of the course students will be able to:

CO1. Understand and analyse reading skills and strategies and use them in comprehending and interpreting real-world and authentic texts such as newspapers, brochures, business articles, and manuals.

CO2. Understand and apply effective speaking skills for formal and informal workplace communication through greetings, requests, calls, discussions, and polite expressions.

CO3. Create structured and purposeful written content such as brochures and manuals using suitable vocabulary, organization, and design principles.

Syllabus

Unit-I: Reading as a Skill:

1. Habits of Good Readers
2. Reading Skills and Strategies
3. Reading for Comprehension (FIVE Model)
4. Reading for information-

Unit-II: Reading with Authentic Sources:

1. Reading News Paper
2. Reading Brochure
3. Reading Business Article
4. Reading Manual

Unit-III: Speaking as a Skill (at workplace) 1

1. Meeting colleagues (Greetings & introductions)
2. Making and responding to Requests
3. Thanking and Congratulating
4. Taking and responding calls

Unit-IV: Speaking as a Skill (at workplace) 2

1. Fixing/ Making Appointments
2. Agreeing and Disagreeing
3. Making Complaints and Offering Apologies
4. Suggestions and Advice

Unit-V: Creating Content for Market

1. Ideation, structure and vocabulary for creating a Brochure
2. Brochure preparation
3. Ideation, structure and vocabulary for writing a manual
4. Writing a Manual

References

- Francoie Grellet, *Developing Reading Skills*
- Jack. C.Richards Teaching Listening and Speaking
- Bishop and Solan

Communicative English Minor, Semester 4 25-26
MNR 4CE-03 Proficiency in Spelling & Pronunciation. 48 hrs.

Course Objectives:

- To teach basic oral reading skills which have been identified at bare minimum level
- To teach basic pronunciation that would aid in intelligible speaking
- To teach the basic mechanics of writing with a focus on spelling

By the end of the course, Learners will be able to

- **CO1.** Know and identify the basics of speech sound production in terms of organs, manner and place of articulation.
- **CO2.** Analyse the accurate pronunciation/production of English sounds, accent and intonation.
- **CO3.** Speak English using correct pronunciation, accent, and tones.

Syllabus

Unit I : Sounds and Spelling

1. Sound Identification: (from spelling)
2. Segmenting and Blending: (Word segment and blending)
3. Letter-Sound Correspondence
4. Spelling Patterns & common errors in spelling

Unit II: Sounds and Pronunciation (Oral production)

1. Production of Front, central and back Vowels & diphthongs
2. Manner & place of production of Consonants
3. Consonant Clusters
4. The Syllable

UNIT- III: Mechanics of English Sound System-10 (Transcription with dictionary)

1. Phonemic symbols for English sounds.
2. Three Term Labels
3. Phonemic transcription of words
4. Phonemic transcription of phrases

Unit IV: Commonly Misspelt & Mispronounced Words

1. Common errors in spelling
2. Common errors in pronunciation: Vowels
3. Common errors in pronunciation: consonants: Plural marker, present tense marker, past tense marker

UNIT – V – Application of Supra segmental for Effective Speaking-10

1. Word- Accent
2. Accent & Rhythm in Connected Speech
3. Intonation
4. Using connected speech with correct pronunciation, stress and intonation (tone group, tonic syllable etc.)

References:

Hewings, Martin. *Pronunciation Practice Activities*, Cambridge Handbook for Language teachers
Hancock, Mark *Pronunciation Games CUP*
Shemesh, Ruth and Sheila Waller *Teaching English Spelling*, Cambridge Handbook for Language teachers

SEMESTER-IV, PAPER- MNR 4CE-04 2025-26
Strengthen your Listening, Speaking and Writing Skill

Course Objectives

- To Demonstrate the importance of listening as a language skill and give practice in listening for general and specific information.
- To help the students read and understand the relations between parts of text.
- To improve the writing skills of students by equipping them with sentence skills, summarizing and paraphrasing strategies.
- To train the students in communication skills required for the workplace.

Course Outcomes

By the end of the course the student will be able to

CO1 analyse types of listening and use effective listening of real-life contexts for successful communication.

CO2 employ higher order reading skills to read compare and contrast and cause and effect test texts.

CO3 Understand and analyse strategies for summarising the content they have read

CO4 Apply specific oral and written communication skills needed in workplace.

Syllabus

Unit I: Listening as a Skill

- 1.Barriers to Listening
- 2.Traits of a Good Listener
- 3.Listening Types- Purposeful Listening,
4. Listening for general and specific information and inference

For Practical listening and formative assessment

- a. Public Announcements
- b. News bulletins & Weather forecast
- c. Interviews of celebrities

Unit-II: Reading top down

- 1.Compare and contrast for analysis
- 2.Compare and contrast for synthesis
- 3.Cause & effect for analysis
- 4.Cause & effect for synthesis

Unit-III: Paraphrase & Summarising Strategies

1. Note Taking/Note Making
2. Sequencing of Ideas
3. Sentence Skills
4. Paraphrasing & Summarising

Unit-IV: Writing for Workplace

- 1.Notices
- 2.Circulars
- 3.Agenda
- 4.Minutes of a meeting

Unit-V: Speaking Skill

- a. Small Talk
- b. Introducing oneself effectively in professional contexts
- b. Negotiating with recruiters
- c. Sharing experiences

References:

Comprehension Handbook (Middle Years)- NSW Centre for Effective Reading
Developing Reading Skills- Françoise Grellet, Cambridge Language Teaching Library
Practice Makes Perfect- English Conversation, by John Yates, Ph.D
Academic Writing from paragraph to essay- AW Dorothy Macmillan Publishers

Government College for Women (A), Guntur
Minor - Communicative English –2025-26, Sem. 5
Advanced Professional Communication for Business & Workplace– MNR5CE 05

Course Objectives

- To understand different types of business texts such as letters, profiles, advertisements, and reports.
- To develop the ability to write clear and correct business content like paragraphs, blogs, reviews and reports.
- To use proper language, tone and format suitable for business and workplace communication.

Course Outcomes:

- CO1: Understand different types of business texts like letters, profiles, advertisements and reports.
- CO2: Write clear and correct business content such as paragraphs, blogs, reviews and formal reports.
- CO3: Use proper language and format for writing tasks in business and workplace settings.

Syllabus

Unit-I Business English: Reading Skills - 1

1. Understanding and responding to Official Letters /mails
2. Reviewing Official Profiles
3. Interpreting charts, tables and graphs
4. Explaining schedules

Unit-II Business English: Reading Skills – 1I

1. Analysing Online Content
2. Interpreting Business Proposals
3. Drawing information from Business Reports
4. Assessing Business Advertisements

Unit-III Professional Writing: Mails and Reports

1. Providing Effective subject lines for Business mail
2. Writing and Responding to Business mails
3. Analysing Daily Sales Reports
4. Writing the Sales Report

Unit-IV Writing Reviews

1. Developing Vocabulary for Product Reviews
2. Preparing Product Reviews
3. Describing Gadgets
4. Technical Writing Features

Unit-V Business and Technical Writing

1. Understanding Business Blog Features
2. Writing an Effective Business Blog
3. Vocabulary for Business Advertisements
4. Preparing Business Advertisements

References:

Tricia Hedge, *Writing*, Resource Books for Teachers Series
Jean Withrow, *Effective Writing: Writing Skills for Intermediate Students of American English*
Nageshwar Rao and Rajendra P. Das, *Communication Skills*
John Seely, *Oxford Guide to Effective Writing and Speaking*
Bishop and Solan *Academic Writing: Five step writing*

Communicative English Minor 20025-26
Semester 5 MNR 5CE-06 Academic Writing

Course Objectives

- Train students in analysing and identifying samples of academic writing
- Teach the steps of process writing and make them write paragraphs and essays
- Give hands on practical writing in process, problem and solution paragraph writing, narrative and descriptive essays and Statement of Purpose

Learning Outcomes

By the end of the course the student will be able to

CO1 analyse sample writings for identification of the features of academic writing

CO2 plan good academic writing with the help of various strategies

CO3 write well developed paragraphs and essays

Syllabus

Unit 1: Approach to Academic Writing

1. Paragraph analysis for the features of academic writing
2. Types/ Purposes of text and audience
3. Information gathering strategies: brainstorm, free writing, interviewing
4. Information organisation strategies: Mindmap, cluster, etc.

Unit 2: Developing Academic Writing

1. Developing a topic sentence/ thesis statement
2. Developing supportive sentences:
3. Strengthening the paragraph with examples & illustrations
4. Developing cohesion with cohesive devices

Unit 3: Academic Writing- Paragraph

1. Process Writing - features
2. Writing a Process Paragraph
3. Problem and solution writing-features
4. Writing a Problem solution Paragraph

Unit 4: Writing Essay

1. Features of an essay
2. Types of essays -Analysis
3. Planning the outline
4. Writing an essay

Unit 5: Writing SOP

1. Vocabulary and expressions for SOP/Take notes from full-length formal presentations
2. Features of SOP
3. Planning Statement of Purpose
4. Bio statement/ Statement of Purpose

References

Bishop and Solan: 5 step writing

Dorothy E Zemach & Lisa A Rumisek : Academic writing from Paragraph to Essay: Macmillan

Patricia Wilcox Peterson: Developing Writing: Writing Skills Practice Book for EFL- United States State Dept.

English Pro 1- English Language Proficiency Course for Career Development- CCE AP