

J-NPW [F] MODEL COLLEGE COVER PAGE

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**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.**

Model College of Arts, Commerce and Science
Recognised by Govt. of Maharashtra and U.G.C.
at Ghanasawangi, Dist-Jalna.



Syllabus

B.A. First Year

[English]

COMMUNICATION SKILLS IN LANGUAGE

Semester-I and II

[with Credit System]

[Effective from 2011-12]

I-LANGUAGE CURRICULUM
SYLLABI FOR COMMON COURSE
FIRST YEAR OF STUDY

COMMUNICATION SKILLS IN LANGUAGE

TITLE OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	SEMESTER FIRST /SECOND
NO. OF CREDITS	SIXTEEN
NO. OF CONTACT HOURS	FOUR PER WEEK

1. AIM OF THE COURSE

*To improve the student's ability in listening, speaking and reading English both at the theoretical and practical levels.

2. OBJECTIVES OF THE COURSE

*To introduce the students to the segments and supra-segmental of sound in English.

*To enhance the basic communication skills of the students.

*To enable the students to use English with fluency and accuracy in everyday situations.

*To expose them to different varieties of English in order to help them comprehend the language.

*To enable them to read fast and help them develop the skills of critical comprehension and thinking.

3. COURSE OUTLINE:

SEMESTER FIRST

MODULE-I

1. Listening: Sounds, Stress and Intonation

a) **Phonemic symbols: Vowels-Diphthongs-Trip thongs-Consonants**



Smt. Kamble

b) **Stress:** Syllables-Word Stress-Stress in Monosyllables-Stress in Polysyllables-Stress in words used as different Parts of Speech-Stress in compound words-Sentence Stress

c) **Strong forms-Weak forms-Contracted forms**

d) **Intonation:** Falling intonation and Rising Intonation

2. Listening Skills:

Barriers to listening-Academic listening-Listening to talks and description-Listening to announcements-Listening to news on the radio and Television-Listening to casual conversations

MODULE-II

Speaking:

Word Stress and Rhythm-Weak Forms and Strong forms-Pauses and Sense Groups-Falling and Rising tones- Fluency and pace of Delivery- Problem Sounds- Different Accents(British and American)-Influence of Mother Tongue

SEMESTER SECOND

MODULE-I

Communication Skills

1. What is communication?-importance of the situation (formal, semi-formal, informal)-Spoken and written communication-essentials of effective communication-Greetings Introduction-Making requests-Asking for permission-Giving and denying permission-Offering and accepting help-giving instructions and directions
2. Telephone Skills; Understanding Telephone conversation-Handling calls-Leaving Message-making requests-Asking for and giving permission-giving instruction
3. Discussion Skills: Giving your opinion and disagreeing, explaining, making suggestions-Interrupting-Questioning-reporting-dealing with questions

MODULE- II

Reading

Surveying a textbook- scanning-using an index-reading with a purpose-
 making predictions about your reading-surveying a chapter-unfamiliar
 words-connections between facts and ideas-locating main points-
 understanding text structure-making inferences-reading graphics-
 identifying view points-reading critically-analyzing arguments

PRESCRIBED TEXTS:

Sr. No.	Title of the Book	Author	Publisher/Year
1	<i>Study Listening: A Course in Listening to Lectures and Note-taking</i> (Book with Audio CD)	Tony Lynch	Cambridge Univ. Press(2008)
2	<i>Study Speaking: A Course in Spoken English for Academic Purposes</i> (A Book with Audio CD)	Kenneth Anderson, Joan Maclean and Tony Lynch	Cambridge Univ. Press(2008)
3	<i>Oxford Guide to Effective Writing and Speaking</i>	John Seely	New Delhi, OUP, 2007

II- MAJOR CURRICULAM

SYLLABI FOR (A)CORE (B)ALLIED/SUPPORTIVE(C)APPLIED/INNOVATIVE COURSE

(A) CORE- METHODOLOGY OF LITERATURE

TITLE OF THE COURSE	METHODOLOGY OF LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	SEMESTER FIRST/SECOND
NO. OF CREDITS	FIFTEEN
NO. OF CONTACT HOURS	TEN PER WEEK

1. AIM OF THE COURSE

*To familiarize the student with the critical tools used in the reading of literature.

*To instill a broader and holistic sensibility in the student with aim of eventually equipping him to approach, analyze and assess literary

discourses through a host of complementary as well as conflictingly different theoretical frameworks.

*To form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body.

*To unveil the constitutive elements and cultural specificity of literature along with the intricate process of canon formation.

*To help the students gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.

*To familiarize the student with other media, popular literature and emerging trends.

2. OBJECTIVE OF THE COURSE

*To introduce and discuss the evolution of literature.

*To sensitize the student to his own readings, to develop a critical sensibility, to inculcate a love of literature, and to instill a serious approach to literature.

*To enable the student to read literature using critical and theoretical schools viz. textual approaches-New Critical, Psychoanalytic, Gender based, ethnic, subaltern, post-colonial, cultural, archetypal, postmodern, ecological perspectives.

3. COURSE OUTLINE:

SEMESTER FIRST

MODULE-I

Traits of literature: What forms of literature? How is literature different from other discourses?- Canon Formation: Who determines taste? How are certain works and authors marginalized?- English literatures: British, American, African, Indian, Canadian, Australian etc.

MODULE-II

Textual approaches; New Criticism, Formalism, Close Reading, deconstruction, Reader response- Psychoanalytic: Freud, Lacan and Zizek- Archetypal: Unconscious and universal patterns of repetition.

SEMESTER SECOND

MODULE –I

Gender: Marginalized genders- Ethnic: Marginalization of aboriginals, how their culture is demolished and specimens?- Subaltern: A unique Indian phenomenon, Dalit literature, marginalization

MODULE-II

Postcolonial: How texts are reread? Quest for expression, assertion of nationalism with special reference to India and Africa- Cultural studies: Cultural Materialism, New Historicism, Marxism, Postmodernism- Eco-critical; Awareness of nature and environment, eco-feminism

PRESCRIBED TEXTS:

Sr. No.	Title of the Book	Author	Publisher/Year
1	<i>Principles of Literary Criticism</i>	S.Ravindranathan	Chennai,emerald,1993
2	<i>A Handbook of critical Approaches to Literature</i>	Wilfred L.Guerin, Earle Labor,et al	Delhi,OUP,2006
3	<i>Contemporary Criticism: An Anthology</i>	V.S.Sethuraman(ed)	Chennai, Macmillan,1989

(B)CORE -ALLIED/SUPPORTIVE-READING PROSE

TITLE OF THE COURSE	READING PROSE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	SEMESTER FIRST
NO. OF CREDITS	THREE
NO. OF CONTACT HOURS	FOUR

1. AIM OF THE COURSE

*To enhance the level of critical thinking of the students to such a degree that the students could critically interact with prose writings from different contexts- social, political, economic, historical and national as subjects of their own socio-historical specificity.

2.OBJECTIVES OF THE COURSE

* To enable the students to identify the specificities of various modes of prose writing and to equip them to write prose in as many different modes as possible.

*To develop the critical thinking ability of the student to respond to various modes prose writings in relation to their socio-historic and cultural contexts.

MODULE I

PROSE READING

1. Francis Bacon: 'Of Studies'
2. Omprakash Valmiki: 'Joothan: A Dalit's Life' (from *Individual Society*, Pearson Education)
3. Robert Lynd: 'On Good Resolutions' (from *English Essayists*, OUP)

(C) CORE- APPLIED/ INNOVATIVE-READING POETRY

TITLE OF THE COURSE	READING POETRY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	SEMESTER FIRST
NO. OF CREDITS	TWO
NO. OF CONTACT HOURS	FOUR

1. AIM OF THE COURSE

*To enhance the level of critical thinking of the students to such a degree that the students could critically interact with prose writings from different contexts- social, political, economic, historical and national as subjects of their own socio-historical specificity.

2. OBJECTIVES OF THE COURSE

*To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.

*To train students in various perspective readings in poetry like gender, race, caste, ethnicity, religion, region, environment and nation etc.

MODULE-I

GENRES

1.Narrative Poetry

2.Epic Poetry

3.Dramatic Poetry

3.Satirical Poetry

5.Lyric Poetry(Texts containing these poetical types can easily be made available)

MODULE-II

READING ENGLISH POETS

a) Shakespeare: Sonnet116

b) John Donne: A Valediction Forbidding Mourning

c) John Keats: Ode on a Grecian Urn

(Books containing these poems can easily be made available)

Note: This Syllabus is prepared, as per the U.G.C. guidelines, by the Board of Studies in English, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, for the Model College at Ghansawangi, Dist. Jalna.

Date:20th July,2011

Place: University Campus

Sd/

Chairman

Board of Studies in English