

Department of English

TIME PLANS FOR AUGUST-DECEMBER, 2022 SEMESTER I

Name of the teacher: Dr. Sumita Banerjee

Initials: SB

Teaching Objectives:

- To enable the students to understand the context behind the text
- To deepen the students' appreciation of the writers by placing them in their context
- To strengthen the students' sense of literary chronology
- To help the students to critically assess the contributions of the writers-past and present.

<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
10	CC1-History of English Literature Unit A-Old English Heroic Poetry, Old English Prose Chaucer	Lectures, Mind Map worksheets, Quizzes	An understanding Of the Bridge Course. Imparting the basic chronological History-From O.E.—M.E. period	Internal Assessment, Internal Examination, Research Projects, University Examinations

5	Ben Jonson	Lectures, Mind Map worksheets, Quizzes	Imparting an understanding Of the importance of Jonson	Internal Assessment, Internal Examination, Research Projects, University Examinations
45	GE-Poetry Shakespeare, Wordsworth, Shelley, Keats	Lectures, Quizzes	To encourage students to appreciate Sonnets and Lyrics-from Shakespeare to the Romantics	Internal Assessment, Internal Examination, Research Projects, University Examinations

Name of the teacher: Ms. Mangala Gouri Chakraborty

Initials: MGC

Teaching Objectives:

- To provide conceptual knowledge and skills
- To support students to set their own academic goals and achieve them
- To expose students to new areas of research and prepare them for examinations to earn their degree

<i>Topics</i>	<i>Hours</i>	<i>Topics</i> <i>(as per curriculum)</i>	<i>Teaching</i> <i>method</i>	<i>Learning outcome (output)</i> <i>Students should be able</i>	<i>Assessment</i>
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(UG Honours) CC I Philology	30	<p>The characteristics of Language;</p> <p>The place of English in the Indo-European</p> <p>Family of languages</p> <p>The Consonant Shift</p> <p>The Major Influences</p> <p>Native resources</p> <p>Americanisms</p>	<p>Online lectures, Power-point presentations, group discussions, recorded voice notes;</p> <p>YouTube links;</p> <p>Secondary material sent on Google Classroom</p>	<p>To distinguish between different varieties of language</p> <p>To explain the different stages in the evolution of English</p> <p>To note the stylistic impact of different influences on English</p>	<p>Long essay type questions and short objective questions.</p> <p>Projects.</p>
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Name of the teacher: Dr. Sukanya Dasgupta

Initials: SDG

Teaching Objective:

- To provide conceptual knowledge and skills
- To support students to set their own academic goals and achieve them
- To expose students to new areas of research

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. <i>Iliad</i> by Homer (UG Hons)	20	Iliad as an epic Greek social and cultural context Epic devices Role of the gods Dramatic narration Characters Themes	Lectures, Powerpoint presentations, group discussions, YOUTube links for lectures by eminent academics; Secondary material sent on Google Classroom	To critically analyze the form of a classical epic; To evaluate and defend the motivation of reading a classical epic in modern times; To understand the importance of the western epic for reading English literature	Long essay-type questions and short objective questions. Projects.

2 <i>Oedipus Rex</i> by Sophocles (UG Hons)	20	Aristotle's definition of Tragedy Oedipus Rex as a Tragedy Character analysis Fate and free will Role of the Chorus	Lectures, Powerpoint presentations, U Tube links for lectures by eminent academics; Secondary material sent via email or on Google Classroom	To analyze the structure and form of Tragedy as a genre; The importance of Tragedy in the analysis of other literary texts; Drama as a generic form; Universal appeal of Greek tragedy in modern times	Long essay-type questions and short objective questions. Projects.
3 Intellectual background :Greek and Roman (UG Hons)	5	History and culture of ancient Greece and Rome	Lectures, Powerpoint presentations, U Tube links for lectures by eminent academics; Secondary material sent via email or on Google Classroom	Importance of the cultural background of ancient Greece and Rome for the study of classical literature	Projects, short questions

Name of the teacher: Dr. Sanghita Sanyal (English – UG, PG and B.Ed.)

Initials: SS

Teaching Objective:

- To enable students to grasp concepts and critical capacity to evaluate texts and contexts
- To support students to develop reading and reflection on texts and the skill of writing
- To expose students to new areas of art, cultural material, documentation and research.
- To enable learners to evaluate and analyse the structures of different grammatical constituents of English.

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1 UG HONS. Literature of the Twentieth Century	15	Difference between Modern, Modernity and Modernism, and their literary significance Significance of Modernism in Art, Poetry, Prose, Drama Specific concepts around War Poetry, Imagism,	Texts as samples, Historical contexts, Encyclopaedia of Literary History, Youtube videos on documentaries and fictions based on the topics. Powerpoint presentations, voice notes and online live interaction over Google Meet. Writing exercises and sharing of reading materials over Google classroom.	To understand the significance of historical context while reading literary texts. To critically analyse the concept of modernity and its application in literature. To hone an orientation and acumen to appreciate modernist thoughts, ideologies and texts.	Long essay-type questions, short/objective type questions. Term papers/Projects.

		<p>Dadaism, Stream of Consciousness, Bloomsbury, Irish Literary Revival</p> <p>Life and works of Imagist poets, Yeats, Eliot, Pound, Woolf, Joyce, Mansfield, Richardson, Lawrence, Beckett, Pinter, Stoppard as representative figures of modernity.</p> <p>A definitive idea of postmodernism in literature and art.</p>		<p>To be able to evaluate critically, texts and styles of authors and understand the patterns and differences.</p> <p>To develop the taste for reading literature across many languages.</p>	
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Name of the teacher: Dr. Subhasree Basu

Initials: SGB

Teaching Objectives:

- To provide a conceptual framework for the students
- To support students to set their own academic goals and achieve them
- To motivate students to undertake research and expand their academic interests

<i>Topics</i>	<i>Hours allotted/ month</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. History of English Literature: Restoration and 18th Century (Hons)	10	Introduction to the English Civil War and Restoration of Monarchy, Comedy of Manners, Beginning of the Novel.	Lectures, Powerpoint presentations, group discussions, Secondary material sent on Google Classroom	1. To critically understand the characteristics of the age 2. To get acquainted with the various socio-cultural nuances of the period. 3. To place texts and authors within their socio-cultural milieu	Long essay-type questions and short objective questions. Projects.

2. History of English Literature: Pre-Romantics and Romantics (Hons)	5	Introduction to the Transition Period, Pre-Romantic Poets, Introduction to Romanticism, Romantic Non Fiction Prose	Lectures, Powerpoint presentations, recorded voice notes; Secondary material sent on Google Classroom	1. To critically understand the characteristics of the age 2. To get acquainted with the various socio-cultural nuances of the period. 3. To place texts and authors within their socio-cultural milieu	Long essay-type questions and short objective questions. Projects.
3. Modern Short Stories (Elective)	10	Introduction to the modern short story, The Fly, Araby	Lectures, Powerpoint presentations, Secondary material sent on Google Classroom	1.To understand and appreciate the modern short story. 2. To gain a critical understanding of the structure of a short story.	Long essay-type questions and short objective questions. Projects.

4. AECC Compulsory Language class for all departments	30	Sentence structure Noun-verb agreement Adjective Order Comparison of Adjectives Use of Adverbs Conjunctions Prepositions Verb Voice & Tenses Transformation of sentences	Online lectures, Power-point presentations, Language exercises; Links for online practice exercises	To identify faulty use of grammar and vocabulary To correct errors To transform given sentences into different types	MCQs
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Name of the teacher: Sulagna Chattopadhyay

Initials: SC

Teaching Objectives:

- **To introduce students to new areas of literary and critical study**
- **To help students understand literary texts in relation to socio-historical contexts**
- **To facilitate close reading and critical thinking**
- **To encourage students to pursue academic activities and research beyond the classroom**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
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1. History of English Literature: Elizabethan Sonnets (CC1)	3	<p>Background to the English Renaissance</p> <p>Social and cultural contexts</p> <p>The origin and history of the sonnet form</p> <p>Characteristics of the sonnet</p> <p>Analysis of major and minor Elizabethan sonneteers</p>	Lectures, Class activities and discussions, Secondary material	<p>To understand the social, historical, and cultural background of the English Renaissance</p> <p>To understand the form of the sonnet</p> <p>To study important Elizabethan sonneteers and their impact on English literature</p>	Long essay-type questions and short objective questions; Projects
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2. History of English Literature: The University Wits (CC1)	3	<p>English drama before the University Wits</p> <p>The rise of the professional playwright in Elizabethan England</p> <p>Individual study of the University Wits and their works</p> <p>The impact of the University Wits on English drama</p>	Lectures, Secondary material on Google Classroom	<p>To trace the evolution of drama in Renaissance England</p> <p>To understand the contexts of performance in the Elizabethan Age</p> <p>To study the lives and works of the University Wits</p>	Long essay-type questions and short objective questions; Projects
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3. History of English Literature: The Victorian Novel (CC1)	5	<p>Social and cultural contexts of Victorian England</p> <p>Introduction to the Victorian novel</p> <p>Study of individual novelists and their works; discussion of specific issues such as social realism, class, and gender</p>	Lectures, Discussions, Secondary material	<p>To understand the socio-historical background of Victorian England</p> <p>To understand the Victorian novel as an instrument of serious social criticism as well as a popular form</p>	Long essay-type questions and short objective questions; Projects
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4. History of English Literature: The Pre-Raphaelites (CC1)	4	<p>Pre-Raphaelitism as an artistic movement</p> <p>Pre-Raphaelitism in literature</p> <p>Major practitioners and their works</p>	Lectures, Visual presentation on Pre-Raphaelite-art, Secondary material	<p>To understand the objectives of the Pre-Raphaelite movement in literature and art</p> <p>To study the lives and works of major Pre-Raphaelite poets of the first and second wave</p>	Long essay-type questions and short objective questions, Projects
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5. Plautus: <i>Pot of Gold</i> (CC2)	15	<p>Classical Roman comedy and its Greek antecedents</p> <p>Roman drama and performance</p> <p>Classical conventions of comedy</p> <p>Introduction to Plautus and the notable features of his plays</p> <p>Close study of the text</p> <p>Analysis of themes, characters, and social issues</p>	Lectures, Class discussions, Secondary material	<p>To understand the contexts and conventions of classical Roman comedy</p> <p>To study the characters and themes of the play and examine Plautus as a playwright</p> <p>To understand the impact of Roman comedy on Western theatre</p>	Long essay-type questions and short objective questions; Projects
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6. Ovid's <i>Metamorphoses</i> Book III (CC2)	15	<p>Introduction to classical Roman literature and Ovid</p> <p>Social and cultural contexts</p> <p>Myth and Literature</p> <p>Detailed individual study of the myths in Book III and their thematic implications</p> <p>The afterlife of <i>Metamorphoses</i></p>	Lectures, Visual presentations, Secondary material	<p>To understand the importance of myth in literature and culture</p> <p>To introduce students to various theories of myth</p> <p>To analyse the various themes emerging in Ovid's text with special emphasis on the theme of metamorphosis</p>	Long essay-type questions and short objective questions; Projects
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7. Joseph Conrad: 'The Lagoon' (GE1)	5	<p>Introduction to Joseph Conrad</p> <p>Close reading of the text</p> <p>Themes of love and betrayal</p> <p>Symbolism of the lagoon</p>	Lectures and class activities	<p>To contextualise Joseph Conrad's works</p> <p>To critically analyse the text—its characters and themes</p>	Long essay-type questions and short objective questions; Projects
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