

## LORETO COLLEGE

### TIME PLAN DEC 2020 - MAR 2021

Name of the teacher: Sumita Banerjee

Initials SB

#### Teaching Objective:

- To provide students a brief overview of the periods of English History of Literature
- To underscore the importance of Timeline Charts
- To encourage students to connect English socio-politico-economic history with Old English ,Middle English literature

#### 1<sup>st</sup> Semester Topic-wise Time Plan

<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>
History Literature Old English Heroic of Poetry  Old English Prose  Chaucer       Ben Jonson	10	Periods of English History of Literature ;Timeline Charts The Anglo Saxons:arrival, settlement, invasions,culture. 'Beowulf':Plot,Society, as an Epic. Heroic Poetry:features and specimens  The development in Anglo Saxon Prose under King Alfred,Aelfric ,Wulfstan.  The Middle English Literature The Battle of Hastings-NormanConquest, French Impact. Medieval life and times. Chaucer:The 3 literary periods, Contributions .  Jonson's	Online lectures, Timeline charts, videos ,audio books and online links of digital information shared very regularly. Mind Map/Poster Competition. Student Presentation. Webinars by an expert academic.	To critically analyse the features of Anglo Saxon times and Heroic Poetry . To evaluate the efforts of King Alfred, Aelfric, Wulfstan.  To realise the glory of Chaucer and Jonson's genius.	Mind Map Competitions Presentation by students. Tutorials, Internal Assessment based on short questions . Long answers based theory examination.

		<b>Life,Contributions to the Comedy of Humours.</b>			
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## LORETO COLLEGE

### General : TIME PLAN : DEC 2020 - MAR 2021

Name of the teacher: Sumita Banerjee

Initials: SB

#### Teaching Objective:

- Encourage students to appreciate the contribution of great poets
- Motivate students to read poetry extensively outside the syllabus
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#### 1<sup>st</sup> Semester Topic-wise Time Plan

<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>
"Sonnet 18" : Shakespeare	15	Shakespeare's sonnets and their significance Themes of Death, Time and Immortality	Online lectures, audio clips of the poems. Videos were uploaded and links shared	To critically appreciate the genius of these poets	Participation in inter department Bright Star Student Seminar
"Strange Fits Of Passion" : Wordsworth		Wordsworth's Lucy Poems Nature and Love as themes the poem as a successful lyric	Students were encouraged to read poetry outside the syllabus	To realise the relevance of universal emotions in these lyrics and odes	Tutorials, internal Assessment based on short questions
"To a Skylark" Shelley		The Odes of Shelley Nature, Idealism in Shelley's Poetry			Long answers based on theory examination
"To Autumn" Keats		The Odes of Keats Sensuousness and time in the poem			

## LORETO COLLEGE

### TIME PLAN 2020-2021

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

### Topic-wise Time Plan Semester I (Dec 2020-March 2021)

<b>Topics</b>	<b>Hours allotted</b>	<b>Topics (as per curriculum)</b>	<b>Teaching method</b>	<b>Learning outcome (output)</b>	<b>Assessment</b>
1. <i>Iliad</i> by Homer (UG Hons)	15	<i>Iliad</i> as an epic Greek social and cultural context Epic devices Role of the gods Dramatic narration Characters Themes	Lectures, Powerpoint presentations, group discussions, recorded voice notes; U Tube 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)	15	Aristotle's definition of Tragedy <i>Oedipus Rex</i> as a Tragedy Character analysis Fate and free will Role of the Chorus	Lectures, Powerpoint presentations, recorded voice notes; U Tube links for lectures by eminent academics; Secondary material sent 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 <i>Metamorphoses</i> by Ovid (UG Hons)	6	Greek myths Sources Narrative voice Themes Structure	Lectures, Powerpoint presentations, recorded voice notes; Secondary material sent on Google Classroom	Importance of myths in western culture and literary studies; theme of metamorphosis; Characteristics of myth; theories of myth; working definition of myth; themes of violence, the 'other', in myth and literature; myth in literature and the other arts.	Long essay-type questions and short objective questions. Projects.
4. <i>Paradise Lost</i> Books IV and IX (PG)	20	Themes, Structure, epic as a genre, style; presentation of Satan, Adam, Eve. Description of the Garden of Eden.	Lectures, Powerpoint presentations, recorded voice notes; U Tube links for lectures by eminent academics	Milton's importance in the literary canon; to comprehend the writing of an epic with a classical format and Biblical theme; to identify and describe the political, religious, and social background; to evaluate and defend their response to a range of issues related to the Restoration period	Long essay-type questions and short objective questions
5. <i>Volpone</i> by Ben Jonson (PG)	16	Comedy of Humours; Satire; Plot, characters,	Lectures, Powerpoint	Analysis of Jonson's	Long essay-type

		structure, master-client relationship, themes.	presentations, recorded voice notes; U Tube links for lectures by eminent academics	Humour theory, Elizabethan and Jacobean theatre contextualized, political aspects.	questions and short objective questions
6. John Donne: poetry (PG)	8	Metaphysical poetry; conceits; metaphysical wit, style. Donne's place in this school of poetry	Lectures, Powerpoint presentations, recorded voice notes; U Tube links for lectures by eminent academics	Baroque movement, characteristics of Metaphysical poetry, Donne's contribution	Long essay-type questions and short objective questions

## LORETO COLLEGE

### TIME PLAN 2020-2021

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 appear for examinations to earn their degree

### Topic-wise Time Plan UG Semester I (Dec 2020-March 2021)

<i>Topics</i>	<i>Hours</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
(UG Honours) CC I Philology	16	The Characteristics of Language;  The place of English in the Indo-European Family of languages  The Consonant Shift  The Major Influences  Native resources  Americanisms	Online lectures, Power-point presentations, group discussions, recorded voice notes; YouTube links; Secondary material sent on Google Classroom	To distinguish between different varieties of language  To explain the different stages in the evolution of English  To note stylistic impact of the different influences on English	Long essay-type questions and short objective questions. Projects.
Honours and General:  Compulsory Language class for all departments AECC	32	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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## LORETO COLLEGE

### TIME PLAN 2020–2021

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

#### Topic-wise Time Plan Semester I (Dec 2020–March 2021)

<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. History of English Literature: Elizabethan Sonnets (UG)	8	Background to the English Renaissance  Social and cultural contexts  The origin and history of the sonnet form  Characteristics of the sonnet  Analysis of major and minor Elizabethan sonneteers	Lectures, Class activities and discussions, Secondary material on Google Classroom	To understand the social, historical, and cultural background of the English Renaissance  To understand the form of the sonnet and the ways in which the form has been adopted and adapted by poets over the ages  To study important Elizabethan sonneteers and their impact on English literature	Long essay-type questions and short objective questions; Projects
2. History	6	English drama	Lectures,	To trace the	Long essay-

of English Literature: The University Wits (UG)		<p>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>	Recorded voice notes, Secondary material on Google Classroom	<p>evolution of drama in Renaissance England</p> <p>To understand the contexts of performance—public and private—in the Elizabethan Age</p> <p>To study the lives and works of the University Wits</p>	type questions and short objective questions; Projects
3. History of English Literature: The Victorian Novel (UG)	8	<p>Social and cultural contexts of Victorian England</p> <p>The Victorian novel—publication, circulation, and principal features</p> <p>Study of individual novelists and their works</p> <p>Discussion of specific issues such as social realism, class, and gender</p>	Lectures, Recorded voice notes, Secondary material on Google Classroom	<p>To understand the socio-historical background of Victorian England</p> <p>To study the various ways in which Victorian novels were published, circulated, and consumed, as well as the impact of individual novelists</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
4. History of English Literature: The Pre-	5	Pre-Raphaelitism as an artistic movement	Lectures, Visual presentation on Pre-	To understand the objectives of the Pre-	Long essay-type questions and short

Raphaelites (UG)		<p>Pre-Raphaelitism in literature</p> <p>Major practitioners and their works</p>	<p>Raphaelite-art, Recorded voice notes, Secondary material on Google Classroom</p>	<p>Raphaelite movement in literature and art</p> <p>To explore the relation between literature and other arts</p> <p>To study the lives and works of major Pre-Raphaelite poets of the first and second wave</p>	<p>objective questions, Projects</p>
5. Plautus: <i>Pot of Gold</i> (UG)	16	<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 and characters</p>	<p>Lectures, Class discussions, Secondary material on Google Classroom</p>	<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</p>	<p>Long essay-type questions and short objective questions; Projects</p>

		Discussion on related issues such as Roman society, role of the slaves, religious practices, gender, etc.		on Western theatre	
6. Joseph Conrad: 'The Lagoon' (GE)	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	<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
7. Francis Bacon's Essays: Of Travel, Of Masques and Triumphs, Of Custom and Education, Of Ambition, Of Gardens (PG)	10	<p>Renaissance Humanism</p> <p>The form of the essay and its origins</p> <p>Francis Bacon's objectives and style</p> <p>Study of individual essays</p> <p>The essays as counsels</p>	Lectures, Secondary material on Google Classroom	<p>To analyse Francis Bacon's impact on English prose</p> <p>To examine the form of the essay and the intricacies of Bacon's style</p> <p>To study the essays in relation to contemporary socio-cultural contexts</p>	Long essay-type questions and short objective questions
8. Frances Burney: <i>Evelina</i> (PG)	8	<p>The eighteenth-century novel</p> <p>Women novelists</p>	Lectures, Recorded voice notes, Secondary	To understand the rise of the eighteenth-century novel	Long essay-type questions and short

		<p>and their specific challenges</p> <p><i>Evelina</i> as a novel of manners</p> <p>Contemporary social issues of gender, class, and marriage as illuminated by the novel</p> <p>The question of individual identity in relation to family and society</p> <p><i>Evelina</i> and the novel of sensibility</p> <p>The epistolary form of the novel</p>	<p>material on Google Classroom</p>	<p>as well as the place of women novelists in the age</p> <p>To analyse the themes and issues that emerge in the text</p> <p>To examine Frances Burney's impact on the English novel</p>	<p>objective questions</p>
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# LESSON PLAN FOR ODD SEMESTERS

**Dr. Subhasree Basu**

**Department of English**

**First Year**

**Sem I**

<b>Week</b>	<b>CC1</b>	<b>GE1</b>
<b>1</b>	<b>Introduction to Restoration Period</b>	<b>Introduction to Modern Short Story</b>
<b>2</b>	<b>Features of Restoration Comedy of Manners</b>	<b>‘The Fly’ – Katherine Mansfield</b>
<b>3</b>	<b>Etherege and Wycherley</b>	<b>‘The Fly’ – Katherine Mansfield</b>
<b>4</b>	<b>Congreve and Vanbrugh</b>	<b>Comparative Readings + Discussions</b>
<b>5</b>	<b>Farquhar and the move to Sentimental Comedy</b>	<b>‘Araby’ – James Joyce</b>
<b>6</b>	<b>The Beginning of Novel - Introduction</b>	<b>‘Araby’ – James Joyce</b>
<b>7</b>	<b>Defoe and Swift</b>	<b>Comparative Readings and Discussions</b>
<b>8</b>	<b>Richardson and Fielding</b>	<b>‘Lagoon’ – Joseph Conrad</b>
<b>9</b>	<b>Sterne and Smollett</b>	<b>‘Lagoon’ – Joseph Conrad</b>
<b>10</b>	<b>Pre-Romantic Poetry: Thomson &amp; Goldsmith</b>	<b>‘Lagoon’ – Joseph Conrad</b>
<b>11</b>	<b>Pre-Romantic Poetry: Gray, Cowper, Chatterton, Burns</b>	<b>Comparative Readings and Discussions</b>
<b>12</b>	<b>Introduction to Romantic Movement</b>	<b>Revision</b>
<b>13</b>	<b>Wordsworth, Coleridge and Lamb</b>	<b>Project - Presentations</b>
<b>14</b>	<b>Hazlitt and De Quincey</b>	<b>Project - Presentations</b>

