

St. Joseph's University, Bengaluru
School of Languages & Literatures
Department of English
Optional English 2024-27
(Under the State Education Policy)

Objectives

The primary objectives behind the Optional English programme offered through the Department are to

- a. Open for the student a rich reading and thinking life through a wide-ranging exposure to literary texts in their contexts
- b. Make visible literary and popular cultures that support and sustain creative enterprises and the production of texts, and the ideas and debates that cluster around such texts.
- c. Lead the student to both a lively awareness of the contests for meaning in which literary and popular texts participate and to bring critical thinking to the ideas of taste and value that are imbricated in these larger conversations
- d. Equip students with tools of analysis and an early orientation to research in their encounter with literary and popular texts, and to offer them points of entry into the production of knowledge in relation to literary and popular texts.
- e. Build a thoroughgoing acquaintance with the general principles of Linguistics so as to ensure not merely a competence with language but also a sensitivity to the practices that constitute language in use
- f. Develop a range of vocational competences that will enable students in decision processes for employment, entrepreneurship and higher studies around textual production and reception.

Methodology

The Department hopes to use an approach that combines giving the student adequate exposure to the norms of traditional scholarship while also opening up discussions centred around new genres, and new forms of reading. The modified syllabus will also include a good grounding in general linguistics.

Elaboration of objectives

The student will acquire over the first four semesters

- a. close reading skills
- b. a hands-on acquaintance with interpretative strategies
- c. familiarity with academic writing and its conventions
- d. familiarity with the basic concepts crucial to understanding standard literary forms such as the essay, the novel, poetry and drama.
- e. familiarity with the scholarship that has accumulated around specific literary texts/ popular narratives
- f. a lively awareness of the debates and controversies that define the relationship between the literary and the popular, between the English-speaking world and other milieus.
- g. arrive at a heightened awareness of language and its workings through a guided introduction to Linguistics.

Credits and Evaluation

The Department of English at St. Joseph's University has devised a model that requires the student to earn 3 credits via Lectures and 2 credits via Practicum

The distribution of marks between internal assessment and end-semester exam shall be of the order of 40%+ 60% as suggested for the theory component, while also incorporating the 35+15 model suggested for practical components.

The internal assessment component of this programme shall arise from a Mid-Semester test, reading/writing tasks in each semester, and assignments where required, followed by an end-semester exam.

The practicum may culminate in a writing submission followed by a viva, a problem-solving exercise involving the application of practical skills followed by a defence, a public exhibition or performance followed by a viva, or an online installation followed by a public viva

Testing must reveal the student's familiarity with the texts/contexts studied and with the ideas and concepts explored through those texts. Since the emphasis is not on content recall, but on testing actual learning, these questions must probe for such learning through debate and challenge. The student's comfort with strategies of interpretation must be tested through unseen passages that have some connection with the area of focus in each semester.

A possible question-paper model for all semesters, to be refined through the experience of repeated testing, and through deliberation on such experiences at successive Boards of Studies, is presented below.

- a. Annotation exercises/Context exercises: 20%
- b. Concept testing through debate/challenge: 30%
- c. Interpretative Writing in response to an unseen passage: 25%
- d. Exploratory Writing effort to connect unseen passage to texts studied: 25%

Semester I: OE-124 (45 hours + 60 hours Practicum=3+2 credits)

Module I (30 hours): Texts in our Midst

Graphic Novel: Paul at Home: Michel Rabagliati (10 hours)

Film: Premalu: A.D. Girish (08 hours)

Short Story: The Crime Wave at Blandings—PG Wodehouse (04 hours)

Poetry: Summer in Calcutta—Kamala Das (04 hours)

Popular Music: You're So Vain—Taylor Swift & Carly Simon (04 hours)

Module II (15 hours): Ideas in Criticism

Literary forms and their changing histories—Graphic Novel—fiction—poetry (05 hours)

The Text Itself: The Intentional Fallacy and its critics (04 hours)

The notion of the popular (05 hours)

Practicum for Linguistics

1. Speech, Writing. Understanding Diglossia.(1 hour)
2. Writing Systems (01 hour)
3. Phonetics and Phonology (1 hour)
4. Consonants in English (05 hours)
5. Vowels & Diphthongs in English (04 hours)
- 6.. Learning IPA--Worksheets (02 hours)

Practicum for Literature

1. **Research orientation: introduction to autoethnography**
2. **Topics for three autoethnography exercises:** English and me, Reading, Listening, Watching, Social Media and I.
3. **Reading Journal:** Two alt-texts connected with syllabus

Resources for Autoethnography

1. The Autoethnography Project
<https://milnepublishing.geneseo.edu/teaching-autoethnography/chapter/7-the-autoethnography-project/>
2. Autoethnography:An Overview: Ellis, Adams & Bochner
<https://www.qualitative-research.net/index.php/fqs/article/view/1589/3095>
3. There is No Home Like Place: Purnell, David, chapter in Doing Autoethnography: Personneau-Conway, Adams & Bolen, 2017.
4. "Walk, Walking, Talking, Home" by Devika Chawla in Handbook of Autoethnography: Holman-Jones, Adams Ellis, Routledge, 2016.

The internal assessment component of this programme shall arise from a Mid-Semester test, and two assignments. The end-semester assessment for practicum will be based on a combination of problem solving following from worksheets, presentations, exhibits and public communication, leading to a viva. This is in addition to the end–semester examination.

Internal Assessment: 40 marks

Mid-Semester Test: 20 marks

Assignments:20 marks

Assignment I: Classroom writing in two responses to Paul at Home

Assignment II: Outwork Exercises: Curating reviews of Premalu

End-Semester Exam: 100 marks (60)

Practicum Assessment: 50 marks

Continuous Assessment: 35 marks

End-Semester Assessment: 15 marks

Semester II: OE-224 (45 hours + 60 hours Practicum=3+2 credits)

Module I (30 hours): Texts in our Midst

Comics: Amar Chitra Katha–Babasaheb Ambedkar; Asterix the Gaul; Calvin and Hobbes–Something Under the Bed is Drooling (10 hours)

Film: *Area Bois*: Mahisha, *Putta Tirugisi Nodi*: Suneel Raghavendra, *Aa Dinagalu*: KM Chaitanya (10 hours)

Short Story: The Singer and the Prince–Nisha Susan (03 hours)

Poetry: Women in Dutch Painting–Eunice De Souza (03 hours)

Popular Music: Eef You Come Today–Dr. Rajkumar & Chi. Udayashankar (04 hours)

Module II (15 hours): Ideas in Criticism

Fascinated to Presume: In Defense of Fiction–Zadie Smith (05 hours)

My Sociology Envy: Rita Felski (03 hours)

Losing Higher Ground: Anjum Hasan (4 hours)

Practicum for Linguistics

1. The Morpheme.(1 hour)
2. Lexical and Functional Morphemes (01 hour)
3. Derivation and Inflexion (1 hour)
4. Affixation (01 hours)
5. Morphological analysis (02 hours)
- 6.. Word-formation processes (02 hours)
7. Understanding lexicography (03 hours)

Practicum for Literature

4. **Research orientation: the practice of literary journalism**
5. **Topics for two essays:** Readers in the city and The city in film.
6. **Reading Journal:** Two alt-texts connected with syllabus

Resources

1. The Problem and the Promise of Literary Journalism: Norman Sims in *Literary Journalism Studies*, 2009.
(https://s35767.pcdn.co/wp-content/uploads/2014/12/LJS_v1n1_complete_issue.pdf0)
2. Interview with Norman Sims
(<https://www.poynter.org/reporting-editing/2008/the-future-of-news-a-case-for-literary-journalism/>)
3. How to get away with murder in small-town India: Ellen Barry, *New York Times*, 2017
(<https://archive.nytimes.com/www.nytimes.com/2017/08/19/world/asia/murder-small-town-india.html>)
4. You had no address: Faiz Ahmed Faiz in Beirut: Sumayya Kassamali, *Caravan*, June 2016 (<https://caravanmagazine.in/reviews-essays/you-had-no-address-faiz-beirut>)

The internal assessment component of this programme shall arise from a Mid-Semester test, and an assignment. The end-semester assessment for practicum will be based on a combination of problem solving following from worksheets,

presentations, exhibits and public communication, leading to a viva. This is in addition to the end–semester examination.

Internal Assessment: 40 marks

Mid-Semester Test: 20 marks

Assignments:20 marks

Assignment I: Classroom responses to poetry

Assignment II: English in Indian Songs

End-Semester Exam: 60 marks

Practicum Assessment: 50 marks

Continuous Assessment: 35 marks

End-Semester Assessment: 15 marks