

St. Mira's College for Girls, Pune
(FYBA 2020-2023)

Optional English
Title of Paper: Flights of Fancy
[Core Course]

Semester: I	Credits: 3	Subject Code: A12005	Lectures: 48
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Course Outcomes:

At the end of this course, the learner will be able to:

- Analyze and evaluate global literature through the study of texts from different parts of the world
- Assess the contexts in which literary texts are written (e.g., cultural, historical, social, political, economic)
- Distinguish the genre specifications of poetry, prose and drama
- Recognise and restate the fundamental features and formal elements of literary texts such as plot, character, setting, conflict, atmosphere, style, theme, figurative language, imagery, prosody, point of view, tone, irony
- Examine pressing social issues centred around conforming, resisting, peer pressure, body image, gender, myths and freedom
- Express awareness of different values, beliefs; overcoming biases
- Express deep and heightened sensitivity to the human experience

Unit 1: The Novel	12
<ul style="list-style-type: none"> ● <i>Northern Lights</i> - Phil Pullman <ul style="list-style-type: none"> ○ history and fundamental features of the novel ○ formal elements of fiction such as plot, character, setting, conflict, atmosphere, style, theme 	

Unit 2: Poetry	12
<ul style="list-style-type: none"> ● "Ithaka" - C. P. Cavafy ● "Digging" - Seamus Heaney ● "Freedom Xiv" - Khalil Gibran ● "Repetition" – Phil Kaye <ul style="list-style-type: none"> ○ genre specifications of different kinds of poetry – classic, modern, spoken word ○ the fundamental features and formal elements of poetry such structure, prosody, figurative language, imagery, symbolism 	
Unit 3: Short Story	12

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Chairperson (HoD)	Dr. Snober Sataravala	<i>J.T. Sataravala</i>



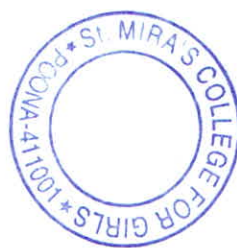
<ul style="list-style-type: none"> • “The Monkey's Paw”- W. W. Jacobs • “Amelia Earhart: The Unknown Backstory” - Chad Grills • “Karma”– Khushwant Singh <ul style="list-style-type: none"> ○ short story as a literary form - history and fundamental features ○ short story analysis by theme, character, conflict, setting, point of view, language, and tone as appropriate to the work 	
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Unit 4: Application and Skill Development	12
<ul style="list-style-type: none"> • Group Discussions (Evaluative skills) <ul style="list-style-type: none"> ○ interpret and justify main themes, ideas and issues in the text through group discussions • Creative and critical essays (Writing skills) <ul style="list-style-type: none"> ○ construct creative and critical responses to prompts through essays and presentations • Presentations (Communication Skills) <ul style="list-style-type: none"> ○ recognize and express meaningful ideas through presentations, group discussions and readings of select text • Group Activities (Collaborative skills) <ul style="list-style-type: none"> ○ plan and prepare activities, working in pairs or groups through a range of spoken and written activities e.g., think-pair-share, dialogue writing, building stories • Assignments (Research skills) <ul style="list-style-type: none"> ○ collect, organize and prepare assignments on historical, social, political, and economic context ○ comparison of main literary texts with other texts and media e.g., graphic novels, films, audio recordings 	

Recommended Text Books:
<ul style="list-style-type: none"> • Pullman, P., <i>Northern Lights</i>, Scholastic: London. 1995.

Reference Books:
<ul style="list-style-type: none"> • Abrams, M.H. <i>A Glossary of Literary Terms</i>. Prism: Bangalore; 2004. • Forster, E M. <i>Aspects of the Novel</i>. Harmondsworth: Penguin Books, 1964. • Klarer, Mario. <i>An Introduction to Literary Studies</i>. London: Routledge, 2004.
Websites:
<ul style="list-style-type: none"> • http://academic.brooklyn.cuny.edu/english/melani/cs6/gen_lit.html

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- <https://www.bl.uk>

Optional English
Warriors, Witch-Hunts and Women
[Core Course]

Semester: II	Credits: 3	Subject Code: A22005	Lectures: 48
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Course Outcomes:

At the end of this course, the learner will be able to:

- Analyze and evaluate play texts in relation to dramatic theory and historical context (e.g., comedy, tragedy, act, scene, line, stage directions, soliloquy, playwright)
- Distinguish the genre specifications of poetry, prose and drama
- Recognise and restate the fundamental features and formal elements of literary texts such as plot, character, setting, conflict, atmosphere, style, theme, figurative language, imagery, prosody, point of view, tone, irony
- Examine pressing social issues centred around the environment, empathy, women as heroes, discrimination, persecution
- Express awareness of different values, beliefs thus overcoming biases

Unit 1: Drama	12
<ul style="list-style-type: none"> • <i>The Crucible</i> – Arthur Miller <ul style="list-style-type: none"> ○ the history and timeline of drama through important dramatic periods- classical drama (the tragedy, comedy, or both); Renaissance drama, modernist drama, and contemporary drama. ○ elements of drama: form, plot and structure, character, setting, language, theme, and other terms specific to drama. ○ play reading skills 	

Unit 2: Poetry	12
<ul style="list-style-type: none"> • “Hope is the thing with feathers” (254) - Emily Dickinson • “Ballad of Mulan” – Chinese Folklore (Dan Long) • “Drum Dream Girl” - Margarita Engle • “Earth Speaks” - Rachel Glass <ul style="list-style-type: none"> ○ genre specifications of different kinds of poetry – classic, modern, spoken word ○ the fundamental features and formal elements of poetry such structure, prosody, figurative language, imagery, symbolism 	

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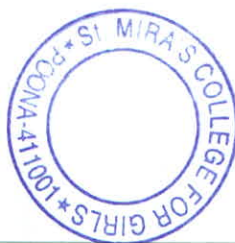
Unit 3: Short Story	12
<ul style="list-style-type: none"> • “The Necklace” - Guy de Maupassant • “Lamb to the Slaughter” - Roald Dahl • “Mangamma, the curd seller” - Masti Venkatesha Iyengar <ul style="list-style-type: none"> ○ short story as a literary form - history and fundamental features ○ short story analysis by theme, character, conflict, setting, point of view, language, and tone as appropriate to the work 	

Unit 4: Application and Skill Development	12
<ul style="list-style-type: none"> • Group Discussions (Evaluative skills) <ul style="list-style-type: none"> ○ interpret and justify main themes, ideas and issues in the text through group discussions • Creative and critical essays (Writing skills) <ul style="list-style-type: none"> ○ construct creative and critical responses to prompts through essays • Presentations (Communication Skills) <ul style="list-style-type: none"> ○ recognize and express meaningful ideas through presentations, group discussions and readings of select text • Group Activities (Collaborative skills) <ul style="list-style-type: none"> ○ plan and prepare activities, working in pairs or groups through a range of spoken and written activities e.g., think-pair-share, dialogue writing, building stories • Assignments (Research skills) <ul style="list-style-type: none"> ○ collect, organize and prepare assignments on historical, social, political, and economic context ○ comparison of main literary texts with other texts and media e.g. graphic novels, films, audio recordings • Performance skills – <ul style="list-style-type: none"> ○ Group performance of excerpts; adaptation of crucial scenes from the play text 	

Recommended Text Books:
<ul style="list-style-type: none"> • Miller, Arthur. <i>The Crucible: A Play In Four Acts</i>. New York: Penguin Books, 1976.

Reference Books:
<ul style="list-style-type: none"> • Abrams, M.H. <i>A Glossary of Literary Terms</i>. Bangalore: Prism, 2004. • Pfister, Manfred. <i>The Theory and Analysis of Drama</i>. Cambridge: Cambridge University Press, 1988.

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- Klarer, Mario. *An Introduction to Literary Studies*. London: Routledge, 2004.

Websites:

- http://academic.brooklyn.cuny.edu/english/melani/cs6/gen_lit.html
- <https://www.bl.uk>

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