THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Syntax I
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with revision. Less than 20% .
Course code	**BLS-C203**
Semester	3
Number of credits	
Maximum intake	45
Day/Time	Monday 11-1; Friday 11-12
Name of the teacher/s	Shruti Sircar
Course description	This course is an introduction to the basic principles of syntax - the grammatical structure of language. We will look at the structure of phrases, clauses and sentences, and at the functional relationship between parts of phrases and clauses, such as subject and object. The course concentrates on the basic concepts and methods of syntactic analysis and description, and focuses on the practical analysis and description of a wide range of phenomena from a variety of languages. This course is an introduction to the basic concepts and methods of syntactic analysis and description. It concentrates on practical analysis and description of a wide range of phenomena from a variety of languages. Topics to be covered include: 1. word classes and phrasal categories; 2. the principles of constituent structure; 3. word order and clause structure; 4. writing phrase structure grammar; 5. major clause types, including declarative, interrogative and imperative clauses and clauses with non-verbal predicates; 6. multi-clausal constructions, including complement clauses and relative clauses; 7. intermediate levels of structure, including basic X-bar syntax; 8. the principles of argument structure; 9. grammatical functions such as subject and object, including the interaction of syntax and morphology; 10. semantic functions such as agent and patient, including the interaction of syntax and semantics.

Modules
Module 1
Structure dependence – definition, examples from English, words – phrases – clause, structure of a phrase – head, complement(s), and adjuncts;

Module 2
The Phrase Structure Rules – noun phrase, verb phrase, adjective phrase, prepositional phrase, the property of recursion – a phrase within a phrase, tree diagram as a descriptive tool (labelled bracketing) Constituency tests

Module 3
The structure of the clause – subject and predicate, the tense system of English – present and past – tense can float away from the verb, examples, analyzing the English auxiliary – Tense, Modal, Prog, and Perf – Affix Hop rule

Module 4
Use x'-theory to create trees-Phrases take part in syntactic operations – standard constituency tests- Understand the constituency created by X'-theory - Recursion at the clausal level – embedded structures
Finite and non-finite clauses

Module 5

Arguments and thematic roles --heta Theory -- Binding Theory- head movement –Wh-movement --Successive Cyclic movement --Relative Clauses-- Islands

Module 6

Passive and Raising --Case Theory--Control

Learning outcomes
On successful completion of the course students will be able to:

1. Apply analytic methods to analyse syntactic data; (a)

2. Identify syntactic units such as heads, complements, adjuncts, and arguments; (a)

3. Demonstrate an understanding of the structural characteristics of phrases and clauses; (a)

	4. Describe syntactic structures and relations in a formal way; (a) All are domain-specific outcomes
Course delivery	Most of the course is through lecture, discussion, worksheets and problem-solving exercises
Evaluation scheme	Internal (modes of evaluation): 3 compulsory sit down examination (40 marks) (best 2 out of 3), along with regular homework End-semester (mode of evaluation):1 sit down examination 60 marks
Reading list	Essential reading Syntax: A Generative Introduction, 4th edition Andrew Carnie Supplementary Reading HAEGEMAN, LILIANE, (1994). Introduction to Government & Binding Theory, 2nd ed. Oxford: Blackwell. (Supplementary reading) Miller, Jim. (2002). An Introduction to English Syntax. Edinburg: Edinburg University Press. (Supplementary reading)

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**British Literature: 18th and 19th Centuries**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	**BLT-C204**
Semester	**IV**
Number of credits	**3**
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday 10 am- 11 am, Tuesday 12 pm-1 pm and Thursday 11 am-12 pm
Name of the teacher/s	Dr. Jai Singh and Dr. Rajunayak V.
Course description	Include the following in the course description
	i) A brief overview of the course
	Continuing the chronological study of British Literature, this course aims to familiarize students with literature produced during the 18th and 19th centuries in detail. It covers the intellectual, social, and cultural developments of the period, major writers and their works, as well as genres salient to the literary praxis of the period. It discusses, in particular, the Enlightenment and neoclassicism, restoration comedy, the country and the city, the emergence of the novel, and the periodical press. The course also explores how the relatively new cultural form of the novel represented and responded to the new features of social life that characterized 19th-century Britain. In 1831, philosopher John Stuart Mill struggled to define the 'Spirit' of the nineteenth century. 'It is,' he wrote, 'an age of transition.' The course examines the literature of this age of transition. Through the section on poetry, questions such as 'Is life worth living without an appreciation of that within life that is poetry?', 'What are the generic parameters of poetry as a form of expression?', 'What debt do we owe to the poetry of the nineteenth century?', 'How does one read poetry?', and 'How does one analyze verse form?' will be raised. In the process of responding to such questions, the class will be given to understand the development of literature and culture of the 18th and the 19th centuries.
	ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	Students will be able to:

	1. Demonstrate a broad understanding of the social, cultural, and political history of England during the eighteenth and nineteenth centuries and its role in shaping the literature of the period; 2. Trace the evolution of major ideas that shaped the ethos of the period, especially the backlash against Restoration excesses, the debate on censorship, and social responsibility; Enlightenment and the emergence of Romantic thought; 3. Distinguish the characteristic features of Restoration Comedy and Neo-classical literature; iii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) 1. Trace the shift in sensibility from Neoclassical literature to Romantic literature; and 2. Understand the salient features of the Regency and Victorian eras and the literary genres of the period, especially the novel.
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): Written Exam End-semester (mode of evaluation): Written Exam *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Additional reading **Prescribed Texts** **Fiction and Nonfiction Prose** Jonathan Swift – *Gulliver's Travels* (Books III and IV) Samuel Johnson – "London" Laurence Sterne – *The Life and Opinions of Tristram Shandy, Gentleman* Jane Austen – *Pride and Prejudice* Mary Shelley – *Frankenstein* George Eliot – *Middlemarch: A Study of Provincial Life* Daniel Defoe – "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV), and "The Complete English Gentleman," in Literature and Social Order in Eighteenth-Century England, ed. Stephen Copley (London: Croom

	Helm, 1984). Samuel Johnson – "Essay 156," in *The Rambler*, in Selected Writings: Samuel Johnson, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194-7; *Rasselas*, Chapter 10; "Pope's Intellectual Character: Pope and Dryden Compared," from "The Life of Pope," in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693-4, 2774-7. Emily Brontë – *Wuthering Heights* **Poetry** Thomas Gray – "Elegy Written in a Country Churchyard" William Blake – *From Songs of Innocence and Songs of Experience* William Wordsworth – "Ode on Intimations of Immortality"; Excerpts from *The Prelude* Samuel Taylor Coleridge – Selections from Biographia Literaria John Keats – "La Belle Dame sans Merci"; "Ode to a Nightingale"; "Ode on a Grecian Urn"; "To Autumn" Robert Burns – "Green Grow the Rashes"; "To a Mouse"; "John Anderson My Jo"; "A Red Red Rose" Elizabeth Barrett Browning – *Excerpt from the Sonnets from the Portuguese*; excerpts from *Aurora Leigh* Christina Rossetti – *Goblin Market*; "When I am dead, my dearest"; "In an Artist's Studio"; "Good Friday" Lord Tennyson – "The Lotos Eaters"; "Ulysses" Robert Browning – "Porphyria's Lover"; "My Last Duchess" Matthew Arnold – "Shakespeare"; "The Scholar-Gypsy" **Drama** William Congreve – *The Way of the World* Jeremy Collier – *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Exploring the Second Language Classroom
Category (Mention the appropriate category (a/b/c) in the course description.)	c. Existing course without changes
Course code	**BEL-C205**
Semester	**IV**
Number of credits	**3**
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday 3 to 4 pm, Thursday 9 to 11 am
Name of the teacher/s	Dr Sharada Mani
Course description	This level 1 course aims to introduce participants to several key issues in second language teaching and learning. The topics will focus on learner factors such as learner beliefs, learning styles, and strategies, and teacher factors such as teacher roles, teacher beliefs, and teacher decision making. The course content will be delivered through discussions, activities, and tasks that expose participants to the scenarios that transpire in classroom teaching. Participants will be trained to reflect on classroom vignettes with an aim to engage in creative problem solving. Through equipping participants with the theoretical knowledge required to analyze classroom situations, the course aims to prepare them to undertake the level 2 course that will challenge them further to think critically and creatively about pedagogic issues. **Learning Outcomes** 1. Gain an understanding of the dynamic connection across learner and teacher factors such as learner/teacher roles, learner/teacher beliefs, and learning styles and strategies 2. Demonstrate knowledge and understanding of learner and teacher factors through a variety of tasks and activities 3. Use knowledge and understanding of various learner and teacher factors for critiquing a wide range of pedagogic situations **Prescribed Reading** Ehrman, Mandeline. 1996. *Understanding Second Language Learning*

	Difficulties. London:
	       Sage. Chapter 4: Cognitive Learning Styles.
	 Harmer. Jeremy. (2007). *The Practice of English Language Teaching*.
	 Essex: Pearson.
	 Kise, Jane A. G. 2007. *Differentiation through Personality Types*.
	 Thousand Oaks, CA:
	       Corwin Press. Chapter 3: What Type Looks Like in Students.
	 Oxford, Rebecca. 1990. *Language Learning Strategies: What Every Teacher Should Know*.
	       Boston: Heinle & Heinle.
	 Richards, Jack C. & Lockhart, Charles. (1996). *Reflective Teaching in Second Language*
	       Classrooms. Cambridge: Cambridge University Press. Chapter 4: Teacher Decision
	       Making. pp. 78-96.

Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): Written Exam End-semester (mode of evaluation): Written Exam *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Additional reading edn (New York: Norton, 2006) pp. 2693-4, 2774-7. Emily Brontë – *Wuthering Heights*

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTIONS

BA (Honours/Research) Programme in English

Course title	**Introduction to Psychology**
Category	Existing course with revision (20%)
Course code	**BMD201**
Semester	IV
Number of credits	3
Maximum intake	Not applicable
Day/Time	Tuesday, 9-11 am, Friday, 9-10 am
Name of the teacher/s	Prof. Jibu Mathew George
Course description	The course is premised on the understanding that a critical awareness of significant concepts surrounding human behaviour and cognitive processes needs to be counted among the life skills required for everyday life. **Course objectives** The course aims to: 1) introduce students to the origin, development, and dynamics of psychology as a modern discipline; 2) critically acquaint students with key concepts in general psychology and determinants of human behaviour; 3) provide a critical introduction to key concepts in social psychology and human behaviour in social situations; and 4) help students gain awareness of various forms of maladaptive behaviour and responses to them. The course is divided into five modules: **Module 1: Introduction to Psychology** 1. Why study psychology? 2. Nature and scope of psychology 3. Types of psychological investigation 4. Branches of psychology 5. Psychology and other disciplines **Module 2: History of Psychology** 1. Structuralism 2. Functionalism

3. Psychoanalysis
4. Behaviorism
5. Gestalt psychology
6. Existential psychology
7. Humanistic psychology

Module 3: General Psychology
1. Sensation, perception, and cognition
2. Biological determinants of behaviour
3. Intelligence, learning, and creativity
4. Memory and forgetting
5. Understanding emotions and emotional experiences
6. Theories of personality

Module 4: Basics of Social Psychology
1. Evolution of social psychology as a discipline
2. Social perception
3. Social cognition
4. Attitude and prejudice
5. Interpersonal relationships
6. Prosocial behaviour
7. Aggression
8. Group behaviour

Module 5: Maladaptive Behaviour and Psychological Disorders
1. Coping, vulnerability, and resilience
2. Stress and adjustment disorders
3. Anxiety disorders
4. Mood disorders
5. Personality disorders
6. Addiction disorders
7. Paraphilias
8. Dissociative disorders
9. Basics of psychotherapeutics

Course outcomes

By the end of the course, students will be able to:

1. differentiate between major schools of psychology and examine the assumptions behind each;
2. discuss the major theories in different branches/fields of psychology, with special focus on cognitive, social, and developmental psychology;
3. use key concepts in different fields of psychology and use them to articulate the working of the human mind;
4. discuss the different areas/approaches to psychology and

	evaluate their impact on modern psychology;
	5. explain how cognitive, psychological, biological, societal, environmental, and cultural factors influence individual differences – both mental and behavioural;
	6. evaluate the advantages and limitations of various measures used to investigate and assess the human mind, specifically personality types;
	7. analyze with conceptual refinement the determinants of individual behaviour in social situations;
	8. demonstrate willingness to discuss various forms of mental illness;
	9. understand the behavioural, psychological, social, and cultural impact of mental illnesses and learn about their treatments; and
	10. critically examine major experiments in the field of psychology and discuss their implications and relevance.
Course delivery	Lecture, classroom discussion, and research-based learning
Evaluation scheme	Internal (40%): one presentation, one mid-term test, and one project End-semester (60%): closed-book examination
Reading list	Baron, Robert A., et al. *Mastering Social Psychology*. Toronto: Pearson, 2011. Comer, Ronald J., and Jonathan S. Comer. *Abnormal Psychology*. New York: Macmillan Learning, 2018. Koon, Dennis, and John O. Mitterer. *Introduction to Psychology: Gateways to Mind and Behavior*. 12th ed. Belmont, CA: Wadsworth Cengage, 2010.

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Writing for Media**
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes
Course code	BMD 202
Semester	IV
Number of credits	03
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesday 3-4 PM, Wednesday 9-11 AM
Name of the teacher/s	Srinivas Lankala
Course description	Include the following in the course description
	iv) A brief overview of the course
	This course is designed to introduce you to the techniques, styles, and genres of writing for different mass media forms, such as newspapers, magazines, web-based publications, radio, and television. The course will cover the different formats of writing in each medium and the role of the writer in each of these forms. The course is structured as a series of **weekly lectures and writing sessions** where you will produce original writing in class, critique assigned readings, and participate in peer review of your classmates' writing. The course also includes the critical reading and discussion of assigned articles which will be circulated from time to time. The course is roughly divided into two parts, covering writing for print and web media in the first half and writing for audio-visual media in the latter. Internal evaluation includes regular writing assignments in various genres, with the best two of three sets of assignments being counted towards your grade. Final evaluation will take the form of a long-form feature essay or television/radio script to be written individually, in consultation with the instructor. It is expected that by the end of the course students will have produced a portfolio of original writing in different genres and across the media.
	v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	1. Identify the evolution and unique characteristics of different forms of mass media in India, including print, broadcast, and web-based media.
	2. Understand the different formats and genres of each medium,

	and the role of the writer in different forms of communication, such as journalism, scriptwriting, and advertising and public relations. 3. Learn and demonstrate the craft and skills of good writing for print and online media, including news reports, press releases, opinion and editorial essays, profiles, reviews, and long-form reporting. 4. Learn and apply the principles and techniques of visualization, storytelling, and scriptwriting for radio, television, and film, to produce a variety of scripts in different genres including advertising, fiction, and documentary. 5. Learn to critically review the work of peers in class and to accept and edit your work based on feedback. 6. Produce an individual portfolio of original writing at the end of the course that can be used for professional career opportunities, and personal fulfilment. vi) Learning outcomes—a) domain specific outcomes **b) value addition/ c) skill-enhancement/ d) employability quotient** (Please highlight the portion that subscribes to a/b/c/d)
Course delivery	**Lecture /Experiential learning** (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): In-class and take-home writing assignments 1. News report and Press Release, or Review article 2. Op-ed article, or Profile 3. Script for radio or television PSA End-semester (mode of evaluation): ● Long form essay/feature article on a topic to be decided in consultation with the instructor; *or* ● Screenplay (adapted or original) for a short fiction / drama film for television. *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Carroll, Brian (2010). *Writing for Digital Media.* Routledge: New York. Friedmann, Anthony (2010). *Writing for Visual Media.* Focal Press. Hicks, Wynford, et al (2008). *Writing for Journalists*. Routledge: London.

	Hilliard, Robert L. (2015). *Writing for Television, Radio and New Media.* Cengage Learning Kuehn, Scott A. and Andrew Lingwall (2018). *The Basics of Media Writing: A Strategic Approach.* Sage Publications. Additional reading Musburger, Robert B. (2007). *An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres.* Focal Press. Raman, Usha (2009). *Writing for the Media*. Oxford University Press: New Delhi Thompson, Rick (2009). *Writing for Broadcast Journalists.* Routledge: London.