



# Syllabus

## Second Semester Courses in English

### 2023-2024

#### Contents:

- Syllabus for Core Course and/or Minor Course and Vocational Skill course (VSC)
  - UAENG4502CR1: The Elements of Drama
  - UAENG4502VS1: Building Writing Skills Through Literature
- Evaluation and Assessment guidelines



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**MUMBAI - 400 001.**

**F.Y. B.A.**

**Course Code: UAENG4502CR1**

**Title: The Elements of Drama**

**Credits: 4 (Total 60 hours)**

**Number of lectures: 4 per week**

**Course Objectives:**

This course will enable students

1. To understand the basic elements of drama.
2. To recognize the difference between Greek, Shakespearean, Modern and Postmodern Drama
3. To examine the performativity of the play within a certain socio-cultural space
4. To learn from the response of the audience to a given play
5. To re-imagine global contemporary adaptations.

**Course Outcomes:**

After this course, students will be able to

1. Identify the execution of the basic elements of drama
2. Appreciate the difference between Drama from different ages
3. Evaluate critically the impact of the performance on the audience within a specific socio-cultural space
4. Adapt plays within an Indian context.

**Unit I – Introduction** (5 hours)

Elements of Drama within the scope of Greek, Shakespearean, Modern and Postmodern Drama;  
Types of Drama – Comedy and Tragedy, “Rasa” Theory from *Natya Shastra*

**Unit II – One Act Play** Athol Fugard’s “*Master Harold*” ... *and the Boys* **or** Anton Chekov’s *A Marriage Proposal* (Sometimes translated as *The Proposal*) (5 hours)

**Unit III – George Bernard Shaw’s** *Pygmalion* **or** *Arms and the Man* (15 hours)

**Unit IV – William Shakespeare’s** *Romeo and Juliet* **or** *Macbeth* (15 hours)

**Recommended Reading**

Bloom, Harold, Janyce Marson: *Romeo and Juliet* (Bloom's Shakespeare Through the Ages), Chelsea House Pub (T), Year: 2008

Bradley, A.C: *Shakespearean Tragedy*, Macmillan & Co, 1924

Brown, Andrew: *A New Companion to Greek Tragedy* (Routledge Revivals), Routledge, 2014

Easterling, P.E: *The Cambridge Companion to Greek Tragedy* (Cambridge Companions to Literature), 1997

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Griffith, Gareth: *Socialism and Superior Brains: The Political Thought of George Bernard Shaw*, Routledge, 1992

Innes Christopher (Editor): *The Cambridge Companion to George Bernard Shaw*, Cambridge University Press, 1998

Kent, Brad: *George Bernard Shaw in Context*, Cambridge University Press, 2015

Krasner, David: *A History of Modern Drama, Volume 1* John Wiley & Sons, Ltd., Year: 2012

McEachern, Claire: *The Cambridge Companion to Shakespearean Tragedy* (Cambridge Companions to Literature), 2003.

Neil, Michael; David Schalkwyk: *The Oxford Handbook of Shakespearean Tragedy*, Oxford University Press, 2016

Smith, Emma Dr, Garrett A. Sullivan Jr: *The Cambridge Companion to English Renaissance Tragedy*, Cambridge University Press, 2010

Styan, J.L: *Elements of Drama*, Cambridge University Press, 1963

Trussler, Simon: *20<sup>th</sup>- century Drama*, Palgrave Macmillan UK, 1983

Walder, Dennis: *Athol Fugard*, Macmillan Education UK, 1984

Evaluation (Core Theory): Total marks per course - 100.

- III. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
CIA- 40 marks  
CIA 1: Written test -20 marks  
CIA 2: Assignment -20 marks
- IV. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).  
End Semester Examination – 60 marks  
One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 22.

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%



**F.Y.B.A**

**Course Code: UAENG4502VS1**

**Title: Building Writing Skills Through Literature**

**Credits: 2 (Total 30 hours)**

**Number of Lectures: 2 per week**

**Course Objectives:**

This course will help students

1. To distinguish between personal and business writing styles
2. To examine the appropriateness of a writing style within a specified context.
3. To understand the nuances of formal and informal writing

**Course Outcomes**

After this course, students will be able to

1. Distinguish between formal writing and informal writing
2. Understand the variety within formal and informal writing
3. Apply the knowledge of the context while composing various letters

**Unit I: Soft Skills through Drama:**

**(10 hours)**

Understanding Persuasion and Argumentation through Wole Soyinka's *Lion and the Jewel*  
Business Writing techniques: Persuasive and Argumentative Writing, Instructional, Informational, Transactional Writing

**Unit II: Soft Skills through Letters in Literature**

**(10 hours)**

Select Readings: Letters from Jane Austen's *Pride and Prejudice*, Bram Stoker's *Dracula*, Helen Fielding's *Bridget Jones Diary*, Alice Walker's *Color Purple*

Studying Personal writing through the above texts – Love Letters, Apology letters, Thank you letters; Empathy writing – Select Agony Aunt Columns from Newspapers and Magazines

**Unit III: Soft Skills for Interactive Media**

**(10 hours)**

Content Writing – Blogs, Social Media Posts

**Suggested Readings**

Mary Ann Shaffer and Annie Barrows: *The Guernsey Literary and Potato Peel Pie Society*  
Samara O' Shea: For the Love of Letters – A 21<sup>st</sup> century guide to the art of letter writing

Selections from <https://thoughtcatalog.com/rachel-hodin/2014/01/the-16-most-beautifully-touching-love-letters-from-famous-writers-and-artists/>

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*Thinkers 50: Dear CEO: 50 Personal Letters from the World's Leading Business Thinkers*,  
Bloomsbury Publishing, Year: 2017

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Evaluation (VSC): Total marks per course – 50

- III. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
CIA- 20 marks
- IV. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).  
End Semester Examination – 30 marks

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
-TOTAL - Per objective	10	10	10	30
% WEIGHTAGE	33.33	33.33	33.33	100%

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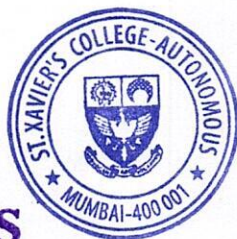
# Syllabus

## Second Semester Courses in English

2023-2024

### Contents:

- Syllabus for Skill Enhancement Course/s (SEC)
  - UAENG4502SE1: Building Writing Skills Through Literature (Public Speaking)
  
- Evaluation and Assessment guidelines



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F.Y.B.A

Course Code: UAENG4502SE1

Title: Building Writing Skills Through Literature

Credits: 2 (Total 30 hours)

**Course Objectives:**

This course will help the student

1. To distinguish between personal and business writing styles
2. To examine the appropriateness of a writing style within a specified context.
3. To understand the nuances of formal and informal writing

**Course Outcomes**

After this course, students will be able to

1. Distinguish between formal writing and informal writing
2. Understand the variety within formal and informal writing
3. Apply the knowledge of the context while composing various letters

**Unit I: Soft Skills through Drama:**

**(10 hours)**

Understanding Persuasion and Argumentation through Wole Soyinka's *Lion and the Jewel*  
Business Writing techniques: Persuasive and Argumentative Writing, Instructional, Informational, Transactional Writing

**Unit II: Soft Skills through Letters in Literature**

**(10 hours)**

Select Readings: Letters from Jane Austen's *Pride and Prejudice*, Bram Stoker's *Dracula*, Helen Fielding's *Bridget Jones Diary*, Alice Walker's *Color Purple*

Studying Personal writing through the above texts – Love Letters, Apology letters, Thank you letters; Empathy writing – Select Agony Aunt Columns from Newspapers and Magazines

**Unit III: Soft Skills for Interactive Media**

**(10 hours)**

Content Writing – Blogs, Social Media Posts

**Suggested Readings**

Mary Ann Shaffer and Annie Barrows: *The Guernsey Literary and Potato Peel Pie Society*  
Samara O' Shea: *For the Love of Letters – A 21<sup>st</sup> century guide to the art of letter writing*

Selections from <https://thoughtcatalog.com/rachel-hodin/2014/01/the-16-most-beautifully-touching-love-letters-from-famous-writers-and-artists/>

*Thinkers 50: Dear CEO: 50 Personal Letters from the World's Leading Business Thinkers*,  
Bloomsbury Publishing, Year: 2017



Evaluation (SEC): Total marks per course - 50.

Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

CIA- 20 marks

Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 30 marks

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
-TOTAL - Per objective	10	10	10	30
% WEIGHTAGE	33.33	33.33	33.33	100%

Keep the grid template for Evaluation, of course for CIA 2

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# Syllabus

## First/Second Semester Courses in English


### 2023-2024

#### Contents:

- Syllabus for Ability Enhancement Course (AEC)
  - UXENG4501AE1 -Critical Reading, Writing, and Thinking Skills (Prose)
- Evaluation and Assessment guidelines

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F.Y. B.A/BSC/BAF/BSC IT/BMS

Course Code: UXENG4501AE1

Title: Critical Reading, Writing and Thinking Skills (Prose)

Credits: 2 (Total 30 hours)

Number of Lectures: 2 per week

**Course Objectives:**

This course aims

- 1) To enable students to develop critical reading skills through engagement with contemporary social themes in the readings.
- 2) To introduce students to the basics of academic essay writing and style guides.
- 3) To help students become confident speakers through class discussions and tutorial activities.

**Course Outcomes:**

After this course, students will

1. View global and local events in the day to day from a critical point of view.
  - 1) Use language mindfully, to suit a variety of social settings and contexts.
  - 2) Get acquainted with international best practices and etiquettes.

**Unit 1: Non-Fiction**

**(10 hours)**

1. "The Master's Tools will Never Dismantle the Master's House" (Non-fiction)- Audre Lorde
2. "It is Obscene" (non-fiction)-Chimamanda Ngozi Adichie
3. "The Meanings of a Word" (Non-fiction)-Gloria Naylor
4. "The Transformation of Silence into Language and Action" by Audre Lorde
5. "The Confidence Gap" by Katty Kay and Claire Shipman
6. "The Fastest Woman on Earth" by Eilene Zimmerman
7. "The Emperor of All Maladies" (excerpt) by Siddhartha Mukherjee
8. "The Psychology of Food" by Vikram Doctor
9. "Why I Write" by Arundhati Roy
10. "If Shakespeare had had a sister" from *A Room of one's own* – Virginia Woolf

**Unit 2: Fiction**

**(10 hours)**

1. "Rapunzel, Rapunzel" - Jean Rhys
2. "The Little Girl" (fiction)- Katherine Mansfield
3. "The use of Force" (fiction)- William Carlos Williams
4. "Happy Endings" – Margaret Atwood

**Practical skills**

**(10 hours)**

- 1) Digital Etiquettes- Emails
- 2) College/Job Applications-Cover Letter writing
- 3) College/ Job Applications- Crafting a C.V

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- 4) College Applications- Writing a 'Statement of Purpose'
- 5) Inclusive Writing- Avoiding gendered language
- 6) Inclusive Writing- Avoiding ableist language
- 7) The Pronoun 'They' - Self introduction exercise
- 8) Bio-writing.
- 9) Introduction to timed presentations-Pecha Kucha presentations
- 10) Group Discussions-what do employers seek?
- 11) Speaking Extempore

**List of readings:**

1. Lorde, Audre. *The Master's Tools Will Never Dismantle the Master's House*. 2018.
2. Morgan, Edwin. *Edwin Morgan*. Carcanet Press Ltd, 2013.
3. Zemach & Rumisek: *Academic Writing*, Macmillan ELT, 2005.
4. Mackay, J. Trzeciak, S: *Study Skills for Academic Writing*, Prentice Hall, 1998.
5. Williams, William Carlos. *The Collected Stories of William Carlos Williams*. New Directions, 1996.
6. Mansfield, Katherine, and Mike. Royston. *Short Stories*. Thornes, 1995.
7. Swales, John M., Christine B. Feak: *Academic Writing for Graduate Students: Essential Tasks and Skills: A Course for Non-native Speakers of English (English for Specific Purposes)*, University of Michigan Press, 1994.
8. Rhys, Jean., and Diana. Athill. *The Collected Short Stories*. W.W. Norton, 1987.
9. Gay, Roxane. *Bad Feminist*

Evaluation (AEC): Total marks per course - 50.

Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

CIA- 20 marks

Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 30 marks

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
-TOTAL - Per objective	10	10	10	30
% WEIGHTAGE	33.33	33.33	33.33	100%

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