


KANNUR UNIVERSITY
(Abstract)

BA Programme in Functional English under Choice Based Credit and Semester System –Modified
Scheme & Syllabi for Core Courses - Implemented w.e.f 2016 Admission - Orders issued.

ACADEMIC C SECTION

U.O.No.Acad/C3/4066/2014

Civil Station.P.O, Dated 25-07-2016

- Read:1.U.O No.Acad/C2/2232/2014 , dated 14.3.2014 and 25.09.2015
2. U.O of even No. 12.05.2014.
3.Minutes of the meeting of the Board of Studies in Functional English (Cd) held on
08-04-2016

ORDER

1.The Revised Regulations for U.G Programmes under Choice Based Credit and Semester System were implemented in the University with effect from 2014 admission, as per paper read (1) above ,dated 14.03.2014 and certain modifications were effected in the same dated 25.09.2015.

2.As per paper read (2) above, the scheme, syllabus and pattern of question papers for core/open courses in B.A programme in Functional English were implemented in the University w.e.f. 2014 admission.

3. The meeting of Board of Studies in Functional English (Cd), held on 08-04-2016 vide paper read (3) above has recommended to shift the Core Course 8 - **5B08FNG 'Introduction to Media Studies' of Semester V to semester VI in place of** Core Course 12- **6B 12FNG 'Introduction to Literary Theory and Criticism'** and to shift the Core Course 12- **6B12FNG Introduction to Literary Theory and Criticism of semester VI to Semester V in place of** Core Course 8 - **5B08FNG 'introduction to Media Studies' with effect from 2016 Admission onwards.**

4.The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, as per Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the revised Scheme and Syllabus for Core Course of B.A Programme in Functional English as recommended by the Board of Studies vide para.(3) under Choice Based Credit and Semester System with effect from 2016 admission.

P.T.O.

5. Orders are therefore issued implementing the revised Scheme and Syllabus for Core Course of B.A Programme in Functional English under Choice Based Credit and Semester System with effect from 2016 admission, subject to report to the Academic Council.

6. The modified Scheme and Syllabus are appended herewith.

Sd/-
JOINT REGISTRAR (ACADEMIC)
For Registrar

To:

The Principals of Affiliated Colleges Offering B.A Functional English Programme

Copy to:

1. The Examination Branch
2. The Chairman, Board of Studies in Functional English (Cd)
3. PS to VC/PA to PVC/PA to Registrar/PA to CE
4. JR/AR-I (Academic).
5. SF/DF/FC

Forwarded /By Order



SECTION OFFICER



III Core Courses(16)

Semester	Course Code	Course Title	Hours	Credits	Marks
I	1B01FNG	Contemporary English Grammar	6	4	50
II	2B02FNG	English Pronunciation and Conversation	6	4	50
III	3B03FNG	Introduction to English Literature	4	4	50
III	3B04FNG	Fundamental Writing Skills	5	4	50
IV	4B05FNG	ICT for Academic Purposes	4	4	50
IV	4B06FNG	Indian Writing in English	5	4	50
V	5B07FNG	Introduction to Linguistics	5	4	50
V	5B08FNG	Introduction to Literary Theory & Criticism	6	5	50
V	5B09FNG	Translation Studies	5	4	50
V	5B10FNG	Introduction to Theatre Studies	4	4	50
V	5B11FNG	Methodology of Language & Literature	4	4	50
V		Open Course	2	2	25
VI	6B12FNG	Introduction to Media Studies	5	4	50
VI	6B13FNG	Introduction to Creative Writing	5	4	50
VI	6B14FNG	English Language Teaching	5	4	50
VI	6B15FNG	Film Studies	6	5	50
VI	6B16FNG	Project	3	2	25
		Total Hours/Credits/Marks	80	66	800

Core Course-8

Introduction to Literary Theory and Criticism

Semester	Course Code	Course Title	Hours	Credits	Marks
V	5B08FNG	Introduction to Literary Theory and Criticism	6	5	50

Objectives

1. To enable students to see the historical continuities/discontinuities in ideas and critical practice
2. To **briefly** introduce the developments in the literary theory of the late 20th century and to give students an idea of how theory becomes a radical departure from traditional critical practices
3. To broaden and deepen the critical judgement and literary sensibilities of students making them more sensitive to the human condition while simultaneously fostering a non-anthropocentric world view

NB: The focus should be on **introducing** key terms, ideas and their proponents. An encyclopedic approach (where terms and concepts are introduced but not discussed in detail) is to be followed.

This is to be borne in mind by the question setters, too

Module 1: A Brief Overview of Traditional Critical Approaches

1. Plato: The ideal and the real –poetry/art as imitation of reality – charges against poetry – Moralistic Criticism
 2. Aristotle: Mimesis – poet as creator – poetry vs. history – tragedy, comedy – six elements of drama, structure
of plot (dramatic line), the three unities;
definitions of tragedy, catharsis, nemesis, hamartia, hubris, peripeteia, anagnorisis
- Aesthetic Criticism
3. Horace: The function of poetry (to delight and to teach); aspects of decorum
 4. Longinus: The sublime; five sources of the sublime
 5. Wordsworth's definition of poetry

Coleridge: Imagination (primary & secondary); willing suspension of disbelief 6.
Matthew Arnold: The touchstone method

Module 2: Criticism in the Early 20th Century

1. TS Eliot: The concepts of tradition, impersonality of art
2. New Criticism: Major names; focus on the text; close reading of the text; intentional & affective fallacies
3. Practical Criticism: I A Richards & his contribution

Module 3: The Emergence of Literary Theory

(Aims at a brief discussion of the basic concepts related to these theories)

Russian Formalism; Structuralism; Deconstruction; Feminist criticism; Psychoanalysis; Marxist analysis; New Historicism; Cultural Materialism; Postcolonial criticism; Postmodernism; Ecocriticism

PS: All the modules are admittedly sketchy and leave out much as necessitated by the introductory nature of the course. The teacher may give brief introductions to fill the gaps and to give the students a sense of the continuity of the critical dialogue over the ages. Teachers may find Chapter 1 (“Theory before Theory – Liberal Humanism”) of Peter Barry’s *Beginning Theory* to be a very concise and illuminative guide for this.

Suggested Reading:

1. *Elements of Criticism*. Calicut Uty. Co op Store. (For Kannur Uty’s B A English Main. This may be used as a textbook but should be supplemented suitably.)
2. Raghukul Tilak. *History & Principles of Literary Criticism*. Delhi: Rama Brothers, 2006, 24th ed.
3. B Prasad. *An introduction to English Criticism*. Macmillan (This should **NOT** be used as a basic textbook.)
4. M H Abrams. *A Glossary of Literary Terms*. Harcourt India
5. M H Abrams & Geoffrey Galt Harpham. *A Handbook of Literary Terms*. Delhi: Cengage Learning, 2009
6. Simon Malpas & Paul Wake (ed). *The Routledge Companion to Critical Theory*
7. Peck & Coyle (ed). *Dictionary of Literary Terms*
8. Mary Klages. *Literary Theory: A Guide for the Perplexed*. New York: Continuum Books, 2006

9. Mary Klages. *Key Terms in Literary Theory*. New York: Continuum Books, 2012
10. Selden, Widdowson & Brooker. *A Readers' Guide to Contemporary Literary Theory*. Harvester, 1996, 4th ed.
11. Peter Barry. *Beginning Theory*. Manchester University Press
12. Lois Tyson. *Critical Theory Today*. New York: Garland Books, 2006
13. M S Nagarajan. *English Literary Criticism & Theory: An Introductory History*. Orient Black Swan, 2006
14. Elaine Showalter. *Teaching Literature*. Oxford: Blackwell, 2003 (For teachers)

Chapter 1: The Anxiety of Teaching; Chapter 7: Teaching Theory

The following internet resources will be useful in Module 3:

1. <https://owl.english.purdue.edu> (Online Writing Lab of Purdue University)
 2. <http://www.purdue.edu/guidetotheory.html> (Prof. Dino Felluga's material; Purdue Uty.)
 3. www.cla.purdue.edu (Prof. Dino Felluga's material; College of Liberal Arts, Purdue Uty.)
 4. english.colorado.edu/blog (The website of Colorado University at Boulder)
 5. <http://www.kristisiegel.com/theory.htm> (Website of Prof. Kristi Siegel of Mount Mary College, Milwaukee, Wisconsin)
 6. http://newarkwww.rutgers.edu/guides/lit_theory.htm (Rutgers Uty's website)
 7. bcs.bedfordmartins.com/virtualit
 8. vos.ucsb.edu (Voice of the Shuttle by Prof. Alan Liu of The University of California at Santa Barbara)
 9. Website of Kannur Uty's School of Distance Education (material on Literary Criticism & Theory)
 10. Website of Calicut Uty's School of Distance Education (material on Literary Criticism & Theory)
- NB: If you have difficulty locating these websites, please use Google suitably.

Scheme of Examination (Total: 50 Marks)

Internal Assessment (Marks – 10)

1. Two Class Tests - $2.5+2.5 = 5$ Marks
2. Assignment/ Seminar – 2.5 Marks
3. Attendance – 2.5 Marks

End-Semester Examination (Written Examination for 3 hours; Marks - 40)

Pattern of Question Paper

Time: 3 hrs

Total Marks: 40

- | | |
|--|--------------------|
| 1. Four one-word answer questions | (Marks 4 x 1 = 04) |
| 2. Seven short answer questions out of ten | (Marks 7 x 2 = 14) |
| 3. Four paragraph answer (80 words) questions out of six | (Marks 4 x 3 = 12) |
| 4. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |
| 5. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |

Core Course 12
Introduction to Media Studies

Semester	Course Code	Course Title	Hours	Credits	Marks
VI	6B12FNG	Introduction to Media Studies	5	4	50

Aims and Objectives

1. To equip students with the skills required to critically analyze and evaluate media content
2. To enable them to understand the dialectical/dialogical relationship between society and media
3. To enable them to see media functions and operations in the socio-historical contexts
4. Thus to give them the skills& competence which will be useful:
 - in daily life as members of intensely mass-mediated societies
 - in academic pursuits (research, teaching etc.) in media & communication -in media practice and industry

Module 1 Basics

Definition of communication; elements of communication; encoding & decoding Types of communication: intrapersonal, interpersonal, group, (intercultural), mass Mass communication – definitions, types/forms: print and electronic, music, film etc. Characteristics& functions – inform, educate,entertain etc.; Also, HaroldLasswell’s list of three functions Mass media dysfunctions

NB: **The focus should be on mass communication**, its nature, forms, operation in society etc. Students will be able to draw upon their insights and understandings from the ‘Mass Communication Studies’ (Complementary Course) paper in the 1st year.

Module 2

Evolution of communication technologies (A **very brief** overview: gestures, speech, printing, telephone, radio, TV, film, satellites, computers, cellphone etc.)

Printingand the democratization of knowledge through print media

World War I and the growth of radio

Computers, satellite communication, digitalization etc.

Media and Education:

As a tool of informal education: newspapers, radio, TV, films, internet etc.

Formal education:

The educational programs of AIR and DD: UGC Countrywide Classrooms, EMRC & AVRC, Gyandarshan, Gyanvani, VICTERS

Internet and education – brief discussion

Books useful in Modules 1 & 2 include:

1. De Fluer & Dennis. *Understanding Mass Communication*. Delhi: GoyalSaab Publishers
2. Keval J Kumar. *Mass Communication in India*
3. J V Vilanilam. *Mass Communication in India: A Sociological Perspective*. Delhi, Sage Books
4. Shaju P P. *Principles and Practice of Journalism*. Calicut Uty. Co Op Store, 2007.
5. John C Merrill et al. *Modern Mass Media*. Harper Collins
6. James Watson. *Media Communication*. Palgrave
7. John Fiske. *Introduction to Communication Studies*. Routledge
8. Harry Henderson. *Communication and Broadcasting*. Hyderabad: Orient Longman, 1997.
9. For a timeline of communication technologies, please use a good encyclopedia.

Module 3: Introduction to the Sociology & Politics of Media

This is the **core section** and is intended to give students an introduction to recent concepts, theories and insights in 'Media & Culture Studies' to make them aware of the fact that media practice and consumption are decided not only by the contents but also by the 'discontents', i.e., the competing/conflicting interests and ideologies inherent in them.

It should be noted by the teachers, students and question setters that about 60% of the weightage is to be given for this module both in the class and in the exam. Students can be asked to write definitions, short explanations etc. (i.e., short questions or short essays) in the exam. **There is no scope for long essays from this section in an introductory course.**

mass media – elite media – alternative media

information – misinformation (giving false information) – disinformation (withholding information)

manufacturing consent, spectator democracy (Chomsky's concepts) ideological state apparatus & repressive state apparatus (Althusser's concepts) global village, 'Medium is the message/massage.' (McLuhan's concepts) information society (the evolution: agrarian --> industrial --> information) misinformed society (Peter Golding's concept)

information overload (Alvin Toffler's concept) media

imperialism, cultural invasion, Murdochization electronic

surveillance and panoptikon

couch and mouse potatoes

mean world syndrome (George Gerbner's concept)

public service broadcasting vs. private channels: the basic difference

media convergence through technology

New Media and interactivity

cyberspace

media-constructed reality, mediated reality, virtual reality, hyper reality

cyber-democracy

The following books will be very useful here:

John Hartley. *Key Concepts in Communication, Culture & Media Studies*. London: Routledge
Bernadette Casey et al. *Key Concepts in Television Studies*. London: Routledge
James Watson & Anne Hill. *Dictionary of Media and Communication Studies*. Bloomsbury USA, 2006
David Cogswell. *Chomsky for Beginners*
Sky Marsen. *Communication Studies*. Palgrave

It is **suggested** that students do the following as part of their assignments, seminars, presentations etc.:

- critical analysis and evaluation of various types of TV programs (news, news-based programs, serials, reality shows, game shows, film-based programs, programs for various target audiences etc.
- and/or critical analysis of newspaper stories, editorials, magazine articles, layout & design etc.
- and/or readership surveys.

This can be tested as part of the **internal assessment**.

Scheme of Examination (Total: 50 Marks)

1. Internal Assessment (Marks – 10)

- a. Two Class Tests - 2+2 = 4 Marks
- b. Assignment (20- 25 written pages done as part of translation practice) –2 Marks
- c. One Seminar Presentation –2 Marks
- d. Attendance –2 Marks

2. End-Semester Examination (Written Examination for 3 hours; Marks - 40)

Pattern of Question Paper

Time: 3 hrs

- | | |
|--|---------------------------------------|
| 1. Four one-word answer questions | Total Marks: 40
(Marks 4 x 1 = 04) |
| 2. Seven short answer questions out of ten | (Marks 7 x 2 = 14) |
| 3. Four paragraph answer (80 words) questions out of six | (Marks 4 x 3 = 12) |
| 4. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |
| 5. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |

