



**Parvatibai Chowgule College of Arts and Science
(Autonomous)**

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

DEPARTMENT OF ENGLISH

**SYLLABUS FOR THREE/FOUR YEAR
UNDERGRADUATE DEGREE HONOURS
PROGRAMME IN ENGLISH**

(Implemented from the Academic Year 2023-2024 onwards)

F.Y.B.A. – SEMESTER I – Major Course

Course Title: Understanding Poetry & Drama

Course Code: UG-ENG-101

Marks: 100

Credits: 4

2. Course Objectives:

1. To acquaint students with major poetic forms and trends in English Poetry.
2. To enable students to read and appreciate poems.
3. To improve the literary and critical competence of the students.
4. To teach students to appreciate English Drama.
5. To instill the appreciation of Drama and the universality of its reach.
6. To train students to identify basic elements in a Drama.

3. Course Outcomes:

Upon completion of the course the student should be able:

1. Recognize and define major poetic forms such as lyric poetry, narrative poetry.
2. Know and identify rhyme, rhythm and meter.
3. Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of a poem.
4. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, imagery.
5. To recognize and appreciate various elements of a drama: Plot, Character, Dialogue, Setting, Theme, and Act-Scene Division.
6. To understand and be knowledgeable about the evolution of two major forms of Drama – Tragedy and Comedy.

3. Number of hours: 04 hours per week

5. Course Content:

Total Number of hours: 60

Unit I: Background to Poetry & Drama

12 hours

1. Poetry as a Literary form
2. Nature and types of lyric poetry
3. Evolution of lyric as a literary form
4. Nature and forms of narrative poetry
5. Evolution of the English Drama
6. Nature of Tragedy & Comedy in Drama

Unit II: Lyric Poetry: Songs, Sonnets, Odes, Elegies and Dramatic Monologues

12 hours

1. Edmund Spenser a) Whilst in Prime
2. William Shakespeare a) Marriage of True Minds
3. John Donne a) Batter my Heart
4. Robert Herrick a) To Daffodils
5. William Blake a) Lamb
 b) Tyger
6. William Wordsworth a) The Daffodils
7. Percy Bysshe Shelley a) Mutability
9. John Keats a) Ode on a Grecian Urn
10. Robert Browning a) My Last Duchess

Unit III: Narrative Poetry: Ballads, Mock Epic

12 hours

1. The Rime of the Ancient Mariner (Section 1) - Samuel Taylor Coleridge
2. Rape of the Lock (Canto I) -Alexander Pope

Unit IV: Drama: Tragedy & Comedy

24 hours

1. An Enemy of the People - Henrik Ibsen
2. The Admirable Crichton -James Matthew Barrie

5. Reference Books :

Primary References:

1. Barrie. J. M. *The Admirable Crichton*.
2. Ibsen, Henrik. *An Enemy of the People*.

Secondary References:

1. Abrams, M. H. *A Glossary of Literary Terms*. 11th Cengage Learning, 2014.
2. Bowra C.M. *Heroic Poetry*. Macmillan, 1966.
3. Ed. Bloom Harold. *William Shakespeare's Sonnets*. Viva Books, 2007.
4. Ed. Bottrall Margaret. *William Blake: Songs & Innocence & Experiences*. Macmillan, 1970.
5. Bradley. A.C. *Oxford Lectures on Poetry*. Atlantic, 2009.
6. Broadbent J.B. *Poetic Love*. Chatto & Windus London, 1964.
7. Chandra NDR, Sebastian A.J. *Literary Terms in English Poetry*. Authors Press, Delhi, 2001.
8. Cuddon J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.
9. Dobson, Michael and Wells, Stanley. *The Oxford Companion to Shakespeare*. Oxford, 2001.
10. Gardner Stanley. *Blake*. P. Evans Brothers Ltd, 1968.
11. Jump, John D.(Ed.) *Critical Idiom Series*. Law Book Co of Australasia, 1974.
12. Gridley Roy E. *Browning*. Routledge & Kegan Paul, 1972.
13. Ed. Grose Kenneth H. *Keats*. Evans Brother Ltd, 1969.
14. Hudson, W. H. *An Introduction to the Study of Literature*. B.I. Publications, 1972.
15. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2004.

16. Lever J.W. *The Elizabethan Love Sonnets*. Methuen & Co. Ltd, 1966.
17. Ed. O'Neill Judith. *Critics on Keats*. George Allen & Unwin Ltd, 1967.
18. O'Neill Judith. *Critics of Pope*. George Allen & Unwin Ltd., London, 1968.
19. Prasad, B. *Background to the Study of English Literature for Indian Students*. Trinity Press, 2014.
20. Read Herbert. *Wordsworth*. Faber & Faber Ltd, 1957.
21. Sarker Sunil Kumar. *Shakespeare's Sonnets*. Atlantic Publisher, 2006.
22. Rees, R. J. *Introduction to English Literature*. New Delhi: Macmillan India, 1973.
23. Smith Hallett. *Elizabethan Poetry*. Ann Arbor Paperbacks, 1968.
24. Ed. Ward Sir W. & Walter A.R. *The Cambridge History of English Literature*. Cambridge University Press, 1914.
25. Westland Peter. *Literary Appreciation*. The English University Press Ltd, 1964.

SEMESTER I – ABILITY ENHANCEMENT COURSE (AEC)

Course Title: Effective English Communication

Course Code: UG-ENG-AEC1

Marks: 50

Credits: 2

Duration: 30 hours

1. Course Objectives:

1. To help students develop proficiency in oral communication in English.
2. To help students understand the importance of developing good listening skills.
3. To help students become proficient in listening, writing and speaking skills.

2. Course Outcomes:

Upon completion of the course the student should be able:

CO1: Build confidence while conversing and writing in formal English.

CO2: Make use of the benefits of good communication skills.

CO3: Agree on the profit of having a proficient grasp on written skills like letter writing, minutes of a meeting and agendas.

CO4: Create a purposeful use of English with correct grammar and pronunciation.

3. Number of hours: 02 hours per week

4. Course Content:

Total Number of hours: 30

Unit I: Fun with Grammar

7 hours

Students need to have a basic proficiency in Grammar to complete this course.

Pre-requisite to the course: Knowledge of Basic Grammar – Articles, Adjectives, adverbs, Conjunctions, Sentence Structures – SVO etc.

The above can be revised briefly. Grammar component will be taught incidentally and in conjunction with Unit II.

1. Parts of Speech
2. Reported Speech
3. Punctuation
4. Phrases and Clauses
5. Active and Passive
6. Basic Errors in English Language
7. Spotting Errors and correcting them
8. Revising and Editing

Note: The teacher concerned can make use of the following to teach Grammar.

1. Reading a picture
2. Quiz
3. Word play
4. Dialogues

Unit II: Spoken English

8 hours

1. Individual Presentation Skills

3 hours

Students are to be taught public speaking using Presentation skills through application-based teaching; public speaking is to be taught and application of these skills in formal and informal settings.

a) Concepts:

- i. Importance of Body Language and Eye Contact in Spoken Communication
- ii. Ways to Overcome Fear of Speaking

- iii. Pace, Tone and Intonation
- iv. Listening as an Essential Part of Communication. How to be an Effective Listener

b) Applied:

Students will be given topics to present before the class. They can use a host of methods to do so:

- 1. Presentation with material - Formal
- 2. Oral presentation
- 3. Formal/Informal Speeches – Welcome, Introduction to a dignitary, Raising a toast, Farewell Speech, celebratory speeches

2. Pair Based Activities 3 hours

- a) Telephone Etiquette
- b) Speaking and Listening Classroom Practice Exercises in Pairs and Groups.

3. Group Based Activities 2 hours

Minutes of the meeting can be used as a group-based activity.
Group Discussions of Formal and Informal nature.

Unit III: Written English

8 hours

1. Letters

- a) Formal Letters
 - i. Job Application Letters
 - ii. Enquiry Letters
 - iii. Orders and Complaints letters
 - iv. RTI
 - v. Representations
 - vi. Writing a resume
- b) Social Letters
 - i. Invitation & Reply
 - ii. Condolence & Reply
 - iii. Congratulations & Reply

iv. Thank you & Reply

Unit IV: Digital Story Telling (DST)

7 hours

Descriptive Writing – (Open to the Teacher to explore this writing in various areas Fiction and Non-Fiction and creative expression of personal writing)

Features of good presentation, audience engagement, creating a narrative arc etc. will have already been covered in Unit II. This will be useful for creating engrossing DST.

Suggestive Note on Evaluation:

Keeping in mind the emphasis on praxis and hands-on learning to inculcate productive employable skills, no written test to be conducted for Semester End Assessment.

Instead, the focus should be on imbibing the spoken and written skills into everyday tasks through appropriate assessments. Ideal breakup of marks would be:

Continuous Assessments: 30 marks

Semester End Assessment: 20 marks

5. Reference Books:

Primary References:

1. Azar, Betty Schramper. *Basic English Grammar*. New York: Pearson Education, 1996.
2. Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited, 2002.
3. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
4. Jain, A.K. and Dr. Pravin S.R. Bhatia. *Professional Communication Skills*. New Delhi: S. Chand & Company Ltd, 2000.
5. Mohan, Krishna and Singh, N. P. *Speaking English Effectively* Macmillan India Ltd.
6. Sadanand, Kamelesh and Susheela Punitha. *Spoken English: A Foundation Course- Part 1*. Hyderabad: Orient Blackswan Private Limited, 2009.
7. Stanek, William. *Effective Writing for Business, College and Life*. Reagent Press, 2005.

Secondary References:

1. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
2. Chakravarty, Auditi and Bonnie Boehme. *Grammar & Usage for Better Writing*. New York: Amsco School Publications, 2004.
3. Downing, Angela and Philip Locke. *English Grammar A University Course*. London and New York: Routledge, 2006.
4. Hewings, Martin. *Advanced Grammar in Use*. 2nd. Great Britain: Cambridge University Press, 2005.
5. Naylor, Helen and Raymond Murphy. *Grammar in Use Supplementary Exercises*. Edinburgh: Cambridge University Press, 2001.

Weblinks:

1. <https://www.englishclub.com/>
2. <https://www.englishgrammar.org/>

3. <https://learnenglish.britishcouncil.org/>
4. <https://www.storycenter.org/stories>

ABILITY ENHANCEMENT COURSES (AEC)

Course Title : **Academic Writing I**

Course Code : UG-ENG-AEC2

Credits : 02

Marks : 50

Duration : 30 hours

Prerequisite Courses : Nil

1. Course Objectives:

- a) To teach students to paraphrase, summarize, and respond to academic texts.
- b) To use academic language (discourse and vocabulary) appropriately in a variety of written genres
- c) To develop and apply strategies in their writings appropriate to purpose and audience
- d) Generate, develop, organize, and revise, refine their ideas.

2. Course Outcomes:

Upon completion of the course, the student will be able to:

CO1: To quote, paraphrase and summarize information accurately and with confidence

CO2: To understand the different stages of writing process & identify rules of grammar that are used in its construction.

3. No. of Hours: 02 per week

4. Course Content:

Total Number of Hours: 30

Unit I: Writing a Paragraph

(15 hours)

- Brainstorming
- Writing a coherent paragraph
- Editing a paragraph

Vocabulary and Grammar (Transition words and Phrases , Simple sentence, Compound sentence, Complex sentence, Compound complex sentence, Reporting verbs and tones)

Unit II : Writing an Academic Essay

(15 hours)

- Generating thesis statement
- From a Paragraph to an Essay
- Essay Structure
- Editing an Essay
- Writing an Expository Essay

Evaluation: Continuous assessments of the course will be conducted through online mode.

(30 /20) mandatory CAs of 10 marks each and term paper of 20 marks.

5. Reference Books:

Primary References:

1. Bailey Stephen, 2011 . Academic Writing: A Handbook for International Students. 3rd Edition Routledge, New York.
2. Fowler, R.H., Aaron, J.E. & McArthur, M., 2005. The Little Brown Handbook. 4th ed. Toronto: Pearson Longman. Harris, M., 2008. Prentice Hall Reference Guide. 7th ed. New Jersey: Pearson Prentice Hal
3. Oshim Alice a and Ann Hogue 2007 . Introduction to Academic Writing, Third Edition. Pearson Longman.
4. Wallwork Adrain 2013. English for Academic Research: Vocabulary Exercises. Springer Science+Business Media New York.

Secondary References:

1. Harris, M., 2008. Prentice Hall Reference Guide. 7th ed. New Jersey: Pearson Prentice Hall.
2. Heather, A., Lucille, S., Karen, T. & Kathleen, J.-C., 1995. Thinking It Through: A Practical Guide To Academic Essay Writing. 2nd ed. Peterborough: Academic Skills Centre Trent University Peterborough.
3. Herring, Peter 2016. The Farlex Grammar Book: Complete English Grammar Rules. Farlex International

Weblinks:

1. <https://www.readwritethink.org/classroom-resources/student-interactives>
2. <https://www.essypunch.com/>

F.Y.B.A. SEMESTER I – VALUE ADDED COURSE

Course Title: ePortfolio

Course Code: UG-ENG-VAC1

Marks: 50

Credits: 2

1. Course Objectives:

1. To introduce students to an ePortfolio.
2. To demonstrate its benefits in academic identity building
3. To train students in effective communication in an ePortfolio.
4. To create various artifacts for an effective ePortfolio.

2. Course Outcomes:

Upon completion of the course the student should be able:

CO 1: To communicate effectively in an ePortfolio.

CO 2: To create digital artifacts that complement their academic identity.

3. Number of hours: 04 hours per week

4. Course Content:

Total Number of hours: 30

Unit I: Introduction to an ePortfolio

12 hours

- ePortfolio as an effective Communicative tool.
- What is an Eportfolio?
- Different types of ePortfolios.
- How do I create my academic brand Identity using an ePortfolio?
- Writing Effectively – Introduction, Content Creation and Resume Building.

Unit II : Building my ePortfolio

18 hours

- What are Artifacts?
- Using free site makers
- Creating, and Publishing my Home page
- Adding Pages
- Creating Digital Artifacts Using – Documents, Photos, Audio and Video

5. Reference Books :

Primary References:

1. Ali, Jafari (ed). *Handbook of Research on ePortfolios*.
2. Cambridge, Darren. *Eportfolios for Lifelong Learning and Assessment*. San Francisco, CA : Jossey-Bass. 2010.
3. Yancey, Blake (ed.). *ePortfolio as Curriculum. Models and Practices for Developing Students' ePortfolio Literacy*.

6. Web References:

1. [The What, Why, and How of ePortfolios | Clemson University, South Carolina](#)
2. [e-Portfolio | Center for Teaching & Learning \(berkeley.edu\)](#)
3. [University Writing \(auburn.edu\)](#)

F.Y.B.A. – SEMESTER II – DISCIPLINE SPECIFIC CORE COURSE

Course Title: Understanding Fiction

Course Code: UG-ENG-102

Marks: 100

Credits: 4

1. Course Objectives:

1. To help students understand the evolution of the Novel and Short Story as distinct Literary Forms.
2. To help students understand the contribution of various other literary forms like Medieval Romances, Character Sketch etc. to the evolution of the novel.
3. To help students understand how the socio-economic conditions prevalent in the 18th century contributed to the rise of the Novel, and how the conditions prevalent in the 19th century contributed to the rise of the Short Story.
4. To help students understand the contribution of various other literary forms like Parables, Fables etc. to the evolution of the Short Story.
5. To help students understand the characteristics of the short story through the study of few popular short stories.
6. To teach students to appreciate English Fiction.
7. To instill the ability of recognizing the various elements of Fiction.

2. Learning Outcomes: But the end of the course the student will be able:

1. To understand the various elements of the Novel and the Short Story.
2. To recognize the characteristics of the Novel and the Short Story.
3. To have the ability to analyze Short Stories and Novels critically.

3. Number of hours: 04 hours per week

4. Course Content:**Total Number of hours: 60****Unit I: Background****10 hours**

1. Contribution Of Medieval Prose Romances to evolution of English Novel
2. Other Literary Forms That Contributed to the Novel (diaries and journals, biographies/autobiographies, letters, character sketch)
3. Reasons for Emergence and Growth of the Novel as a Distinct Literary Genre In the 18th Century
4. Characteristics of the contemporary novel
5. Elements of the Novel
6. Contribution of writers of Asian, African, Latin American origin to the Contemporary English Novel.
7. **Ancient Roots/origins of the short story** (Stories of the Old Testament, Parables Of the New Testament, Fables, Panchatantra Stories, Boccaccio's Decameron etc.)
8. Reasons for the emergence of the short story in the 19th century
9. Characteristics Of the short Story
10. Difference between Novella and Short Story.

Unit II: Novel**25 hours**

1. Lord of the Flies - William Golding

Unit III: Short stories**10 hours**

1. The Gift Of the Magi - O Henry
2. The Cask Of Amontillado - Edger Alan Poe
3. Darling - Chekov
4. A Wrong Man in Worker's Paradise - Rabindranath Tagore
5. The Tiger In the Tunnel - Ruskin Bond
6. The Doctor's word - Rasipuram Krishnaswami Iyer Narayanaswami
7. Vengeful Creditor - Chinua Achebe
8. Good Advice Is Rarer then Rubies - Salman Rushdie
9. The Monkey's Paw - William Wymark Jacobs

Unit IV: Novella

15 hours

1. Animal Farm - George Orwell

(NOTE: Some short stories as well as background topics will be given for self study)

5. Reference Books:

Primary References:

1. Achebe, Chinua. *Girls At War*. Johannesburg, South Africa: Penguin Books, 2009. Print.
2. Cross, Wilbur. *The Development of the English Novel*. New York: Atlantic Publishers and Distributors, 2001. Print.
3. Desai, Anita. *Fasting, Feasting*. New York: Mariner Original, 1999. Print.
4. Golding William- *Lord of the Flies*. Penguin; Deluxe edition, 2017. Print.
5. Hunter, Adrian. *The Cambridge Introduction To The Short Story In English*. New Delhi: Cambridge University Press, 2007. Print
6. Hoppenstand, Gary , W.W. Jacobs. *The Monkey's Paw and Other Tales of Mystery and the Macabre*. Chicago Review Press; Revised ed. Edition. 2005. Print.
7. Kohli. Suresh (ed). *Modern Indian Short Stories: An Anthology*. New Delhi: Arnold Heinemann Publishers, 1974. Print.
8. Orwell, George. *Animal Farm*. Penguin India; Fourth edition, 2011. Print.

Secondary References:

1. Abrams M. H. *A Glossary of Literary Terms*. Bangalore. Prism Books. 1999.
2. Daiches, David. *A Critical History Of English Literature Vol 1. 2nd ed*. New Delhi: Allied Publishers Pvt. Ltd., 2004. Print.
3. Reid, Ian. *The Short Story*. New York: Barnes and Nobel, 1977. Print

ABILITY ENHANCEMENT COURSE (AEC)

Course Title: Academic Writing II

Course Code: UG-ENG-AEC3

Credits: 02

Marks: 50

Duration: 30 hours

Prerequisite Courses: Academic Writing I

1. Course Objectives

1. To provide valuable practice of essential academic structures, vocabulary, and organizational patterns
2. To ensure that students will attain a level of writing expected by an academic audience
3. To teach students how to document their sources appropriately i.e., use of citations and references
4. To help students develop a formal tone and style (registers) expected in academic writing

2. Course Outcomes

Upon completion of the course, the student will be able to:

CO1: Identify and explain essay outlines, edit drafts, and produce a complete essay

CO2: Examine and differentiate various sources which establish valuable evidence and authority, and incorporate them effectively into an essay.

3. Number of hours: 02 Hours per week

4. Course Content:

Total Number of Hours: 30

Unit I: The Compare and Contrast Essay

(15 hours)

- Compare and Contrast Essay Structure
- Useful Vocabulary and Style
- Editing compare and contrast essays

Unit II: Working with sources

(15 hours)

- Avoiding plagiarism
- Selecting resources
- Citing the sources of information
- Citations, quotations and integration

Working with drafts

- Drafting
- Revising and Proof reading

5. Reference Books:

Primary References:

1. Bailey Stephen, 2011 . Academic Writing: A Handbook for International Students. 3rd Edition Routledge, New York.
2. Fowler, R.H., Aaron, J.E. & McArthur, M., 2005. The Little Brown Handbook. 4th ed. Toronto: Pearson Longman. Harris, M., 2008. Prentice Hall Reference Guide. 7th ed. New Jersey: Pearson Prentice Hal
3. Oshim Alice a and Ann Hogue 2007 . Introduction to Academic Writing, Third Edition. Pearson Longman.
4. Wallwork Adrain 2013. English for Academic Research: Vocabulary Exercises. Springer Science+Business Media New York.

Secondary References

1. Harris, M., 2008. Prentice Hall Reference Guide. 7th ed. New Jersey: Pearson Prentice Hall.
2. Heather, A., Lucille, S., Karen, T. & Kathleen, J.-C., 1995. Thinking It Through: A Practical Guide To Academic Essay Writing. 2nd ed. Peterborough: Academic Skills Centre Trent University Peterborough.
3. Herring, Peter 2016. The Farlex Grammar Book: Complete English Grammar Rules. Farlex International

Weblinks

1. <https://www.readwritethink.org/classroom-resources/student-interactives>
2. <https://www.essaypunch.com/>

F.Y.B.A.–SEMESTER II–SKILL ENHANCEMENT COURSE

Course Title: Writing for the Media I

Course Code: UG-ENG-SEC2

Marks: 75

Credits: 3

1. Course Objectives:

1. To give students an over view of Media into day's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical languages skills to be applied in the field of Mass Media.
4. To train students to be self-sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real- life situations.
5. To prepare the foundation for careers in Media as an option for students.

2. Course Outcomes:

Upon completion of the course the student should be able:

CO1: Interpret jargon, key-terms and concepts in Mass Media

CO2: demonstrate proficiency in writing in one or more professional media writing applications

CO3: Create layouts for print media (traditional/digital) with original content based on ethical media guidelines.

CO4: Produce simple original TV/Radio News, entertainment, and advertising content

CO5: Generate original digital media through blogs, social media, and video/audio sharing sites.

CO6: skill themselves in industry standard softwares in DTP, and audio/video editing

3. Total number of lectures: 45 (1hour Lectures)

considering a term/semester runs over 15 weeks PER WEEK 2 HOURS

4. Course Content:

45 hours

Note: To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course, while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

Unit I: PRINTMEDIA: Newspapers

15 hours

Introduction: The Media and the Message-Message depends on Medium Introduction to Print

Media: Audience for the News

Advertising in Print Media: Promotional Literature: Copywriting for Leaflets, Pamphlets, Brochures, Classifieds- Text, Captions

News paper Writing:

Concepts: News Reporting-(datelines/Credit-line/Bylines/Nut-graph/Headlines)**News**

Writing-Appropriate angle for a new story- Structuring news(Lead/Climax form-

Inverted Pyramid Form; Chronological form)- Qualities of effective leads-Using

significant details-Effective revision Basic principles of AP Style (Associated Press Style

Book) for Writing-Use of the Style Book- Style as a Manner of Writing- Clarity in

Writing-Readability-Five 'W' and 'H' of Writing.

Other Writing- Features/Articles-Editorials- Letters to the Editor- Book and Film reviews-

Interviews-Oped Pieces

Basic Layout and Composition-Balanced/Unbalanced/Circular Layout-column setups-

photograph additions-final look

Applied: Reporting -Climax form -Inverted Pyramid Form; Chronological form Editorials-

Letters to the Editor -Book and Film Reviews- Headlines- Oped Pieces -Layout &

Composition; copywriting for Print Advertisement

Editing:

Concepts & Applied: Copy editing process-Guiding principles of editing Grammar-

Punctuation-Subbing-Proof-reading(Proof-reading notations)- [The AP style book can

be a great guide here.]

Note: *The Editing component is to be taught simultaneously along with the applied component*

of the paper. The teaching should be graded- Beginning with the basic knowledge of

grammar and its application up to a level where the student is competent enough to not

only edit their own written works but also others'. This part of component 1 should be

taught over the rest of the components as well, ensuring an increase in the level of efficiency of the student.

Unit II: ELECTRONIC MEDIA: Radio and TV

15 hours

Concepts: Radio as a Mass Medium–Radio Skills–Broad cast Writing–Broadcast Terms–Scripting for Radio– Story Structure–Lead ,Body, Ending– Writing Radio News and Features-Programmes for Radio (Features, News, Interviews, Skits ,Music Programmes, etc.), Advertising in Radio

Applied: Planning a Newscast– Radio Jockeying- Scripting for the Radio–Recording, Radio Ads, Radio PSA

TELEVISION

Concepts: Television as a Mass Medium–Television Skills–Scripting for TV- Programmes for TV(Features ,News, Interviews, Music Programmes, etc.), TV Advertising - Story Idea to story board to screen play to shoot

Applied– Anchoring; Interviewing, TV PSA, Parody Ads, The 3 shot ad movie

UNIT III: DIGITAL MEDIA-Internet and New Media

15 hours

Concepts: Kinds of Digital Media & New Media

E-book/E-magazine–E-journal–E-newspaper–Internet–World Wide Web Mobile Media-

Video Games

Concepts: Writing for Digital Media: An Interactive Media

Web Writing–Blogging.-Introduction to Profile Writing–Broadcast News Analysis–Caption Writing–Headline, Blurb, Lead-Digital Correspondence–Digital Editing

Applied: Web Writing-Blogging; Caption writing

5. Reference Books/CDs/Websites:

Primary References:

1. *Writing for Television, Radio and New Media (Seventh Ed.)*. Hilliard, Robert-Wadsworth 2006
2. *Writing for the Mass Media*(Sixth edition). James Glen Stovall Pearson Education, 2006
3. *Basic News Writing* Melvin Menchar William. C. Brown Co., 1983
4. *Writing and Reporting News: A Coaching Method* Carol e Rich Wadsworth/Thomson Learning, 2003
5. *News Writing & reporting* James A Neal & Suzane S Brown Surjeeth Publications, 2003
6. *Broadcast News Writing, Reporting & Production* Ted White Macmillan
7. *An Introduction to Digital Media* Tony Feldman (Blueprint Series) 1996
8. *Advertising* Ahuja & Chhabra Sujeeth Publications, 1989
9. *The Screenwriter's Workbook* Syd Field Dell Publishing, 1984
10. *E-Writing* Dianna Booher Macmillan , 2008
11. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
12. *The Associated Press Style Book and Libel Manual* norm The A.P, 1994
13. *Hand book of Magazine Article Writing*, Michelle Ruberg, Writer's Digest, 2009

Secondary Reading:

1. *Writing and Producing News* Eric Gormly Surjeet Publications , 2005
2. *A Crash Course in Screenwriting* David Griffith Scottish Screen, 2004
3. *Digital Media: An Introduction* Richard L Lewis Prentice Hall
4. *The Art of Editing the News* Robert. C McGiffort Chilton Book Co., 1978
5. *Digital Media Tools* Dr. Chapman Nigel (Paperback-26 Oct 2007)
6. *News reporting and Editing* K.M Srivastava Sterling Publications
7. *The News Writer's Handbook: an Introduction to Journalism* M. L Stein,, Paterno, Susan .F Surjeeth Publications, 2003
9. *The TV Writer's Workbook :A Creative Approach to Television* Ellen Sandler Delta, 2007
10. *Understanding Journalism* Lynette Sheridan Burns Vistaar Publications, 2004
11. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education, 2002
12. *Media in the Digital Age* J.V Pavlik (Paperback-1 May 2008)