

## Ways of the World: Reading English Literature

Programme(s) in which it is offered: All UG, Integrated Masters

<b>Course Category:</b> Core	<b>Schedule of Offering:</b> Odd
<b>Course Credit Structure:</b> 4	<b>Course Code:</b> ENG2141
<b>Total Number of Hours:</b> 60	<b>Contact Hours Per Week:</b> 4
<b>Lecture:</b> 4	<b>Tutorial:</b> 0
<b>Practical:</b> 0	<b>Medium of Instruction:</b> English
<b>Date of Revision:</b> 14-12-2021	<b>Skill Focus:</b> Life Skills
<b>Short Name of the Course:</b> WOTW	<b>Course Stream (Only for Minor Courses):</b> n/a
<b>Grading Method:</b> Regular	<b>Repeatable:</b> Credit/Audit/Repeatable
<b>Course Level:</b> Beginner	

### Course Description

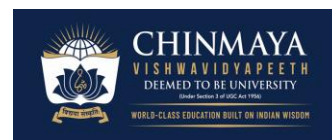
This course aims to give students an introduction to literature and the way it reflects life and the world around us, through a selection of writing by celebrated writers from India and the world over.

### Course Introduction

Great literature is about the world around us. It observes. It describes. It explains. It dreams. It imagines. It creates. It tells stories. It nurtures ideas and ideals. It cultivates emotion. Like in the case of Roald Dahl's *Matilda*, it opens to us the portals through which we experience multiple realities: our own, those of people around us, those of people we have never met, and those that we have barely even heard of. It provides to us myriad lenses through which we can look at these realities from different perspectives. It teaches us the ways of the world. This course brings together an eclectic mix of texts from some of the greatest names in literature: Tagore and Kipling, H.G. Wells and Anton Chekhov, Emily Dickinson and Robert Frost, and many others besides. Fierce optimism, dark states of mind, the deep wonder of adventure, banal quarrels, the ordinary struggles of humans, and the powerful beauty of nature, all find a place here, either as verse or prose or drama. Students will view the world through the eyes of great writers, and thus learn more about not just literature, but human life itself.

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## Course Objective

1. To introduce learners to works by a selection of celebrated authors.
2. To give learners some knowledge of the importance of literature and its relevance in facing the challenges of contemporary life.

## Course Outcome

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

1. Describe the main ideas, critically analyse, and express their opinion on, the selected texts.
2. Describe the principal focus and works of the authors of the selected texts.
3. Explain the relevance of the selected texts in their own context as well as for the contemporary world.

## PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

## Prerequisites and other constraints

This course is a beginner-level course and hence has no prerequisites. However, it assumes a basic level of familiarity with the English language.

## Pedagogy

The teaching methodology will be mostly lecture- and discussion-oriented. The texts will be read and discussed in class, and students will be encouraged to give their own opinions, and describe their own experiences, to increase their own engagement with the work.

## Suggested Reading:

### Primary Texts:

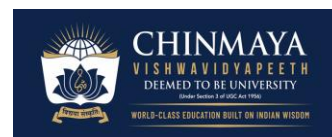
1. Ways of the World: A Literature Reader.

### Recommended Reading:

1. Drabble, M., & Harvey, S. P. (Eds.). (1985). *The Oxford companion to English literature*

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(Vol. 68). Oxford: Oxford University Press.

2. Trivedi, H. (1995). *Colonial transactions: English literature and India*. Manchester University Press.
3. Ramanathan, V. (1999). "English is here to stay": A critical look at institutional and educational practices in India. *TESOL Quarterly*, 33(2), 211-231.

## Evaluation Pattern

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
<b>Continuous Internal Assessment (CIA) Components*</b>	Quizzes (3x)	33% Of CIA Marks	30	Week 3, 6, 13	1, 2
	Mid-Semester Examination	33% of CIA Marks	50	Week 8	1, 2, 3
	Assignments/ Presentation (2x)	33% of CIA Marks	20	Week 5, Week 10	1, 3
	<b>CIA Marks</b>	<b>100 % (To be converted to 30% of course total)</b>	<b>100</b>	---	---
	<b>End-Semester Examination (ESE)</b>	<b>70% of course total</b>	<b>100</b>	---	---

\* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

## Module Sessions

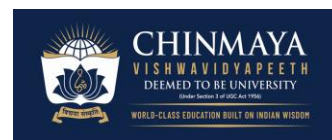
### Module 1: Poetry

(20 Hours)

1. 'Waiting' by William Carlos Williams
2. 'The Tyger' by William Blake

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3. 'Mending Wall' by Robert Frost
4. 'Invictus' by William Ernest Henley
5. 'I Felt a Funeral in my Brain' by Emily Dickinson
6. 'The Highwayman' by Alfred Noyes
7. 'Where the Mind is Without Fear' by Rabindranath Tagore
8. 'Our Casuarina Tree' by Toru Dutt
9. 'Sympathy' by Paul Laurence Dunbar
10. 'Do not go gentle into that good night' by Dylan Thomas
11. 'If—' by Rudyard Kipling

**Reading:**

1. Wadikar, D. S. B. (2013). Tagore's Where the mind is without fear: A review. *Research Scholar: An international refereed e-journal of literary explorations*, ii, 31-39.
2. Scott-Childress, R. J. (2007). Paul Laurence Dunbar and the project of cultural reconstruction. *African American Review*, 41(2), 367-375.
3. Berkove, L. I. (2000). Fatal Self-Assertion in Kate Chopin's "The Story of an Hour". *American Literary Realism*, 32(2), 152-158.

**Activities:**

- a) Discussion 1: Why study literature at the University level?
- b) Activity 1: Poetry Composition

**Module 2: Prose**

**(28 Hours)**

1. 'The New Accelerator' by H.G. Wells
2. 'The Story of an Hour' by Kate Chopin
3. 'The Red-Headed League' by Arthur Conan Doyle

**Reading:**

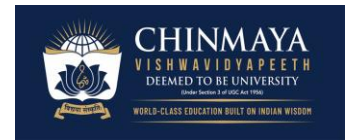
1. Ginzburg, C., & Davin, A. (1980, April). Morelli, Freud and Sherlock Holmes: clues and scientific method. In History workshop (pp. 5-36). *Editorial Collective, History Workshop*, Ruskin College.
2. Wagar, W. W. (1989). HG Wells and the scientific imagination. *The Virginia Quarterly Review*, 65(3), 390-400.

**Activities:**

- a) Activity 2: On inventions
- b) Game 2: Detective Game

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### Module 3: Drama

(12 Hours)

1. 'A Marriage Proposal' by Anton Chekhov

#### Reading:

1. DC Theatre Scene: <https://dctheatrescene.com/2020/11/19/review-the-marriage-proposal-a-chekhovian-comic-souffle/>

#### Activities:

- a) Activity 3: Matrimonials