

# **General English / Advanced English**

## **Motto**

Engaging Minds, Igniting Creativity

## **Vision**

To disclose the value of life through literature inculcated with moral principles.

## **Mission**

To sustain the department as a centre for acquisition of literary and communicative skills [LSRW], creative and critical thinking, academic research and other arts.

## **Eliot Literary Club**

### **Vision**

To foster the innate creativity of the students through literary activities.

### **Mission**

To create a welcoming space and an engaging platform where creativity knows no bounds.

## **Shakespeare Drama Club**

### **Vision**

To transform the art of creating stories to dramatic performances.

### **Mission**

To cultivate a nurturing environment for students to develop their stage skills.

## **Preamble**

The General English / Advanced English courses offered to all first-year and second-year students at *St. Joseph's College of Arts and Science for Women, Hosur (Autonomous)* are designed to build a strong foundation in the English language while nurturing confidence in communication and appreciation of literature. Recognizing the diverse academic backgrounds of students, these courses aim to enhance proficiency in reading, writing, listening, and speaking, thereby equipping learners with essential skills for higher studies and professional growth.

Through carefully chosen texts from prose, poetry, drama, and fiction, the curriculum introduces students to a wide spectrum of human experiences and cultural expressions. In addition to literary appreciation, emphasis is placed on grammar, vocabulary building, phonetics, and composition to strengthen linguistic accuracy and fluency. Classroom activities such as discussions, role plays, presentations, and creative writing exercises make the learning process interactive and student-centric.

The General English course caters to students requiring a supportive foundation in English usage and communication, while the Advanced English course is designed for learners with higher proficiency, offering more challenging texts and activities that encourage analytical and critical engagement with literature and language. Both streams, however, share the objective of enhancing communicative competence, cultural awareness, and self-expression.

By integrating value-based and contemporary themes, the courses seek to instil ethical sensibilities, inclusivity, and appreciation of diverse voices. These foundational courses not only support academic success across disciplines but also prepare students to meet the demands of a globalized world with confidence, creativity, and clarity of thought.

### **Programme Outcomes (POs)**

1. **PO1:** Students will acquire proficiency in the four language skills: Listening, Speaking, Reading, and Writing (LSRW).
2. **PO2:** Students will demonstrate competence in grammar, vocabulary, and pronunciation for effective communication.
3. **PO3:** Students will develop confidence in public speaking, group discussions, and academic presentations.
4. **PO4:** Students will read, comprehend, and interpret a variety of literary and non-literary texts with clarity.
5. **PO5:** Students will cultivate analytical and creative thinking through prose, poetry, drama, and fiction.
6. **PO6:** Students will appreciate ethical values, cultural diversity, and humanistic perspectives through texts.
7. **PO7:** Students will apply communication skills to academic, professional, and social contexts.
8. **PO8:** Students will integrate digital tools, media resources, and technology in communication and learning.
9. **PO9:** Students will demonstrate collaborative skills, leadership qualities, and social responsibility through interactive tasks and projects.
10. **PO10:** Students will pursue lifelong learning and self-improvement in language, communication, and cultural literacy.

### **Programme Specific Outcomes (PSOs)**

1. **PSO1:** Students will communicate effectively in academic, professional, and everyday situations with linguistic accuracy and fluency.
2. **PSO2:** Students will analyse and appreciate texts as sources of cultural knowledge, ethical reflection, and creative inspiration.
3. **PSO3:** Students will employ critical and creative skills in writing, presentations, and digital communication for personal and professional development.

B. A. English LOCF – CBCS with effect from 2025 - 2026 Onwards								
Course Code	Course Title	Course Type	Sem	Hours	L	T	P	C
25UGEN101	GENERAL ENGLISH I	Part II	I	90	6	Y	-	3
<b>Objectives:</b> <ul style="list-style-type: none"> <li>● To help students recognize the value of resilience through autobiographical and poetic texts, fostering a positive mindset and self-awareness.</li> <li>● To enable students to become confident and ethical decision-makers by analyzing characters and situations in poems and short stories.</li> <li>● To develop students' problem-solving skills through critical interpretation and creative engagement with literary texts and Readers' Theatre.</li> <li>● To strengthen students' grammatical accuracy by enabling them to identify and use tenses and parts of speech appropriately in spoken and written English.</li> <li>● To enhance students' professional communication by helping them use English effectively and appropriately in workplace-related contexts such as emails, reports, and presentations.</li> </ul>								

Unit	Course Content	Knowledge Levels	Sessions
I	<b>SELF-AWARENESS (WHO) AND POSITIVE THINKING (UNICEF)</b> <b>Life Story</b> <b>1.1 Chapter 1 from Malala Yousafzai, I am Malala**</b> 1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M. K. Gandhi <b>Poem</b> 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore 1.4 Love Cycle – Chinua Achebe <b>**SDG 5: Gender Equality</b>	K1, K2	18
II	<b>EMPATHY</b> <b>Poem</b> <b>2.1 Nine Gold Medals – David Roth**</b> 2.2 Alice Fell or poverty – William Wordsworth <b>Short Story</b> 2.3 The School for Sympathy – E.V. Lucas 2.4 Barn Burning – William Faulkner <b>**SDG 10: Reduced Inequalities</b>	K2, K3	18
III	<b>CRITICAL AND CREATIVE THINKING</b> <b>Poem</b> 3.1 The Things That Haven't Been Done Before – Edgar Guest <b>3.2 Stopping by the Woods on a Snowy Evening** – Robert Frost</b> <b>Readers' Theatre</b> 3.3 The Magic Brocade – A Tale of China 3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis	K3, K4	18

	Sachar) <b>**SDG 15: Life on Land</b>		
<b>IV</b>	<b>Parts of Speech**</b> 4.1 Articles 4.2 Noun 4.3 Pronoun 4.4 Verb 4.5 Adverb 4.6 Adjective 4.7 Preposition <b>**SDG 4: Quality Education</b>	K4, K5	18
<b>V</b>	<b>Paragraph and Essay Writing</b> 5.1 Descriptive 5.2 Expository 5.3 <b>Persuasive**</b> 5.4 Narrative <b>Reading Comprehension</b> <b>**SDG 17: Partnerships for the Goals</b>	K4, K5, K6	18

<b>Course Outcomes</b>	<b>CO1:</b> Understand and analyze autobiographical and poetic texts to build self-awareness and develop a positive mindset.	K1, K2
	<b>CO2:</b> Demonstrate empathy through the analysis of poems and short stories, reflecting emotional and social intelligence.	K2, K3
	<b>CO3:</b> Apply critical and creative thinking skills through interpretation of poems, stories, and Readers' Theatre.	K3, K4
	<b>CO4:</b> Identify and use different parts of speech accurately to improve grammatical competence and communication.	K4, K5
	<b>CO5:</b> Construct clear, coherent, and structured paragraphs and essays using appropriate styles (descriptive, expository, persuasive, narrative).	K5, K6





<b>Learning Resources</b>	
<b>Text Books</b>	<ol style="list-style-type: none"> <li>1. Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.</li> <li>2. K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.</li> <li>3. Rabindranath Tagore. “Gitanjali 35” from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.</li> <li>2. Aaron Shepard. Stories on Stage, Shepard Publications, 2017.</li> <li>3. J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.</li> </ol>
<b>Website Link</b>	<ol style="list-style-type: none"> <li>1. <a href="https://en.wikipedia.org/wiki/I_Am_Malala">https://en.wikipedia.org/wiki/I_Am_Malala</a></li> <li>2. <a href="https://www.nios.ac.in/media/documents/srsec302new/302EL10.pdf">https://www.nios.ac.in/media/documents/srsec302new/302EL10.pdf</a></li> <li>3. <a href="https://www.youtube.com/watch?v=Rcpv8IQXVaw">https://www.youtube.com/watch?v=Rcpv8IQXVaw</a></li> </ol>
<b>L – Lecture</b>	<b>T – Tutorial</b> <b>P – Practical</b> <b>C – Credit</b>

### Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	3	2	3	2	1	1	2	1	3	2
CO2	2	1	2	2	2	3	2	1	2	2	2	3	2
CO3	2	1	3	2	3	2	2	2	3	2	2	2	3
CO4	3	3	1	2	2	1	3	2	1	2	3	1	2
CO5	3	3	2	2	3	2	3	2	2	3	3	2	3

(Correlation: 3 – High, 2 – Medium, 1 – Low)

Course Designed By: Ms. R. Kalai Arasi	Verified By HOD: Ms. E. Vinodhini
Checked By CDC: Dr. Dhina Suresh	Approved By: Dr. J. Caroline Rose Principal

 <b>Dr. S. Boopathi</b> Assistant Professor , Department of English & Deputy Director-IQAC, Periyar University, Salem – 636 011	 <b>Dr K Charles Godwin M.A., M.Phil., Ph.D.,</b> Associate Professor, Department of English, Centre for Management Studies, Jain (Deemed-to-be-University), Bengaluru	 <b>Dr R Sreelatha M.A., M.Phil., Ph.D.,</b> Associate Professor, School of Arts and Humanities, Christ (Deemed to be University) University, Bengaluru.
<b>Mr. G. Sathish Kumar MSIT</b> Regional Head – Sales, Distribution and Administration The Hindu, Salem, Tamil Nadu.	 <b>Ms. R. Anupama M.A., B.Ed.,</b> Lecturer, Vishwa Chethana Degree college, Anekal Bengaluru.	

B.A. English LOCF – CBCS with effect from 2025 - 2026 Onwards								
Course Code	Course Title	Course Type	Sem	Hours	L	T	P	C
25UAEN101	ADVANCED ENGLISH I	Part II	I	90	6	Y	-	3
<b>Objectives:</b> <ul style="list-style-type: none"> <li>● To develop students' analytical and interpretative skills through exposure to advanced literary texts.</li> <li>● To enhance learners' proficiency in English grammar, vocabulary, and usage relevant to academic and professional contexts. To enhance the learners' competence in English language and literature through a comprehensive understanding of advanced literary texts, language practices in a global context.</li> </ul>								

Unit	Course Content	Knowledge Levels	Sessions
I	<b>POEMS</b> 1. 1. Spring and Fall - G M Hopkins 2. <b>If - Rudyard Kipling**</b> 3. Hope is the thing with Feathers – Emily Dickinson 4. Good Morrow - John Donne <b>LISTENING:</b> Listening in interpersonal communication <b>**SDG 16: Peace, Justice and Strong Institutions</b>	K2, K3, K4	18
II	<b>PROSE</b> 1. My Lost Dollar - Stephen Leacock 2. <b>The Happy Prince - Oscar Wilde**</b> 3. The Lottery Ticket - Anton Chekhov <b>SPEAKING:</b> Conversational English (Friends, Family, Strangers, Colleagues) <b>**SDG 1: No Poverty</b>	K2, K4, K5	18
III	<b>SCENES FROM SHAKESPEAREAN PLAYS</b> 1. <b>Romeo Juliet (Balcony Scene)**</b> 2. Macbeth (Banquet Scene) 3. Julius Ceaser (Murder Scene) <b>SPEAKING:</b> Good Pronunciation and Enunciation <b>**SDG 3: Good Health and Well-being</b>	K2, K3, K6	18
IV	<b>GRAMMAR</b> 1. Articles 2. Parts of Speech 3. <b>Question Tag**</b> <b>**SDG 4: Quality Education</b>	K1, K2, K3	18
V	<b>COMPOSITION</b> 1. Letter Writing- Formal, Informal 2. Hints Development 3. <b>Group Discussion**</b> 4. Interpreting Graphical Representations <b>**SDG 17: Partnerships for the Goals</b>	K1, K2, K3	18

<b>Course Outcomes</b>	<b>CO1:</b> Interpret and appreciate major poems across literary periods.	K2, K4
	<b>CO2:</b> Analyze and critically respond to prose texts with literary and humorous themes.	K2, K5
	<b>CO3:</b> Explore inspirational lives through biographical narratives and reflect on personal development.	K2, K6
	<b>CO4:</b> Apply grammar rules accurately in speech and writing.	K1, K2, K3,
	<b>CO5:</b> Demonstrate effective professional communication in real-world scenarios.	K3, K4, K6





<b>Learning Resources</b>	
<b>Text Books</b>	1. Selected Poems and Prose for Advanced English. University Publication. 2. Leacock, Stephen. <i>My Lost Dollar</i> . In <i>Literary Studies: Selected Readings</i> . Oxford University Press, 2009. 3. Wilde, Oscar. <i>The Happy Prince and Other Tales</i> . Illustrated Edition, Wordsworth Classics, 1993. 4. Chekhov, Anton. <i>The Lottery Ticket and Other Stories</i> . Dover Publications, 2007.
<b>Reference Books</b>	1. Murphy, Raymond. English Grammar in Use. Cambridge University Press. 2. R.C. Sharma and Krishna Mohan. Business Correspondence and Report Writing.
<b>Website Link</b>	1. <a href="https://youtu.be/9h_St-J2byM">https://youtu.be/9h_St-J2byM</a> 2. <a href="https://youtu.be/_RInz_bcd4c">https://youtu.be/_RInz_bcd4c</a> 3. <a href="https://youtu.be/2XygOv8nPWw">https://youtu.be/2XygOv8nPWw</a>
<b>L – Lecture      T – Tutorial      P – Practical      C - Credit</b>	

#### Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	2	1	1	3	3	3	2	1	1	2	2	3	2
<b>CO2</b>	2	1	2	3	3	3	2	1	2	2	2	3	2
<b>CO3</b>	2	1	2	2	2	3	2	1	2	3	2	3	2
<b>CO4</b>	3	3	2	2	2	1	3	2	1	2	3	1	2
<b>CO5</b>	3	3	3	2	2	2	3	3	3	3	3	2	3

(Correlation: 3 – High, 2 – Medium, 1 – Low)

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B. A. English LOCF – CBCS with effect from 2025 - 2026 Onwards								
Course Code	Course Title	Course Type	Sem	Hours	L	T	P	C
25UGEN202	GENERAL ENGLISH II	Part II	II	90	6	Y	-	3
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Recognize the value of resilience through autobiographical and poetic texts, fostering a positive mindset and enhanced self-awareness</li> <li>Become confident and ethical decision-makers by analyzing characters and situations in selected poems and short stories.</li> <li>Develop problem-solving skills through critical interpretation and creative engagement with literary texts and Readers' Theatre.</li> <li>Strengthen grammatical accuracy by identifying and using tenses and parts of speech appropriately in both spoken and written English.</li> <li>Enhance professional communication skills by effectively using English in workplace-related contexts</li> </ul>								

Unit	Course Content	Knowledge Levels	Sessions
I	<b>RESILIENCE</b> <b>Poem</b> 1.1 Don't Quit – Edgar A. Guest <b>1.2 Still Here – Langston Hughes**</b> <b>Short Story</b> 1.3 Engine Trouble – R.K. Narayan 1.4 Rip Van Winkle – Washington Irving <b>**SDG 10: Reduced Inequalities</b>	K1, K2	18
II	<b>DECISION MAKING</b> <b>Short Story</b> 2.1 The Scribe – Kristin Hunter 2.2 The Lady or the Tiger - Frank Stockton <b>Poem</b> <b>2.3 The Road not Taken – Robert Frost**</b> 2.4 Snake – D. H Lawrence <b>**SDG 4: Quality Education</b>	K2, K3	18
III	<b>PROBLEM SOLVING</b> <b>Prose life Story</b> <b>3.1 How I taught My Grandmother to Read** – Sudha Murthy</b> <b>Autobiography</b> 3.3 How frog Went to Heaven – A Tale of Angolo 3.4 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam <b>**SDG 5: Gender Equality</b>	K3, K4	18
IV	<b>Tenses</b> 4.1 Present 4.2 Past 4.3 Future 4.4 Concord	K4, K5	18

<b>V</b>	<b>English in the Workplace</b> 5.1 <b>E-mail**</b> – Invitation, Enquiry, Seeking Clarification 5.2 Circular 5.3 Memo 5.4 Minutes of the Meeting <b>**SDG 8: Decent Work and Economic Growth</b>	K4, K5, K6	18
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<b>Course Outcomes</b>	<b>CO1:</b> Understand and analyze autobiographical and poetic texts to build self-awareness and develop a positive mindset.	K1, K2
	<b>CO2:</b> Demonstrate empathy and social awareness through the analysis of literary texts.	K2, K3
	<b>CO3:</b> Apply problem-solving and decision-making skills through critical interpretation of stories and life narratives.	K3, K4
	<b>CO4:</b> Use appropriate grammatical structures such as tenses and concord in written and spoken communication.	K4, K5
	<b>CO5:</b> Compose structured and professional documents such as emails, memos, and minutes for workplace communication.	K5, K6



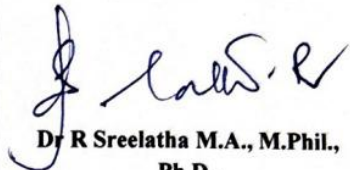

<b>Learning Resources</b>	
<b>Text Books</b>	1. Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000 2. SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019. 3. Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019. 4. Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
<b>Reference Books</b>	1. Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013. 2. Communication Skills: Practical Approach Ed. Shaikh Moula 3. Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.
<b>Website Link</b>	1. <a href="https://archive.org/details/brilliant-speed-re0000cham">https://archive.org/details/brilliant-speed-re0000cham</a> 2. <a href="https://www.youtube.com/watch?v=2Dz2MjSl2KQ">https://www.youtube.com/watch?v=2Dz2MjSl2KQ</a>
<b>L – Lecture</b>	<b>T – Tutorial      P – Practical      C – Credit</b>

## Mapping of CO's with PO's and PSO's

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	3	3	3	2	1	1	3	2	3	2
CO2	1	1	2	3	2	3	2	1	2	2	2	3	2
CO3	2	1	2	3	3	2	2	2	2	2	2	2	3
CO4	3	3	2	2	2	1	3	2	1	2	3	1	2
CO5	3	3	2	2	2	1	3	3	2	2	3	1	3

(Correlation: 3 – High, 2 – Medium, 1 – Low)

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<b>B. A. English LOCF – CBCS with effect from 2025 - 2026 Onwards</b>								
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Sem</b>	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>25UAEN202</b>	<b>ADVANCED ENGLISH II</b>	<b>Part II</b>	<b>II</b>	<b>90</b>	<b>6</b>	<b>Y</b>	<b>-</b>	<b>3</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To enhance learners' appreciation of poetry and prose through global and Indian authors</li> <li>To instill values and broaden worldview through biographical and literary texts</li> <li>To improve grammatical accuracy and expressive clarity</li> <li>To build professional communication skills</li> </ul>								

<b>Unit</b>	<b>Course Content</b>	<b>Knowledge Levels</b>	<b>Sessions</b>
<b>I</b>	<b>POEMS</b> 1. Success is Counted Sweetest - Elizabeth Barret Browning 2. Ode to Autumn - John Keats 3. <b>Caged Bird - Maya Angelou**</b> 4. Sonnet 18 - William Shakespeare <b>LISTENING:</b> Listening to Media (Podcasts, News Reports, Documentaries) <b>**SDG 10: Reduced Inequalities</b>	K2, K3, K4	18
<b>II</b>	<b>PROSE</b> 1. Fifteen Years - R K Narayan 2. Kew Garden - Virginia Woolf 3. <b>Thank You Ma'am - Langston Hughes**</b> <b>SPEAKING:</b> Social English - Greetings, Polite expressions, making small talk, asking for help or giving directions <b>**SDG 16: Peace, Justice and Strong Institutions</b>	K2, K4, K5	18
<b>III</b>	<b>AUTOBIOGRAPHY</b> 1. <b>The Story of My Life - Helen Keller (Chap 1)**</b> <b>SHORT STORY</b> 1. The Bet – Anton Chekhov 2. Eveline – James Joyce <b>LISTENING &amp; SPEAKING:</b> Listening to advertisements and Interpreting messages <b>**SDG 4: Quality Education</b>	K2, K3, K6	18
<b>IV</b>	<b>GRAMMAR</b> 1. Types of Sentences 2. <b>Idioms &amp; Phrases**</b> 3. Tenses <b>**SDG 8: Decent Work and Economic Growth</b>	K1, K2, K3	18
<b>V</b>	<b>COMPOSITION**</b> 1. Paragraph Development and Coherence 2. E-Mail Writing 3. Agenda & Minutes of Meeting 4. Presentation Skills <b>**SDG 17: Partnerships for the Goals</b>	K3, K4, K6	18

<b>Course Outcomes</b>	<b>CO1:</b> Evaluate literary poems across different cultures and time periods.	K2, K4
	<b>CO2:</b> Critically analyze diverse prose narratives for theme, style, and message.	K2, K5
	<b>CO3:</b> Draw personal and social inspiration from biographical texts.	K3, K6
	<b>CO4:</b> Demonstrate accurate grammatical usage in varied contexts.	K1, K2, K3,
	<b>CO5:</b> Apply effective communication and presentation strategies in academic and professional settings.	K3, K4, K6





<b>Learning Resources</b>	
<b>Text Books</b>	1. Helen Keller. The Story of My Life. Public Domain. 2. A.P.J. Abdul Kalam. Wings of Fire. Universities Press.
<b>Reference Books</b>	1. Wren & Martin. High School English Grammar and Composition. 2. John Seely. Oxford Guide to Effective Writing and Speaking.
<b>Website Links</b>	1. <a href="https://www.litcharts.com/poetry/william-shakespeare/sonnet-18-shall-i-compare-thee-to-a-summer-s-day?">https://www.litcharts.com/poetry/william-shakespeare/sonnet-18-shall-i-compare-thee-to-a-summer-s-day?</a> 2. <a href="https://www.sparknotes.com/poetry/caged-bird-poem/">https://www.sparknotes.com/poetry/caged-bird-poem/</a>
<b>L – Lecture</b>	<b>T – Tutorial</b> <b>P – Practical</b> <b>C – Credit</b>

### Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	1	2	1	1	1	2	1	2	3	2	2
<b>CO2</b>	3	3	2	2	2	2	2	2	2	2	3	3	2
<b>CO3</b>	3	3	2	2	2	2	2	2	2	2	3	3	3
<b>CO4</b>	3	3	3	3	3	3	2	2	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3	3	3

(Correlation: 3 – High, 2 – Medium, 1 – Low)

<b>Course Designed By: Ms. S. Supriya</b>	<b>Verified By HOD: Ms. E. Vinodhini</b>
<b>Checked By CDC: Dr. Dhina Suresh</b>	<b>Approved By: Dr. J. Caroline Rose Principal</b>

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