

Morigaon College (Autonomous)

Morigaon: Assam



SYLLABUS

English

FYUGP

(3rd Semester)

MORIGAON COLLEGE (AUTONOMOUS)

DEPARTMENT OF ENGLISH

SYLLABUS

FYUGP Semester 3

Course Type: Core (Core-3)

Course Title: History of English Literature: Victorian to Post-Modern

Course Code: ENG-CORE-(MJ/MN)-MC-0300104

Credits: 4

(With Special Reference to select Literary Texts)

(External Evaluation 60 marks + Internal Assessment 40 marks) Total marks: 100

Course Description

This course introduces students to the historical and literary developments in English literature from the Victorian to Post-Modern Period. It examines major socio-political and cultural contexts, literary movements, genres, and representative authors. Students will study selected canonical texts in poetry, fiction, and drama to understand the evolution of literary traditions, thematic concerns, and stylistic innovations across these periods.

Course Objectives

By the end of this course, students will be able to:

- Understand the major historical, cultural, and intellectual movements from the Victorian Period to the Post-Modern Period.
- Analyze key literary genres such as the realist novel, modernist poetry, experimental drama, and postmodern fiction.
- Discuss the contributions of major writers including Lord Alfred Tennyson, Charles Dickens, George Eliot, T.S. Eliot, W.B. Yeats, Samuel Beckett and others.
- Develop critical understanding of literary forms, themes, and stylistic innovations across the selected texts.
- Establish connections between socio-historical developments and literary production during the period.

Course Outcomes (Cos)

After successful completion of the course, students will be able to:

- **CO1:** Demonstrate knowledge of socio-historical developments from the Victorian Period to Post-Modern Period.
- **CO2:** Explain the rise of new literary forms such as the realist novel, modernist poetry, and postmodern fiction.
- **CO3:** Critically analyze major texts in poetry, fiction, and drama from the Victorian to Post-Modern period.
- **CO4:** Interpret literary texts using appropriate critical vocabulary and historical context.
- **CO5:** Compare major literary movements and evaluate the evolution of English literary tradition from Victorian realism to postmodern experimentation.

UNIT 1 (1 Credits)

Victorian Period (1837-1901)

- Reform Act 1832
- Industrial Revolution
- Consolidation of British Empire
- Religious and Intellectual Crisis: Oxford Movement and Darwin's Theory of Evolution
- Victorian Novel: Charles Dickens, the Bronte Sisters, George Eliot and Thomas Hardy
- Poetry: Lord Alfred Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, D.G Rossetti, Christina Rossetti and G.M Hopkins.
- Prose: Matthew Arnold, Thomas Carlyle and John Ruskin
- Drama: Oscar Wilde and G.B Shaw
- Gender roles and the "Woman Question"

UNIT 2(1 Credits)

Modern Period (1901-1945)

- World Wars and their impact on society and literature
- Philosophical and intellectual shifts: Freud, Nietzsche, Marx
- Modern Poetry: W.B Yeats, T.S Eliot, Ezra Pound, W.H Auden
- Modern Drama: J.M Synge, G.B Shaw, Samuel Beckett
- Modern Fiction: James Joyce, Virginia Woolf, D.H Lawrence, E.M Forster
- Stream of Consciousness, Interior Monologue, Imagism, Symbolism
- Themes of fragmentation, Alienation, Identity crisis and Cultural decay
- Irish Literary Revival: Yeats and Synge
- Epic Theatre, Theatre of Absurd, Experimental Theatre
- Gender roles and early feminist perspective in Modernist writing
- Postcolonialism and literature

UNIT 3 (1 Credit)

Post-Modern Period (1945–Present)

- Transition from Modernism to Postmodernism
- Postmodernism and its context
- Postmodern Poetry, drama and fiction
- Globalization, Multiculturalism, Metafiction, Intertextuality, Popular culture, Deconstruction, Fragmentation, Hyperreality, Feminism and Gender Issues, Influence of Media and Technology, Posthumanism, Queer literature

UNIT 4 (1 Credit)

Texts

- Lord Alfred Tennyson: Ulysses
- Elizabeth Barrett Browning: How do I love thee?
- Christina Rossetti: A Better Resurrection
- John Ruskin: “The Roots of Honour” *Unto This Last*
- G.M Hopkins: Pied Beauty
- George Eliot: Silas Marner
- W.B Yeats: Sailing to Byzantium
- G.B Shaw: Arms and the Man
- Ted Hughes: The Thought Fox
- Philip Larkin: Church Going

Recommended Reading

- David Daiches: *A Critical History of English Literature*
- W.J Long: *History of English Literature*
- Bibhash Choudhury: *English Social and Cultural History*
- M.K Naik: *A History of English Literature*
- John Ruskin: *Unto This Last*
- George Eliot: *Silas Marner*
- G.B Shaw: *Arms and the Man*

MORIGAON COLLEGE (AUTONOMOUS)
DEPARTMENT OF ENGLISH
SYLLABUS
FYUGP Semester 3

Course Type: Core (Core-4)
Course Title: Literary Forms, Rhetoric and Prosody
Course Code: ENG-CORE-(MJ)-MC-0300204
Credits: 4
(External Evaluation 60 marks + Internal Assessment 40 marks) Total marks: 100
(15 classes per credit)

Course Description

This course introduces students to the fundamental aspects of literary studies through an integrated understanding of **literary forms, rhetoric, and prosody**. Unit 1 familiarizes students with major **literary forms** such as fiction, drama, poetry, and non-fictional prose, focusing on their structure, features, characteristics, sub-types as well as the evolution of these forms over time. Unit 2 explores the art of **rhetoric**, examining figures of speech, persuasive techniques, and stylistic devices used in literary texts. Unit 3 focuses on **prosody**, enabling students to understand the technical aspects of poetry, including meter, rhyme, rhythm, and sound patterns. The course aims to build analytical skills and deepen students' appreciation of the diversity of literary genres and how literary texts are constructed and interpreted.

Course Objectives

- To familiarize students with major **literary forms and genres and introduce them to the emerging literary forms**.
- To develop an understanding of **rhetorical devices** and their function in literature in creating an overall impact.
- To develop an expertise in the practical application of rhetorical devices in writing and professional communication.
- To familiarize students with the key concepts of prosody and prosodic features in literature.
- To build awareness of the relationship between form, inherent structure of versification, language, and meaning.

Course Outcomes (COs)

After successful completion of the Course, students will be able to:

CO1: Identify, classify and explain the different literary forms and their characteristics.

CO2: Identify the rhetorical devices while reading and analyzing a text.

CO3: Demonstrate improved skills in close reading and interpretation.

CO4: Employ rhetorical devices in writing and literary compositions.

CO5: Demonstrate understanding of prosodic elements in versification.

CO6: Critically analyze literary texts with attention to form and technique.

Unit 1: Literary Forms (Credit: 2)

This unit introduces students to the major forms of literature— poetry, drama, fiction and non-fictional prose. It focuses on structure, conventions, historical development, themes, sub-types and emerging forms and style across these literary forms, enabling students build analytical and critical reading skills vis-à-vis these genres.

Unit Contents

Forms and Genres in Poetry:

- Epic; Lyric; Ballad; Sonnet; Ode; Elegy; Satire; Mock-epic; Dramatic Monologue; Modern Poetry; Confessional Poetry; avant-garde poetry; Haiku

Forms and Genres in Drama:

- Tragedy: Meaning and definition; Aristotelian Conventions: Plot, Character, Dialogue, Spectacle, Catharsis, Hamartia, Chorus, Principle of Three Unities
- Classical Tragedy; Mystery, Miracle and Morality Plays; Interlude; Senecan or Revenge Tragedy; Shakespearean Tragedy; Heroic Tragedy; Social Tragedy or Problem Play; Poetic Tragedy; One-Act Tragedy; Melodrama; Absurd Drama.
- Comedy: Classical Comedy; Tragi-comedy; Comedy of Humours; Comedy of Manners; Romantic Comedy; Satirical Comedy; Sentimental Comedy; Farce

Forms and Genres in Fiction:

- Novel: Plot, Character, Setting, Point of View
- Historical Novel, Psychological Novel, Autobiographical Novel, Epistolary Novel, Picaresque Novel, Novel of Manners, Gothic Novel, Regional Novel, Stream-of-Consciousness Novel, Speculative fiction (Sci-fi, Cli-fi), Petro-fiction, Crime fiction, Graphic Novel
- Novella, Romance, Short Story, Allegory, Parable, Fable, Flash fiction, Digital narratives

Forms and Genres in Non-Fictional Prose:

- The Essay: Growth and Development; Elizabethan Prose; Periodical Essay; Personal or Familiar Essay; Biography; Autobiography; Memoir; Travel Writing; Scientific Prose; Letters; Diaries; Journalistic prose; Literary Criticism and Literary Theory

Unit 2: Rhetoric (Credit: 1)

This section is aimed at introducing the students to the rhetorical devices used in literature. In addition to learning the meanings of these literary devices, the students shall also learn and appreciate, through analysis and study of extracts from poems and prose passages, how poets and writers use these devices to create an overall impact in the literary piece. The contents of this unit shall necessitate the use of ICT in classroom for better understanding and appreciation of the students.

Unit Contents

Figures of Speech:

Simile; Metaphor; Personification; Apostrophe; Alliteration; Interrogation; Innuendo; Irony; Onomatopoeia; Hypallage or Transferred Epithet; Pun; Oxymoron; Paradox; Epigram; Hyperbole; Climax; Anti-climax; Asyndeton; Polysyndeton; Metonymy; Synecdoche; Allusion; Euphemism; Tautology; Ellipsis; Chiasmus; Zeugma; Litotes.

Unit 3: Prosody (Credit: 1)

In this unit, the students will be introduced to the key concepts of Prosody, which will be studied and illustrated with the aid of selections from a wide range of poems. Classroom instruction shall be imparted through extensive use of ICT, as deemed necessary by the nature of the Unit contents. Apart from learning the meanings and definitions of these terms, there shall be practical exercises where students shall be required to perform scansion of verse extracts under the supervision of teachers.

Unit Contents

Concepts in Prosody:

Prosody: Definition and meaning; Poetry and Verse; Syllable; Accent or Stress; Rhythm; Measure or Foot (Iambic, Trochaic, Spondee, Pyrrhic, Anapaestic, Dactylic, Amphibrachic); Variations in Foot; Meter (dimeter, trimeter, tetrameter, pentameter); Scansion; Rhyme; Stanzas (couplet, heroic couplet, tercet, quatrain, quintain, rhyme royal, ottava rima); Assonance; Blank verse; Free verse.

****Exercises in Sansion are to be conducted in classroom by the teacher.***

Recommended Readings:

Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*, 11th ed. Wadsworth: 2015.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP, 2015.

Beum, Robert and Karl Shapiro. *The Prosody Handbook*. Dover: 2006.

Bose, M.N. and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Chuckervetty, Chatterjee & Co. Ltd., 2021 (reprint).

Cuddon, J.A. and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*, 5th ed. London: Penguin, 2015.

Lanham, Richard A. *A Handlist of Rhetorical Terms*. (Second Edition). University of California Press, 1991.

Sarkar, Jaydeep and Anindya Bhattacharya. *A Handbook of Rhetoric and Prosody*. Orient Blackswan, 2017.

MORIGAON COLLEGE (AUTONOMOUS)
DEPARTMENT OF ENGLISH
SYLLABUS
FYUGP Semester 3

Course Type: SEC
Course Title: Content Writing for Digital Media
Course Code: SEC-ENG-MC-0300103
Credits: 3
(External Evaluation 45 marks + Internal Assessment 30 marks) Total marks: 75
(15 classes per credit)

Course Description

Course Objectives

The course aims to:

- introduce students to the fundamentals of content writing in digital environments
- develop skills for writing clear, engaging, and audience-oriented content
- familiarize students with different forms of digital media communication
- provide practical exposure to blog writing, social media content, and web writing
- equip students with basic knowledge of ethical writing practices and digital etiquette
- prepare students for entry-level opportunities in content creation, freelancing, and digital communication

Course Outcomes (Cos)

By the end of the course, students will be able to:

1. understand the nature and scope of digital content writing
2. produce well-structured blog posts and web content
3. create effective social media content
4. adapt writing style for different audiences and platforms
5. apply basic principles of SEO-friendly writing (introductory level)
6. demonstrate awareness of plagiarism, copyright, and ethical issues.

Unit 1: Introduction to Content Writing and Digital Media (0.5 Credits; 7 classes)

- Nature and scope of Digital Content Writing and career opportunities.
- Types of content: informational, promotional, creative.
- Writing for digital vs print media.
- Understanding audience and purpose.
- Basics of clarity, tone, and readability.

Unit 2: Writing for Blogs and Websites (1 Credit; 15 classes)

- Structure of a blog post (headline, introduction, body, conclusion)
- Writing engaging introductions and effective conclusions.
- Use of headings, sub-headings, and paragraphs.

- Basics of web content writing (homepages, about pages)
- Introduction to SEO (keywords, readability – elementary level)
- Introduction to Review Writing: Book Reviews and Film Reviews

Unit 3: Social Media Writing (1 credit; 15 classes)

- Writing for platforms (Facebook, Instagram, X/Twitter, etc.)
- Captions, hashtags, and audience engagement
- Promotional vs informative content
- Writing for advertisements and short-form content
- Visual-text relationship (writing for images/videos)

Unit 4: Ethics, Editing, and Digital Presence (0.5 Credit; 8 classes)

- Proofreading and editing techniques
- Avoiding plagiarism and ensuring originality
- Copyright and fair use (basic understanding)
- Digital etiquette (netiquette)
- Introduction to personal branding (basic profile writing)

Practical Assignments

Students should complete a portfolio of writing tasks such as:

- 1. Blog Writing**
Write one full-length blog post (500–800 words).
- 2. Website Content**
Draft content for a homepage or “About Us” page.
- 3. Social Media Content**
Create 5–7 posts/captions for a product, event, or cause.
- 4. Editing Task**
Edit and proofread a flawed passage.
- 5. Content Transformation**
Convert an academic paragraph into a blog-style article.
- 6. Mini Project (Portfolio)**
Compilation of all assignments into a structured portfolio.
- 7. Review Writing**
Write a 300–500 word review of a book, film, or documentary.

Evaluation Pattern

Internal Assessment (40%)

- Class participation and attendance – 5%
- Assignments (blog, social media, editing tasks) – 20%
- Continuous assessment (class tests/presentations) – 15%

End-Semester Evaluation (60%)

Recommended Readings

Kristine Halverson: Content Writing for the Web -

The Content Strategy Toolkit -Kristine Halverson, Melissa Rach, Megan Casey Clark, Roy Peter.
Writing Tools

- Content writing resources from reputable blogs (for classroom use)
- Basic online guides to SEO and digital writing (teacher-curated)
