

### DEPARTMENT OF ENGLISH MUHAMMED ABDURAHIMAN MEMORIAL ORPHANAGE (MAMO) COLLEGE

[Govt. Aided First Grade College & Affiliated to University of Calicut. Re-Accredited by NAAC with A Grade]

## CURRICULUM FOR CERTIFICATE COURSE CERENOO5: INTRODUCTION TO TEXTUAL APPROACHES

OFFERED DURING THE
ACADEMIC YEAR 2019-20
[APPROVED BY ACADEMIC COMMITTEE, MAMO COLLEGE]



MANASSERY, MUKKAM POST, KOZHIKODE, KERALA, INDIA, 673 602. EMAIL: MAMOCOLLEGE@GMAIL.COM



OFFICE: 0495-2297319 PRINCIPAL: 0495-2295121



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#### DEPARTMENT OF ENGLISH

#### **CURRICULUM FOR CERTIFICATE COURSE - CEREN005**

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# VISION, MISSION & OBJECTIVES



VISION: Build Scientifically Oriented, Intellectually Accomplished, Morally Upright and Socially Committed youth who can play a constructive role in Nation Building.



MISSION: Intellectual, social and economic empowerment of the youth in general and women, minorities, orphans and the destitute in particular by providing quality, value-based higher-education.



**OBJECTIVES**: Pursuit of Excellence, Harnessing technology, Thrust on value-based education, Nurturing Excellence and Moulding the youth for Nation Building



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## VISION, MISSION, OBJECTIVES & CORE VALUES OF THE DEPARTMENT



VISION: To be a prime centre for nurturing students into academically competent, aesthetically conscious, and socially committed youth.



MISSION: Committed to empower and enrich students with understanding of language and literature and to instil value of critical reading and effective writing, through exploring the realms of literary genres across era.



OBJECTIVES: (a) Language Training: To build up students' listening, speaking, reading and writing skills in English. (b) Literature: To increase students' knowledge of English literature and broaden their international vision, in hopes of nurturing their cultural sensitivity in the humanities. (c) Linguistics: To introduce students to the structure, meaning and function of the English language. (d) Applied English: To improve spoken and written communication skills as a foundation for pursuing secondary professional skills, to meet the demands of career development and diversity in the present social milieu. (e) Maintaining Ethical Conscience through value based education.



**CORE VALUES:** Academic and Aesthetic Excellence, Ethical Conscience, Service Mindedness, Professionalism and Global Outlook.



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## B.A ENGLISH LANGUAGE AND LITERATURE: PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The career and professional accomplishments attained by B. A English Graduates would reflect that the programme really prepared the graduates to deal with the real world, where they could apply and use the skills and knowledge they have learned to good use.

Specifically, the graduate would be able to:



PEO1:

To provide students with the critical faculties necessary in an academic environment, while at job and in an increasingly complex and interdependent world.



**PEO2**:

Proficiency - Graduates will demonstrate comprehensive knowledge of literature in their chosen domain. They will describe a range of literary techniques and rhetorical strategies used in texts, including their relationship to audience, purpose and cultural context.



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PEO3: Developing intellectual, personal and professional

> abilities through effective communicative skills; ensuring high standard of behavioural attitude through literary subjects and shaping the students

socially responsible citizens.

**PEO**4: To educate the student in both artistry and the

utility of the English language through the study of

literature.

**PEO5**: **Education for Learning- Graduates will showcase** 

> leadership qualities and diverse learning by cultivating versatile skills of teamwork, morality,

ethics, communication and analytical skills.

**PEO6**: To make student aware of the different

communicative skills and make them effectively

communicate in written and spoken mode.

**PEO7**: Prospective Employment and Career Prospects-To

> empower graduates for employment in the fields of translation, content writing, teaching and orient

them for research and higher studies.



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## B.A ENGLISH LANGUAGE AND LITERATURE: PROGRAMME SPECIFIC OUTCOME (PSOs)

On successful completion of a Bachelor Degree in English Language & Literature, the graduates would be able to:



PSO1: Communicate well, both verbal and written.



PSO2: Have command over English language and its

linguistic structures.



PSO3: Apply critical frameworks to analyse the linguistic,

cultural and historical background of texts written in

English.



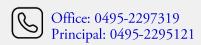
PSO4: Familiar with the conventions of diverse textual genres

including fiction, non-fiction, poetry, autobiography, biography, Journal, film, plays, etc. and will be able to apply domain knowledge and expertise for enhancing

research capabilities.



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## **B.A ENGLISH LANGUAGE AN** LITERATURE: **PROGRAMME OUTCOMES (POs)**

The students graduating from B.A English Language & Literature Programme should be able to:



PO1:

THEORIZING SOCIETY: Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts.



LITERARY HISTORY: Demonstrate knowledge of literary terms, major periods, authors, genres, and theories.

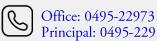


**PO3**:

**CRITICAL ANALYSIS:** Produce original insights about literature in a variety of forms, styles, structures and modes in scholarly practices with compelling explanatory power.



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**PO4: HISTORY OF LITERATURE: Show knowledge of** major literary works, periods, genres, and critical approaches to Indian, American, and World

Literature.



MULTI DISCIPLINARY APPROACH: Articulate the

relations among culture, history and texts.



ENGLISH LANGUAGE TEACHING: Be adept at

teaching of English Language and literature as a

career option.



**PO7**: **CREATIVE AND ACADEMIC WRITING: Produce** 

> creative writing, rhetoric and composition for diverse needs of students and community nationally and internationally. Develop their critical thinking skills

and creativity. Enhance their writing skills.



**PO8:** THEORIZING LITERATURE: Students should be able

to apply critical and theoretical approaches to the reading and analysis of literary and cultural text in

multiple genres.



**COMMUNICATION:** students should be able to write

analytically in a variety of formats, including essays, research papers, reflective writings and critical

review of secondary sources.



PO10: ETHICS: students should be able to ethically gather,

understand, evaluate and synthesize information from a variety of written and electronic sources..



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PO11: INDIVIDUAL AND TEAM WORK: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.



PO12: LIFE-LONG LEARNING: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the everchanging world of humanities.



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### **CERTIFICATE COURSE**

## **CEREN005:** INTRODUCTION T **TEXTUAL APPROACHES**

## **COURSE CURRICULUM**

Course Name	Introduction To Textual Approaches
Course Code	CEREN005
Year	2019-20
Course Designer	Mr. Mirsa Galib K. T
Couse Duration	30 Hrs.
Course Schedule	November to February
Maximum Students Intake	60 Students



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#### 1. COURSE LEVEL

Foundational, skill-oriented certificate programme.

#### 2. PREREQUISITE

None.

#### 3. COURSE INTAKE & ADMISSION

Maximum 60 students will be given admission to the course based on First-Come-First-Serve basis. All the students of the MAMO College are eligible for free enrolment for the course. The enrolment notification will be issued for the course well in advance of the commencement of the course.

#### 4. COURSE COORDINATOR

Mr. Mirsa Galib K. T, Assistant Professor, Department of English

#### 5. COURSE PREAMBLE

In this course, you will learn what an argument is. The definition of argument will enable you to identify when speakers are giving arguments and when they are not. Next, you will learn how to break an argument in to its essential parts, how to put them in order to reveal their connections, and how to fill in gaps in an argument by adding suppressed premise. By the end of this course, you will be better able to understand and appreciate arguments that you and other people present.

#### 6. DURATION

Total Duration: 30 Hrs. [Contact Hrs. 8 Hrs. Course Woks: 14 and Assessment Works: 8]



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#### 7. CURRICULUM FOCUS

Enhance the employability of the learners through curriculum enrichment for additional skill development.

#### 8. COURSE OBJECTIVES

Learners are expected to

- (a) Develop logical and critical thinking among learners
- (b) How to analyze and evaluate arguments and how to avoid common mistakes in reasoning

#### 9. SKILL EXPECTED

On the successful completion of the course, learners will be able to:

- (a) Decide what to believe and what to do in all areas of your life.
- (b) How to spot an argument.
- (c) How to untangle an argument.
- (d) How to reconstruct an argument.

#### 10. COURSE OUTCOMES

Upon the successful completion of the course, learners will be able to:

CO No	Course Outcome(CO)	Skill/Knowledge Attainment Level Based on Revised Bloom's Taxonomy
CO1	By the end the course you will be able to define what the major textual approaches are in reading literature and critical	Understand



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CO No	Course Outcome(CO)	Skill/Knowledge Attainment Level Based on Revised Bloom's Taxonomy
	understanding and analysis of various literary texts.	
CO2	To distinguish various methodologies available in the field of humanities and apply them in our day today life.	Apply
СОЗ	Analyze the importance of methodical reading of humanities and their impact on our academic and day today life.	Analyze
CO4	Students will be able to distinguish what is to be understood and avoided.	Evaluate
CO5	Develop or formulate new methods and problem solving strategy that could be applied in our day to day as well as academic circumstances.	Create

#### 11. MAPPING OF COs WITH PSOs AND POs

COs	PO1	P02	P03	P04	P05	P06	PO7	P08	P09	PO10	PSO1	PS02	PSO3	PSO4	PSO5
CO1	3	1	2	1	2	3	1	1	1	3	2	1	2	1	2
CO2	3	2	2	1	2	1	1	1	2	3	1	2	1	1	2
CO3	3	2	2	1	1	2	1	1	2	2	1	2	1	1	3
CO4	3	2	1	1	1	1	2	1	2	3	1	2	1	1	2
CO5	3	2	2	1	1	2	1	1	2	3	1	2	1	1	2
AVG	3	1	2	1	2	3	1	1	1	3	2	1	2	1	2



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#### 12. MODULE-WISE COURSE CONTENTS

#### MODULE 1: INTRODUCTION TO LOGIC AND CRITICAL THINKING

**MODULE DURATION:** Hrs. [Contact Hrs. 6 Hrs. Course Woks: 2 and Assessment Works: 2]

**MODULE CONTENT**: introduction to specialization, why argument matter, what is an argument, what are arguments used for?, strong arguments don't always persuade everyone, what else are arguments used for( explanation), what are arguments made of(language), meaning, linguistic acts, speech acts, conversational acts.

**MODULE OUTCOME:** By the end the course you will be able to define what an argument is and what are the major problems related with logical and critical thinking.

#### MODULE 2: HOW TO UNTANGLE AN ARGUMENT

**MODULE DURATION:** 9 Hrs. [Contact Hrs. 6 Hrs. Course Woks: 2 and Assessment Works: 1]

**MODULE CONTENT**: Argument makers, standard form, problems of arguments, assuring, guarding, discounting and evaluation, close analysis.

**MODULE OUTCOME:** To pull arguments out of larger texts distinguish various purposes of arguments and apply them in our day today life.

#### MODULE 3: HOW TO RECONSTRUCT AN ARGUMENT

**MODULE DURATION:** 10 Hrs. [Contact Hrs. 6 Hrs., Course Woks: 2 and Assessment Works: 2]



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**MODULE CONTENT**: Argument makers, standard form, problems of arguments, assuring, guarding, discounting and evaluation, close analysis.

**MODULE OUTCOME:** will be able to: label assuring, guarding, discounting and evaluative terms, determine whether an argument is valid or sound complete arguments by adding suppressed premises. Reconstruct arguments by and series of arguments and classify arguments structures.

**MODULE 4: CATCH- UP AND FINAL QUIZ** 

MODULE DURATION: 10 Hrs. [Contact Hrs. 6 Hrs. Course Woks: 2 and

Assessment Works: 2]

**MODULE CONTENT**: Practice Exercise, Final Quiz

**MODULE OUTCOME:** You will be able to review the concept

#### REFERENCES

- 1. Edwards, Catharine. Writing *Rome: Textual Approaches to the City*. Cambridge University Press, 1996.
- 2. Guerin, Wilfred L. A., *Handbook of Critical Approaches to Literature*, 4th ed. Oxford University Press, 1999.47

#### ADDITIONAL REFERENCES & STUDY MATERIALS

- 3. Barry, David, Brigid Carroll, and Hans Hansen. *To Text or Context?*Endotextual, Exotextual, and Multi-Textual Approaches to Narrative And Discursive Organizational Studies." Organization Studies 27.8 (2006): 1091-1110.
- 4. Kane, George. Chaucer and Langland: Historical and Textual Approaches. A&C Black, 2014.



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#### 13. DELIVERY MODE

The course employs multi-mode delivery mechanism including contact lecture, online videos, and online and offline course works.

#### 14. DELIVERY SCHEDULE

November to February.

#### 15. DETAILED COURSE DELIVERY PLAN

Hour	Delivery Mode and Activity	Topics to be Covered
1	Contact Hour - 1: Classroom Discussion	Introducing the Course
2	Contact Hour - 2	introduction to specialization, why argument matter, what is an argument, what are arguments used for?
3	Contact Hour - 3: Classroom	strong arguments don't always persuade everyone, what else are arguments used for( explanation),
4	Contact Hour - 4: Classroom	what are arguments made of(language), meaning, linguistic acts, speech acts, conversational acts
5	Course Work – 1: Course Assignment	Write an Assignment on Argument makers, standard form, problems of arguments, assuring, guarding, discounting and evaluation, close analysis,
6	Contact Hour - 5: Classroom discussion	Argument makers, standard form, problems of arguments, assuring, guarding, discounting and evaluation, close analysis,



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Hour	Delivery Mode and Activity	Topics to be Covered
7	Contact Hour - 6: Classroom Demonstration	Label assuring, discounting and evaluative terms,
8	Course Work – 2: Course Assignment	Reconstruct arguments by and series of arguments and classify arguments structures.
9	Course Work – 2: Course Assignment	Course Assignment on terms like guarding ,assuring, discounting
10	Course Work – 3: Course Assignment	Course Assignment to write determine whether an argument is valid or sound complete arguments by adding suppressed premises.
11	Assessment Hour - 1	Conduct an online exam on first module
12	Course Work – 4: Course Assignment	Assignment to use a particular ideology and its impact on reading
13	Assessment Hour - 2	An online test on second module
14	Contact Hour - 7: Classroom discussion	Narration and representation, reality and/as representation, narrative modes of thinking
15	Contact Hour - 8: Classroom Demonstration	Narration in literature, philosophy and history, textuality and reading
16	Assignment	On textuality and reading
17	Assignment	Narration and representation
18	Assignment	Narration and representation
19	Course Work – 4: Course Assignment	Introduction to specialization, why argument matter, what is an argument, what are arguments used for?



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Hour	<b>Delivery Mode and Activity</b>	Topics to be Covered		
20	Course Work – 5: Course	Narrative Modes Of Thinking		
	Assignment			
21	Assessment Hour - 3	Introduction to specialization		
22	Lab Hour - 1	Introduction to specialization		
23	Lab Hour - 2	Introduction to specialization		
24	Lab Hour - 2	Introduction to specialization		
25	Assessment Hour - 4	Online test		
26	Assessment Hour - 4	Online test		
27	Course Work – 6: Course	Write an assignment on course		
21	Assignment	experience		
	Course Work – 7: Course	Why argument matter, what is an		
28	Assignment	argument, what are arguments used for?,.		
29	Assessment Hour - 5	Course End Assessment		
30	Assessment Hour - 6	Course End Assessment		

#### 16. ASSESSMENT COMPONENTS

Total Marks: 100

**CLASSROOM AND GROUP PARTICIPATION**: **20 Marks.** This component aims at testing the course content understanding and the reflection skills and their attainment levels.

**COURSE WORK: 30 Marks.** This component aims at testing the skill attainment levels of the learners in analysing and implementing the real-world problem.

MID-COURSE ASSIGNMENT: 20 Marks. This component aims at testing the module-wise attainment levels of the course objectives and course outcome and module outcomes.



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**END-COURSE ASSESSMENT**: **30 Marks.** This component aims at testing overall attainment levels of the course with respect to course objectives, course outcome and module outcomes.

#### 17. COURSE EVALUATION & GRADING

The course evaluation is done/coordinated entirely by the course coordinator. The following 10-point Indirect Grading System is used for awarding grades to students:

Percentage of Mark	Letter Grade	Interpretation	Class
95 and above	0	Outstanding	First Class with Distinction
85 to below 95	A+	Excellent	First Class with Distinction
75 to below 85	A	Very good	First Class with Distinction
65 to below 75	B+	Good	First Class
55 to below 65	В	Satisfactory	First Class
45 to below 55	C	Average	Second Class
35 to below 45	P	Pass	Third Class
Below 35	F	Failure	Fail
Incomplete	I	Incomplete	Fail
Absent	Ab	Absent	Fail

The grade is awarded by the course-coordinator by considering the overall performance of the learner in all the assessment component of the course.



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#### 18. GRIEVANCE REDRESSAL

The grievances, if any, can be submitted to the Head of the Department for its redressal. Those grievances that cannot be redressed by HoD can be forwarded to Academic Council of the College for final decision on the matter.

#### 19. ISSUANCE OF CERTIFICATES

The Course Completion Certificate will be issued to all the successful candidates showing the Total Marks and Grade Obtained.





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