



University Of Kerala

**Four Year Under Graduate Programme
(UoK FYUGP)**

Revised SEMESTER THREE Syllabus

Major Discipline COMMUNICATIVE ENGLISH

May 2025

SEMESTER THREE

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK3DSCECE200	Professional Communication and Practice	Explores the various types of communication in the professional world to boost employability. – 4 hrs	4
2	DSC	UK3DSCECE201	Scripting Cyberspaces	Introduces the various types of writing skills needed for communicating effectively in the cyberworld - 5 hours	10
3	DSC	UK3DSCECE202	Narratives for Marketing	Provides an understanding of the stories that are told to build the value of products. Develops the ability to create such stories - 5 hours	14
4	DSC	UK3DSCECE203	British Literature I	Literary developments till the Age of Milton. – 4 hours	20
5	DSC	UK3DSCECE204	Reading Manga and Anime	Introduces the genres of anime and manga which enjoy immense popularity. -4 hours	27
6	DSC	UK3DSCECE205	Language for Advertising and Marketing	Promotes the linguistic skills that are needed to advertise and market products - 5 hours	39
7	DSC	UK3DSCECE206	Therapeutic Writing	In this course, students will be introduced to the theory and practice of reflective writing and creative writing as meaningful tools for emotional expression, mental health support, and personal growth -5 hours	46
8	DSC	UK3DSCECE207	Mystery and Horror Narratives	This course delves into the worlds of mystery and horror, examining their evolution, key themes, and cultural significance. Through close readings of selected narratives from myriad media forms, students will develop a nuanced understanding of the genres's complexities and its enduring appeal. -4 hours	53

9	DSE	UK3DSEECE200	Phonetics and Phonology	Examines the sound system of English in order to enhance listening and speaking skills. - 5 hours	59
10	DSE	UK3DSEECE201	Evolution of English Language	Traces the changes of the English language over the years and the major factors which influenced it. – 4 hours	64
11	DSE	UK3DSEECE202	Game Studies	Gaming as an emerging area of study - 5 hours	70



University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE200				
Course Title	Professional Communication and Practice				
Type of Course	DSC				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary	This course is designed to develop the essential communication skills and professional practices required in modern workplaces. It equips students with theoretical knowledge and practical tools to enhance their communication skills while also emphasizing the importance of professional etiquette, values, and ethical conduct. Through interactive sessions and practical assessments, students will learn to navigate diverse professional settings with confidence and integrity.				

Detailed Syllabus:

Mo dul e	U ni t	Content	H r s
I		Oral Communication for the Workplace	1 5
		<p>Professional language — Words, phrases and expressions to use while introducing a topic for deliberation, giving opinion, agreeing and disagreeing, appreciating, summarising, clarifying, interrupting, apologising.</p> <p>Leadership language — Diplomatic language to use for persuasion, negotiation, mediation, assertion, motivation</p> <p>Marketing Language — language of salesmanship</p> <p>Hospitality language — Customer empathetic language for client service executives, guestcontact, personnel, master of ceremonies etc.</p>	
	1	<p>“Communication in the Workplace: Guidelines for Improving Effectiveness: Akua Ahyia Adu-Oppong1 & Emmanuel Agyin-Birikorang</p> <p>https://www.researchgate.net/publication/304782482_COMMUNICATION_IN_THE_WORKPLACE_GUIDELINES_FOR_IMPROVING_EFFECTIVENESS</p>	
II		Non-Verbal Communication	1 5
		<p>Vocalics — prosody</p> <p>Kinesics — Oclesics</p> <p>Proxemics — Haptics — Chronemics</p> <p>Personal grooming</p> <p>Chromatics</p> <p>Olfactics</p>	
	2	“Non-verbal Communication” by Baden Ian Eunson	

		https://www.researchgate.net/publication/275965639_Non-Verbal_Communication	
III	Introduction to Modern Assessment Methods		1 2
	Personality Assessment — SWOT analysis — personality types — personality quizzes to gauge aptitude, emotional intelligence, conscientiousness, peer cooperation Psychometric Assessment — Interview Skills —Online Profile Management		
3	“Personality Assessment” by Irwin G. Sarason https://www.britannica.com/science/personality-assessment		
IV	Values, Ethics and Etiquette		1 2
	Workplace ethics and values —Social Etiquette —Digital Media Etiquette —Information and media literacy— Virtual Meeting/Online Interview Etiquette		
4	13 Essential Tips To Follow for Proper Etiquette at Work: Kate Palmquist https://www.indeed.com/career-advice/career-development/etiquette-at-work “Etiquette of an Online Interview” https://www.acsprostafing.com/etiquette-of-an-online-interview-dos-donts/		
V	Classroom Practice		1 2
	Group discussions on relevant topics Role-play workplace scenarios — aggrieved customer, disgruntled employees etc. Informal speaking opportunities to settle the nerves		

	Online profile creation (LinkedIn) Personality quizzes Fact checking practice using online tools	

Suggested Reading

Bovée, Courtland L. and John V. Thill. *Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace*. Pearson, 2020.

Chaturvedi, P. D. and Mukesh Chaturvedi. *The Art and Science of Business Communication: Skills, Concepts, Cases, and Applications*. Pearson, 2017.

Ghosh, B. N. Ed. *Managing Soft Skills for Personality Development*. McGraw-Hill, 2012.

Lata, Pushp and Sanjay Kumar. *English for Effective Communication*. OUP, 2013.

Sen, Madhucchanda. *An Introduction to Critical Thinking*. Pearson, 2010.

Sharma, Prashant. *Soft Skills: Personality Development for Life Success*. BPB, 2019.

Suresh Kumar E., P. Sreehari and J. Savithri. *Communication Skills and Soft Skills: An Integrated Approach*. Pearson, 2011.

Zimdar, Melissa and Kembrew McLeod. Eds. *Fake News: Understanding Media and Misinformation in the Digital Age*. MITP, 2020.

e resources

<https://www.indiatoday.in/education-today/grammar-vocabulary/story/phrases-to-be-used-at-workplace-office-vocabulary-1647692-2020-02-18>

https://www.mindtools.com/pages/article/newTMC_05.htm

<https://blogs.lse.ac.uk/medialse/2020/06/17/fake-news-covid-19-and-digital-literacy-do-what-the-experts-do/>

<https://www.mdpi.com/2078-2489/12/5/201/htm>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Develop the skill ecosystem of the students	U	1,6
CO-2	Update knowledge about the competency framework of modern professional organisations.	R, U	6,10
CO-3	Mold ethical consciousness	An, Ap	3,14
CO-4	Improve their recruitability, employability and entrepreneurship quotient	E	10
CO-5	Be able to meet the demands of the industry and professional options	E, C	10

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Develop the skill ecosystem of the students	2,4/1,6	U	F, C	L	
2	Update knowledge about the competency framework of modern professional organisations.	4,5/6,10	R, U	P	L	
3	Mold ethical consciousness	5,8/3,14	An, Ap	P	L	
4	Improve their recruitability,	3,5/10	E	P, M	L	

	employability and entrepreneurship quotient						
5	Be able to meet the demands of the industry and professional options	6/10	E, C	M	L		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO3	PSO6	PSO 10	PSO 14	PO2	PO3	PO4	PO5	PO6	PO8
CO 1	2		3			2		3			
CO 2			2	2				3	2		
CO 3		2			2				1		3
CO 4				2			1		1		1
CO 5				3						3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5				✓



**University of
Kerala**

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE201				
Course Title	Scripting Cyberspaces				
Type of Course	DSC				
Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. Basic competence in creative writing 2. Computer and Internet literacy.				
Course Summary	The course will enable the students to use creative and technical tools to create content for the Internet.				

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Detailed Syllabus:

Module	Unit	Contents	Hours
I	1	Basics of Electronic Writing-Text- (Protocols, margins, punctuations, font-size- readability- accessibility)- Spellcheck, Citations- Word- Functions of apps to improve writing- Grammarly-Evernote- Scrivener-	1 5
II	2	How to write for the internet? https://www.market8.net/b2b-web-design-and-inbound-marketing-blog/how-people-read-on-the-web-best-practices-for-writing-on-the-web	1 5
	3	Who reads the Internet? https://www.nngroup.com/articles/how-users-read-on-the-web/	
III	4	How to channel thinking through design? https://www.ted.com/talks/tristan_harris_how_a_handful_of_tech_companies_control_billions_of_minds_every_day?referrer=playlist-the_race_for_your_attention&autoplay=true	1 5
	5	Understanding Cyberspace- What is the internet? Cybermedia- Tools for writing online- Blogs-Wordpress- News Sites- Infotainment sites- Freelance Writing online- Responsible Writing- cultural- social-political-gender sensitivity- fact check	
IV		How to write a blog- writing for websites- news sites-sites for women-children-men-gender/ability/health diverse- listicles- creating and sustaining a blog. https://wordpress.com/support/tutorials/five-step-website-setup/ https://www.theguardian.com/money/2022/dec/05/how-to-start-a-blog-tips-profitable https://www.outbrain.com/blog/8-tips-to-create-better-content-for-your-target-demographic/	1 5

V	Start a blog catering to a particular aspect of your choice- maintain it and create content that can generate interest. Create listicles on the topics of your choice.		1 5

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Contextualise the demands of the media at hand.	U	4,7
CO-2	Design content for specific arenas of cyberspace.	U, Ap	4,5
CO-3	Show sensitivity to the language, presentation and geopolitics of the content being prepared.	R, Ap, An	5,6,8
CO-4	Use the basic design and hosting templates available online.	Ap, C	10,12
CO-5	Document and present scripts effectively.	C	12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

CO-1	Contextualise the demands of the media at hand.	1/4,7	U	F,C	L	
CO-2	Design content for specific arenas of cyberspace.	3,4/4,5	U, Ap	P	L	P
CO-3	Show sensitivity to the language, presentation and geopolitics of the content being prepared.	5,8/5,6,8	R, Ap, An	C,P	L	
CO-4	Use the basic design and hosting templates available online.	3,4/10,12	Ap, C	P	L	P
CO-5	Document and present scripts effectively.	4,7/12	C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO1 0	PSO1 2	PO 1	PO 3	PO 4	PO 5	PO 7	PO 8
C O 1	2			2				2					
C O 2	1	3							2	3			

C O 3		1	2		2						2			1
C O 4						2	2		3	2				
C O 5								3			2		3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3		✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE202				
Course Title	NARRATIVES FOR MARKETING				
Type of Course	DSC				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	Course designed for those learners who want to study how to create persuasive contents for marketing. The course begins with a deep understanding of the term brand storytelling and how to formulate an effective narrative founded on strong USP. In a world of competition among the brands, the course focuses on creating specific contents depending on the diverse target audience.				

Detailed Syllabus:

Mod ule	U nit	Content	H rs
I		Brand Storytelling	15

	1	<p>What is brand storytelling? - Evolution of brand storytelling- First Wave: Story-Addictive Interruption- Second Wave: Deceptive-Story Manipulation-Third Wave: Authentic Story-Driven Connection</p> <p>Compulsory Reading:</p> <p>Moin, S M A. <i>Brand Storytelling in the Digital Age: Theories, Practice and Application</i>. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 6-9.</p> <p>https://online.sbu.edu/news/ultimate-guide-brand-storytelling</p>	
	2	<p>Creating stories v/s content marketing– storytelling in brand communication-planning and developing engaging, intriguing, authentic stories- creating values- brand loyalty</p> <p>https://www.toptal.com/designers/brand/brand-storytelling#:~:text=The%20key%20elements%20that%20make,what%20the%20characters%20are%20saying).</p>	
	3	<p>Formulating Unique Selling Propositions (USP)- 4 Ps of brand storytelling-plot, purpose, people, place</p> <p>https://www.wishup.co/blog/brand-storytelling/</p>	
	4	<p>Creation of brand guidelines- Headlines, slogans, taglines, illustrations, whitespace- Practicum</p>	
II	Branding		15
	5	<p>Branding- Analysis of Amul Ads</p> <p>https://www.atlantis-press.com/article/125985773.pdf</p> <p>Amul Hits :: Amul - The Taste of India</p>	
	6	<p>Brand ambassadors, and social media influencers as story tellers</p> <p>https://www.itcan.co/en/blog/social-media-influencers-and-their-impact-on-brands</p>	
	7	<p>Analysis of brands and their stories - Practicum</p>	
III	Storytelling in Ad Campaigns		15
	8	<p>Diverse ad campaigns for an inclusive society</p> <ul style="list-style-type: none"> • Women- Femvertising- Dove- #realbeauty, Ariel-#ShareTheLoad 	

		<ul style="list-style-type: none"> • Transgender centred ads-Bhima #PureAsLove, Brooke Bond -# <i>Swad Apnepan Ka'</i> • Disabled -#EatQual - McDonald's India, Samsung Ads - India Good Vibes App : Caring for the impossible • Water conservation -Hindustan Unilever Limited- https://www.youtube.com/watch?v=2bdvoVr64HI • Education for all- Idea- “What an idea sirji? Idea new ad on 'Education for all' (youtube.com) 	
9		<p>Strategies to create effective brand stories</p> <p>https://neilpatel.com/blog/create-authentic-brand-story/</p> <ul style="list-style-type: none"> • Jingles- Titan watches (Mozart symphony No.25), Cadbury’s Dairy Milk Chocolate- ‘Kiss me’ • Oxymorons- Surf Excel- ‘Dag achhe hain,’ Mountain Dew- ‘dar ke aage jit hai’ • Humour- Vodafone Zoo Zoo Ads, Fevicol Ads • Childhood innocence- Dhara oil https://www.youtube.com/watch?v=7I5OvEzLG6I • Celebrating cricket- Cadbury’s Dairy Milk <i>Asali Swad Zindagi Ka</i> male and female version- https://www.youtube.com/watch?v=z_OtC06ndUE & https://www.youtube.com/watch?v=e7JATezA1nY • Celebrating festivals- Coca-Cola’s #MilkeHiManegiDiwali, Tanishq’s <i>Ekatvam</i> campaign 	
	10	Formulating diverse brand stories- Practicum	
IV		Brand- Consumer Communication in the Digital Era	15

	11	<p>Types of brand stories- strategic brand story- tactical brand story- company-centric tactical stories-customer centric tactical stories</p> <p>Compulsory Reading:</p> <p>The Role of Storytelling in Building a Strong Brand Identity: Martini Fisher</p> <p>https://medium.com/@martinifisher/the-role-of-storytelling-in-building-a-strong-brand-identity-1b8882ea8c65</p>	
	12	Media,the partner in storytelling- create strong social media narratives- short reels and stories	
	13	Incorporating brand storytelling into Integrated Market Communication (IMC)	
	14	Identify three advertisements that rely on customer centric tactical stories	
V	Future of Brand Storytelling		15
	15	Exploring AI, AR and big data in storytelling	
	16	<p>Tracking the shifting trajectories of consumer needs- relevance of imagination and creativity in creating authentic stories- competition from a machine-driven world</p> <p>Suggested Reading:</p> <p>Moin, S M A. <i>Brand Storytelling in the Digital Age: Theories, Practice and Application</i>. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 88-95</p>	

Recommended Reading

Walter, Ekaterina, and Jessica Gioglio. *The Laws of Brand Storytelling: Win - and Keep - Your Customers' Hearts and Minds*. McGraw-Hill Education, 2019.

Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020

Rodriguez, Miri. *Brand Storytelling: Put Customers at the Heart of Your Brand Story*. Kogan Page, 2023.

Miller, Donald. *Building a Story Brand*. Harper Collins Leadership, 2017.

Kingsnorth, Simon. Digital Marketing Strategy : An Integrated Approach to Online Marketing. 2nd ed., New York, Kogan Page Ltd, 2019.<http://elibrary.gci.edu.np/bitstream/123456789/3389/1/Bt.bm.522Digital%20Marketing%20Strategy%20An%20Integrated%20Approach%20to%20Online%20Marketing%20by%20Simon%20Kingsnorth.pdf>
[234624114.pdf \(core.ac.uk\)](https://core.ac.uk/download/pdf/234624114.pdf)

[15 Steps to Get Started with Content Marketing | NYTLicensing](#)

[15 Content Marketing Objectives to Prioritize in 2023 | NYTLicensing](#)

The Evolving Relationship between Digital and Conventional Media: A Study of Media Consumption Habits in the Digital Era | THE PROGRESS: A Journal of Multidisciplinary Studies (hnpublisher.com)

View of Content marketing strategy in increasing consumer interaction on social media (seaninstitute.or.id)

paper22.pdf (ceur-ws.org)

Slogans-and-Unique-Selling-Propositions-(USP)-Beneficial-to-Advertisers-and-the-Consumers-libre.pdf (d1wqtxts1xzle7.cloudfront.net)

Storytelling in Content Marketing: The Ultimate Toolkit | NYTLicensing

<https://www.wisestamp.com/blog/storytelling-marketing/>

Rise of the Brand Ambassador: Social Stake, Corporate Social Responsibility and Influence among the Social Media Influencers (srce.hr)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand brand storytelling and comprehend the new developments in advertising	U	1,2
CO-2	Evaluate the analytical frameworks and narratives used in marketing	E, An	2,4
CO3	Formulate brand stories to meet the demands of the evolving market	Ap, C	5,6

CO4	Develop strategies for integrated marketing communication	C	6,10
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand brand storytelling and comprehend the new developments in advertising	1/1,2	U	F,C	L	
CO-2	Evaluate the analytical frameworks and narratives used in marketing	1,3/2,4	E, An	C	L	
CO3	Formulate brand stories to meet the demands of the evolving market	1,2,3/5,6	Ap, C	C,P	L	P
CO4	Develop strategies for integrated marketing communication	3,4,7/6,10	C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO4	PSO5	PSO6	PSO10	PO1	PO2	PO3	PO4	PO7
CO 1	2	3					1				

CO 2		3	2				1		2		
CO 3				3	3		1	2	3		
CO 4					3	1			3	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4		✓	✓	✓



University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE203				
Course Title	British Literature I				
Type of Course	DSC				
Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Students should have a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.				

Detailed Syllabus:

**All categories of questions, except essay questions, shall be asked from all the units.
Essay questions only from the units specified in the syllabus.**

Module	Unit	Content	Hrs
I	The Old English Period		
	1	Early History of Britain – Roman invasion - Anglo Saxon Conquest	
	2	Anglo Saxon Poetry – features - <i>Beowulf</i> , Caedmon and Cynewulf	

	3	Anglo Saxon Prose - Literary contributions of King Alfred - Venerable Bede			
	Essay Questions from unit 2 and 3				
II	The Middle English Period		15		
	4	Norman Conquest			
	5	Middle English literature - Medieval Romances – <i>Sir Gawain and the Green Knight</i>			
	6	Literary contributions of Geoffrey Chaucer - <i>Canterbury Tales</i> – William Langland – <i>Piers the Plowman</i> -John Gower			
	7	Origin of British Drama – Miracle, Morality and Mystery Plays, and Interludes			
	Essay Questions from unit 6 and 7				
III	Age of Renaissance				
	8	Beginning of Renaissance – Fall of Constantinople – features of Renaissance			
	9	Renaissance in England – William Caxton’s Printing Press			
	10	Reformation Movement in Europe			
	11	Reformation in England – John Wycliff			
	12	Literature of the Renaissance - Sir Thomas More’s <i>Utopia</i>			
		Essay Questions from units 9 and 12			
IV	Elizabethan Age				
	13	Elizabethan Literature – Elizabethan Poetry - Tottel’s Miscellany – Sidney, Spenser, Shakespeare, Isabella Whitney, Mary Sidney			
	14	Early English Drama – <i>Gorboduc</i> , <i>Ralph Roister Doister</i>			
	15	Elizabethan Drama – Elizabethan theatre - literary contributions of William Shakespeare – University Wits - Ben Jonson and Comedy of Humours			
	16	Elizabethan Prose - Prose Romances - Francis Bacon - Authorized Version of the Bible			
	17	John Donne and the Metaphysical Poetry			
	18	Core texts			

	<p><i>Hamlet</i> - “To be or not to be” soliloquy https://www.poetryfoundation.org/poems/56965/speech-to-be-or-not-to-be-that-is-the-question</p> <p><i>As You Like It</i> – “All the World’s a Stage” https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a-stage</p> <p>Bacon – Essay “Of Studies” <i>Bacon’s Essays. Macmillan, 1992.</i></p> <p>John Donne – “The Good-Morrow” https://www.poetryfoundation.org/poems/44104/the-good-morrow</p>	
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Essay Questions from units 13,15, 16 and 18

V	Puritan Age	15
19	Oliver Cromwell’s Commonwealth - Puritan Interregnum - Rise of Puritanism	
20	Literary contributions of John Milton and John Bunyan	
21	Core Text Milton- Sonnet “On His Blindness” https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent	
	Essay Questions from unit 20	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15

CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by different writers as well as the evolution and characteristics of different genres	An, C	2
CO6	Evaluate the literary contributions of a writer	E	2

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Explain the social and political background of different periods of British history	-	U	F	L	0
CO-2	Outline different stages of development of British literary history	-	U	F	L	0
CO3	Identify the distinct traits of various Ages and movements in British literary history	PO1	U, An	C	L	0
CO4	Illustrate how a writer represents a particular literary	PO1, PO3	Ap	C	L	0

	school or movement					
CO5	Analyse the literary techniques employed by a writer as well as the evolution and characteristics of different genres	PO1, PO2	An	C	L	0
CO6	Evaluate the literary contributions of the writers	PO1, PO2, PO3	E	C	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO 1	3	2				1		1	1	1
CO 2	2	2				2				
CO 3	1					2				
CO 4			2			3		2		
CO 5				3		3	2			
CO 6					1	3	2	3		

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

Recommended Reading

- Albert, Edward. *History of English Literature*. OUP, 1979.
- Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.
- Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.
- Baugh, A.C. *A History of English Literature*. Routledge. 2013.
- Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017
- Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.
- Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.
- Poplawski, Paul. *English Literature in Context*. CUP, 1993.
- Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.
- Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

e- resources

<https://library.baypath.edu/english-and-literature-web-sites>

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

<http://www.literature-study-online.com/resources/#historical>

<http://www.universalteacher.org.uk/lit/history.htm>

<https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose>

<https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england>

<https://chaucer.fas.harvard.edu/> <https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena>

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

<https://www.gutenberg.org/files/29854/29854-h/29854-h.htm>(Aphra Behn)

<http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html>

<https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html>



University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK3DSCECE204
Course Title	READING MANGA AND ANIME
Type of Course	DSC
Semester	III

Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutoria l per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites					
Course Summary	The course is designed to understand, evaluate, and analyse the popular narrative art forms- Manga and Anime. Tracing the history of these genres from Japan, the course aims to explore the global identity and popularity of these art forms among different ages and gender in the contemporary world. These visual representations will be studied focusing on their aesthetic, technological and transcultural bearing.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Manga and Anime		12
	1.	Manga-manhwa- manhua- Anime- donghua-cartoon- webtoons- comics- light novels- ghibli- animation movies-animated series	
	2.	Study of Manga, Animation and Anime as an Art Form : Steena. J. Mathews https://ijritcc.org/index.php/ijritcc/article/view/2352	
	3	Suggested Viewing	

		The Evolution of MANGA - From Picture Scrolls to Global PHENOMENON	
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<https://youtu.be/fv-sSVf0mHY?si=61wgLWdbwa9M25ys>

	4	Suggested viewing Screening of the documentary <i>The Early Years of Anime</i> https://www.youtube.com/watch?v=Dctj4qjr07o	
II	Manga and Anime – Themes and Techniques		12

	5	Themes – heroism, friendship, social dilemmas—sociological themes-dystopian societies-- supernatural elements—fantasy	
	6	Techniques-- character design, panel composition, and special effects (afterimages, energy blasts, and dramatic expressions)—colours—sound	
	7	Introduction to Manga and Anime: Understanding Their Roots and Global Reach : Abdul Muqadim https://www.linkedin.com/pulse/introduction-manga-anime-understanding-roots-global-reach-muqadim-cf6if	
III	Reading Manga and Anime		12
	8	Tsugumi Ohba. Death Note: Volume1 https://w11.death-note-manga.com/manga/death-note-chapter-1/	
	9	Death Note : Episode 1: Rebirth https://www.google.com/search?sa=X&sca_esv=2c9e1e9a39f0ac3a&rlz=1C1VDKB_enIN1098IN1104&biw=1280&bih=593&sxsrf=AE3TifN-Wcb8bgDXooKX1dUOihvUnuucw:1748101593541&q=death+note+episode+1&stick=H4sIAAAAAAAAONgFuLUz9U3MI7PTSIx4tVP1zc0TDJLzsooTsrWUsIOTTIVKQOi-IKI_PSixFyr1ILM4vyU1GKF8oz8nNSCxPTURawKamJJRkKefklqQpQeQVDAJPIjoJZA&ved=2ahUKEwi9tI70ubyNAXW3amwGHf0qDrUQm8wBegUINBDXAO	

		<p>(Discuss the themes/ Characters and techniques employed)</p> <p>Only Analytical questions to be asked from this work for the essay question)</p>	
	10	<p>The Impact of Akira: The Film that Changed Everything</p> <p>https://www.youtube.com/watch?v=IqVoEpRIaKg</p>	
	11	<p>Suggested Reading/Viewing: <i>The Secret World of Arrietty</i> (2010)</p>	
IV		Visual art culture in Manga and Anime	
	12	<p>Adaptations-translation from page to screen-imaginative reinterpretation- visual vocabulary-theme, characters, medium</p> <p>How Do Manga Get Anime Adaptations: A Closer Look into the Process: Allen Johnson</p> <p>https://thetechy.life/how-do-manga-get-anime-adaptations/</p>	
	13	<p>Suggested Reading/ Viewing:</p> <p><i>Howl's Moving Castle</i> (2004)</p>	

		<p>https://mangatoto.com/title/21588 Chapter 1.1 to 1.3</p> <p>Manga, anime and visual art culture: Craig Norris</p> <p>https://www.researchgate.net/publication/298047415_Manga_anime_and_visual_art_culture</p>	
V		Fandom	12
	14	<p>Creating fan interest- fan community of anime-fan creativity-websites- ethics of fandom-global culture</p> <p>Otaku—doujin—</p> <p>Suggested Reading</p> <p>Fandom Unleashed: Exploring the Unique Subcultures of Anime Conventions : Giacco Danielle</p> <p>https://medium.com/@giacco.danielle/fandom-unleashed-exploring-the-unique-subcultures-of-anime-conventions-b0e99b90c43f</p>	

Recommended Reading

Module 1

Brenner, Robert E. *Understanding Manga and Anime*. Libraries Unlimited, 2007, pp. 1-25

Litten, Frederick S. *Animated Film in Japan until 1919*, Herstellung und Verlag: BoD – Books on Demand, 2017, pp. 41-76. <https://litten.de/fulltext/animebeg.pdf>

Suzuki, Shige (CJ), and Ronald Stewart. *Manga: A Critical Guide*, Bloomsbury Academic, 2023, pp. 10-24.

Yasuo, Yamaguchi. "The Evolution of the Japanese Anime Industry."

<https://www.nippon.com/en/features/h00043/>

<https://web.archive.org/web/20200528051728/http://www.widewalls.ch/japanese-manga-com-ics-history/>

Module 2

Dollase, Hiromi Tsuchiya. *Age of Shōjo*. State University of New York Press, 2019,
pp. 17-30

Fox, David Charles. "The Cultural Significance of Manga and Anime."

<https://davidcharlesfox.com/cultural-significance-of-manga-and-anime/>

Pagan. Amanda. "A Beginner's Guide to Manga."

<https://www.nypl.org/blog/2018/12/27/beginners-guide-manga>

Takeuchi, Kayo. "The Genealogy of Japanese "Shōjo Manga" (Girls' Comics) Studies."

University of Hawai'i Press, no.38, 2010, pp. 81-112, JSTOR,
<https://www.jstor.org/stable/42772011>

Toku, Masami, "Shojo Manga! Girls' Comics! A Mirror of Girls' Dreams." *Mechademia*, vol. 2, 2007, pp. 19–32. JSTOR, <http://www.jstor.org/stable/41503727>.

<https://repository.usfca.edu/cgi/viewcontent.cgi?article=2621&context=capstone>

Module 3

How to read manga <https://www.soas.ac.uk/study/blog/how-read-manga>

Fusanosuke, Natsume. "The Construction of Panels (Koma) in Manga."

<https://imagetextjournal.com/the-construction-of-panels-koma-in-manga/>

What are “manpu”? Anime and manga comic symbols and how to use them right! Part 1-

<https://animeartmagazine.com/what-are-manpu-anime-and-manga-comic-symbols-and-how-to-use-them-right-part-1/>

Manga Sound Effect Guide

<https://www.japanpowered.com/anime-articles/manga-sound-effect-guide>

How They Make Anime: A Guide to Creating Anime Storyboards

<https://storyboardhero.ai/guide-to-creating-anime-storyboards#:~:text=What%20are%20Anime%20Storyboards%3F,animators%20meticulously%20bring%20to%20life.>

How To Become an Anime Voice Actor: A Beginner’s Guide

<https://www.voquent.com/blog/how-to-become-an-anime-voice-actor-a-beginners-guide>

Brenner, Robert E. *Understanding Manga and Anime*. Libraries Unlimited, 2007, pp.27-76

Module 4

Cavallaro, Dani. *Anime and the Art of Adaptation*. McFarland & Company, Inc., Publishers, 2010.

Anime as a Form of Transculturation

<https://www.scribd.com/document/368628507/Anime-as-a-form-of-Transculturation>

Cowan, Alec. “How anime came to the United States and became an international powerhouse”

<https://aleccowan12.medium.com/how-anime-took-off-in-the-u-s-8d6354557867>

Steinberg, Marc. *Anime’s Media Mix: Franchising Toys and Characters in Japan*. University of Minnesota Press, 2012

Module 5

Brenner, Robert E. *Understanding Manga and Anime*. Libraries Unlimited, 2007, pp.193-250

Annett, Sandra. *Anime Fan Communities: Transcultural Flows and Frictions*. Palgrave Macmillan, 2014

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addresse d
CO-1	Understand the difference between Manga and Anime, anime and cartoon	U	2,4
CO-2	Evaluate the diverse themes and demographics of Manga and Anime	E, An	4

CO3	Analyse the transculturation through adaptation	An	4,9
CO4	Develop a framework for reading Manga and Anime	C	4,7,11
CO5	Comprehend the market and fandom of Manga and Anime	U	15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PS O	Cognitive Level	Knowledge Category	Lecture (L)/Tutoria l (T)	Practical (P)
CO -1	Understand the difference between Manga and Anime, anime and cartoon	1/2,4	U	F	L	
CO -2	Evaluate the diverse themes and demographics of Manga and Anime	1,2/4	E, An	C	L	
CO 3	Analyse the transculturation through adaptation	2,6/4,9	An	P,M	L	
CO 4	Develop a framework for reading Manga and Anime	3,4/ 4,7,11	C	P,M	L	
CO 5	Comprehend the market and fandom of	4/15	U	C	L	

	Manga and Anime				
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	P S O 2	P S O 4	P S O 7	PSO9	P S O 1	P S O 1	PO1	PO 2	PO 3	PO 4	PO6
C O 1	1	2					3				
C O 2		2					2	1			
C O 3		3		2				1			2
C O 4		2	1		2				3	2	
C O 5						3				1	

Correlation Levels:

L e v e l	Correlation
-	Nil
1	Slightly / Low

2	Moderat e / Mediu m
3	Substanti al / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓		✓



University of

Kerala

Discipline	ENGLISH				
Course Code	UK3DSCECE205				
Course Title	LANGUAGE OF ADVERTISING AND MARKETING				
Type of Course	DSC				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	1. Basic communication skills 2. Interest in advertising and marketing				
Course Summary	This course familiarises students with the main concepts in Advertising and Marketing, the evolution of advertising and the different types of advertisements and advertisement trends. Critical thinking regarding the impact of advertisements on society is also fostered.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction/Practice		1 5

	1	<p>Advertising- Definition- Evolution of advertising in India- Functions of advertising</p> <p><u>https://www.britannica.com/money/advertising</u></p> <p><u>https://www.linkedin.com/pulse/from-recall-relevance-brief-history-advertising-india-kushwaha#:~:text=The%20history%20of%20advertising%20in,Bengal%20Gazette%22%20(weekly).</u></p>	
	2	<p>Classification of Advertising—On the basis of Media (print, electronic, outdoor and digital media), Audience (consumer/B2C, B2B & Social Cause Advertising), Area (local, national & international) and Function (informative, persuasive, comparing, reminder)</p> <p><u>https://www.gingermediagroup.com/classification-of-advertising-all-you-need-to-know/</u></p>	
	3	Classroom Activity: Developing Slogans for Products and Services.	
II	Types of Advertising & Apex Bodies of Advertising/Practice		1 5
	4	<p>Types of advertising : print, direct mail, outdoor, Broadcast, Video and TV advertising, online search advertising, social media ads, mobile ads, display ads, pay-per-click ads, radio and podcast ads, consumer-generated ads, product placement ads, public service ads</p> <p><u>https://designshifu.com/types-of-advertising/</u></p> <p><u>https://www.geeksforgeeks.org/types-of-advertising/</u></p>	
	5	<p>Apex Bodies of Advertising: AAAI, ASCI, TAM, BARC- Structure, Function and Roles</p> <p><u>https://www.vskills.in/certification/tutorial/advertising-agencies-association-of-india-AAAI/</u></p> <p><u>https://www.ascionline.in/the-asci-code/</u></p> <p><u>https://blog.ipleaders.in/advertisement-standards-council-india-asci/</u></p> <p><u>https://en.wikipedia.org/wiki/Total_addressable_market</u></p>	

	https://mplan.media/blog/how-to-use-barc-data-for-television-advertising-in-india/	
6	Advantages of advertising https://www.yourarticleready.com/advertising/advantages-of-advertising-12-major-advantages-of-advertising-explained/25872	
7	Writing script for print ads- radio ads - preparing storyboard for tv ads https://decibelads.com/30-second-radio-ad-script-examples/ https://www.geeksforgeeks.org/print-advertising-meaning-types-and-examples/ https://www.manypixels.co/blog/print-design/print-ads https://www.adobe.com/creativecloud/business/teams/resources/how-to/print-ads.html https://www.storyboards.com/storyboard-examples https://medium.com/@Oliviathewriter/effective-tv-commercial-storyboarding-techniques-88cc618b4e99	
8	Group Activity: Create a three-minute Ad using your smartphone	
III	Impact of Ads on Society/Practice	1 5
9	Advertising and Society: Impact of Ads on Children, Portrayal of Women in Ads, Social Impact, Psychological Impact https://parenting.firstcry.com/articles/effects-of-advertising-on-children/ https://www.media-marketing.com/en/opinion/objectification-women-advertising/ https://www.psychologs.com/gender-stereotypes-in-advertisements-and-their-impact-on-mental-health/	

		<p>https://www.liftupmarketing.in/blog/the-role-of-advertising-the-impact-on-society/#:~:text=Without%20advertising%20and%20society%2C%20businesses,promoting%20social%20causes%20and%20messages</p>	
	10	Importance of Media Selection https://en.wikipedia.org/wiki/Advertising_media_selection	
	11	Group discussion on Socio-Economic and Cultural Impact of Advertising.	
	12	Discussion on any top Five Creative Indian and International Advertisements. (ads showing gender equity, breaking stereotypical beauty standards etc- ads such as Amul, Bhima, Red Label etc)	
IV	Marketing/Practice		1 5
	13	Marketing Definition https://blog.hubspot.com/marketing/what-is-marketing	
	14	Marketing Mix (Four Ps- Product, Price, Place & Promotion) https://www.ama.org/marketing-news/the-four-ps-of-marketing/	
	15	Types of marketing- internet marketing- SEM-SEO-CPC-ROI-, email marketing-content marketing- viral marketing- buzz marketing-guerilla marketing- social media marketing-social media influencer marketing https://ca.indeed.com/career-advice/career-development/types-of-marketing	
	16	Branding- Definition Importance of Logos in Marketing Consumer behavior https://www.questionpro.com/blog/consumer-behavior-definition/ SWOT analysis https://www.techtarget.com/searchcio/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis	

	17	Brand Analysis presentation- Students should choose a well-known brand and analyze its marketing strategies, including branding, advertising campaigns, and target audience	
V	Trends in Marketing		1 5
	18	Current trends in Marketing https://uk.indeed.com/career-advice/career-development/what-are-trends-in-marketing	
	19	Conduct debates on ethical issues in marketing, such as targeting children and promoting harmful products	
	20	Conduct seminar on any successful television advertisements- (analyse its social relevance, content, message, creativity)	

Recommended Reading

Ogilvy, David. *Ogilvy On Advertising*. Welbeck Publishing Group. 2007

Pushpanath, Rayan, *Mastering Marketing: A Comprehensive Guide for Professionals and Students* . TallMount Publishing. 2024

Kumar, Arun & Tyagi, *Advertising Management*. New Delhi: Atlantic Publishers and Distributors, 2004.

Wells, Burnett & Moriarty. *Advertising: Principles and Practice*. UP: Dorling Kindersley (India) Pvt. Limited, 2007.

Gupta, Oma. *Advertising in India: Trends and Impact*. NewDelhi: Kalpaz Publications, 2005.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain an understanding of how advertising has evolved over time and learn about different classifications of advertisements.	U, Ap,C	3,9

CO-2	Identify and comprehend various types of advertisements.	R, U, Ap,C	2
CO-3	Develop the ability to critically analyze the influence of advertising on society.	U, Ap,C	2,8
CO-4	Acquire knowledge about different marketing methods and strategies.	R,U	6,10
CO-5	Enhance analytical and communication skills through practical exercises.	R,Ap, C	10

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Gain an understanding of how advertising has evolved over time and learn about different classifications of advertisements.	1,7/3,9	U, Ap,C	F, C	L	
CO-2	Identify and comprehend various types of advertisements.	1/2	R, U, Ap,C	C	L	
CO-3	Develop the ability to critically analyze the influence of advertising on society.	2,3,4/2,8	U, Ap,C	C	L	P
CO-4	Acquire knowledge about different	6/6,10	R,U	P	L	P

	marketing methods and strategies.						
CO-5	Enhance analytical and communication skills through practical exercises.	3,6/10	R,Ap, C	P,M	L	P	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 2	PSO 3	PSO 6	PSO 8	PSO 9	PSO1 0	PO 1	PO 2	PO 3	PO 4	PO 6	PO 7
C O 1		2			1		2					2
C O 2		2					2					
C O 3		2		1				2	1	2		
C O 4			2			2					3	
C O 5						2			2		2	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓		✓	✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK3DSCECE206
Course Title	THERAPEUTIC WRITING
Type of Course	DSC
Semester	III
Academic Level	200 - 299

Course Details	Credit	Lecture Per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. A general awareness about emotional and mental health 2. Have an idea of blogging/journaling as self reflective activities				
Course Summary	In this course, students will be introduced to the theory and practice of therapeutic writing as a meaningful tool for emotional expression, mental health support, and personal growth. It aims to help learners trace the psychological and neuroscientific foundations of expressive writing and understand how reflective and creative forms such as journaling, storytelling, poetry, and blogging can contribute to healing.				

Module	Unit	Introduction to Therapeutic Writing:	Hours
I		Definition, history, scope, and significance of writing as a tool for healing. Differences between expressive, reflective, and creative writing.	15 Hrs
	1	1. Didion, Joan. "On Keeping a Notebook." Slouching Towards Bethlehem, Farrar, Straus and Giroux, 1968. https://blogs.baruch.cuny.edu/2150htfa/files/2021/08/Didion_Notebook.pdf 2. Hasyim, Said. "Memory and Self-Discovery Through Writing." Peak Brain Plasticity, 10 Nov.2023 https://www.saidhasyim.com/post/peak-brain-plasticity/memory-and-self-discovery-through-writing/ 3. Hasson, Uri. "The Neuroscience Behind Storytelling." TEDx Talks, 2016. YouTube, uploaded by TEDx Talks.	

	<p>https://www.youtube.com/watch?v=Q3_MYEd3DHg https://www.youtube.com/watch?v=Q3_MYEd3DHg</p> <p>Suggested Readings:</p> <p>Pennebaker, James W. Writing to Heal: A Guided Journal for Recovering from Trauma & Emotional Upheaval. New Harbinger Publications, 2004.</p> <p>“How Writing by Hand Improves Memory and Learning?” Varthana. https://varthana.com/student/how-writing-by-hand-improves-memory-and-learning/.</p>	
II	Creative Writing and Mental Health	15 Hr s
2	<p>Poetry, short stories, and letters as mediums of self-expression and healing.</p> <p>5.“Try to Praise the Mutilated World” by Adam Zagajewski https://www.poetryfoundation.org/poems/57095/try-to-praise-the-mutilated-world-56d23a3f28187</p> <p>6.“Through the Tunnel” by Doris Lessing https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/4937/the%20tunnel%20text.pdf</p>	

	Suggested Reading: Furman, Rich. Poetry Therapy: The Use of Poetry in Psychotherapy. Taylor & Francis, 2021 Hunt, Celia, and Fiona Sampson. Writing, Self and Reflexivity. Palgrave Macmillan, 2006.	
III	Therapeutic Writing in Group and Clinical Settings.	15 Hr s
3	Grief therapy, PTSD recovery, addiction rehabilitation To read: 7.Hemingway, Ernest. “A Clean, Well-Lighted Place. https://yale.learningu.org/download/51358dbc-0c73-4e33-8cfb967c55a621f5/H2976_Hemingway_A%20Clean%20Well%20Lighted%20Place.pdf 8.“The Healing Power of Storytelling” https://www.psychologytoday.com/us/blog/un-numb/202312/the-healing-power-of-storytelling	
	Suggested reading: White, Michael & Epston, David. Narrative Means to Therapeutic Ends. Norton, 1990 Suggested viewing: How Storytelling Can Heal Trauma and Our Divided World MeiMei Fox TEDxBocaRaton https://www.youtube.com/watch?v=ymJX7Qdygwo	

	Journaling for Emotional Regulation	
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I V	4	<p>Self -reflection -Gratitude journaling - Reflective journaling</p> <p>9.Blogging for mental health and wellness: By AIContentfy team</p> <p>https://aicontentfy.com/en/blog/blogging-for-mental-health-and-wellness</p> <p>10.James Pennebaker on expressive writing and trauma recovery. Practice: 10-minute daily journal writing exercises.</p> <p>American Psychological Association. “Speaking of Psychology: Expressive Writing Can Help Your Mental Health, with James Pennebaker, PhD.” Speaking of Psychology, 8 Feb. 2023.</p> <p>https://www.apa.org/news/podcasts/speaking-of-psychology/expressive-writing</p>
		<p>Suggested reading:</p> <p>Mohr, David C., et al. “The Behavioural Intervention Technology Model: An Integrated Conceptual and Technological Framework for eHealth and mHealth Interventions.” Journal of Medical Internet Research, 2014</p> <p>Suggested viewing:</p> <p>“7 FREE MENTAL HEALTH APPS YOU NEED TO KNOW ABOUT!”</p> <p>https://www.youtube.com/watch?v=lgU1NjCtdDE</p>

V	Practicum	
	5	<p>11. Write a poem or narrative exploring a personal emotional experience. Peer review and reflective analysis.</p> <p>12. Create a writing portfolio or mental health blog that reflects the therapeutic writing process/ Students use a free journaling app (e.g., Day One, Journey, Moodnotes) or Google Docs to maintain a daily digital journal focused on emotional check-ins and gratitude entries</p>

	<p>Suggested reading:</p> <p>Frank, Anne. The Diary of a Young Girl. 1947. Translated by B. M. Mooyaart (1947) https://cbseacademic.nic.in/web_material/doc/novels/3_The%20Diary%20of%20a%20Young%20Girl.pdf</p> <p>Suggested viewing:</p> <p>Gottlieb, Lori. "How Changing Your Story Can Change Your Life." TED, Sept. 2019. YouTube, uploaded by TED.</p> <p>https://www.youtube.com/watch?v=O_MQr4lHm0c</p>	
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Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO Addressed
CO-1	Define therapeutic writing and describe its psychological basis.	U	1
CO-2	Apply journaling and creative writing techniques for self-awareness.	Ap	3,5
CO-3	Analyse therapeutic narratives from clinical and personal perspectives.	E, An	2
CO-4	Develop a personal writing practice that promotes emotional well-being.	Ap, C	3
CO-5	Create ethical and meaningful writing outputs for personal or community healing.	C, E	5

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Define therapeutic writing and describe its psychological basis.	PO1/PSO1	R	F,C	L	
2	Apply journaling and creative writing techniques for self-awareness.	PO 3,4/PSO 3,5	U,Ap	C,P	L	P
3	Analyse therapeutic narratives from clinical and personal perspectives.	PO 1,2 /PSO 2	E,An	C	L	
4	Develop a personal writing practice that promotes emotional well-being.	PO 6 /PSO 3	Ap,An	P,M	L	P
5	Create ethical and meaningful writing outputs for personal or community healing.	PO 5 /PSO 5	C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2				1					
CO 2			2	2			2	2		
CO 3		2			3	1				
CO 4			3					3		2
CO 5				1					2	

Assessment Rubrics

Quiz / Assignment / Discussion / Workshop

Midterm Exam

Reflective Writing Journal

Writing portfolio or blog

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓			✓
CO2	✓	✓		✓
CO3	✓			✓
CO4	✓	✓	✓	✓
CO5		✓	✓	✓

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Course Activities

1. **Journaling Practice:** Daily/weekly reflections on mood, experiences, and challenges.
2. **Creative Writing Exercises:** Writing short poems, stories, or letters to self/others.
3. **Group Sharing Circles:** Safe spaces for voluntary reading and discussion.
4. **Guest Sessions:** Mental health professionals or therapeutic writers.
5. **Compilation of writing pieces with a reflective self-analysis.**



**University of
Kerala**

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSCECE207				
Course Title	MYSTERY AND HORROR NARRATIVES				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week

	4	4			4
Pre-requisites					
Course Summary	This course delves into the worlds of mystery and horror, examining their evolution, key themes, and cultural significance. It explores the evolution and diverse forms of mystery narratives. Students will analyze key elements of the genre, including plot, character, setting, and theme. It will explore how horror reflects societal anxieties, challenges our understanding of the monstrous, and plays with our deepest fears. Through close readings of selected narratives from myriad media forms, students will develop a nuanced understanding of the genres's complexities and its enduring appeal.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Introduction to Mystery and horror	
	1	Subgenres: Whodunit, Locked Room Mystery, Inverted Detective Story (Howdunit), Hardboiled Detective Fiction, Cozy Mystery, Thriller, Suspense Reference: https://web.archive.org/web/20090719003941/http://www.historyofthemystery.com/index.php	
	2	Gothic origins of horror, Frankenstein, Dracula; Subgenres: gothic, Splatter/Gore, Psychological Horror, Folk Horror, body horror	
	3	“Why Mystery Books Are So Satisfying” by Tana French (web article) https://time.com/collection/best-mystery-thriller-books/6309691/mystery-books-satisfaction/	
	4	“The Horror Anomaly” by Daniel Toré https://philosophynow.org/issues/156/The_Horror_Anomaly	
II	Mystery Narratives		
	5	Narrative/formal Terms: Red Herring, clues, foreshadowing, unreliable narrator, plot twist, the reveal, narrative intrigue, pacing, point of view (first person, third person omniscient, third person limited omniscient)	

		Character Archetypes: the detective/investigator, the suspects, the victim, the sidekick to the detective, femme fatale (These features/genre elements have to be discussed in the reading/viewing of the narratives mentioned. Practical activities should include activity-oriented engagement with the narratives such as by grouping students in order to closely study the narratives and discover their narrative structures, genre conventions, stock characters, etc.)	
	6	Edgar Allan Poe "The Murders in the Rue Morgue." <u>The Works of Edgar Allan Poe</u> (short story)	
	7	<i>Dhrishyam</i> , dir. Jeethu Joseph, 2013, Malayalam (film)	
	8	<i>Death Note</i> . Chapter 1 (Manga) <u>Death Note, Chapter 1</u>	
III	Horror Narratives		
	9	Theoretical terms: The Grotesque, The Uncanny (Das Unheimliche), Abjection, Terror vs. Horror, Narrative elements: Suspense, Foreshadowing, Unreliable Narrator, Point of View, setting, sound, pacing, visual tropes, : The creation of anticipation and uncertainty about what will happen next, crucial for building tension in horror. (These features/genre elements have to be discussed in the reading/viewing of the narratives mentioned. Practical activities should include activity-oriented engagement with the narratives such as by grouping students in order to closely study the narratives and discover their structures.)	
	10	W W Jacobs, “The Monkey’s Paw” <u>“The Monkey’s Paw” by W.W. Jacobs</u> (short story)	
	11	“Fritz,” Satyajit Ray (translation from the Bengali, short story) <u>The Collected Short Stories by Ray, Satyajit.pdf</u> (pp.73-76)	
	12	<i>Train to Busan</i> , dir. Yeon Sang-ho, 2016, Korean (film) <u>https://archive.org/details/train-to-busan-dubbed</u>	
IV	Cultural Dimension of Mystery and Horror Narratives		

	13	Tudor, Andrew. "Chapter 5: Narratives", <i>Monsters and Mad Scientists: A Cultural History of the Horror Movie</i> , pp. 81-105.	
	14	Stowe, William W. "Critical Investigations: Convention and Ideology in Detective Fiction." <i>Texas Studies in Literature and Language</i> , vol. 31, no. 4, 1989, pp. 570–91. JSTOR, http://www.jstor.org/stable/40754910 . Accessed 11 Apr. 2025.	
V	The Ethics of Mystery and Horror		
	15	Moral implications of crime and detection - themes of justice, revenge, and redemption - role of the reader as detective - monster as collective guilt - horror audience as passive witness	
	16	Suggested reading/viewing <i>Bhramayugam</i> (2024, dir. Rahul Sadasivan) (film) <i>Uzumaki</i> by Junji Ito (manga) <i>Tumbbad</i> (2018, dir. Rahi Anil Barve) (film) Ray Bradbury, "The Veldt" (short story) <i>Get Out</i> by Jordan Peele "The Child that Went with the Fairies" - Sheridan Le Fanu (short story) <i>A Wednesday</i> . 2008. Directed by Neeraj Pandey and Ritesh Kumar (film) A Study in Pink." Sherlock. Season 1, Episode 1. BBC TV series. Directed by Paul McGuigan. 2010. (TV series)	

Reference materials

Brinkhof, Tim. "Horror fiction: the unexpectedly ancient origins of ghost stories." BigThink.com ([Horror fiction: the unexpectedly ancient origins of ghost stories](#))

Monaghan, Elizabeth Michaelson. "The allure of mysteries." [The allure of mysteries | BPS](#)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify and analyze the key elements of mystery and horror narratives.	R, U	2
CO2	Trace the historical development of the genre and identify the sub-genres	R,U	2
CO3	Analyse how horror and mystery reflect social anxieties, including issues of gender, race, and class.	An, E	2,3,15
CO4	Develop critical reading and writing skills through close textual analysis.	U, Ap, E	5.6
CO5	Articulate their own informed opinions about the ethical and aesthetic dimensions of mystery and horror	E, C	5,11

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-CREATE

Note: 1 or 2 COs/module

Name of the Course:

Credits: 4:0:0(Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Identify and analyze the key elements of mystery and horror narratives.	1/2	R, U	F,C	L	
2	Trace the historical development of the genre and identify the sub-genres	1/2	R,U	M	L	

3	Analyse how horror and mystery reflect social anxieties, including issues of gender, race, and class.3	2,8/2,3,15	An, E		L	
4	Develop critical reading and writing skills through close textual analysis.	3,4/5.6	U, Ap, E	C,P	L	
5	Articulate their own informed opinions about the ethical and aesthetic dimensions of mystery and horror	8/5,11	E, C	P	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO3	PSO5	PSO6	PSO1 1	PSO15	PO1	PO2	PO3	PO4	PO8
CO 1	2						1				
CO 2	2						2				
CO 3	3	2				1		1			1
CO 4			3	2					3	2	
CO5			3		2						2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Role play
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5		✓	✓	✓



**University of
Kerala**

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSEECE200				
Course Title	PHONETICS AND PHONOLOGY				
Type of Course	DSE				
Semester	III				
Academic Level	200 – 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	An interest in learning the correct pronunciation of English, and willingness to improve pronunciation and language use through practice.				
Course Summary	This course offers a comprehensive understanding of the phonetics and phonology of human languages. Phonetics delves into the production and perception of sounds across various languages. Phonology investigates how these sounds are classified, differentiated, and arranged within a particular language framework. The primary aim of the course is to help students in the pronunciation of English in a standard accent commonly adopted by learners of British English, and used globally. Additionally, it provides insights within the broader framework of Phonetics and Phonology, offering a theoretical understanding of speech sounds and their utilization in language.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction		
	1	What is Language? – Characteristics – Language and Animal Communication. Language and Linguistics – Psycholinguistics - Sociolinguistics Varieties of language – Dialect, Register, Pidgin, Creole, Isoglosses	15
	2	Phonetics – definition, RP, GIE Types – Articulatory, Acoustic and Auditory	

	3	Air stream Mechanisms – Organs of Speech	
	4	Speech Sounds - IPA	
II	Classification of Speech Sounds		15
	5	Consonants – Means of Articulation, Manner of Articulation, Voice	
	6	Classification of Vowels - English vowels- Cardinal Vowels - Vowel Diagram	
	7	Classification of Diphthongs – Closing, Centring, Falling, Rising	
	8	Three term labelling – Consonants & Vowels	
III	Phonology		15
	9	Phonology - phoneme, Minimal pairs, Allophones and their distribution	
	10	Free Variation – linking /r/ & Intrusive /r/	
	11	Suprasegmental features - Stress - word and sentence stress	
	12	Intonation, Rhythm, Juncture	
	13	Assimilation & Elision	
	14	Strong and weak forms	
	15	Aspects of connected speech	
	16	GIE, influence of mother tongue	
	17	Difference between American, RP & GIE	
IV	Transcription – Practical		15
	18	Transcription of words, sentences and passages	
	19	Syllable Structure – Stress patterns	
V	Practical Sessions		15
	20	Language Lab - students access audio or audio-visual materials	
	21	practicing and assessing one's speech, role plays, Audio books	
	22	Language pronunciation Apps - Pronunroid - IPA pronunciation	

Recommended Reading

Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Second Edition. Madras: Macmillian, 2013. Print.

Jones, D. Cambridge English Pronouncing Dictionary; 18th edition, CUP, 2022. Print.

Marks, Jonathan. English Pronunciation in Use: Elementary. Cambridge, CUP, 1989. Print.

Rani, D. Sudha. A Manual for English Language Laboratories. New Delhi: Pearson, 2010. Print.

Roach, P. English Phonetics and Phonology. Fourth edition, CUP, 2009. Print.

Web

<https://www.fluentu.com/blog/english/learn-english-daily/>

<https://learnenglish.britishcouncil.org/skills/speaking>

<https://pronunroid-ipa-pronunciation.soft112.com/>

<https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/daily-routine>

https://www.youtube.com/channel/UCV1h_cBE0Drdx19qkTM0WNw

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain an understanding of the basics of English phonology and Phonetics	R,U,An	1,6
CO-2	Acquire good pronunciation and transcription skills	U,Ap	1,6,10
CO-3	Being able to read and interpret phonetic symbols from the International Phonetic Alphabet (IPA)	Ap,C	10,12
CO-4	Acquisition of skills for independent use of pronunciation Dictionaries	Ap.E	4

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-CREATE

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1. CO -1	Gain an understanding of the basics of English phonology and Phonetics	1,2/1,6	R,U,An	F,C	L	P
0. CO -2	Acquire good pronunciation and transcription skills	2,4/1,6,10	U,Ap	C,P	L	P
0. CO -3	Being able to read and interpret phonetic symbols from the International Phonetic Alphabet (IPA)	3,4,6/10,12	Ap,C	P,M	L	P
0. CO -4	Acquisition of skills for independent use of pronunciation Dictionaries	4,6/4	Ap.E	P.M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO4	PSO6	PSO10	PSO12	PO1	PO2	PO3	PO4	PO6
CO 1	2		2			2	2			

CO 2	2		2	3			2		3	
CO 3				3	2			2	3	2
CO 4		1							2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4		✓	✓	✓



**University of
Kerala**

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3DSEECE201				
Course Title	EVOLUTION OF ENGLISH LANGUAGE				
Type of Course	DSE				
Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	A strong understanding and an interest for exploring the historical, socio-cultural and literary achievements of England.				
Course Summary	The course intends to provide a thorough understanding of the diachronic development of the English language into a global language with special emphasis on various social, cultural and historical factors which resulted in significant changes in vocabulary, pronunciation and semantics.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Module 1- Old English		
	1	Language families – Indo-European family – Germanic group	
	2	Consonant shift- Grimm's law- Verner's law- Umlaut and Ablaut	

	3	Old English and its features	
	4	Dialects of Old English	
	5	Celtic, Latin and Scandinavian influences	
II	Module 2 - Middle English		15
	6	Norman Conquest and its impact on English language	
	7	French influence on English language	
	8	Middle English and its features	
	9	Contributions of Geoffrey Chaucer	
	10	Impact of Bible Translations	
	11	Rise of Standard English	
III	Module 3- Modern English		15
	12	Impact of Renaissance and Reformation in the development of English language.	
	13	Modern English and its features	
	14	Changes in pronunciation (Great Vowel Shift)	
	15	Spelling reforms .	
	16	Contributions of Spenser, Shakespeare and Milton to English language	

	17	Development of Dictionaries- Dr. Johnson's dictionary, The Oxford English Dictionary	
IV	Module 4-Process of Word Formation & Semantic changes		15
	18	Word formation --Imitation, Conversion, Abbreviation, Portmanteau Words, Compounding, Acronyms, Extension of Meaning, Affixation, Telescoping , Syncopation, Corruption, Metanalysis, Words from Proper Nouns, Back Formation, Freak Formation, Reduplication	
	19	Semantic changes in English -Widening, Narrowing of Meaning, Degeneration, Amelioration, Radiation, Synesthesia, Metonymy, Synecdoche, Euphemism	
	20	Jargon, Slang, Dialects	
V	Module 5-English as a Global Language		15
	21	Varieties of English-Indian English-American English-British English	
	22	English as a Global Language	
	23	Digital English	
	24	Future of English as an International Language	

Recommended Reading:

Barber C.L. John C Beal and Philip A Shaw. *The English Language: A Historical Introduction*. New York: CUP, 2004.

Baugh, Albert C, Thomas Cable. *A History of the English Language*. London: Routledge, 2012.

Crystal, David. *The Stories of English*. London: Penguin Books Ltd., 2005.

Kumari, K. Radha, *A Concise History of English Literature and Language*. Noida: Primus Books, 2013.

Mallik, Nilanko. *Historical and Social Evolution of the English Language*. New Delhi: Educreation Publishing, 2017.

McIntyre, Dan. *History of English: A Resource Book for Students*. London: Routledge, 2020.

Wood, Frederick T. *An Outline History of English Language*. Noida: Macmillan Publishers India Pvt Ltd., 2000.

e- resources:

“English language” <https://www.britannica.com/topic/English-language>

“The History of English” <https://www.thehistoryofenglish.com/>

“Studying the History of English” [http://www.raymondhickey.com/index_\(SHE\).html](http://www.raymondhickey.com/index_(SHE).html)

“History of the English Language” https://en.wikipedia.org/wiki/History_of_English

“Word formation “ https://en.wikipedia.org/wiki/Word_formation

“English as a Global language” <https://sastra.um.ac.id/wp-content/uploads/2009/10/English-as-a-Global-Language-Its-Historical-Past-and-Its-Future-Zuliaty-Rohmah.pdf>

“History of English language”

https://sde.uoc.ac.in/sites/default/files/sde_videos/History%20of%20English%20Language_0.pdf

“History of English Language”<https://manuu.edu.in/dde/sites/default/files/DDE/DDE-SelfLearnmaterial/12jan2023/History-of-English-language-and-literature.pdf>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain knowledge of the paradigm shifts in the development of English	U, R	2
CO-2	Imbibe the historical, social and cultural factors that went into the shaping of the English Language	U, An	2,3

CO-3	Understand the contributions of major writers towards the development of English Language	U, R	2
CO-4	Comprehend the process of word formation and semantic changes in English	U, An	1,5,6
CO-5	Recognize the varieties of English and analyse English language in a global context.	U	1,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Gain knowledge of the paradigm shifts in the development of English	1,4/2	U, R	F	L	
CO-2	Imbibe the historical, social and cultural factors that went into the shaping of the English Language	1,4/2,3	U, An	F,C	L	
CO-3	Understand the contributions of major writers towards the development of English Language	1/2	U, R	C	L	
CO-4	Comprehend the process of word formation and	2,3,6/1,5,6	U, An	C,P	L	

	semantic changes in English					
CO-5	Recognize the varieties of English and analyse English language in a global context.	4,5/1,6	U	P,M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		2				1			2		
CO 2		2	2			2			1		
CO 3		3				3					
CO 4	2			1	3		2	1			2
CO 5	2				2				2	1	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments

- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓		✓	✓



University of Kerala

Discipline	Communicative English				
Course Code	UK3DSEECE202				
Course Title	Game Studies				
Type of Course	DSE				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					

Course Summary	The course will equip students in understanding the basic feature of video games. The students will be exposed to the techniques in video game and the way in which video game is used as medium of entertainment and education. The course also intends to stimulate an interest in various careers related to video games.
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Module	Unit	Content	Hrs
I	What is Game Studies?	<p>Game Studies- History of Game Studies- Types of videogames (Genres and Subgenres)-Entertainment games (AAA games and its categorization and etc) - Serious games- -Censorship (video game content rating system such as PEGI, ESRB, IARC etc)- Evolution of technology in gaming and its impact on game design and player experiences- Transition from 2D to 3D graphics- Game Engines</p> <p>Jonathan Ostenson. "Exploring the Boundaries of Narrative: Video Games in the English Classroom" <i>The English Journal</i>, July 2013, Vol. 102, No. 6 (July 2013), pp. 71-78</p> <p>Stable URL: https://www.jstor.org/stable/24484129</p>	15
II	Videogames Discourse	<p>Narratology – Ludology – Cognition-Art and Aesthetics (pixel art, realism, stylized graphics, and the use of colour theory)- Augmented, Mixed, Cloud gaming, and Virtual Reality- Interactivity- Players/ Gamers - Character agency -Player Agency - Platforms (Xbox, PlayStation, PC etc)- Game Design (game play, mechanics, player experience)-Game Environment- Map-Game World (Open World, Sandbox, Linear, Nonlinear, etc)- Role of sound design, music, and narrative -Game script- Immersion – Ethics (inclusivity, representation, microtransactions, and player well-being) and Stereotypes- Cut scenes- Death (Game over and Permadeath) – Characters – Modding</p> <p>Catherine Burwell. "Game Changers: Making New Meanings and New Media with Video Games" <i>The English Journal</i>, Vol. 106, No. 6 (July 2017), pp. 41-47</p> <p>Stable URL: https://www.jstor.org/stable/26359545</p>	15

III	Games as representation of Cultural and Sociological Aspects	15
	<p>Games as cultural systems (1940s to present)- subcultures- Study of play in culture- Identity – Disability – Diversity – Femininity – Masculinity – Race – Game Communities- The growth of online games- Competition and Cooperation- International gaming industry</p> <p>Sater, Anastasia, Bridget Blogett. “Playing the Humanities:Feminist Game Studies and Public Discourse” <i>Bodies of Information: Intersectional Feminism and the Digital Humanities</i>. Eds. Elizabeth Losh and JacquelineWernimont. University of Minnesota Press. 2018. Print. Page 466-475</p> <p>https://www.jstor.org/stable/10.5749/j.ctv9hj9r9.28?seq=9</p>	
IV	Videogame Review/ Criticism	15
	<p>Films vs Games-Interactive Movie- Genre sharing as an interdisciplinary concern- Symbiotic Relationship (Film, Marketing, Technology, Health, Fashion (Cosplay Culture))- Environmental Storytelling-Discourse Analysis- Metamodernism- Academic and journalistic perspectives</p> <p>-Adaptation of Assassin’s Creed (2007) Video game to Assassin’s Creed (2016) film</p> <p>-Adaptation of Metro 2033 Novel to Metro 2033 Videogame</p> <p>-Analysing Metamodernism in Death Stranding (2019)</p> <p>https://themechrobog.wordpress.com/2017/06/19/books-vs-games-vs-movies-which-is-the-better-medium-for-storytelling/</p>	
V	<p>Practical</p> <p>Can be played/ watch YouTube Walkthroughs</p> <p>Minecraft (Sandbox Game)</p>	15

	<p>https://www.minecraft.net/en-us</p> <p>https://www.youtube.com/watch?v=ET9n1aKzY-0</p> <p>The Witcher 3 Wild Hunt (Open World)</p> <p>https://www.thewitcher.com/us/en/witcher3</p> <p>https://www.youtube.com/watch?v=cn_taKva-AQ</p> <p>Resident Evil 4 (Linear, third-person shooter survival horror)</p> <p>https://www.residentevil.com/4/uk/</p> <p>https://www.youtube.com/watch?v=eFuHLUuuzLI</p> <p>Remake</p> <p>https://www.residentevil.com/re4/en-asia/</p> <p>https://www.youtube.com/watch?v=puWTz8toRHc</p> <p>Firewatch (narrative-driven exploration adventure)</p> <p>https://www.firewatchgame.com</p> <p>https://www.youtube.com/watch?v=F2snk0zU018</p> <p>The Last of Us Part 1 (Linear, action-adventure)</p> <p>https://www.playstation.com/en-in/games/the-last-of-us-part-i/</p> <p>https://www.youtube.com/watch?v=y99DqGw-jG4</p> <p>Far Cry 3 (Non-linear, First Person Shooter, open world)</p> <p>https://www.ubisoft.com/en-gb/game/far-cry/far-cry-3</p> <p>https://www.youtube.com/watch?v=YQDBNaC71j8</p> <p>Dishonored (Non-linear, Morality system)</p> <p>https://bethesda.net/en/game/dishonored#/dishonored</p> <p>https://www.youtube.com/watch?v=3CVc4L12Mfw</p>
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	<p>Detroit: Become Human (Player Agency, Morality system)</p> <p>https://www.quanticdream.com/en/detroit-become-human</p> <p>https://www.youtube.com/watch?v=JVywqFx0GdE</p> <p>https://www.youtube.com/watch?v=yrfTEG0OkrY</p> <p>The Stanley Parable (Player-driven narrative, metafictional exploration) - challenges traditional gaming conventions.</p> <p>https://www.stanleyparable.com</p> <p>https://www.youtube.com/watch?v=-pHsFDiRqOM</p> <p>Depression Quest (Serious game)</p> <p>https://store.steampowered.com/app/270170/Depression_Quest/</p> <p>https://www.youtube.com/watch?v=IUsgXfqHWTQ</p> <p>Darfur is Dying (browser-based Serious game)</p> <p>https://www.to14.com/game.php?id=4d486a521b01e</p> <p>https://www.youtube.com/watch?v=uQqaQSDTm4k</p>	
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Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the historical development and scope of game studies, including types of video games and censorship mechanisms	U	2,4
CO-2	Explore the artistic and aesthetic elements of video games, including virtual realities, interactivity, and narrative techniques.	U, An	2,7
CO-3	Critically analyse how video games reflect cultural and sociological aspects, including identity, diversity, and online gaming communities.	An, E	8,13
CO-4	Evaluate video games through review and criticism, comparing them with other media forms and analysing storytelling techniques.	An, E, C	2,4
CO-5	Apply theoretical knowledge to practical examples by engaging with a variety of video games, assessing gameplay experiences and ethical considerations	An, Ap, E	4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-CREATE

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the historical development and scope of game studies, including	1/2,4	U	F, C	L	

	types of video games and censorship mechanisms					
2	Explore the artistic and aesthetic elements of video games, including virtual realities, interactivity, and narrative techniques.	1,7/2,7	U, An	P	L	
3	Critically analyse how video games reflect cultural and sociological aspects, including identity, diversity, and online gaming communities.	6,7/8,13	An, E	F, P	L	P
4	Evaluate video games through review and criticism, comparing them with other media forms and analysing storytelling techniques.	1,3/2,4	U, An, E, C	P, M	L, T	P
5	Apply theoretical knowledge to practical examples by engaging with a variety of video games, assessing gameplay experiences and ethical considerations	6,7,8/4,7	U, Ap, E	P, M	L, T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**Mapping of COs with PSOs and POs:**

	PSO2	PSO4	PSO7	PSO8	PSO13	PO1	PO3	PO6	PO7	PO8
CO 1	2	2				2				
CO 2	2		3			3			2	
CO 3				2	1			2	3	
CO 4	2	1				2	2			
CO 5		2	2					2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓

CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓