

## SYLLABUS(CBCSasper NEP2020)forM.A. Part I

(w. e. from June

2023)Nameof theProgramme

	:M.A.EnglishProgram
Code	:PAENG
Class	:M.A. I
Semester	: I
CourseType	:Major
CourseName	:English Literature from 1550-1798– I
CourseCode	:ENG-501-MJM
No.ofLectures	: 60
No.ofCredits	: 04

### A) Course Objectives:

1. Analyze and interpret the selected poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, identifying their themes, literary devices, and cultural significance.
2. Evaluate the poetic techniques employed by John Donne, Andrew Marvell, and George Herbert in their works, examining their use of metaphysical conceits, imagery, and structure.
3. Examine the themes of love, mortality, and religious devotion in the poetry of the Renaissance period, comparing and contrasting the approaches taken by different poets.
4. Analyze Christopher Marlowe's play Doctor Faustus, exploring its themes of ambition, morality, and the consequences of human desire, and its influence on Renaissance drama.
5. Analyze William Shakespeare's play Macbeth, examining its themes of ambition, power, and the nature of evil, and analyzing the techniques used by Shakespeare to convey these themes.
6. Compare and contrast the works of different Renaissance poets, identifying common themes, stylistic features, and literary movements of the period.
7. Develop critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama, constructing well-supported arguments and interpretations in written assignments and class discussions.

### B) Course Outcomes:

1. Students will demonstrate an understanding of the selected Renaissance poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, and their cultural and historical context.

2. Students will be able to identify and analyze the poetic techniques and literary devices used by John Donne, Andrew Marvell, and George Herbert in their works.
3. Students will gain insight into the themes of love, mortality, and religious devotion in Renaissance poetry, and will be able to discuss and compare different approaches to these themes.
4. Students will analyze and critically evaluate Christopher Marlowe's play Doctor Faustus, demonstrating an understanding of its key themes and its significance in Renaissance drama.
5. Students will analyze and interpret William Shakespeare's play Macbeth, identifying its central themes, character development, and dramatic techniques.
6. Students will develop the ability to compare and contrast the works of different Renaissance poets, identifying similarities and differences in themes, style, and literary movements.
7. Students will improve their critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama and will be able to construct well-supported arguments and interpretations in their written assignments and class discussions.

## **TOPICS/CONTENTS:**

### **Unit I: (15 Clock Hours)**

**Ben Jonson:** 1) On My First Sonnet 2) To Celia I (Drink to Me only With Thine Eyes)

**Sir Thomas Wyatt:** 1) Whoso List to Hunt 2) My Lute Awake

**Walter Raleigh:** 1) Now What is Love 2) Her Reply

### **Unit II: (15 Clock Hours)**

**John Donne:** 1) The Flea 2) A Valediction Forbidding Mourning

3) Death Be Not Proud

**Andrew Marvell:** 1) The Garden 2) To His Coy Mistress

**George Herbert:** 1) Death 2) The Collar

### **Unit III (15 Clock Hours)**

**Christopher Marlowe:** Doctor Faustus

**Unit IV:**

**(15 Clock Hours)**

**William Shakespeare: Macbeth**

**References:**

1. Ben Jonson: Selected Works edited by Ian Donaldson
2. The Oxford Book of English Verse edited by Christopher Ricks
3. The Complete Poems by Sir Thomas Wyatt
4. The Penguin Book of Renaissance Verse: 1509-1659 edited by David Norbrook
5. Sir Walter Raleigh: Selected Works edited by Nicholas Selwyn
6. The Norton Anthology of English Literature: Volume B edited by Stephen Greenblatt et al.
7. John Donne: The Major Works edited by John Carey
8. Andrew Marvell: The Complete Poems edited by Elizabeth Story Donno
9. George Herbert: The Complete English Poems edited by John Tobin
10. Doctor Faustus by Christopher Marlowe
11. Christopher Marlowe: The Complete Plays edited by Frank Romany and Robert Lindsey
12. Macbeth by William Shakespeare
13. The Norton Shakespeare: Based on the Oxford Edition edited by Stephen Greenblatt et al.
14. Shakespeare After All by Marjorie Garber

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Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** M.A. Part I (SemII)

**Subject:** English

**Course:** English Literature from 1550 to 1798-II

**Course Code:** PAENMT 121

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

	<b>Programme Outcomes (POs)</b>								
<b>Course Outcomes</b>	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9

CO 1	2								
CO 2		2							
CO 3			3				3		
CO 4				3					
CO 5				3	3				
CO 6							3		
CO 7			3					2	

**Justification for the mapping:**

**PO1 Research-Related Skills and Scientific temper:**

Course Outcome 1: Students will demonstrate an understanding of the selected Renaissance poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, and their cultural and historical context.

Justification: This course outcome aligns with PO1 as it requires students to understand the historical and cultural context of Renaissance poetry, which involves research and analysis.

**PO2 Effective Citizenship and Ethics:**

Course Outcome 2: Students will be able to identify and analyze the poetic techniques and literary devices used by John Donne, Andrew Marvell, and George Herbert in their works.

Justification: Developing writing and analytical skills aligns with ethical responsibility in academia.

**PO3 Social competence and communication skills:**

Course Outcome 3: Students will gain insight into the themes of love, mortality, and religious devotion in Renaissance poetry, and will be able to discuss and compare different approaches to these themes.

Justification: This course outcome aligns with PO3 as it involves discussing and comparing themes in written and oral forms, demonstrating social competence and communication skills.

**PO4 Disciplinary Knowledge:**

Course Outcome 4: Students will analyze and critically evaluate Christopher Marlowe's play Doctor Faustus, demonstrating an understanding of its key themes and its significance in Renaissance drama.

Justification: This course outcome aligns with PO4 as it involves comprehensive knowledge of Renaissance drama and the ability to critically evaluate a play.

**PO5 Personal and professional competence:**

Course Outcome 5: Students will analyze and interpret William Shakespeare's play Macbeth, identifying its central themes, character development, and dramatic techniques.

Justification: Analyzing and interpreting Shakespeare's play requires the ability to meet objectives and perform independently. It also enhances interpersonal relationships and self-motivation skills.

**PO6 Self-directed and Life-long learning:**

Course Outcome 7: Students will improve their critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama and will be able to construct well-supported arguments and interpretations in their written assignments and class discussions.

Justification: Enhancing critical thinking and writing skills contributes to being a lifelong learner who pursues self-determined goals in the context of socio-technological changes.

**PO7: Environment and Sustainability:**

Course Outcome 3: Students will gain insight into the themes of love, mortality, and religious devotion in Renaissance poetry, and will be able to discuss and compare different approaches to these themes.

Justification: As themes of love and mortality may relate to societal and environmental contexts.

**PO8 Critical Thinking and Problem solving:**

Course Outcome 7: Students will improve their critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama and will be able to construct well-supported arguments and interpretations in their written assignments and class discussions.

Justification: This course outcome aligns with PO8, as it involves critical thinking and the ability to compare and contrast literary works.