

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

Autonomous

Course Structure for F. Y. B. Com. Additional English-II

Semester	Paper Code	Title of Paper	No. of Credits
II	UCAE121A	Additional English-II	3

**SYLLABUS (CBCS) for F. Y. B. Com. Additional English-II (w.e. from
June 2022)**

Academic Year 2022-2023

Class:	F. Y. B. Com.
Paper Code:	COMAE1207A
Title of Paper:	Additional English-II
Credit:	03
No. of lectures:	48

Learning Objectives:

1. **Analyze Prose Themes:** Students will analyze the central themes, character motivations, and narrative techniques in the selected prose works.
2. **Interpret Poetic Imagery:** Students will interpret and discuss the use of imagery, symbolism, and form in the selected poems, examining their emotional and thematic depth.
3. **Understand Authorial Context:** Students will explore the historical and cultural contexts of the authors, assessing how these influences shape their narratives and poetry.
4. **Develop Comprehension Skills:** Students will enhance their reading comprehension skills through the analysis of prose and poetry, focusing on main ideas and supporting details.
5. **Enhance Writing Proficiency:** Students will develop skills in essay writing, emphasizing organization, clarity, and argumentation.
6. **Practice Summarization:** Students will learn to summarize texts effectively, distilling main ideas and essential information while maintaining the original meaning.
7. **Strengthen Grammar Skills:** Students will improve their grammar skills to enhance clarity and coherence in both their writing and comprehension tasks.

Learning Outcomes:

CO 1. Prose Analysis: Students will demonstrate the ability to analyze and articulate the themes and character dynamics in "The Diamond Necklace," "The Open Window," "A Cup of Tea," and "The Postmaster."

CO 2. Poetic Analysis: Students will interpret and discuss the emotional and thematic aspects of "When We Two Parted," "After Death," and "The Second Coming," identifying key literary devices.

CO 3. Contextual Understanding: Students will articulate the historical and cultural contexts of the prose and poetry, relating these contexts to the themes presented.

CO 4. Comprehension Skills: Students will effectively analyze and comprehend prose and poetry, identifying key themes, main ideas, and supporting details in their readings.

CO 5. Essay Writing: Students will produce well-structured essays that effectively argue a point or analyze a topic, demonstrating clear organization and persuasive writing techniques.

CO 6. Effective Summarization: Students will create concise summaries of assigned texts that accurately reflect the main ideas and essential details without losing meaning.

CO 7. Grammar Application: Students will apply correct grammatical structures in their writing, demonstrating improved clarity and coherence through the use of varied sentence forms and proper punctuation.

TOPICS/CONTENTS:

Prose:

(19 L)

1. The Diamond Necklace – Guy de Maupassant
2. The Open Window – Saki (H H Munro)
3. A Cup of Tea – Katherine Mansfield
4. The Postmaster – Rabindranath Tagore

(17 L)

Poetry:

1. When We Two Parted – Lord Byron
2. After Death – Christina Rossetti
3. The Second Coming – W B Yeats

Composition and Grammar:

(12 L)

1. Reading Comprehension
2. Essay Writing
3. Summarising

References:

1. Raviya, Hitesh, *Cascade* (Macmillan: 2013)
2. Green, David, *The Winged Word* (Macmillan: 1974)
3. Ed., *World's Greatest Short Stories* (Grapevine: 2017)

Mapping of Programme Outcomes with Course Outcomes:

Class: FYBCom (SEM II)

Subject: English

Course: Additional English

Course Code: UCAE121(A) Weightage:

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

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	2

Justification for the Mapping

PO2: Effective Citizenship and Ethics:

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

PO3: Social Competence:

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

PO4: Disciplinary Knowledge:

CO1: The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

PO5: Personal and Professional Competence:

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

PO6: Self Directed and Lifelong Learning:

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

PO7: Environment and Sustainability:

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

PO8: Critical Thinking and Problem Solving:

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.