

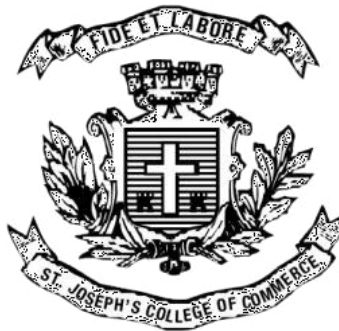
St. Joseph's College of Commerce

(Autonomous)

163, Brigade Road, Bengaluru – 560 025

Accredited with 'A++' Grade (4th Cycle) by the National Assessment and Accreditation Council (NAAC)

**Recognized by the UGC as
"COLLEGE WITH POTENTIAL FOR EXCELLENCE"**



B.A. (Communicative English, English, & Psychology)

Semester I

B.A. Syllabus for the Batch of 2024-25

B. A. (Communicative English, English, & Psychology) Programme

I. Programme Objectives:

Programme Educational Objectives (PEO)

The B.A. (English & Psychology) programme will produce graduates who will:

PEO1: Be proficient, knowledgeable, and highly valued professionals capable of contributing to various sectors such as academia, publishing, media, counselling, mental health, and creative industries.

PEO2: Adapt to a rapidly changing environment with newly learnt and applied skills and competencies, become socially responsible and value-driven citizens, committed to sustainable development.

PEO3: Act with conscience of global, ethical, societal, ecological and commercial awareness with sustainable values as is expected of professionals contributing to the country.

PEO4: Able to continue their professional development by obtaining advanced degrees in academic and research fields.

II. Programme Outcomes (PO)

At the end of the BA (English & Psychology) programme, the learners will be:

PO1: Disciplinary and Interdisciplinary Knowledge

Demonstrate a comprehensive understanding of English literature and familiarize themselves with diverse literary traditions and concepts in psychology.

PO2: Decision-Making Skill

Apply critical thinking and analysis to literary and psychological research and the ability to demonstrate a deep understanding of the texts, contexts, practices, and human behaviour.

PO3: Integrated Problem-Solving and Research

Analyze and evaluate the interconnectedness of various concepts in literary studies and psychology and apply the same for problem solving.

PO4: Critical Thinking Skill

Evaluate and critique evidence, arguments, claims, and beliefs within a social system by using theoretical concepts and skills acquired through the courses.

PO5: Creative Thinking Skill

Develop and communicate original and meaningful ideas in response to texts and concepts. Make a valuable and innovative contribution to critiquing literary works.

PO6: Usage of Modern Technology and Tools

Use digital tools, communication/networking platforms, and social media to access, manage, integrate, evaluate, and adapt to technological advancements in the field of literary studies and psychology and employ appropriate digital resources for communication, research, and academic purposes.

PO7: Leadership and Teamwork

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.

PO8: Ethical Conduct and Sustainability Practices

Act responsibly and promote values such as inclusivity, diversity, and social justice through analysis and discourse.

PO9: Collaboration and Networking Skills

Engage in collaborative literary or mental health projects and effectively network with peers, scholars, and professionals in the literary field.

PO10: Self-directed and Life-long Learning

Create personal goals and cultivate a commitment to continuous learning and improvement in the field of literary studies and psychology.

Programme Specific Outcomes (PSOs)

PO11: Career Options

Develop a wide range of skills that enable graduates to pursue diverse career paths beyond academia. Obtain practical, hands-on experience through internships, research projects, or community engagements.

PO12: Proficiency in Literary Studies and Psychology

Develop a range of subject-specific and generic skills of value in graduate employment, including high-order critical, analytic and research skills, and advanced oral and written communication competencies. Adapt to new tools, platforms, and digital modes of communication and learning.

PO13: Cultural Sensitivity

Develop a profound cultural understanding of society and culture and play an active role as citizens of the state. Initiate meaningful conversations that demonstrate cultural sensitivity and inclusion in society.

III. B.A. (Communicative English, English, & Psychology) Programme Matrix

Credit Matrix as per State Education Policy Academic Year 2024-25

iv.

Structure	Semester 1 (Cr)	Semester 2 (Cr)	Semester 3 (Cr)	Semester 4 (Cr)	Semester 5 (Cr)	Semester 6 (Cr)	Total
Language 1	3	3	3	3	-	-	24
Language 2	3	3	3	3	-	-	
Major 1	5	5	5	5	5	5	90
Major 2	5	5	5	5	5	5	
Major 3	5	5	5	5	5	5	
Elective	-	-	-	-	3	3	6
Compulsory Courses	2 (Psychological Wellbeing)	2 (Indian Constitution)	2 (Environmental Studies)	-	2 (Skill Based Course)	2 (Skill Based Course)	10
Extension and Extra Curricular Activities	1 College Association Activities		1 Department Association Activities				4
	1 Outreach Activities		1 Outreach Activities				
Allied Required* (SWAYAM/NPTEL/Certificate Courses)	3	3		2	2	2	12
Internship			2 (Internship/Project)		2 (Internship)		4
Total Credits	26	28	25	25	24	22	150

B.A. (Communicative English, English, & Psychology) Programme

COURSE STRUCTURE SEMESTER – I

Course Code	Title of the Course	Category	Lecture Hours per week	Credits
A1 24 MC 101	Introduction to Literature	Major Core	5	5
A1 24 MC 102	Introduction to Language and Linguistics	Major Core	5	5
A1 24 MC 103	Foundations of Psychology	Major Core	5	5
A1 24 AR 101	Reading and Writing Workshop 1	Allied Required	3	3
A1 24 GE 101	General English	Language	3	3
	Language 2	Language	3	3
A1 24 KN 101	Kannada			
A1 24 HN 101	Hindi			
A1 24 AE 101	Additional English			
UG 24 FC 101	Psychological wellbeing	Compulsory course	2	2
Total credits				26

SYLLABUS: SEMESTER I

ENGLISH LITERATURE

A1 24 MC 101: INTRODUCTION TO LITERATURE

Course Objectives:

- a) to introduce and discuss basic concepts in the study of literature
- b) to introduce major literary forms and genres, and explore their histories
- c) to familiarize students with literary terms and figurative language, and their significance in literary composition

Course Outcomes:

At the end of the course students should be able to:

- a) demonstrate an understanding of the relevance of literature and literary studies in contemporary society
- b) differentiate between various literary forms and genres, and articulate their specific histories
- c) define various literary terms and identify their significance in literary composition

No. of hours: 75

Module 1: Introduction to Literature (15 hrs)

The aim of this module is to introduce students to some fundamental questions pertaining to the place of literature in society. It will examine the attempts made by scholars to define and redefine 'literature' and arrive at an understanding of the term.

- Good Readers and Good Writers – Vladimir Nabokov
- Philosophy of Literature (An Introduction) – Routledge
- The Norton Introduction to Literature (Excerpt: What is Literature)
- Why Literature? The Premature Obituary of the book – Mario Vargas Llosa
- Why Read the Classics – Italo Calvino
- Beyond Culture – Lionel Trilling (excerpts)

Module 2: Narratives (15 hours)

This module will introduce students to narrative forms such as novels, novellas, and short stories. It will explore the literary, aesthetic, social, political, and philosophical underpinnings of these forms of writing.

- Pride and Prejudice – Jane Austen (novel)
- The Stone Women – Shashi Deshpande (short story)

- The Tell-tale Heart – Edgar Allen Poe (short story)
- The Flowering Tree (folk tale) – Narrated by A K Ramanujan
- The Overcoat – Nikolai Gogol (short story)
- The Metamorphosis – Franz Kafka (novella)

Concepts: Narrative Discourse, Character, Voice, Genre, Myth, Satire, Plot, Realism, Magical Realism, etc.

Module 3: Poetry (15 hours)

This module will introduce students to poetry. As an extension there will also be discussions around the figurative language or literary devices which encompass the texts.

Poetry

- Sonnets by William Shakespeare
- In Memory of W B Yeats – W. H. Auden
- The Little Black Boy – William Blake
- A Martian Sends a Postcard Home – Craig Raine
- Ghazals by Mir Taqi Mir
- Vachanas by Basavanna
- Vachanas by Akka Mahadevi

Concepts: Metaphor, Imagery, Irony, Alliteration, Ambiguity, Conceit, Dissonance, etc.

Module 4: Drama (15 hours)

Plays

- All My Sons – Arthur Miller
- Oedipus Rex – Sophocles

Concepts: Dialogue, Exposition, Conflict, Action, Catharsis, Rising Action, Climax, etc.

Extended Reading

- Machine – Hashmi (Play)
- The Overcoat – Gogol (Short Story)
- The World's Wife – Carol Ann Duffy (poetry - excerpts)
- Boor – Anton Chekhov (play)
- The Storyteller – Walter Benjamin (essay)
- Why Read? – Mark Edmundson (essay)
- Why I Write – George Orwell (essay)

- Songs of Innocence – William Blake (excerpts)
- Songs of Experience – William Blake (excerpts)

Module 5: Introduction to Literary Criticism (15 hours)

- The Relationship of Reading and Writing – Ann B Dobie
- Culture and Anarchy – Mathew Arnold
- Practical Criticism – I A Richards
- The Language of Paradox – Cleanth Brooks
- A note on The Flowering Tree – A K Ramanujan
- Introduction to Speaking of Siva – A K Ramanujan
- The Garden and the Forest (from Of Many Heroes) – G N Devy

Suggested CIA tasks:

CIA I: Students to form groups of 3 or 4 and make a presentation on select texts and ideas which stem from these texts from the extended reading suggestions or any relevant texts of the students' choice.

OR

Form groups and perform any play of their choice, keeping in mind its relevance with the ideas discussed in class.

CIA II: Students to write an essay of about 1,000 to 1,500 words on their understanding of the complex dynamics of what literature is and what they have learnt about literature throughout the semester.

Textbooks

1. The Norton Introduction to Literature (Shorter Thirteenth Edition)-W. W. Norton (2018) - Kelly J. Mays
2. Rainsford, Dominic. Studying Literature in English: An Introduction. Routledge, 2014.
3. Cuddon, J and C Preston. Dictionary of literary terms and literary theory. London: Penguin Group, 1998.
4. New, Christopher. Philosophy of literature. Routledge, 1999.

References

1. Hudson, William Henry. *An Introduction to the Study of Literature*. Rupa Publications India, 2015.
2. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2001.
3. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
4. Benett, Andrew. *An Introduction to Literature, Criticism and Theory*. Routledge.
5. Abrams, M H. *Glossary of Literary Terms*. 2014.
6. Eagleton, Terry. *How to Read Literature*. Yale University Press.
7. Eaglestone, Robert. *Doing English; A Guide for Literature Students*. Routledge, 2000. Gopal, Priyamvada. *The Indian English Novel; Nation History, and Narration*.
8. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi Atlantic, 2007.
9. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. OrientBlackswan, 2005
10. Ousby, Iain. Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
11. The McGraw-Hill. *Introduction to Literature*

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Midterm test	20
CIA - I	10
CIA - II	10
Total	40

COMMUNICATIVE ENGLISH

A1 24 MC 102: INTRODUCTION TO LANGUAGE & LINGUISTICS (THEORY)

Course Description:

The paper has been designed with an aim of understanding English language, in terms of its linguistic evolution in the west as well as in India. It also provides a scientific approach to studying the English language through understanding the fundamental concepts of linguistics and introduction to phonetics. Additionally, this paper also provides an overview of the nature of language from a philosophical perspective to offer an encompassing in understanding the foundations of Communicative English.

Course Objectives:

- To trace the linguistic journey of English from west to India
- To analyze the contributions of different regions, cultures and languages to English language
- To introduce students to the fundamental concepts and branches of linguistics
- To explore the structure and organization of language at different levels of analysis, including sounds, syllables, and words
- To introduce students to examine the nature of language and its implications in understanding thought and reality
- To enable students to pay attention to the nuances of the 'standard' English and the everyday English

Course Outcomes:

After completion of this course, students will be able to:

- To identify the significant changes in the development of English
- To have a comprehensive understanding of linguistic transactions of English in India
- To demonstrate a grasp of the foundational concepts in Phonetics and Linguistics
- To demonstrate a basic understanding of ideas and debates in the philosophy of language
- To apply the language and linguistic concepts in various contexts

Module 1: Evolution of English language (15 hours)

- Origins of the English language
- Tracing the evolution of English – from Old English to Modern English
- Standardization of English and Colonialism
- From English to Englishes – role of English in a multilingual world
- Technological influence and social trends

1. English as a global language – David Crystal
2. Typos, tricks and misprints – Arika Okrent
3. 'Finding English, Finding Us – An Introduction' of *Inventing English: A portable history of the language* by Seth Lerer

References:

1. A Linguistic History of English Series – Donald Ringe (Oxford University Press)
2. The stories of English – David Crystal
3. The Mother Tongue – English and how it got that way by Bill Bryson

Module 2: English in India (15 hours)

- History of English in India – coloniser’s English to contemporary English
- Indian languages and English in India – Hinglish, Kanglish
- Globalization and its impact on English in India

Texts:

1. *Minute stretching into centuries*, an extract from Indian English and Vernacular India – Makarand Paranjpe
2. *The mother tongue day* – Sugata Srinivasa Raju
3. Kannada- English Debate – D R Nagaraj
4. How India changed the English language – Rahul Verma (BBC – 22 June 2015)
5. *Goodbye Party for Miss Pushpa T S and Soap* - Nissim Ezekiel

References:

1. The story of English in India – N Krishnaswamy and Lalitha Krishnaswamy
2. Introduction: In search of Indian English – History, Politics and Indigenisation by Ranjan Kumar Auddy

Module 3: Linguistics – Part I (20 hours)

- Language- its nature, definitions, characteristic features
- Linguistics – Definitions, Scope, Branches of Linguistics
- Phonetics – Definition, Speech Mechanism, Organs of Speech, Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants
- Transcription of words, Word stress, Phonemics-phone, allophone- phoneme

Textbooks:

1. Meaning in Language by Alan Cruse
2. Linguistics: An Introduction to Linguistics by V Fromkin
3. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994).

References:

4. Phonology in Generative Grammar - M Kenstowicz Blackwell, Cambridge University Press
5. Phonological Theory: The Essential Readings – J Goldsmith Cambridge

6. Linguistics: An Introduction – A Radford
7. Transformational Grammar - Cambridge University Press
8. A Course in Phonology – I. Rocca and W. Johnson

Module 4: Introduction to philosophy of languages (10 hours)

- Understanding language from philosophical perspective
- Discussing the debates and ideas in the philosophy of language
- Influence of our thoughts and reality in shaping our language

Texts:

1. The way the words mean – Alexander Stern
2. The Language Instinct – Steven Pinker
3. Metaphors make the world – Benjamin Santos Genta
4. On Language and culture – Noam Chomsky interviewed by Wiktor Osiatynski (Interview)

References:

1. On Concept and Object – Gottlob Frege
2. The necessity of language – Noam Chomsky
3. The importance of language in Communication – David Crystal
4. On Language – Noam Chomsky

INTRODUCTION TO LANGUAGE & LINGUISTICS (Practical)

Practical Component (15 hours)

1. From 2000 to 2024, make a list of words which have been included in the Oxford Dictionary and pick 25 words among them and trace the etymology of the words and the semantic changes, if any.
2. Conduct interviews of five people from different background and different age groups. Record the interview and present their analysis on the use of English

- language **or** comment on your experience of interacting with people and observations on the everyday use of English.
3. Form a group of 4 or 5 and prepare a podcast discussing the organs of speech and mechanisms of speech, demonstrating through articulation of words.
 4. Pick an Indian movie or a TV series (in vernacular language) and analyze how English is used along with the vernacular language.
 5. Form a group of 4 and pick a particular region in India and observe their style of speaking English by watching several videos. Comment on how the vernacular language has influenced English and make a presentation in the classroom.

Note: The above practical components serve as a reference. However, the instructors have the flexibility to devise their own creative tasks.

PSYCHOLOGY

A1 24 MC 103: FOUNDATIONS OF PSYCHOLOGY (Theory)

Credits: 5

Hours: 75

Course Objectives

1. Understand the genesis of Psychology and its importance.
2. Explain fundamental concepts in Psychology.

3. Understand the biological basis of behavior.
4. Understand the applications of Psychology in various fields.

Module 1: Genesis And Goals Of Psychology 10 Hrs

- Psychology: Emergence and development; definition and goals of Psychology - understanding, describing, predicting and control of behavior.
- Key Perspectives: Psychodynamic, Behavioral, Humanistic, Biological and Cognitive approaches to psychology.
- Branches of Psychology: General, Bio-Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.
- Psychology as Applied Science: Introspection, observation, experimental, clinical and questionnaire method.

Module 2: Biology And Behaviour 10 Hrs

- Neuron: Structure and functions; neural impulse; synapse and neurotransmitters.
- Nervous system: Structure and functions of the central nervous system and peripheral nervous system.
- Methods of studying brain functions: Invasion, lesion, ablation, chemical and stimulation method
- Endocrine system: Functions and effects - pituitary gland, thyroid, parathyroid, adrenal glands and gonads.

Module Iii: Sensation, Attention And Perception 15 Hrs

- Sensation: Definition and characteristics.
- Types of senses and receptors involved in each sensation.
- Attention: Meaning and phenomena (span of attention, division of attention, fluctuation and distraction), determinants: objective and subjective.
- Perception: Meaning and characteristics, Gestalt laws of perceptual organization.
- Depth Perception: Meaning, perceptual constancies, monocular and binocular cues.
- Errors in Perception:
 - a. Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement.
 - b. Hallucination- Visual, Auditory and Tactile

Module 4: Learning 15 Hrs

- Introduction: Definition, factors influencing learning - motivation, reinforcement and association.
- Types of Learning: Trial and error learning - experiment and laws; classical conditioning: extinction, spontaneous recovery, generalization, discrimination, higher order conditioning.

- Operant Conditioning: Experiment (experiment on pigeons), reinforcement, schedules of reinforcement, shaping and chaining.
- Cognitive Learning: Insightful (Kohler) and observational (Bandura).

Module 5: Memory And Forgetting

10 Hrs

- Memory: Basic processes – encoding, storage and retrieval.
- Types of Memory: Sensory memory, short-term memory, long-term memory, working memory, semantic memory, autobiographical memory and flashbulb memory.
- Techniques to Improve Memory: Mnemonics, chunking, SQ3R (Survey, Question, Read, Recite and Review).
- Forgetting: Nature and causes of forgetting.

Skill Development

(These activities are only indicative. The faculty member can innovate.)

1. Identify an organization or individual who works in any of the fields of psychology (cognitive psychology, child psychology, social psychology, etc.). Interview them about their field, their role and the scope of this field as a career. Make a report on your findings.
2. Choose any one type of learning (trial and error, classical conditioning, operant conditioning) and identify experiences where this may be used in everyday life. Make a chart describing how these principles are used in the experience you have chosen.
3. Choose a famous Indian psychologist. Describe and critically evaluate their contributions to the development of Psychology in India.
4. Choose any early psychological experiment and describe its contribution to furthering our understanding of psychological concepts and phenomena. Critically evaluate the method of the experiment, with a specific focus on the ethical principles of conducting psychological research.

Course Outcomes

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

- Understand and evaluate the applications and approaches to psychology.
- Explain the biological basis of behavior.
- Analyse and apply fundamental concepts in psychology.

Books For Reference

- Robert Feldman (2011) *Essential of Understanding Psychology* 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). *Introduction to Psychology*. Tata McGraw Hill Education Pvt. New Delhi
- Nataraj, P. (latest edition): *Psychology for Beginners*. Mysore :Srinivas publication

- Parameshwaran, E. G., & Beena, C. (2010): *An Invitation to Psychology*, Neelkamal Pvt.Hyderabad
- Mangal S.K.(2000) *General Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Shashi Jain (Latest edition). *Introduction to Psychology*. New Delhi: Kalyani Publishers.
- Rajamanickam, M. (2008). *Modern General Psychology*. Vol 1 & 2. Concept Publisher.New Delhi.

FOUNDATIONS OF PSYCHOLOGY (Practical) (15 Hrs) (Minimum 5 Practical to be conducted)

1. Directed Observation on the accuracy of report
2. Colour blindness
3. Localisation of sound
4. Mapping of colour zones
5. Set on Attention
6. Bilateral transfer of training
7. Muller-Lyer Illusion
8. Illusion of movement (Phi-Phenomena)
9. Meaning on retention
10. Retroactive Inhibition
11. Proactive Inhibition
12. Span of attention

Statistics

1. Grouping of Data: Tabulation and frequency distribution
2. Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

ALLIED REQUIRED

A1 24 AR 101: Reading and Writing Workshop 1

“In an increasingly diverse, global society, this ability to engage with the ideas of others is especially crucial to democratic citizenship”. - Gerald Graff

This course views academic reading and writing as a process of entering into a conversation, a response to what others have said about academic or social issues. It attempts to help students develop skills to enhance reading and writing, especially for academic purposes. The modules of the course explore different levels of reading and writing. The lectures and activities will facilitate learning and fine-tuning of skills such as interpreting a text, identifying arguments from a text and responding to it, developing arguments, summarising, note-making, quoting, referencing, and writing short and long articles, book and film reviews, literary

essays appreciating prose, poetry and writing style of select authors. Overall, the course will enable students to understand, engage, and participate in social and academic debates.

This course is designed drawing ideas from three seminal books in the field of academic reading and writing – *They Say I Say: The Moves that Matter in Academic Writing* by Gerard Graff and Cathy Birkenstein, *Elements of Style* by William Strunk, Jr. and E.B. White, and *How to Read a Book* by Mortimer J Adler and Charles Van Doren.

Course Objectives

- To understand different levels of academic reading and writing
- To develop the skills, such as inspectional reading, systematic skimming, scanning, summarising, note-making, quoting, identifying and developing arguments, and referencing
- To become familiar with diverse styles of writing and develop an independent writing style
- To enable students write academic articles and essays

Course Outcomes

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

- Understand different levels of academic reading writing
- Develop skills needed for effectively engaging in academic reading and writing
- Develop an independent writing style
- Write academic articles and essays

Module I

15hrs

Elementary Rules of Usage & Elementary Principles of Composition (based on Elements of Style)

- This module looks at elementary aspects of grammar and composition

Activities

1. Rewrite the given paragraph in active voice.
2. Identify the words that are not necessary in the given sentences and rewrite them.
3. Read the given article carefully and identify sentences where the tense is not used correctly. Rewrite those sentences using the correct tense.

4. Identify convoluted sentences in the article. Convert them in to simple sentences retaining the key ideas.

Module II (Based on the book *They Say I say*)

15hrs

“They Say”

- Her Point Is: The Art of Summarizing
- They Say: Starting with What Others Are Saying
- As He himself Puts It: The Art of Questioning

“I Say”

- “Yes / no / okay, but” Three Ways to Respond
- “And Yet” Distinguishing What You Say from What They Say
- “Skeptics may object” Planting a Naysayer in Your Text
- “So What? Who Cares?”: Saying Why It Matters

Activities

1. Read the given paragraph, disregard for a moment what the author says and focus on the phrases used by the author. Use the model and write a short essay on a topic of your choice.
2. Write a short essay in which you first summarize the rationale for the templates in the book **They Say I Say** and then articulate your position in response. You may use the given template to organize your paragraphs, expanding and modifying it as necessary to fit what you want to say.
3. Read carefully the arguments that lack the “they say” part and write counterviews for each of the arguments.
4. Write two different summaries of David Zinczenko’s “Don’t Blame the Eater”. Write the first one for an essay arguing that, contrary to what Zinczenko claims, there are inexpensive and convenient alternatives to fast-food restaurants. Write the second for an essay that questions whether being overweight is a genuine medical problem rather than a problem of cultural stereotypes. Compare your two summaries: though they are about the same article, they should look very different.
5. Pick a quotation to start an essay. Write a brief note on justifying the selection of the quotation.
6. Pick an essay you have read in the semester and write a response focusing on the writing style and views of the author.

The Dimensions of Reading

- The Activity and Art of Reading
- The Levels of Reading
- The First Level of Reading: Elementary Reading
- The Second Level of Reading: Inspectional Reading
- How to be a Demanding Reader

Activities

1. Read the essay given by the instructor and practice analytical reading. Note down and present the ideas and perspectives derived in class.
2. Practice skimming and scanning using the recommended reading material. Share the experience/outcome of practicing both the reading skills mentioned above.

Reading List

- *They Say I Say: The Moves that Matter in Academic Writing* – Jerald Graff and Cathy Birkenstein
- *Elements of Style* - William Strunk, Jr. and E.B. White
- *How to Read a Book* - Mortimer J Adler and Charles Van Doren
- *On Writing Well* – William K Zinsser