

Department of English Programme: B.Sc. General English						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
IV		Reading Visual Texts	45 Hours	Offline	3	3
Course Objectives:	<ul style="list-style-type: none"> To understand the significance of visual texts and apply rhetorical strategies in creating visual texts. To analyze diverse forms of media texts to understand the intended and unintended messages within these texts. To interpret visual content and convey it in writing. To examine stories and their adaptation into visual formats 					
Course Outcomes:						T Levels:
CO1	Demonstrate and understanding and appreciation of visual texts.					T2 T5
CO2	Display critical thinking skills and the ability to dissect texts to uncover meanings.					T2 T5 T6
CO3	Demonstrate interpretive skills with visual content and express it effectively through writing.					T2 T5
CO4	Display an ability to analyze the dynamics of adaptations from text to screen.					T2 T5 T6
Module 1	Introduction to visual texts					9 Hours
<p>This module is designed to introduce students to visual texts, helping them understand its significance and how it differs from plain texts. The module aims to make students grasp the purpose of text and learn how to choose the appropriate medium for their communication.</p> <ul style="list-style-type: none"> Instructor can use advertisements as case studies to discuss rhetorical strategies. Students will be tasked with drafting a message and creating a visual text, applying rhetorical strategies based on a medium determined by the instructor. 						
Suggested Readings	<ol style="list-style-type: none"> Rhetoric of the Image by Roland Barthes - Extract from <i>Visual Culture: the reader</i> by Jessica Evans and Stuart Hall Getting the Picture: A Brief Guide to Understanding and Creating Visual Texts by Karla Kitalong and Marcia Muth 					

Module 2	Deconstructing texts	12 Hours
<p>This module involves critically analyzing various texts such as advertisements, articles, films, or any form of media communication. The aim is to uncover the intended and unintended meanings of the texts and gain a deeper understanding of their impact on society and individuals.</p> <p>Students can select texts from various forms of media and then deconstruct them, focusing on both the intended and unintended messages. They can analyze these texts individually or in groups. Following their analysis, students are required to present their findings to the class, fostering discussion.</p> <p>The analysis should aim to:</p> <ul style="list-style-type: none"> • Explore the disparities between media texts and reality. • Examine the representation or misrepresentation of gender, caste, community, and other relevant aspects. 		
Suggested Readings:	<ol style="list-style-type: none"> 1. Plato's Allegory of the Cave 2. <i>Ways of Seeing</i> by John Berger (Chapter 1) 3. <i>The Language of Images</i> by W. J. T. Mitchell 	
Module 3	Writing Visual Culture	12 Hours
<p>This module empowers students to interpret visual content and effectively express it in written language. Students will critically analyze visuals or visual text, employ appropriate vocabulary, and convey the visual content accurately through their written descriptions. The primary goal is to create written descriptions that allow others to interpret the visual content. Students will be tasked with composing detailed descriptions of the following:</p> <ul style="list-style-type: none"> • Visual elements in their surroundings. • Visual text from a media source chosen by the instructor. 		
Suggested Readings:	Starbucks case study: Reading Public Space- Extract from <i>The World is a Text: Writing about Visual and Popular Culture</i> by Jonathan Silverman and Dean Rader	
Module 4	Translating tales to visual texts	12 Hours
<p>This module involves reading stories and exploring their adaptation into visual texts, primarily focusing on films. As a group, students select stories that have been adapted into films, analyze the changes these stories undergo during adaptation, and then present their findings to the class for discussion.</p>		
Suggested Readings	To Kill A Mockingbird (1960) by Harper Lee To Kill A Mockingbird (1962), Directed by Robert Mulligan - Extract from <i>Adaptation: Studying film and literature</i> by John M. Desmond and Peter Hawkes	

Skill Development:	
1	Enhancing critical thinking, comprehension, interpretive skills, and analyse the dynamics of different adaptations.

Mapping of CO and PO												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C01	H			H	M			M		L		L
C02				H	H	L		M		L		M
C03				H	H	L		M		L		M