

Contact Hours: 42  
Total Marks: 100

Course Type: Core Course  
Credit Value: 03

**Rationale of the Course**

This course will survey some major trends in English poetry, and prose during the English Renaissance (the sixteenth and seventh century) and introduce students to some of the literary, political, religious and cultural milieu in which literature was produced in that period. The goal of this course is to increase students' understanding of the historical and cultural backgrounds of some of the key authors, works, and literary genres from this time period. Students will be better equipped to recognize important characteristics that are unique to the writers' artistic accomplishments. This course will help students refine their own literary critical analysis skills by having them reflect on and write analytically about literary texts and their contexts. This course will examine how particular texts have been shaped by socio-historical factors and how particular texts reflect their age.

**Course Objectives**

The objectives of the course are to provide insights into particular literary devices and explain how those devices affect a literary text's meaning, and to recognize the formal and literary elements that each genre and text possesses, and understanding how these elements affect the complexity of the values and feelings that the texts convey.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO1: Remember a range of genres from the 16th and 17th centuries and evaluate their rhetorical, ideological, and aesthetic techniques
- CLO 2: Understand the conventions of a variety of genres and to identify ways in which individual text works within
- CLO 3: Apply their understanding of the cultural and historical backgrounds of this period's literature to a number of significant authors, genres, and works
- CLO 4: Analyse particular literary devices and explain how they add to a literary text's significance
- CLO 5: Evaluate the social, environmental and other ethical themes presented in texts
- CLO 6: Reflect and write analytically about the literary texts and their contexts

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	3	3	3	2	1	1	1	1	
<i>CLO 2</i>	3	3	3	1	2	1	1	2	
<i>CLO 3</i>	3	3	3	2	1	1	2	1	
<i>CLO 4</i>	3	3	3	2	2	1	1	2	

CLO 5	3	2	3	1	2	1	1	2	
CLO 6	2	3	2	2	1	1	2	1	

1: Low

2: Significant

3: High

Course Content	
John Milton:	<i>Paradise lost</i> (Book I, X)
Francis Bacon:	“Of Truth,” “Of Studies,” “Of Marriage and Single Life,” “Of Plantation”
Philip Sidney:	“Astrophel and Stella”
Andrew Marvell:	“To His Coy Mistress,” “The Definition of Love”
John Donne:	“A Valediction: Forbidding Mourning,” “The Canonisation”

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 <sup>st</sup> -2 <sup>nd</sup>	<b><i>Paradise Lost</i></b> (Book I, X): Life and works of the author, Context of the text, Exploring themes, literariness and appreciating the poem	Lecturing/ Discussion forum/ Slide Presentation/ self-study/ Explanation and illustration/ small group meeting	FA & SA	1,2,3,4
3 <sup>rd</sup> -4 <sup>th</sup>	“Of Truth,” “Of Studies”: Life and works of the author, Context of the texts, Exploring linguistic, stylistic, and thematic features	Do	Do	1,2,3,4
5 <sup>th</sup> -6 <sup>th</sup>	“Of Marriage and Single Life”: Life and works of the author, Context of the texts, Exploring linguistic, stylistic, and thematic features	Do	Do	1,2,3,4
7 <sup>th</sup> -9 <sup>th</sup>	“Astrophel and Stella”: Life and works of the author, Exploring linguistic, stylistic, and thematic features			
10 <sup>th</sup> -11 <sup>th</sup>	“To His Coy Mistress,” “The Definition of Love”: Life and works of the author, Context of the text, Exploring themes, literariness and appreciating the poem	Do	Do	1,2,4,6
12 <sup>th</sup> -14 <sup>th</sup>	“A Valediction: Forbidding Mourning,” “The Canonisation”: Life and works of the author, Context of the text, Exploring themes, literariness and appreciating the poem	Do	Do	1,2,4

### Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	10
Apply	10
Analyse	10
Evaluate	10
Create	10

### Learning Materials

#### Recommended Readings

- Abrams, M. H. *A Glossary of Literary Terms*. Eight Edition. Boston: Thomson Wordsworth, 2005.
- Gassner, John & William Green (ed.). *Elizabethan Drama: Eight Plays*. Cambs: Applause Books, 1990.
- Barish, J. A. (ed.). *Ben Jonson: A Collection of Critical Essays*. Englewood Cliffs, N. J.: Prentice-Hall, INC., 1963.
- Wilson, F. R. *Seventeenth Century English Prose*. Berkeley, Calif: University of California Press, 1958.

**Course Code: ENG-2104**  
**Course Title: Elizabethan and Jacobean Drama**

Contact Hours: 42  
 Total Marks: 100

Course Type: Core Course  
 Credit Value: 03

#### Rationale of the Course

This course aims to introduce the students to one of the most spectacular ages of English drama. This course focuses on the development of the Elizabethan and Jacobean drama including the evolution of the stage from Thomas Kyd and Christopher Marlow through William Shakespeare and Ben Jonson. These iconic playwrights wrote plays that were patterned on numerous previous sources including the Greek and Roman tragedy, native English traditions and folk tales, English miracle plays, morality plays and interludes but revised the patterns based on Renaissance period. The selected plays in this course are manifestations of the Renaissance humanism which places great importance on Renaissance man, his passion, ambition, aspiration, and psychological complexities and rejects the earlier theocratic medieval world. Thus, this course puts an emphasis on the dramatic representation of the secular outlook of Renaissance period in general and Elizabethan and Jacobean eras in particular.

#### Course Objectives

This course aims to enable the students to read the selected plays written by the famous dramatists analytically and critically. The students will be able to analyse the texts critically having knowledge of the Renaissance key concepts and themes, issues, and questions with an exploration of different technical and stylistic devices. The students will be familiar with different literary genres like tragedy, comedy, problem play, revenge play, miracle play,