



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

I SEMESTER MULTI-DISCIPLINARY COURSE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG1FM105				
Course Title	Introducing Print and Digital Narratives				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth.				
Course Summary	The course is designed primarily for the generation of digital natives and their diverse interests. Specifically, the course aims to generate an aesthetic and humane sensibility that will equip learners to appreciate and accept various forms of life and art while focusing on philosophical/political questions about life in general and marginalised communities, in particular.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Critically appreciate literary and artistic creations through simple and popular works.	U, E	C, M	Comprehension/Vocabulary Building Exercises/ JAM/ Discussion/ Presentation/ Mock Interview/ Personal Narration/ Role Play/ Assignments
CO 2	Critically evaluate the different multi-media narratives.	A, E	P, C	Review/Presentation/ Digital Content Creation/Assignments
CO 3	Contextualise a social/political phenomenon in a larger frame and analyse its implications in the light of an inclusive social, philosophical and environmental awareness created by the course.	An, E	P, M	Assignments/ / Reporting/ JAM/Discussion/Presentation
CO 4	Promote the cultivation of egalitarian principles and democratic ideals that foster acceptance of diversity, while simultaneously fostering heightened consciousness of environmental issues.	U,Ap	F, M	Debates/ Panel discussions/News Reporting/Analysis of contemporary events
CO 5	Identify the features of the various literary and visual media genres like Folk songs, Pop songs, Flash fiction, Animation shorts, Reels, Graphic narratives, Shortfilms, documentaries, Stand Up comedies etc.	U,C	P, M	Create/Differentiate/Compare between the different genres.
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	SONGS AND POEMS		8	10
	1	Spring Day- BTS Album https://youtu.be/xEeFrLSkMm8?si=y-17dGMjdVrp_FXR	2	
	2	I Write the Land- Najwan Darwish https://www.worldliteraturetoday.org/2021/summer/three-poems-palestine-najwan-darwish	2	
	3	Why Does the Peacock Perch on My Door Peg Cry?- Gujarati Folk Song https://youtu.be/GHbd8Gj0h2g?si=NTOnwAXM8r3AqexJ	2	
	4	Text- Carol Ann Duffy https://closeenoughtoread.wordpress.com/2012/10/04/carol-ann-duffy-text/	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Group activity: Learners can recite/perform poems of their choice and discuss the literary and political relevance of the same. 2. Compare songs and poems in the learners' mother tongues with the ones prescribed so that the cultural and linguistic variables can be identified and related. 3. Collect more poems and songs and prepare an appreciation of each. 4. Collect folk songs from the learner's locality. 		

II	NON-FICTION	11	15
5	A Muslim Deity in a Hindu Temple- <i>The Courtesan, the Mahatma & the Italian Brahmin: Tales from Indian History</i> -Manu S. Pillai-pp.24-28.	3	
6	Advice to Youth (Excerpt from the paragraph on ‘Lies’)- Mark Twain https://english.ntcu.edu.tw/download.php?dir=news&filename=249559d70d6a50da7797f6aecc3c7aa7.pdf&title=3-Advice%20to%20Youth	2	
7	My Birth is My Fatal Accident: Rohit Vemula’s Searing Letter is an Indictment of Social Prejudices- <i>The Wire</i> Staff https://thewire.in/caste/rohith-vemula-letter-a-powerful-indictment-of-social-prejudices	3	
8	Our Flowery Fantasy- Sumana Roy https://epaper.indianexpress.com/c/75022966	3	
	Suggested Activities: 1. Group activity: Stage a theatrical adaptation of the legend narrated in the text, ‘A Muslim Deity in a Hindu Temple’. 2. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures. 3. Use 10 new words from the given texts in sentences of your own. 4. Watch the movie, <i>Laapataa Ladies</i> (Dir. Kiran Rao) and discuss its characteristic features in groups of 5 learners.		
III	STORIES	9	15
9	The Rock- Gracy (Trans. V. C. Haris) Indian Literature. May- June 1993	2	
10	The Cop and the Anthem- O Henry https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf	2	
11	Graphic Narratives a) Nahi Bol Payi, Bas Nahi Bol Payi (‘Couldn’t Say, Just Couldn’t Say)- Sanjana https://www.instagram.com/ttt_official/reel/C4BEtGdsLcx/ b) How to Choke Myself in the Ugly Kitchen- Naoko Fujimoto https://www.naokofujimoto.com/gallery-of-graphic-poems.html	4	
12	Sticks (Flash Fiction)- George Saunders https://www.unm.edu/~gmartin/535/Sticks.htm	1	
	Suggested Activities:		

		<ol style="list-style-type: none"> 1. Group activity: Stage a theatrical adaptation of either of the short stories for study. 2. Discuss other translated stories from Malayalam to English. 3. Look up other graphic narratives and discuss them in class. 4. Group exercise: Create a story/short video script. 		
IV	DOCU- FICTION		8	10
	13	<i>New Normal</i> - Dir. Monisha Mohan Menon https://www.youtube.com/watch?v=7_VGS71GF64	2	
	14	Comedian Trashes India's Fair Skin Obsession - Brut India https://www.youtube.com/watch?v=b9yTmNFde5s	2	
	15	Women's Football in India- DW Documentary https://www.youtube.com/watch?v=jPiz_y1dG3o	2	
	16	<i>Hair Love</i> - Matthew A. Cherry et al. https://www.youtube.com/watch?v=kNw8V_Fkw28	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Group activity: Divide the class into groups and each group may attempt to make a short film on a topic of their choice. 2. Discuss the different changes in today's society with reference to various new normals. 3. Identify various elements of visual language. 4. Create a Stand-up comedy. 		
V	OPEN-ENDED		9	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. Gao Chaodab Nahi ('We Will Not Leave Our Village')
<https://www.youtube.com/watch?v=8M5aeMpzOLU>
2. The Times They Are A- Changin- Bob Dylan
<https://www.youtube.com/watch?v=uc5lyJDiyEI>
3. World's Greatest Short Stories- Ed. James Daley
4. Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales- Laura Lane & Ellen Haun

5. Purl- Dir- Kristen Lester
https://www.youtube.com/results?search_query=purl
6. Too Tight?-wawawiwacomics
https://www.instagram.com/wawawiwacomics/p/C4IrzZPMLhV/?img_index=1
7. 5 Women Bikers Breaking Stereotypes One Ride at a Time- Namrata Ganguly
<https://www.herzindagi.com/society-culture/women-bikers-breaking-stereotypes-one-ride-at-a-time-article-205290>
8. Stories in your Pocket: How to Write Flash Fiction- David Gaffney
<https://www.theguardian.com/books/2012/may/14/how-to-write-flash-fiction>
9. Poisoned Bread: Translations from Modern Marathi Dalit Literature- Ed. Arjun Dangle
10. What is Climate Change? - The Climate Question (Podcast)- BBC World Service
<https://www.youtube.com/watch?v=SLEenW2UiUw>

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	3	3	3	1	2	3	3	1	2	2	-
CO 2	3	1	2	3	2	2	1	2	2	3	1	1	1
CO 3	1	3	3	2	2	2	3	1	2	3	3	3	1
CO 4	3	3	3	2	3	2	2	2	2	3	3	3	-
CO 5	2	2	3	2	1	3	3	2	3	3	1	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

II SEMESTER MULTI-DISCIPLINARY COURSE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG2FM106/ ENG3FM106				
Course Title	INTRODUCING TRAVEL NARRATIVES: JOURNEY BEYOND BORDERS				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth.				
Course Summary	This course is designed to introduce to the learners the politics of the representation of cultures in travel narratives and the nuances of different travel narrative forms. By examining the political dimensions and ethical considerations of travel writing, learners will uncover the intricacies of storytelling while traversing cultural landscapes and gain insights into how travel narratives shape perceptions and identities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develop a comprehensive understanding of travel narratives as a genre, including the different types and narrations.	R, U, E	F, C	Discussion, Presentation, Panel Discussion
CO 2	Understand the political dimensions inherent in travel narratives, with a focus on colonialism and power dynamics.	U, An	F, C, P	Identifying Narratives, Collecting Caricatures, Presentation, Debate
CO 3	Examine the ethical considerations involved in crafting travel narratives, particularly the implications of representing other cultures.	U, E, An	C, P	Discussion, Itinerary Preparations
CO 4	Cultivate reflective skills through a practical experience, such as a visit to a nearby travel spot, allowing learners to reflect on their own travel experiences and produce meaningful travel narratives that integrate course concepts and personal insights.	C, Ap	P, M	Creating a Travel vlog or blog, Destination Advertisement, Review writing
CO 5	Foster collaborative learning and interdisciplinary engagement by encouraging learners to explore the intersections of travel narratives with various disciplines, including literature, sociology, anthropology, and digital media studies.	E, Ap, C	P, M	Plan an inclusive tour, Debate, Mock Interview
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	INTRODUCTION TO TRAVEL NARRATIVES		10	15
	1	The Genre Takes Shape – Excerpt from ‘Stirrings and Searchings’ (1500-1720)-William H Sherman <i>The Cambridge Companion to Travel Writing</i>	3	
	2	Travel Writing in India: An Overview-K. Satchidanandan <i>Travel Writing in India</i>	2	
	3	Ulysses- Alfred Lord Tennyson	2	
	4	<i>Journey</i> - Dir. Keyne Nathania Tan https://www.youtube.com/watch?v=fCjgV7vSK94	3	
		Suggested Activities: <ol style="list-style-type: none"> 1. Identify similar narratives that focus on self-discovery through travel. 2. Write an itinerary of an intended trip. 3. Prepare a mock interview with a traveller. 4. Create an advertisement about a travel destination in your area. 		
II	ETHICAL & POLITICAL CONTEXTS OF TRAVEL NARRATIVE		8	13
	5	<i>Eat, Pray, Love</i> - Dir. Ryan Murphy https://www.primevideo.com/detail/Eat-Pray-Love/0R1QE66EUFMO1I8KDROUAWU7C5	3	
	6	Writing Back- Santhosh George Kulangara <i>OruSanchariyude Diary Kurippukal</i> . Episode- 517. https://youtu.be/evboKxSJBM8?si=1igbiDplWHyENiUM	2	
	7	Shafaq- Excerpt from ‘13 Powerful Refugee Stories From Around the World’ - Miranda Cleland <i>Global Giving</i> . https://www.globalgiving.org/learn/listicle/13-powerful-refugee-stories/	2	
	8	The Young Lady’s Toilet- William Tayler https://tinyurl.com/2df7dvsj	1	

		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Discuss terms like Colonialism and Power Dynamics - Representation and ‘Othering’- Imperialism and Expansion- Resistance. 2. Collect caricatures based on colonial representations and discuss stereotyping. 3. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures. 4. Write a review of the travel narrative that concerns colonialism in travel narratives. 		
III	GLOBALIZATION AND TECHNOLOGICAL INFLUENCE		9	12
	9	Why We Travel? and Where is Home?- Pico Iyer	2	
	10	24 Hours in Belgium: Be My 33rd Country- Sujith Bhaktan Vlog https://youtu.be/BhNt8j2YdQI?si=vhS7xSTtEknMGkEZ	2	
	11	This Truck Driver’s Daughter and Ex-Techie is Giving Wings to Women Who Want to Travel Far and Wide- Rekha Balakrishnan. https://yourstory.com/2018/02/truck-drivers-daughter-giving-wings-women-want-travel-far-wide	2	
	12	Being a Better Traveler: Cultural Appropriation v/s Cultural Appreciation- Abbie https://speckontheglobe.com/2019/05/31/cultural-appropriation-vs-cultural-appreciation/	3	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Discuss terms like Globalization and Digital Media, Travel Experiences, Storytelling Practices, Travel Blogging, Digital Storytelling, and Glocal. 2. Visit to the nearest travel spot - Learners can reflect on a travel experience and produce a travel narrative. 3. Present the problems faced by women while travelling. 4. Panel discussion on ethical travelling. 		

IV	DIFFERENT DIMENSIONS OF TRAVELLING	9	10
13	This Couple Sells Tea to Travel the World- <i>Brut India</i> . https://www.youtube.com/watch?v=Z3UNAX7Q6ks	2	
14	These are the LGBTQ+ Travel Trends Shaping the Future of Inclusive Travel- Connor Sturges https://www.cntraveller.com/article/lgbtq-travel-trends	2	
15	This is how Differently-abled People are Travelling in 2017- Resham Sengar https://timesofindia.indiatimes.com/travel/things-to-do/this-is-how-differently-abled-people-are-travelling-in-2017/articleshow/60320551.cms	2	
16	Is Travel an Expression of Privilege?- Paris Marx https://medium.com/@parismarx/is-travel-an-experience-of-privilege-a0418c0f9f7a	3	
	Suggested Activities: 1. Write a news report about a traveller who has fought against the odds. 2. Watch vlogs of ‘Women Only’ Travel Groups and discuss how they enjoy travel in a patriarchal world. 3. Conduct debate on topics related to the texts prescribed. 4. Plan an inclusive tour.		
V	OPEN-ENDED	9	

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Suggested References:

1. How to Write a Travel Article- BBC
<https://www.bbc.co.uk/bitesize/articles/z7gkdp3#zrr6hcw>
2. Introduction” from *Travel Writing in India*- Shobhana Bhattacharji
3. *Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales*- Laura Lane & Ellen Haun

4. *The Cambridge Introduction to Travel Writing*- Tim Youngs
5. Being a Better Traveler: Cultural Appropriation v/s Cultural Appreciation- Abbie
<https://speckontheglobe.com/2019/05/31/cultural-appropriation-vs-cultural-appreciation/>
6. The Complicated Ethics of Travel Writing- J W Eberle
<https://jweberle.com/2023/12/13/the-complicated-ethics-of-travel-writing/>
7. *Vishakanyaka* (Units 12 to 16) - S K Pottekkatt
8. *The Motorcycle Diaries*- Dir. Walter Salles
9. Migration v/s Travelling - a 4 min Infographic Journey- Pocket Stories
<https://www.youtube.com/watch?v=ZFP6E3ZRdqk>
10. *Nothing to Declare: Memoirs of A Woman Traveling Alone*- Mary Morris
11. Life Lessons from the Youngest Person to Travel to Every Country (Ted Talk) -Lexie Alford
<https://www.youtube.com/watch?v=kidwSFte8-E>
12. Why, for Me, Travelling is all about what you Eat'- @food_feels (blog)
<https://www.contiki.com/six-two/article/why-base-my-travel-plans-around-food/>
13. Adventure Travel is a Growth Industry Thanks to Women Over 40- Ariel Felton
<https://www.washingtonpost.com/business/2024/01/16/women-adventure-travel/>
14. What Travel is Like When You're not a Rich White Kid- Fizzy Noor
<https://www.vice.com/en/article/dy79aa/traveling-when-youre-not-a-rich-white-kid>
15. Ladies Only Trip - Dr Indu P.
True Copy Think
<https://truecopythink.media/travel/ladies-only-trip-dr-indu-p-writes>

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	1	1	3	1	2	1	3	-	2	1	1	-	1
C O 2	3	1	2	2	3	2	2	2	3	1	1	1	1
C O 3	2	3	3	3	2	2	3	1	2	1	1	-	3
C O 4	3	3	2	3	3	3	3	2	3	3	2	1	3
C O 5	3	3	2	1	2	3	3	3	2	2	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓