



ST. ALOYSIUS COLLEGE(AUTONOMOUS), JABALPUR

Reaccredited 'A++' Grade by NAAC(CGPA:3.58/4.00)

College with Potential for Excellence by UGC

DST-FIST Supported & STAR College Scheme by DBT

Faculty of Arts

Master of Arts (M.A.)

SUBJECT: ENGLISH LITERATURE

M.A. III Semester

DSE-III (A)

British Literature- 1: Chaucer to Restoration (**Theory**)

Course Outcomes

CO.No.	Course Outcomes
CO1	Understand the key features, themes, and styles of British literature from the Middle English Period (14th century) through the Restoration Period (late 17th century).
CO2	Equip them with advanced knowledge and critical skills in understanding and analyzing British literary works
CO3	Develop a deep understanding of various literary genres, historical contexts, and critical theories.
CO4	Fostering their ability to interpret texts, engage in rigorous analysis, and apply their knowledge in diverse fields
CO5	Develop skills in scholarly research, annotation, and academic writing specific to literary studies of early British literature.

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Theory	5	40	60	100
Total	5	Min Marks: 40		

Evaluation Scheme

Marks	
Internal	External
a) Class Test b) Presentation/Assignment/Quiz/Group Discussion, etc c) Appropriate weightage of attendance in class.	1 External Exams (At the End of Semester)



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Content of the Course

Theory

No. of Lectures (in hours per week): 4.5 Hrs. per week

Units	Topics	No. of Lectures
I Historical and Socio-Political Background, Trends and Movements:	• Age of Chaucer • English Renaissance • Elizabethan Period • Restoration Age • Literary Features of the Age/s and Period/s mentioned above Development of Literary Genres during the Age/s and Period/s mentioned above Activities: 1-Pilgrimage Roleplay: Organize a classroom "pilgrimage" where students take on the roles of The Canterbury Tales characters. Each student narrates a brief original tale in the style of their character. 2- Renaissance Timeline Gallery Walk: Create a chronological wall display of key literary, artistic, and historical developments in Europe and England (1450-1600). 3-Dramatic Irony Game: Quiz-style game where students identify and explain examples of dramatic irony and soliloquy from Shakespearean plays.	15
II Narrative and Epic Poetry:	• Edmund Spenser: The Fairie Queene (Book- 1, canto-1) • John Milton: Paradise Lost (Book I&II) Activities: 1-Virtue Debate: Topic: "Holiness as the Supreme Christian Virtue Spenserian Perspective vs Modern Ethics." Engage students in connecting 16th-century moral allegory with contemporary issues of virtue and vice. 2- Milton's Cosmos Diagram: Students draw the cosmological structure: Heaven, Chaos, Hell, and Earth, with reference to lines from the text. Add quotes and character positions (e.g., Pandemonium, Bridge from Hell).	15



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III Renaissance Poetry	- William Shakespeare: Sonnets Nos. 18, 73, 129, and 138 - John Donne: A Valediction: Forbidding, The Flea, The Cononization Activities: 1-Poetic Devices Scavenger Hunts Teams compete to find examples of literary devices in the sonnets (e.g., metaphor, alliteration, hyperbole, paradox, pun). 2- Mini Seminar Presentation: Divide the class into three groups. Each group presents one of the poems with: Historical religious context Central metaphors Argument or speaker's logic Modern interpretation	15
IV Drama	- William Shakespeare: Macbeth - John Webster: The White Devil Activities: 1-Character Trial - Macbeth in the Dock: Host a mock courtroom trial where Macbeth is tried for treason and murder. Assign students roles (defense lawyer, prosecutor, Lady Macbeth, Banquo's ghost, etc.). 2-Wit and Wordplay Detective: Identify moments of verbal irony, dark humor, or philosophical reflection in Flamineo's speeches. Discuss how language reflects cynicism	15
V Fiction and Prose	- John Bunyan: Pilgrim's Progress - Francis Bacon: Of Friendship, Of Revenge, Of Love Activities: 1- Character Diary Project Students write first-person diary entries as Christian or another character (e.g., Faithful, Hopeful) after major events in the story, reflecting on the emotional and spiritual impact. 2- Symbol Sorting Game: Provide symbols and scenes on cards (e.g., Burden, Wicket Gate, Apollyon, Interpreter's House) and have students explain or match them with their allegorical meanings. 3- Moral Aphorism Poster: Have students select key aphoristic statements from Bacon's essays (e.g., "Revenge is a kind of wild justice") and illustrate them with real-life examples or metaphors.	15

Keywords/Tags: Sonnet, Epic, metaphysical poets, University Wits, Comedy, Tragedy



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References

Reference Books:

1. "The Norton Anthology of English Literature" edited by Stephen Greenblatt and M. H. Abrams, 8th ed., Norton, 2006
2. "The Oxford Handbook of British Literature and Theology",
3. Albert, Edward, "History of English Literature" Oxford, 2017
4. Abrams, M.H. "A Glossary of Literary Terms", Cengage India Private Limited, 11th edition, 2015

Suggested digital platforms/ web links

- 1-<https://archive.nptel.ac.in/courses/109/106/109106124/>
- 2-nptel.ac.in/noc19_hs46/preview
- 3-<https://www.britannica.com/art/Elizabethan-literature>

