



Gyanmanjari
Innovative University

Syllabus
Gyanmanjari Institute of Arts
Semester-I (B. A.)

Subject: Introduction to Literary Reading (BAT2EN11302)

Type of course: Major (Core)

Prerequisite: Basic proficiency in English reading and comprehension is recommended.

Rationale:

This course introduces students to the fundamentals of literary reading by developing essential skills such as close reading, interpretation, analysis, and appreciation of literary texts. Through selected works of poetry, fiction, and drama, students will learn to identify literary elements, interpret themes and symbols, and support their understanding with textual evidence. The course also encourages reflective reading, creative engagement, and the responsible use of digital and AI-assisted tools, providing a strong foundation for the study of literature in higher semesters.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
4	0	0	4	100	100	200

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.



Course Content:

Sr. No	Course Content	Hrs.	% Weightage
1	Foundations of Literary Reading Theory Topics • Nature and purpose of literature • Literary and non-literary texts • Reading as interpretation • Close reading • Annotation techniques • Theme, mood and tone (introductory) • Introduction to textual evidence Texts • Robert Frost – <i>The Road Not Taken</i> • O. Henry – <i>The Gift of the Magi</i> Practical 1: Annotation of literary texts Students will closely read selected literary passages and annotate them by highlighting important literary elements such as themes, symbols, imagery, figurative language, characterization, tone, and stylistic features. They will add brief notes explaining the significance of these elements and support their observations with textual evidence. Practical 2: Reading journal Students will maintain a journal with brief summaries, reflections, key quotations, and personal responses to the assigned readings, culminating in a blog post that presents critical insights and reflections on a literary text. Practical 3: Literary observation worksheet Students will complete structured worksheets for each prescribed literary text by identifying its genre, setting, characters, plot, conflict, themes, literary devices, narrative techniques, and major ideas. They will provide concise answers supported by examples from the text to strengthen their analytical and observational skills. Practical 4: AI-assisted vocabulary exploration Students will use AI-assisted tools and digital dictionaries to identify unfamiliar words from assigned literary texts. They will explore meanings, synonyms, antonyms, pronunciation, contextual usage, word origins, and collocations, and prepare a vocabulary log demonstrating their understanding through original sentences.	T 06 P 06	20



Examination Style:			
Sr. No	Evaluation Methods	SEE	CCE
1	ALA 1 : Reading Journal Students will maintain a reading journal for four poems studied during the module. Each journal entry should include: • Title of the poem • Poet • New vocabulary • Favourite lines • Theme in 3–4 sentences • Personal response (100 words) Upload it on GMIU Web Portal.	-	10
2	ALA 2 : Literary Annotation Portfolio Students will annotate two prescribed literary texts using printed copies or digital annotation tools. The annotation should include: • Highlighting unfamiliar vocabulary • Marking important ideas or passages • Identifying the theme, mood, and tone • Writing comments or questions in the margins • Identifying one literary feature (such as imagery, metaphor, or symbolism) Students will submit the annotated texts along with a 150-word reflection on how annotation improved their reading and understanding. Upload it on GMIU Web Portal.	-	10
3	Literary Reading and Interpretation Students will be given an unseen literary passage (poem or prose extract) of approximately 500–600 words. Students are required to: • Read the passage carefully. • Identify the central theme. • Explain the mood and tone using textual evidence.	20	-



	- Identify three significant words, phrases, or sentences that contribute to the meaning of the text. - Support their interpretation with examples from the passage. - Write a brief personal response (150–200 words) explaining what they understood and why. This task evaluates students' ability to read, observe, interpret, and support their ideas using textual evidence.				
	Total	20	20		
2	Reading Poetry Theory Topics - Characteristics of poetry - Speaker and voice - Theme - Imagery - Simile - Metaphor - Symbol - Motif - Rhythm and sound devices - Personal interpretation Texts - William Wordsworth – <i>Daffodils</i> - Robert Frost – <i>Stopping by Woods on a Snowy Evening</i> - Maya Angelou – <i>Still I Rise</i> - Rabindranath Tagore – Selected poem from <i>Gitanjali</i> Practical 1: Poetry recitation Students will recite prescribed poems with appropriate pronunciation, rhythm, stress, intonation, and expression to demonstrate comprehension and appreciation of poetic language and emotions.			T 06 P 06	20



Practical 2: Literary device identification Students will identify literary devices such as metaphor, simile, imagery, personification, symbolism, alliteration, and rhyme in selected poems, and explain their significance using textual evidence. Practical 3: Poetry annotation Students will closely read and annotate selected poems by identifying themes, imagery, poetic devices, tone, symbolism, and other significant features through brief explanatory notes. Practical 4: AI-assisted poetic interpretation Students will use AI-assisted tools to explore multiple interpretations of prescribed poems, compare AI-generated insights with their own analysis, and evaluate the responses using textual evidence and critical reasoning. Examination Style:			
Sr. No	Evaluation Methods	SEE	CCE
1	ALA 3 : Poetry Reading Journal Students will maintain a reading journal for four poems studied during the module. Each journal entry should include: • Title of the poem • Poet • New vocabulary • Favourite lines • Theme in 3–4 sentences • Personal response (100 words) Upload it on GMIU Web Portal.	-	10
2	ALA 4: Visual Interpretation of a Poem Students will select one prescribed poem. They will create a visual representation (poster/digital collage/sketch/Canva design) illustrating the poem. Submission must include: • Image/artwork • 150-word explanation Justification of colours, symbols and images used and Upload it on GMIU Web Portal.	-	10
3	Close Reading of a Poem & Presentation: Students will be given an unseen poem of approximately 18–25 lines.	20	-



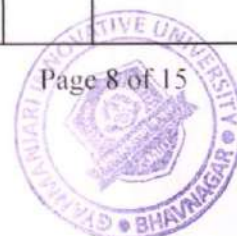
	Students are required to: • Identify the central theme. • Explain the mood and tone of the poem. • Identify any four literary devices with supporting textual evidence. • Explain how the literary devices contribute to the meaning of the poem. • Give presentation on outcome				
	Total	20	20		
3	Reading Fiction Theory Topics • Elements of fiction • Plot • Character • Setting • Conflict • Point of view • Theme • Symbolism • Narrative techniques Texts • O. Henry – <i>The Last Leaf</i> • Ruskin Bond – <i>The Night Train at Deoli</i> • Oscar Wilde – <i>The Happy Prince</i> Practical 1: Story Mapping Students will create a visual map of a prescribed short story by identifying its setting, characters, plot structure, conflict, climax, and resolution to understand the story's organization. Practical 2: Character Profile Students will make a blog on develop a detailed profile of a major character by examining physical traits, personality, motivations, relationships, and character development using textual evidence.			T 06 P 06	20



Practical 3: Story Timeline Students will prepare a chronological timeline on a chart of key events in the story, highlighting major incidents, turning points, and their significance in the narrative. Practical 4: AI-Assisted Character Interview Students will use AI-assisted tools to generate and conduct an imaginary interview with a selected character, critically evaluating the AI-generated responses by comparing them with the character's portrayal in the text. Examination Style:					
Sr. No	Evaluation Methods	SEE	CCE		
1	ALA 5 : Poetry Reading Journal Students imagine themselves as one character. Write three diary entries (150 words each): • Before the conflict • During the conflict • After the ending	-	10		
2	ALA 6: Story Mapping Portfolio Students will prepare a visual story map including Plot, Setting, Characters, Conflict, Climax, Resolution and Themes Using Canva, chart paper or digital tools. Upload it on GMIU Web Portal.	-	10		
3	Character and Narrative Analysis Students will be given an extract (600–700 words) from a prescribed short story. Students are required to: • Identify the narrator. • Explain the conflict. • Analyse one major character. • Support their answers using textual evidence. • Comment on the ending in about 150 words.	20	-		
	Total	20	20		



4	Reading Drama Theory Topics • Nature of drama • Dialogue • Character • Conflict • Scene • Soliloquy • Monologue • Stage directions • Dramatic irony • Dramatic performance Texts • William Shakespeare – <i>Hamlet</i> (Selected Scenes) • William Shakespeare – <i>The Merchant of Venice</i> (Courtroom Scene) • Oscar Wilde – <i>The Importance of Being Earnest</i> (Selected Scene) Practical 1: Dramatic Reading Students will do dramatic readings of selected scenes with appropriate pronunciation, expression, pacing, and intonation to convey meaning and emotion effectively. Practical 2: Role Play Students will enact the roles of characters from prescribed plays, demonstrating an understanding of character traits, dialogue, and dramatic situations. Practical 3: Scene Performance Students will perform selected scenes from plays, focusing on dialogue delivery, body language, teamwork, and stage presence to interpret the text effectively. Practical 4: Voice Modulation Students will practice voice modulation techniques by varying pitch, tone, volume, pace, and pauses to enhance dramatic expression and audience engagement.	T 06 P 06	20



Examination Style:			
Sr. No	Evaluation Methods	SEE	CCE
1	ALA 7 : Performance Reflection Students are required to write • What they learned from performing. • Challenges faced. • How acting helped understand the text. Upload it on GMIU Web Portal.	-	10
2	Dramatic Performance Groups of 4–5 students perform a selected scene. Assessment includes • Expression • Voice • Dialogue delivery • Character understanding • Teamwork	-	10
3	Dramatic Scene Interpretation Students receive one dramatic scene. They must • Identify the conflict. • Explain the dramatic situation. • Analyse one character. • Explain stage directions. • Interpret the significance of the scene.	20	-
	Total	20	20
5	Literature in Contemporary Contexts Theory Topics • Literature and visual media • Literary adaptations • Graphic narratives • Digital storytelling • Book reviews • Literary blogs • Introduction to AI-assisted literary reading	T 06 P 06	20

- Ethical use of Artificial Intelligence in literary studies

Texts

- Selected literary text and film adaptation
- Shaun Tan – *The Arrival* (Selected Pages)
- Selected online literary reviews and blogs

Practical 1: Book Review Writing
Students will write a critical review of a prescribed literary work by evaluating its theme, characters, style, and overall impact with supporting evidence.

Practical 2: Film and Text Comparison
Students will compare a literary text with its film adaptation by analyzing similarities, differences, characterization, themes, and narrative techniques..

Practical 3: Literary Blog Writing
Students will create a blog post expressing their critical reflections, interpretations, and personal responses to a prescribed literary text for an online audience..

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	Literary Blog writing Students must write one blog (500 words) including - summary - interpretation - favourite quotation - recommendation Upload it on GMIU Web Portal.	-	10
2	AI vs. Human Interpretation Each group asks an AI tool to interpret a literary text. Students then compare the AI's interpretation with their own analysis, identify similarities and differences, and present which interpretation is more convincing with textual evidence.	-	10



	3	Comparative Literary Analysis (Text and Film) Students compare • one literary text • one film adaptation Students discuss • similarities • differences • character portrayal • theme • effectiveness (500–600 words)	20	-		
		Total	20	20		

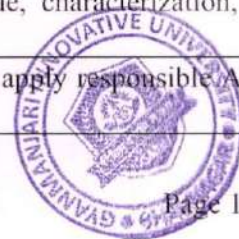
Suggested Specification table with Marks (Theory): 100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	20%	20%	30%	10%	-

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Demonstrate close reading and annotation skills to interpret literary texts using textual evidence.
CO2	Analyse selected poems by identifying themes, imagery, figurative language, symbols, motifs, and other literary elements.
CO3	Interpret fiction by analysing plot, character, setting, conflict, point of view, and narrative techniques.
CO4	Examine dramatic texts through the analysis of dialogue, characterization, dramatic conflict, stagecraft, and performance elements.
CO5	Evaluate literary texts across print and digital media, and apply responsible AI-assisted reading practices to develop informed literary responses.



Instructional Method:

The course delivery method will depend upon the requirement of content and need of students.

A minimum of 20–30% of the course content shall be suggested to deliver through Flipped Learning, where students study digital learning resources before the classroom session. Classroom time shall be utilized for discussion, problem-solving, practical applications, and higher-order learning activities.

Students shall be encouraged to use AI-powered learning platforms, simulation software, virtual laboratories, digital libraries, research databases, online certification courses, NPTEL, SWAYAM, MOOCs, and other technology-enabled learning resources to strengthen conceptual understanding and practical competence.

Continuous assessment shall be conducted through Active Learning Assignments (ALAs), quizzes, skill demonstrations, presentations, practical exercises, projects, case studies, innovation activities, peer assessment, reflective learning, and industry-oriented tasks instead of relying primarily on conventional written assignments.

Reference Books:

- [1] Abrams, M. H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. 12th ed., Cengage Learning, 2024.
- [2] Kennedy, X. J., and Dana Gioia. Literature: An Introduction to Fiction, Poetry, Drama, and Writing. 14th ed., Pearson, 2020.
- [3] Meyer, Michael. The Bedford Introduction to Literature. 13th ed., Bedford/St. Martin's, 2024.
- [4] Barnett, Sylvan, William Burto, and William E. Cain. An Introduction to Literature: Fiction, Poetry, and Drama. 18th ed., Pearson, 2021.
- [5] Probst, Robert E. Response and Analysis: Teaching Literature in Secondary School. 2nd ed., Heinemann, 2018.

Suggested Guidelines:

SEE	Topic	Part	Criteria	Marks	Description
1	Literary Reading and Interpretation	A	Reading Comprehension & Literary Interpretation	10	Demonstrates accurate understanding of the literary passage by identifying the theme, mood, tone, and significant textual elements with appropriate interpretation.
		B	Textual Evidence & Critical Response	10	Supports interpretations using relevant textual evidence and presents a clear, logical, and well-organised personal response.
2	Close Reading of a Poem	A	Literary Analysis	10	Correctly identifies theme, mood, tone, imagery, symbolism, and literary devices with appropriate textual support.
		B	Interpretation & Oral Presentation	10	Explains how literary devices contribute to meaning and communicates ideas confidently during the presentation.
3	Character and Narrative Analysis	A	Character & Narrative Analysis	10	Analyses the narrator, conflict, characterization, and narrative

					techniques using appropriate textual evidence.
		B	Interpretation & Critical Response	10	Presents a logical interpretation of the story and justifies observations through critical analysis of the ending and major events.
4	Dramatic Scene Interpretation	A	Dramatic Analysis	10	Identifies dramatic conflict, characterization, stage directions, and dramatic techniques with accurate textual interpretation.
		B	Interpretation & Critical Appreciation	10	Explains the dramatic significance of the scene using textual evidence and presents a coherent critical appreciation.
5	Comparative Literary Analysis (Text and Film)	A	Comparative Analysis	10	Compares the literary text and its film adaptation by analysing themes, characterization, narrative techniques, and adaptation choices.



		B	Critical Evaluation & Presentation	10	Critically evaluates the effectiveness of the adaptation and supports arguments with relevant examples from both the literary text and the film.
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