DCWE - 02

KRISHNA KANTA HANDIQUE STATE OPEN UNIVERSITY

Housefed Complex, Dispur, Guwahati-781006

PAPER - II

DIPLOMA IN CREATIVE WRITING IN ENGLISH
GRAMMAR IN CONTEXT

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COURSE INTRODUCTION

Creative Writing in English is an emerging area of interest particularly in the later half of the last century and even before that when a host of Indian writers in English have occupied the centre stage of English writings in the global form

The objective of this course is to promote quality writing in English in this part of the country by introducing the varieties of writing skills particularly in English. The course therefore has been so designed as to ensure that a learner can assimilate information and can develop his/her creative ability.

The course comprises four compulsory papers. The learners will have to sit for examination for all the four papers that are offered. All the papers will consist of 100 marks each. Pass marks for each paper is 35 marks. Along with the examination there will assignments which will include 25 marks.

The course has been so designed to develop in you a fundamental as well as a holistic understanding of Creative Writing in English as a whole. We recommend the perusal of this course because it gives the Creative English of KKHSOU its national character, for English happens to be the primary language of inter regional interaction in India.

Do consult your counselor and discuss the course with your friends. Plan your work, try to understand the texts and practice writing creatively.

The compulsory papers are as follows:

DCWE- 1 General Principles Of Writing
DCWE- 2 Grammar in Context
DCWE- 3 Creative Writing and its Genres
DCWE- 4 Writing For Media

Each unit of these blocks includes some along-side boxes to help you know some of the difficult, unseen terms. Some ‘EXERCISES’ have been included to help you apply your own thoughts. You may find some boxes marked with: ‘LET US KNOW’. These boxes will provide you with some additional interesting and relevant information. Again, you will get ‘CHECK YOUR PROGRESS’ questions. These have been designed for a self-check of your progress of study. It will be helpful for you if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with ‘ANSWERS TO CHECK YOUR PROGRESS’ given at the end of each unit.

BLOCK INTRODUCTION

This block on Grammar in Context introduces you to some of the concepts of the grammar of English as part of the programme on Creative writing in English. It is assumed that you have already had an exposure to the basic elements of the grammar of the language which will help you to appreciate this course more comfortably. The concepts of English grammar have been introduced in this course at the following two levels:

(a) The syntactic or formal level normally associated with traditional grammar courses and

(b) The contextual level normally associated with discourse analysis.

In the present context, the term 'discourse' is used to refer to samples of language use. In other words, it refers to language that has produced as a result of an act of communication.

Let us take a close look at the two levels referred to above. The **syntactic or formal level** refers to the rules of the language uses. These are the rules that enable us to form grammatical units such as

- Phrases (noun phrase, verb phrase etc)
- Clauses (noun clause, adj clause etc), and
- Sentences and utterances

The **discourse level** refers to the structure of units larger than the sentence notably, the paragraph, conversation and interviews. At this level, the use of language indicates

- How the choice of articles, pronouns and tenses affects the meaning and structure of discourse, and
- How a piece of text can be made more meaningful through appropriate choice of language items. (words, phrases etc)

A piece of written text is distinguished by the way choices of language items are made in its construction. Look at the following samples:

(a) The crowded red double-decker bus inched its way through the snarl of traffic in Aldgate. It was almost as if it was reluctant to get rid of the overload of noisy, earthy charwomen it had collected on its run through the city…

(b) An adult, partially blind elephant was critically injured when it got hit by a goods train near Deeper Beel last night. The female elephant was crossing the track around 9 pm when the train travelling from Azara to Guwahati, hustled towards it.

It is easy to see how choice of words and phrases distinguish the two pieces of text. In the first extract expressions like "inched its way", "snarl of traffic" etc charge the text with meaning. The second text is a matter-of-fact journalistic description of a train hitting a partially blind elephant without much thought of making it more 'charged' than necessary. Both texts belong to two different fields of discourse. The second level of this course attempts to make you more sensitive to language use.

In designing this course, we have made profuse use of traditional exercise types like, gap- filling, trans-

formation of sentences, multiple-choice items and so on. Alongside these traditional exercise types, there are tasks and activities that aim to involve you in a problem-solving and awareness raising experience that is felt suitable for a programme on creative writing in English. Thereby, the course combines traditional and innovative approaches to English grammar. It is traditional in its concern for grammatical forms. At the same time, it is innovative in its concern for sharpening awareness of language use and language choice.

Altogether 10 units have been identified for this course on Grammar in Context. The following is the detailed list of units.

Unit 1: Nouns in Context.
Unit 2: Determiners in Context.
Unit 3: Adjectives and Adjective clauses.
Unit 4: Pronouns.
Unit 5: Tenses and modals.
Unit 6: Adverbs and Adverb clauses.
Unit 7: Prepositions.
Unit 8: Direct and Indirect Narration.
Unit 9: Verbs, Infinitives and participles.
Unit 10: Spoken Grammar in context.

You will note that since these traditional grammatical concepts have been contextualized, there is a great deal of overlap of the concepts. For example, while doing NP, the determiner appears naturally.

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