

ANNA ADARSH COLLEGE FOR WOMEN
LEARNING OBJECTIVES, LEARNING OUTCOME SYLLABUS
MA ENGLISH

I SEMESTER

1. HBB1A – POETRY I – FROM CHAUCER TO SEVENTEENTH CENTURY
2. HBB1B – DRAMA I – ELIZABETHAN AND JACOBEAN DRAMA
3. HBB1C - FICTION I - ORIGINS AND DEVELOPMENTS UPTO 18TH CENTURY
4. HBB1D – INDIAN WRITING IN ENGLISH AND IN TRANSLATION
5. HBB1E - CLASSICS IN TRANSLATION

II SEMESTER

1. HBB2A – AMERICAN LITERATURE
2. HBB2B – POETRY II – EIGHTEENTH TO NINETEENTH CENTURY
3. HBB2C - ELIZABETHAN AND JACOBEAN DRAMA
4. HBB2D - FICTION II: NINETEENTH TO TWENTIETH CENTURY
5. HBB2E - ENGLISH FOR CAREERS
6. HBBXA - ENGLISH FOR PROFESSIONAL COMMUNICATION

III SEMESTER

1. HBB3A - SHAKESPEARE STUDIES
2. HBB3B -ENGLISH LANGUAGE AND LINGUISTICS
3. HBB3C - LITERARY CRITICISM AND LITERARY THEORY
4. HBB3D - INTRODUCTION TO TRANSLATION STUDIES
5. HBBXB - LITERATURE, ANALYSIS, APPROACHES AND APPLICATIONS AND COPY EDITING

IV SEMESTER

1. HBB4A - TWENTIETH CENTURY POETRY
2. HBB4B - WRITINGS ON AND BY WOMEN
3. HBB4C - ENGLISH LITERATURE FOR UGC NET/SET
4. HBB4D - FILM STUDIES
5. HBB4Q - RESEARCH METHODOLOGY

I MA ENGLISH I SEMESTER

HBB1A – POETRY I – FROM CHAUCER TO SEVENTEENTH

CENTURY LEARNING OBJECTIVES:

- The Objective of this paper is to familiarize students with English Poetry starting from Medieval England to 17th Century
- Focusing on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

LEARNING OUTCOME:

- To enable students to capture the central idea of the poem
- To expose students to the different genres of poetry.
- To appreciate the poetic language and strengthen their skills of appreciating poetry writing
- Acquire knowledge of dominant movements and trends of poetry.
- To communicate to students the exclusive message of the poem.

SYLLABUS UNIT I

UNIT 2

Poetic Forms During 16th Century

Lyric, Ballad, Sonnet

Ballad of Sir Patrick Spens

Spenser's

Prothalamion

Wyatt and Surrey's sonnets – 2

Sonnets

UNIT 3

Poetic Forms during 17th

Century Metaphysical Poetry

John Donne

The Canonisation

Ecstasy

UNIT 4

Satire

John Dryden

Absalom and Achitophel

UNIT 5

Epic

John Milton

Paradise Lost Book IX

Recommended Texts:

1. 1973, **The Oxford Anthology of English Literature Vol. I.** The Middle Ages Through the 18th century. OUP, London

Standard editions of the texts

Reference Books:

1. T.S. Eliot, 1932, "**The Metaphysical Poets**" from **Selected Essay**; Faber and Faber Limited, London.

2. H.S. Bennett, 1970, **Chaucer and the Fifteenth Century**, Clarendon Press, London.

3. Malcolm Bradbury and David Palmer, ed., 1970 **Metaphysical Poetry**, Stratford-Upon-Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keast, ed., 1971, **Seventeenth Century English Poetry: Modern Essays in Criticism**, Oxford University Press, London.
5. A.G. George, 1971, **Studies in Poetry**, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, **A Critical History of English Literature Vols. I & II.**, Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, **The Cambridge Companion to English Poetry: Donne to Marvell**, Cambridge University Press, Cambridge.
8. H.J.C. Grierson, **Metaphysical Lyrics and Poems of the Seventeenth Century** OUP, 1983, London.

Website, e-learning resources <http://www.english/.org.uk/chaucer/htm>

I MA ENGLISH I SEMESTER

HBB1B – DRAMA I – ELIZABETHAN AND JACOBEAN

DRAMA LEARNING OBJECTIVES:

- It aims to introduce the students to the best of experimental and innovative dramatic literature of Europe.
- The emergence of modern drama with the stress on the origin of absurd drama with its theme and technique is also introduced.
- A socio-political background of England is also studied to understand the changing nuances in this field.

LEARNING OUTCOME:

- Comprehend the origin and development of drama from the Jacobean to Modern Age.
- To make a critical appraisal of the traditional and modern drama.
- To appreciate the ‘Closet Drama’ which is to fit to be read, with its dialogues, characters, and satire on manners and morality.
- Acquire knowledge of dominant movements and trends of modern drama.
- To appreciate the timeless beauty and appeal of modern drama with their new thematic and stylistic elements.

SYLLABUS

Unit I: Beginnings of Drama – Miracle and Morality Plays- Everyman

Unit II: The Senecan and Revenge Tragedy – Thomas Kyd’s The Spanish Tragedy

Unit III: Elizabethan Theatre – Theatres, Theatre groups, audience, actors and conventions

Unit IV: Tragedy and Comedy - Christopher Marlowe’s Dr. Faustus

Ben Jonson’s Volpone

Unit V: Jacobean Drama – John Webster’s Duchess of Malfi

Recommended Texts: Standard editions of the texts **Reference**

Books:

1. Bradbrook, M.C., 1955, **The Growth and Structure and Elizabethan Comedy**, London.
2. Tillyard E.M.W., 1958, **The Nature of Comedy & Shakespeare**, London.
3. Una Ellis-Fermor, 1965, **The Jacobean Drama: An Interpretation**, Methuen & Co., London.

4. John Russell Brown and Bernard Harris, eds., **Elizabethan Theatre**, Stratford - upon - Avon Studies Vol. 9., Edward Arnold, London.
5. Allardyce Nicoll, 1973, **British Drama**, Harrap, London.
6. Bradbrook, M.C., 1979, **Themes and Conventions of Elizabethan Tragedy**, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
7. Michael Hathaway, 1982, **Elizabethan Popular Theatre :Plays in Performance**, Routledge, London.
8. Kinney, Arthur .F., 2004, **A Companion to Renaissance Drama**, Oxford: Blackwell Publishing.

Website, e-learning resources

<http://www.clt.astate.edu/wmarey/asste%>

<http://eb.com>

(Encyclopaedia Britannica – restricted site)

<http://en.wikipedia.org/wiki>

(qualified search results on Elizabethan Theatre, Restoration Drama, Comedy of Manners, realism, naturalism, Abbey Theatre, Gaelic Revival, Modern Celts, Epic Theatre, Political Theatre, Experimental Theatre, etc. and on individual authors.)

<http://www.questia.com>

(online library for research)

I MA ENGLISH

SEMESTER - I

HBB1C Fiction I - Origins and Developments upto 18th Century

LEARNING OBJECTIVES:

- To help students identify and analyse the generic aspects of fiction
- To trace the broad developments in fiction since the eighteenth century
- To train students to identify the changes in form and narrative techniques from the eighteenth to the twentieth centuries
- Identify, interpret, and compare and contrast specific leitmotifs and character types of different genres of fiction

LEARNING OUTCOMES

- Students will be interested to take up research using the techniques
- Display a knowledge of the different aspects of the novel and how they contribute to the effectiveness of the novel
- Trace the development of the novel and the short story with reference to political, cultural and literary movements
- Relate aesthetically to fiction from various regions
- Identify the characteristic features of Modernist and Postmodernist fiction

Title of the Course / Paper	CORE PAPER- III Fiction I Origins and Developments upto 18th Century		
Category of the Course C	Year & Semester First Year & First Semester	Credits 4	Subject Code
Pre-requisites	Minimum Entry requirements for the course / Eligibility		
Objectives of the Course	The aim of this course is to familiarize the students with the origin and development of the British Novel upto the 18 th Century. The contents of the paper are meant to throw light on various concepts and theories of the novel.		
Course Outline	UNIT I Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration.		

Recommended Texts:

Standard editions of the texts

Reference Books:

1. Wayne C. Booth, 1961, **The Rhetoric of Fiction**, Chicago University Press, London.
2. F.R. Leavis, 1973, **The Great Tradition**, Chatto & Windus, London.
3. Ian Watt, 1974, **Rise of the English Novel**, Chatto & Windus, London.
4. Frederick R Karl, 1977, **Reader's Guide to the Development of the English Novel till the 18th Century**, The Camelot Press Ltd. Southampton.
5. Ian Milligan, 1983, **The Novel in English: An Introduction**, Macmillan, Hong Kong.

Website, e-learning resources <http://en.wikipedia.org/wiki/novel>

I MA ENGLISH

I SEMESTER

HBB1D –INDIAN WRITING IN ENGLISH AND IN TRANSLATION

Learning Objectives:

- To enable the students to understand the evolution of Indian writing in English with its dual focus on the influence of classical Indian tradition.
- To equip the students with the necessary competence required in the field.
- To help the students to get a glimpse of rich diversity of culture and literature in the regional language through translation.

Learning Outcomes:

- To help students to explore texts produced in regional languages.
- To understand the multi-faceted nature of cultural identity in the literature of various Indian languages.
- The course helps to compare literary text produced across Indian Regional landscapes, to seek similarities and differences in thematic and cultural perspectives.

SYLLABUS

UNIT I

Indian Classical literary Tradition; impact of English Studies on India; Colonialism; Nationalism; Nativism and Expatriatism; Socio-Cultural issues such as gender, caste and region

UNIT 2

Poetry

Rabindranath Tagore

Gitanjali: 12,36,63,
12) The Time my
journey takes is long
36) This is my prayer
to Thee
63) Thou hast made
me known to friends

Nissim Ezekiel

“Background Casually”
(**Indian Writing in English**
ed. MakarandParanjape,
Macmillan 1993, p.112)

K.K Daruwalla

“Hawk” *from* **The Anthology
of Twelve Modern Indian
Poets** Ed. A.K. Mehrotra
(OUP, 1992)

ArunKolatkar

From **Jejuri** The Bus
A Scratch

Kamala Das

Introduction, Eunuchs

UNIT 3

Drama

Vijay Tendulkar

**Silence! The Court is
In Session**

UNIT 4

Prose and Fiction

Prose

Sri Aurobindo
B.R. Ambedkar

The Renaissance in India
Extracts 4, 5 and 6 *from*
Annihilation of Caste ed.
Mulk Raj Anand (Delhi:
Arnold Publishers, 1990, pp.
47-54)

Fiction

R.K. Narayan

The Painter of Signs

ShashiDeshpande

Dark Holds No Terror

I M.A. ENGLISH LITERATURE
SEMESTER - I
CLASSICS IN TRANSLATION- HBB1E

LEARNING OBJECTIVES :

- The aim of this paper is to familiarize the students with Religion ,Philosophy and Translation
- To familiarise the students with the Ancient Indian Theatre and Classical Greek Theatre.
- To draw the attention of the students to the Socio , economic , cultural factors reflected in Indian , European and Russian Literatures.
- To focus on the parallel growth of the European and Indian Literatures from Ancient to Modern periods.

LEARNING OUTCOMES :

- Students are able to understand the advent of Translation Studies
- Students get to know about Religious texts and also about the Classics
- Students will be able to analyse the texts from a critical perspective
- Students also learn the different concepts like Marxism , Naturalism, Realism etc
- Students are able to relate Religion as a source of Literature and Human Sciences.

SYLLABUS

UNIT 1 Concepts

Religion and literature- Religion as a source of literature- The human sciences- Philosophy and Literature – concepts of Marxism, Naturalism and Realism in fiction- superstition and belief reflected in literature – World literature as one.

UNIT 2 Poetry

Thiruvalluvar Thirukkural. (Penguin
selections translated by Rajaji.

UNIT 3 Prose

Plato Portrait of Socrates.

UNIT 4 Prose Fiction

Kalki's Parthiban Kanavu

Camus The Outsider.

Thakazhi Sivasankaram Pillai Chemmeen.

UNIT 5 Drama

Sophocles Oedipus Rex
Ibsen A Doll's House.

Recommended Texts: Standard editions of texts.

Reference Books:

1. Lau Magness, **A Dictionary of Modern European Literature.**
2. Raymond Williams, **Drama from Ibsen to Brecht.**
3. J.M. Cohen, **A History of Western Literature.**

Website : <http://en.wikipedia.org/wiki/Drama>

I MA ENGLISH

II SEMESTER

HBB2A – AMERICAN LITERATURE

LEARNING OBJECTIVES:

- It aims to familiarize the students with the origin and development of American Literature from the time of the settlers and colonies to the postmodern and multicultural literature.
- Movements like the flowering of New England, the American Renaissance-the philosophical attitude of Emily Dickinson are introduced.
- The influence of Indian thought on Emerson, Urbanization and post-war society, the economic depression, the civil war and the Harlem renaissance are discussed.

LEARNING OUTCOME:

- Comprehend the origin and development of American Literature.
- To make a critical appraisal of the American Literature. •
- Assess thematic aspects of literary texts as a part of cultural and historical movements in America
- Acquire knowledge of dominant movements in America and analyse the literary texts in various genres.
- To appreciate plurality and see America as a place of emerging multiculturalism.

SYLLABUS

UNIT I

Concepts and Movements: Beginnings of American Literature; Transcendentalism; Individualism; The American South; The Frontier; Counter –Culture; Harlem Renaissance; Rise of Black Culture and Literature; Multiculturalism.

Unit II:

Poetry

Walt Whitman - *Passage to India*

Emily Dickinson - *Success is Counted Sweetest/The Soul Selects her own society/Because I could not stop for death*

Robert Frost - *Home Burial*

Wallace Stevens- *Anecdote of the Jar*

E.E. Cummings- *Any one lived in a pretty how town*

Gwendolyn Brooks- *Kitchenette Building*

Unit III:

Drama

Eugene O'Neill - *Long Day's Journey into the Night*

Marsha Norman - *'Night Mother*

Unit IV:

Fiction

Mark Twain - *Adventures of Huckleberry Finn*

Alice Walker - *The Color Purple*

Unit V:

Prose

R.W. Emerson Self – *Reliance*(An Anthology: American Literature of the Nineteenth Century. ed. Fisher, Samuelson & Reninger, Vaid

Henry David Thoreau *Walden* (Chapter titled "Pond")

Recommended Texts:

1. Egbert S. Oliver ed., **An Anthology: American Literature, 1890- 1965**, Eurasia Publishing House (Pvt.) Ltd., New Delhi.
2. Mohan Ramanan ed., 1996, **Four Centuries of American Literature**, Macmillan India Ltd., Chennai.

Standard editions of the texts

Reference Books :

1. John Russell Brown and Bernard Harris, ed., 1970, **American Theatre**, Edward Arnold.
2. Daniel Hoffman ed., 1979, **Harvard Guide to Contemporary American Writing**, Oxford University Press, New Delhi.
3. Owen Thomas, 1986, **Walden and Civil Disobedience:** Norton Critical Edition ed., Prentice – Hall & Indian Delhi.

Website, e-learning resources www.gonzago.edu/faculty/cample/en1311/litfram.html

I MA ENGLISH

II SEMESTER

HBB2B – POETRY II – EIGHTEENTH TO NINETEENTH CENTURY

LEARNING OBJECTIVES:

- The objective of this course is to familiarize the students with English Poetry starting from the Augustans to the beginnings of the Romantic Period in English Literature
- In the process it also attempts to sensitise the students to certain exclusive poetic qualities of these two periods.

LEARNING OUTCOME:

- Comprehend the origin and development of poetry from the Augustan to Victorian Age.
- To make a critical appraisal of the classical and Victorian traditions.
- To appreciate the genre of which is fit to be read, with its tone, diction, rhyme pattern. Acquire knowledge of dominant movements and trends of Augustan, Romantic and Victorian poetry.
- To appreciate the timeless beauty and appeal of poetry with their new thematic and stylistic elements.

SYLLABUS

UNIT I

Classicism and Augustan Ideals: Wit, Taste, Decorum, Propriety, Purity of Genre and Poetic Diction; Heroic Couplet; Verse Satire and Urbanism; Romantic Revolt; Pre-Raphaelites

UNIT 2

Augustan Satire

Alexander Pope

Canto I (The Rape of the Lock)

The Rape of the Lock,

UNIT 3

Transitionists

William Blake

From **Songs of Experience**

The Echoing Green

Night

From **Songs of Innocence**

London

William Collins

Ode to Evening

UNIT 4

Romantics

William Wordsworth

Ode on the Intimations of
Immortality

S.T. Coleridge

Dejection: An Ode

P.B. Shelley	Ode to Skylark
John Keats	Ode on a Grecian Urn

UNIT 5

Victorians

Robert Browning	Fra Lippo Lippi
Lord Alfred Tennyson	Lotus Eaters
G.M. Hopkins	The Windhover
Matthew Arnold	Dover Beach

Recommended Texts:

1. 1973, **The Oxford Anthology of English Literature Vol. II.**, OUP, London.
2. Standard editions of text.

Reference Books:

1. Douglas Grant, 1965, **New Oxford English Series**, OUP, Delhi.
2. Shiv K. Kumar, 1968, **British Romantic Poets: Recent Revaluations**, University of London Press Ltd., London.
3. A. E. Dyson, ed., 1971 **Keats ODES**, Case Book series, Macmillan Publication Ltd., London.
4. Malcolm Bradbury, David Palmer, eds., 1972, **Stratford-upon-Avon Studies**, Arnold-Heinemann, New Delhi.
5. Graham Hough, 1978, **The Romantic Poets**, Hutchinson & Co., London.
6. David Daiches, 1981, **A Critical History and English Literature Vols. II& III**. Secker & Warburg, London.

Website, e-learning resources http://en.wikipedia.org/wiki/English_poetry

HBB2C - ELIZABETHAN AND JACOBEAN DRAMA I M.A. ENGLISH SEMESTER: II

LEARNING OBJECTIVE:

- To acquaint the students with different forms of drama from Restoration period to the Twentieth century.
- To familiarize them with current trends in drama in the context of changing socio-cultural values.
- To familiarise the students with the emergence of modern drama with stress on the origin of absurd drama with its theme and technique.
- To appreciate the ‘Closet Drama’ which is fit to be read ,with its dialogues, characters, and satire on manners and morality.
- To acquire knowledge of dominant movements and trends of modern drama.
- To appreciate the timeless beauty and appeal of modern drama with their new thematic and stylistic elements.

LEARNING OUTCOME:

- Students would have learnt about the socio political changes and the element of realism used in modern drama.
- Students can make a critical appraisal of the traditional and modern drama.
- Students would have understood the new concept of Absurd drama and its development.
- Students can make a comparative study of traditional drama and absurd drama.
- Students are acquainted with great absurd dramatists and realistic approach of the twentieth century dramatist.

SYLLABUS

Objectives of the Course : The objective of this course is to give students the experience of different forms of drama from the Restoration period to the Twentieth Century and to familiarize them with current trends in drama in the context of changing socio-cultural values	
UNIT I The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19 th Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and Women's Theatre.	
UNIT 2 Restoration John Dryden William Congreve	All for Love The Way of the World
UNIT 3 Irish Dramatic Movement J.M Synge	The Playboy of the Western World
UNIT 5 Postmodern Drama Samuel Beckett	<i>Waiting for Godot</i>
<i>Recommended Texts: Standard editions of the texts</i>	
<i>Reference Books:</i>	
1. Raymond Williams, 1968, <i>Drama From Ibsen to Brecht</i> , Chatto & Windus, Toronto.	
2. Harold Love, ed., 1972, <i>Restoration Literature: Critical Approaches</i> , Methuen & Co. Ltd. London.	
3. A.C. Ward, 1975, <i>Longman Companion to Twentieth Century Literature, Second Ed.</i> , Longman, London.	
4. Kennedy, Andrew, 1976, <i>Six Dramatists in Search of a Language</i> , Cambridge University Press, London.	
5. Una Ellis-Fermor, 1977, <i>The Irish Dramatic Movement</i> , Methuen and Company Ltd.	
6. G.J. Watson, 1983, <i>Drama: An Introduction</i> , Macmillan, Hong Kong.	
7. Banham, Martin, 1995, <i>The Cambridge Guide to Theatre</i> , Cambridge University Press, Cambridge.	

8. Arnold P. Hinchliffe, 1999, *The Absurd (The Critical Idiom)*, Methuen and Co., London.
9. Innes, Christopher, 2002, *Modern British Drama the Twentieth Century*, Cambridge University Press, Cambridge.
10. Rabey, David Ian, 2003, *English Drama since 1940*, Pearson Education Ltd., London.

Website, e-learning resources http://en.wikipedia.org/wiki/English_drama

<http://eb.com>

(Encyclopaedia Britannica – restricted site)

<http://en.wikipedia.org/wiki>

(qualified search results on Elizabethan Theatre, Restoration Drama, Comedy of Manners, realism, naturalism, Abbey Theatre, Gaelic Revival, Modern Celts, Epic Theatre, Political Theatre, Experimental Theatre, etc. d on individual authors.)

<http://www.questia.com> (online library for research)

I MA ENGLISH

HBB2D - Fiction II: Nineteenth to Twentieth Century

LEARNING OBJECTIVES:

- To give the students denseness of fiction, particularly during the 20th century.
- To acquaint the students on several technical issues associated with fiction.
- To make the students understand the narrative technique, characterization and space-time treatment,
- To develop an interest for the rich cultural, social and political backdrop which contributed to the diversity of fictional writing.
- To help students identify and analyse the generic aspects of fiction
- To trace the broad developments in fiction since the twentieth century
- To train students to identify the changes in form and narrative techniques from the eighteenth to the twentieth centuries
- Identify, interpret, and compare and contrast specific leitmotifs and character types of different genres of fiction

LEARNING OUTCOMES

- Students will be interested to take up research using the techniques
- Display a knowledge of the different aspects of the novel and how they contribute to the effectiveness of the novel
- Trace the development of the novel and the short story with reference to political, cultural and literary movements
- Relate aesthetically to fiction from various regions
- Identify the characteristic features of Modernist and Postmodernist fiction

SYLLABUS:

UNIT I

French Revolution – Victorian Social Scene Gender– Industrial Development – Colonial Expansion – Issues – Class, Liberal Humanism and the Individual – Individual and the Environment – Man and Fate, realism, multiple narration, stream of consciousness, point of view.

UNIT 2	
The Victorian Socio - Political and Economic Scenario	
Joseph Conrad	Heart of Darkness.
UNIT 3	
Women's Issues	
Charlotte Bronte	Jane Eyre
George Eliot	Mill on The Floss
UNIT 4	
Liberal Humanism, Individual Environment and Class Issues	
D.H. Lawrence	The Rainbow
Virginia Woolf	To the Lighthouse

UNIT 5

Quest

James Joyce

Portrait of the Artist as a Young Man

Recommended Texts: Standard editions of texts in Macmillan Classics Series.

Reference Books:

1. Arnold Kettle, 1967, **An Introduction to English Novel Vol. II**, Universal Book Stall, New Delhi.
2. Raymond Williams, 1973, **The English Novel: From Dickens to Lawrence**, Chatto&Windus, London.
3. Malcom Bradbury and David Palmer. Eds., 1979, **Contemporary English Novel**, Edward Arnold Press, London.
4. Ian Watt, 1991, **The Victorian Novel: Modern Essays in Criticism**, OUP, London.
5. Dennis Walder, Ed., 2001, **The 19thCentury Novel; Identities**, Roultdledge, London.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_literature

HBB2E - ENGLISH FOR CAREERS

I M.A ENGLISH

SEMESTER - II

Learning Objectives:

- To equip students with the necessary competence required for emerging areas in the field of Knowledge Management.
- To develop mastery over presentation skills.

Learning Outcomes:

- Strengthens the ability to write business letters effectively.
- Helps students to edit newsletters, to write a C.V. and develop skills to write for a webpage.

Syllabus

UNIT I Basic concepts in effective business writing and Knowledge Management
UNIT 2 Editing techniques for Newsletters and Press Releases
UNIT 3 Writing for oral communication, Online CV writing.

UNIT 4

Writing for a website

Reference Books :

1. Robert Heller, 1998, **Communicate Clearly** – Dorling Kindersley Ltd., London.
2. Matthukutty M. Monippnally, 2001, **Business Communication Strategies**, Tata McGraw Mill.
3. T.M.Farhatullah, 2002, **Communication Skills for Technical Students**, Orient Longman.
4. 2004, Write to the top – **Writing for Corporate Success**; Deborah Dumame; Random House
5. JayashreeBalan, 2005, **Spoken English**, Vijay Nicole Imprints.

I MA ENGLISH II SEMESTER

HBBXA - English for Professional Communication

LEARNING OBJECTIVES:

- It aims to improve the second language learners to use English effectively in a Professional setup.
- To equip students with the necessary competence to develop communication skills.

LEARNING OUTCOME:

- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Strengthening the ability to write academic papers, essays and summaries using the process approach.
- Develop the confidence to use English in a real business environment.

SYLLABUS

UNIT I

Communication Theory

Unit II:

Work Place Communication Skills – Effective

Speaking - Effective Listening

Unit III:

Introduction to Modern Communication Media

Unit IV:

Basic Official Correspondence

Reference Books :

1. Robert Heller, 1998, **Communicate Clearly** – Dorling Kindersley Ltd., London.
2. Matthukutty M. Monippally, 2001, **Business Communication Strategies**, Tata McGraw Hill.
3. T.M. Farhatullah, 2002, **Communication Skills for Technical Students**, Orient Longman.
4. Deborah Dumaine, 2004, **Write to the Top : Writing for Corporate Success**; Random House
5. Jayashree Balan, 2005, **Spoken English**, Vijay Nicole Imprints.

HBB3A - SHAKESPEARE STUDIES

II M.A ENGLISH LITERATURE

SEMESTER: III

LEARNING OBJECTIVES:

- To make students understand and enjoy Shakespeare's plays, Criticism of Theatre.
- To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare.
- To appreciate Shakespearean language and its influence in the making of modern English
- To provide the students with the context of Elizabethan England from the evolving contemporary perspectives down the ages.

□

LEARNING OUTCOMES:

After doing this course the students will be able to

- recollect features of Elizabethan theatre along with Shakespeare's life and works.
- identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre.
- analyze prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions.
- synthesize acquired knowledge to critique plays and enact.

SYLLABUS:

UNIT I Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies upto the 19 th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.	
Sonnets	Sonnets – 12, 65, 86,130
Comedies	Much Ado About Nothing Winter's Tale
Tragedy	Othello
History	Henry IV Part I

UNIT 5

Shakespeare Criticism

Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist;

A.C. Bradley (extract)

Chapter V & VI and the New

Introduction by John

Russell Brown in

Shakespearean Tragedy

by A.C. Bradley,

London, Macmillan, Third Edition, 1992

Wilson Knight

Macbeth and the Metaphysic

of Evil (1976, V.S.

Seturaman &

S. Ramaswamy **English**

Critical Tradition Vol.

I. Chennai, Macmillan).

Stephen Greenblatt

Invisible Bullets:

Renaissance Authority

and its Subversion, Henry

IV & Henry V, in

Shakespearean

Negotiations. New York:

Oxford University Press,

1988 Also in **Political**

Shakespeare:

New Essays in Cultural

Materialism. Eds. Jonathan

Dollimore and Alan Sinfield

Manchester University Press,

1994

Ania Loomba

Sexuality and Racial Difference in

Gender, Race, And Renaissance

Drama,

Manchester UP, 1989.

Recommended Texts:

1. Stephen Greenblatt, ed., 1997, **The Norton Shakespeare**, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
2. Standard editions of texts.

Reference Books:

1. Bradley, A.C., 1904, **Shakespearean Tragedy**, Macmillan, London.
2. Spurgeon, 1935, C.F.E. **Shakespeare's, Imagery and what It Tells us**, Cambridge UP, Cambridge.
3. E.M.W. Tillyard, 1943, **Elizabethan World Picture**, Chatto and Windus, London.
4. Knight G.W., 1947, **The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays**, Oxford.
5. Harrison, 1951, G.B. **Shakespeare's Tragedies**, Routledge, London.
6. Henn, T.R., 1956, **The Harvest of Tragedy**, London.
7. Knight G.W., 1957, **The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre**

- Tragedies**, New York.
8. Muir K., 1961, **William Shakespeare: The Great Tragedies**, London.
 9. Hunter G.K. William Shakespeare, 1962, **The Late Comedies**, London & New Year.
 10. Knights, L.C., 1962, **William Shakespeare: The Histories**, London.
 11. Eastman A.M. & G.B. Garrison eds., 1964, **Shakespeare's Critics from Jonson to Auden : A Medley of Judgments**, Michigan.
 12. Oscar James Campbell, ed., 1966, **A Shakespeare Encyclopedia**, London, Methuen & Co.
 13. Jonathan Dollimore, ed., 1984, **The Radical Tragedy**, The Harvester Press, Cambridge.
 14. Shakespeare Surveys, (Relevant Volumes).
 15. John f. Andrews, ed., 1985, **William Shakespeare: His World, His Work, His Influence**, Charles Scribner's Sons.
 16. Stephen Greenblatt, 1988, **Shakespearean Negotiations**, Oxford University Press .
 17. AniaLoomba, 1989, **Gender, Race, Renaissance Drama**, Manchester, MUP.
 18. Jonathan Dollimore and Alan Sinfield, eds., 1994, **Political Shakespeare**, Manchester University Press.

Website, e-learning resources

<http://www.shakespeare.bham.ac.uk/resources>

English Language and Linguistics- HBB3B

II M.A ENGLISH LITERATURE

SEMESTER: III

Learning Objectives:

Objectives of the course is to enable the students to have a conceptual understanding of the English Language in a historical perspective; to recognize, identify and use sounds and structures; to identify and explain process of second language acquisition; to adopt and practice English Language Teaching approaches.

Learning Outcome:

After completing this course students will be able to

- use English with an understanding of the sounds present in the language
- use English words with a thorough understanding of their structure and meaning

Transcribe the English words and know the nuances of the pronunciation, learn various Modern tools in Teaching and Learning English Language

Syllabus:

Unit I – Phonology

- 1) The Sounds of Language
- 2) The Sound Patterns of Language
- 3) Transcription & Reverse

Transcription Unit II -

Linguistics

- 1) Language and the Brain
- 2) Language & Regional Variation
- 3) Language & Social Variation
- 4) Language & Culture

Unit III - Teaching of English as Second Language (TESL)

- English Language Teaching (ELT), English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP)
- ELT Theories, Approaches, and Methods
- Student Diversity and Classroom Management; Teacher as Facilitator or Mentor
- Classroom Observation; Teacher Reflection; Teaching Journals
- Peer Teaching and Group Teaching; Professional Development

of Teachers Unit IV - Curriculum Development and Language

Assessment

- Types of Syllabus; Materials Design and Development; Lesson Plans

- Synchronous and Asynchronous Learning, Learning Management Systems (LMS)
- Outcome Based Education (OBE), Bloom's Taxonomy, ADDIE Model
- Wash-Back Effect; Formative and Summative Assessment
- Test Validity, Reliability, and Practicality; Multiple Choice Questions (MCQ), Item Difficulty, Distractor Analysis
- Common European Framework of Reference for

Languages (CEFR) Unit V - Digital Literacy and Action

Research

- Digital Language Labs - Synchronous and Asynchronous language teaching
- ICT tools, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling
- Web 2.0 - Language Learning apps, Blogs, Social Networks,
- Blended Learning, Flipped Classroom
- Fundamental Research, Empirical Research, Evaluative Research, Action Research

Recommended Texts:

- Balasubramanian.T. A Textbook of English Phonetics for Indian Students . Laxmi Publications, 2013.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment - <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>
- Crystal, David. *A Dictionary of Linguistics and Phonetics*. Blackwell Publishing, 2008
- Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2003
- David Nunan, *Syllabus Design*, Oxford U P, 1988.
- Jack C. Richards and Charles Lockhart. *Reflective Teaching in Second Language Classrooms*. Cambridge University Press, 1994.
- Jack C.Richards and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2010.
- Monica and BogdanPatrut (ed.) *Social Media in Higher Education: Teaching in Web 2.0*, Idea Group, 2013.
- Prabhu, N.S. *Second Language Pedagogy*. Oxford U P, 1987.

- Rod Ellis. *The Study of Second Language Acquisition*. Oxford University Press, 1994.
- Thomas M. Haladyna. *Developing and Validating Multiple-Choice Test Items*, Lawrence Erlbaum Associates, 1999.
- Yule, George. *The Study of Language* . Cambridge University Press, 201

HBB3C - LITERARY CRITICISM AND LITERARY THEORY

II M.A. ENGLISH LITERATURE

SEMESTER: III

LEARNING OBJECTIVES:

To give an overview of the critical trends from Aristotle’s classical criticism to the post structural and post colonial theories.

To understand the principles, percepts and perspectives of different kinds of criticism.

LEARNING OUTCOMES:

After doing this paper the students will be able to

Understand the similarities and differences between various schools of criticism and to understand the nuances inherent in the texts

Apply critical perspectives to a textual reading.

SYLLABUS:

UNIT I Imitation - Pleasure and Instruction - Myths and Archetypes -Poetic Structure -Diction; Text –Author-Reader - The ‘Other’ – Formalism – Structuralism – Deconstruction – Post-Colonialism.	
UNIT 2 Classical, Neo - Classical and Romantic Criticism	
Aristotle	Poetics: Aristotle’s view of Imitation& Definition of Tragedy Chapters 1-3,6-12 and 14.
Sir Philip Sidney	Apologie for Poetry
William Wordsworth	Preface to Lyrical Ballads
S.T. Coleridge	Biographia Literaria Ch 14
UNIT 3 Humanistic Criticism	
Matthew Arnold	Study of Poetry
T.S. Eliot	Tradition and the Individual Talent

UNIT 4

Formalism and Structuralism

Cleanth Brooks

Language of Paradox

Northrop Frye

The Archetypes of Literature

Gerard Genette

Structuralism and Literary Criticism

UNIT 5

Post Structuralism

Roland Barthes

Death of the Author

Edward Said

(From "Orientalism" Extract in

A Post Colonial Studies Reader)

Recommended Texts:

T.S. Dorsch. Tr., 1965, **Classical Literary Criticism** Penguin Books. Chapters 1 to 3, 6 to 12 and 14.

1. David Lodge, ed., 1972, **Twentieth Century Literary Criticism**, Longman, London.
2. S. Ramaswamy and V.S. Seturaman, 1976, 1979 (Two Vols.), **English Critical Tradition**, Macmillan, Chennai.
3. David Lodge, ed., 1989, **Modern Literary Theory**, Longman, London.
4. V.S. Seturaman, ed., 1989 **Contemporary Criticism**, Macmillan, Chennai.
5. Ashcroft, Griffith & Tiffin, eds., 1995, **Post-Colonial Studies Reader**, Routledge, London.

Reference Books :

1. M.H. Abrams, , 1953, **The Mirror and the Lamp**, OUP, Oxford.
2. Wimsatt and Brooks, ed., 1957, **Literary Criticism – A Short History**, Prentice- Hall, Delhi.
3. David Daiches, 1984, **Critical approaches to Literature**, Revised Edition, Orient Longman, Hyderabad.

II M.A. ENGLISH

LITERATURE

SEMESTER: III

HBB3D - INTRODUCTION TO TRANSLATION

STUDIES LEARNING OBJECTIVES:

- To sensitize learners to the role of translations in society
- To introduce learners to basic skills in translation

LEARNING OUTCOMES:

This course, helps you to

- critically appreciate the process of translation
- engage with various theoretical positions on Translation
- think about the politics of translation
- assess, compare, and review translations
- translate literary and non-literary texts

SYLLABUS:

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Unit 1 : Basic concepts of Translation (10 Hrs)

1.1 Kinds of Translations

1.1.1. Interlingual

1.1.2. Intralingual

1.1.3. Intersemiotic

1.2 Concepts to be derived from practice

1.2.1 Source Language and Target Language

1.2.2 Equivalence

1.2.3 Word for Word, Sense for Sense

Unit 2 : Translation in the Indian context (15 Hrs)

1.3 “Introduction” to Short Fiction from South India by Mini Krishnan

1.4 Translating Culture Codes

Unit 3 : Literary Texts in translation (10 Hrs)

3.1 V.M. Basheer “Poovan Banana”

3.2 Ki. Rajanarayanan “The Chair” in The Tamil Story, Ed. Dilip Kumar

3.3 C.S. Chellappa Vaadivasal (OUP)

3.4 Comparing translations of a

text Translations of Akam 38

3.4.1 A.K. Ramanujan Poems of Love and War (OUP)

3.4.2 M.L. Thangappa Love Stands Alone (Penguin)

3.4.3 George L. Hart Ancient Poems in

Tamil Unit 4 : Application of Translation

(10 Hrs)

4.1 Dubbing and Subtitling

4.2 Advertisements

4.3 Film Harry Potter and the Order of the

Phoenix Suggested Reading

Munday, Jeremy. “New Directions from the New Media”.

Introducing Translation Studies. Routledge, New York. 2008.

Unit 5 : Practical Application Tasks

Recommended Reading

Baker, Mona, **In Other Words: A Course Book on Translation**. London: Routledge

Bassnett, Susan. **Translation Studies**. London & NY: Routledge, 1991. Catford, J.C. **A**

Linguistic Theory of Translation: An Essay in Applied

Linguistics. London: OUP, 1965.

Duff, Alan, **Translations**. Oxford: OUP, 1989.

Newmark, Peter. **A Textbook of Translation**. London: Prentice Hall, 1988. Savory,

Theodore. **The Art of Translation**. London: Cape, 1957.

**HBBXB - LITERATURE, ANALYSIS, APPROACHES AND APPLICATIONS
AND COPY EDITING**

II M.A ENGLISH LITERATURE

SEMESTER: III

Learning Objectives:

- To enable the students to experience the practical aspects of literature studies

Learning Outcomes:

- This course helps students to think critically and appreciate literary works.
- This course also helps students to take up Copy Editing as a Profession.
- It strengthens them to be a good proof-reader and editor.

Syllabus

UNIT I Practical Criticism – Critique and Book Review.
UNIT 2 Publishing Industry: Concept organisation function.
UNIT 3 Copy Editing : Basics Functions Role and Process; Copy Editor: Role and Responsibility
UNIT 4 Proof Reading, Editing and E- Publishing
UNIT 5 Technical Writing- Manuals, Business Correspondence

Recommended Text:

Rob Kitchin & Duncan Fuller, 2005, *The Academic's Guide to Publishing*, Vistaar Publications, New Delhi.

Reference Books:

1. D.H. Rawlinson, **The Practice of Criticism**
2. V.S. Seturaman et.al., **Practical Criticism**

3. C.B. Cox: **The Practical Criticism of Poetry.**
4. Krishnaswamy & Sivaraman. **Interface between Literature and Language**
(ed) Durant & Fabb.
5. **Reading Literature,** Gower & Pearson.
6. Kamath, **M.V. The Journalist's Handbook,** Vani Educational Books, New
Delhi, 1986.
7. Kamath, M.V. **Professional Journalism.**

8. Teal, L. and Taylor R. **Into the Newsroom: An Introduction to Journalism.**
9. Warren, Thomas, L., 1985, **Technical Writing. Purpose, Process and Form,** Wadsworth Publishing Company.
10. Itule, Bruce. D., 1994, **News Writing and Reporting for Today's Media.** McGraw Hill.
11. Gerson, Sharon, J. and Steven, M. Gerson., 2000, **Technical Writing: Process and Product,** Prentice Hall.
12. **Chicago Manual of Style.** New Delhi: Prentice Hall of India Pvt. Ltd., 1982.
13. Cabibi, John F.J. **Copy Preparation for Printing.** USA: Mc-Graw- Hill Book Company, 1973.
14. Ryan, Charles W. **Writing: A Practical Guide for Business and Industry.** New York: John Wiley & Sons Inc. 1974.
15. **Type for Books: A Designer's Manual,** Anthony MacKay Miller, 1976.
16. **The Truth about a Publisher,** Sir Stanley Unwin, 1960.

HBB4A - TWENTIETH CENTURY POETRY

II M.A ENGLISH LITERATURE

SEMESTER: IV

LEARNING OBJECTIVES:

- To introduce a few seminal texts of mainstream twentieth century poets to students.
- To enable them to understand and interpret the Twentieth century poems.
- To sensitize the students to the important movements and systems of thought that contributed to the diversity of 20th century British poetry.

LEARNING OUTCOMES:

After doing this course the students will be able to

References Books:

1. Cleanth Brooks, 1939, **Modern Poetry and the Tradition**, University of North Carolina , Press.
2. T.H. Jones, 1963, **Dylan Thomas**, Oliver & Boyd Ltd.
3. Norman Jeffares, 1971, **Yeats: Profiles in Literature**, Routledge & Kegan Paul London.
4. Harold Bloom, 1972, **Yeats**, Oxford University Press, London.
5. 1974, **Eight Contemporary Poets**, Oxford University Press. London,
6. 1976, **Poetry of the First World War**, J.M. Gregson Studies in English Literature Series Edward Arnold, London.
7. John Unterecker, 1977, **A Reader's Guide to William Butler Yeats**, Thames and Hudson Southampton.
8. 1978, **The Pelican Guide to English Literature: The Modern Age**, Penguin Books.
9. P.R. King, 1979, **Nine Contemporary Poets: Critique of Poetry**, Methuen, London.
10. Rajnath, 1980, **T.S. Eliot's Theory of Poetry**,

Website, e-learning resources

http://en.wikipedia.org/wiki/English_literature

<http://en.wikipedia.org/wiki/poetry>

HBB4B - WRITINGS ON AND BY WOMEN

II M.A. ENGLISH LITERATURE

SEMESTER: IV

LEARNING OBJECTIVES:

To appreciate the evolution of women's writings across the centuries, class and cultures

To understand the feminist notions embedded in the texts through close reading

LEARNING OUTCOMES:

After doing this paper the students will be able to

Appreciate the aesthetics of women's writing and its distinct dynamics and dialectics

To evolve a feministic critical oeuvre that is embedded in classic and contemporary women-centric texts.

SYLLABUS:

UNIT 1: Varieties of Feminism – concept of gender – androgyny- Language of women – environment and women- double marginalisation.

UNIT 2: **Poetry:**

Anne Bradstreet	Prologue
Marianne Moore	Poetry
Sylvia Plath	Lady Lazarus.
Maya Angelou	Still I Rise
Margaret Atwood	Marsh Languages
Charmaine D'Souza	When God

made me a Whore(Rajani P, V.
Rajagopalan, Nirmal Selvamony, eds.,
Living & Feeling, Dept. of English.,
M.C.C.)

UNIT 3: Prose:	
John Stuart Mill	On subjection of women (V.S. Seturaman & C.T. Indraed., 1994, Victorian Prose , Macmillan India, Chennai. pp-318)
Virginia Woolf	A Room of One's Own (chapters 3 & 4) (Jennifer Smith ed., 1998, A Room of One's Own by Virginia Woolf , Cambridge UP, New Delhi.) Vandana
Shiva	“Introduction to Ecofeminism”(Vandana Shiva & Maria Mies, 1993, Ecofeminism , Kali for Women, New Delhi.
Alice Walker	In Search of Our Mother's Garden
UNIT 4: Fiction	
Arundathi Roy	The God of Small Things
Jean Rhys	Wide Sargosa Sea
Kate Chopin	The Awakening
UNIT 5: Drama	
Lorraine Hansberry	Raisin in the Sun
Jane Harrison	Stolen

Recommended Texts:

1. Sandra M. Gilbert and Susan Gubar, ed., 1985, **The Norton Anthology of Literature by Women**, New York.
2. Rajani P. , V. Rajagopalan, and Nirmal Selvamony, **Who Says My Hand a Needle Better Fits: An Anthology of American Women Writing**, Dept. of English, Madras Christian College, Tambaram.

Standard editions of the texts.

Reference Books :

1. Lisa Tuttle, 1986, **Encyclopedia of Feminism**, Facts on File Publications, New York.
2. Catherine Belsey & Jane Moore, eds., 1977, **The Feminist Reader**, II ed., Macmillan, London.
3. Kathy J. Wilson, 2004, **Encyclopedia of Feminist Literature**, Greenwood Press, Westport.

HBB4C - ENGLISH LITERATURE FOR UGC NET/SET

II M.A. ENGLISH LITERATURE

SEMESTER: IV

Learning Objective:

This paper intends to train the students to get through NET/SET and other competitive exams. It can also help them to master the subject and evaluate their knowledge of literature.

Learning outcomes:

- This course helps to qualify the National Eligibility Test and other competitive exams in English literature.
- The correct timeline of English Literature.
- Learn more about British Literature, American, European, and Commonwealth Literatures.
- Easily understand literary criticism and theory.

Syllabus:

The Elizabethan Age / Chaucer to Shakespeare: Historical Perspective and Background; Origins of Drama; Elizabethan Plays, Prose and Sonnets.

Geoffrey Chaucer, William Gower, Edmund Spenser, University Wits. Philip Sydney, Shakespeare, Ben Jonson, Christopher Marlowe and Thomas Kyd.

The Jacobean Age: Historical Perspective and Background; the Revenge Tragedies; the Metaphysical Poets; the Cavalier Poets.

John Webster, Thomas Middleton, Thomas Heywood, Francis Bacon and John Bunyan.

The Restoration Period: Historical Perspective and Background; Restoration Satire; Comedy of Manners.

John Dryden, John Milton, John Bunyan, William Congreve, Samuel Butler and William Wycherley.

The Augustan Age: Historical Perspective and Background; Satire and Sentimental Comedy.

Alexander Pope, Jonathan Swift, Daniel Defoe, Joseph Addison, Richard Steele, Samuel Johnson, Samuel Richardson, Henry Fielding, Oliver Goldsmith, George Smollett, Laurence Sterne and Richard Sheridan.

The Romantic Age: Precursors; Transitionists; Romantic Poets and Essayists.

Robert Burns, William Blake, Thomas Gray, William Collins, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, Charles Lamb, Leigh Hunt, William Hazlitt, Thomas Penson De Quincey, Ann Radcliffe and Jane Austen.

The Victorian Age: Historical Perspective and Background; Victorian Poets, Pre-Raphaelites, Essayists, Novelists.

John Stuart Mill, Thomas Carlyle, John Ruskin, Thomas Hardy, Charles Dickens, William Makepeace Thackeray, The Brontë Sisters, Mathew Arnold, Alfred Tennyson, Robert Browning, Dante Gabriel Rossetti, Charles Swinburne and William Morris

The Twentieth Century (Modernism&Postmodernism)/Contemporary Period:

Historical Perspective and Background; Edwardian and Georgian Poets; Imagists; Symbolists; War Poets; Movements; Impact of World Wars I & II on Literature; Modern & Postmodern writers.

Walter Pater, Oscar Wilde, Ezra Pound, Thomas Stearns Eliot, Bernard Shaw, Rudyard Kipling, Joseph Conrad, George Orwell, Henry James, Edward Morgan Forster, Aldous Huxley, David Herbert Lawrence, James Joyce, Virginia Woolf and Somerset Maugham.

Samuel Beckett, Harold Pinter, Ted Hughes, Salman Rushdie, Kurt Vonnegut, Thomas Ruggles Pynchon Jr., John Barth, William Seward Burroughs II, Vladimir Nabokov and Italo Calvino.

American and Non-British Literatures: Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature.

American Writers: Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe, Henry David Thoreau, Walt Whitman, Herman Melville, Emily Elizabeth Dickinson, Mark Twain (Samuel Langhorne Clemens), Robert Lee Frost, Wallace Stevens, Eugene Gladstone O'Neill, Edward Estlin "E.E." Cummings, William Cuthbert Faulkner, Ernest Miller Hemingway, John Ernst Steinbeck Jr., Tennessee Williams (Thomas Lanier Williams III) and Arthur Asher Miller

Non-British Literatures: Chinua Achebe (Albert Chinualumogu Achebe), Ngugi Wa Thiong'o, Nadine Gordimer, Sir Vidiadhar Surajprasad Naipaul, Maya Angelou, Toni Morrison, Alice Walker, Margaret Laurence, Rudy Wiebe, Margaret Atwood, Michael Ondaatje, Moyez Gulamhussein Vassanji, Rohinton Mistry, Taslima Nasrin, Jean Rhys, Toru Dutt, Sri Aurobindo, Sarojini Naidu, Mulk Raj Anand, R.K. Narayan (Rasipuram Krishnaswami Iyer Narayanaswami), Nissim Ezekiel, Kamala Das, Girish Karnad, Eunice de Souza, Suzanna Arundhati Roy, Chetan Bhagat, Kamala Markandaya, Attipate Krishnaswami Ramanujan, Anita Desai, Vikram Seth, Amitav Ghosh, Vikram Chandra, Jhumpa Lahiri, Kiran Desai, Patrick White and Judith Wright.

All Nobel Prize Laureates in Literature and Pulitzer Prize Winners (Poetry, Drama & Fiction)

Literary Theory and Criticism: Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S. Eliot, Northrop Frye, (Frank Raymond) F.R. Leavis, (Ivor Armstrong) I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir, Noam Chomsky, Jacques Derrida, Ferdinand de Saussure, Irving Babbitt, Cleanth Brooks, Mikhail Bakhtin, Roland Barthes, Michel Foucault, Julia Kristeva, Edward Said, Hayden White and Linda Hutcheon.

Rhetoric and Prosody: Figures of Speech: Alliteration, Consonance, Assonance,

Antithesis, Apostrophe, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron.
Rhyme and Metre, Rhythmic Patterns and Literary Terms

Recommended Texts:

- Andrew Sanders – An Oxford History of English Literature.
- Patricia Waugh - Contemporary Critical Theory.
- Peter Barry - Beginning Theory.
- M.H. Abrams – A Glossary of Literary Terms.
- An Outline History of English Literature by W.H. Hudson.
- A Critical Handbook of Literature in English by Shubhamoy Das.
- History of English Literature by W.J. Long.
- History of English Literature by Edward Albert.
- History of English Literature by T. Singh.
- An Introduction to Literary and Cultural Theory by Peter Barry.
- Contemporary Literary and Cultural Theory by P.K. Nayar.
- An Introduction to English Criticism by B. Prasad.
- English Literary Objective Questions by Amita Rowley Thaman.
- A Textbook for Objective Questions in English Literature by Manoj Kumar.
- Lodge, David. Modern Criticism and Theory
- Lodge, David. Twentieth Century Criticism

HBB4D - FILM STUDIES

II M.A ENGLISH LITERATURE

SEMESTER: IV

Learning Objectives:

- To combine the popular interest in films with technical and socio-cultural dimensions of film appreciation

Learning Outcomes:

- This course helps the students to appreciate different kinds of Films.
- It strengthens their knowledge of film making.
- It motivates the students to specialise further in film studies

Syllabus

UNIT I History of Cinema in India; Major landmarks in India Cinema
UNIT 2 Kinds of Films Historical Patriotic Documentary Thrillers etc.
UNIT 3 Art of Film Making: Some Important Techniques Acting/ Photography/Direction/ Scriptwriting etc
UNIT 4 Films and Entertainment Films and Social Responsibility
UNIT 5 Review of Films

Recommended Texts:

1. Ed. Bill Nichols, 1993, **Movies and Methods** Vol. I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, **Movies and Methods** Vol. II, Edition Seagull Books, Calcutta.
3. Susan Hayward, 2004, **Key Concepts in Cinema** Studies, Routledge, London.

Reference Books :

1. Louis Giannetti, 1972, **Understanding Movies**, Prentice Hall, New Jersey.
2. Ed. S. Vasudevan, 2000, **Making Meaning in Indian Cinema**, OUP, New Delhi.

Website: www.academic.info.net/film.html.

HBB4Q - RESEARCH METHODOLOGY

II M.A. ENGLISH LITERATURE

SEMESTER: IV

Learning Objectives:

Project aims at equipping the students with efficiency in their research work and findings in a methodological fashion

Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.

Syllabus:

Research Methodology

1. Preparing Working Bibliography.
2. Format of Research Paper
3. Collections of Materials – Note Making – Plagiarism
4. Planning the Research Paper.
5. Documenting Sources – Parenthetical Documentation
6. Drafting the Research Paper – Use of Quotation – Use of Dictionary and Reference Books – Revising – Proof Reading.
7. Preparing the List of Works Cited.
8. The Format of the Research Paper

Book Recommended

MLA Handbook 8th Edition : Rethinking Documentation for the Digital Age (MLA Handbook for Writers of Research Papers).