

ANNA ADARSH COLLEGE FOR WOMEN

DEPARTMENT OF ENGLISH

COURSE HANDBOOK

M.A ENGLISH – 2021-2022

FIRST SEMESTER

LIST OF FACULTY

1	Dr. Archana M Sardana, M.A, M.Phil, Ph.D
2	Dr. V. Meena Kumari, M.A, (Eng), M.A. (JMC), M.Phil, Ph.D
3	Mrs. R.V.Soupraja, M.A, B.Ed, M.PHIL
4	Mrs. K. Arulmozhi, M.A, M.Phil
5	Mrs. Mathangi Deepak, M.A, M.Phil, SLET
6	Dr. Baisakhi Mukherjee, M.A, M.Phil, Ph.D
7	Dr. Shamsun Sarika T.A, M.A, M.Phil, SET, Ph.D
8	Mrs.Rajalakshmi. M, M.A, M.Phil, M.H.R.M, SET
9	Dr. R. Vanitha, M.A, M.Phil, B.Ed, SLET, Ph.D
10	Dr.K. Srividhya, M.A, M.Phil, Ph.D
11	Dr. Sanghamitra Parhi, M.A, M.Phil, Ph.D
12	Mrs.T. Ulaganayaki, M.A, M.Phil, SLET
13	Dr. Chandreyee Sarkar Mitra, M.A, M.Phil, Ph.D
14	Dr. A.V.Joey, M.A, M.Phil, Ph.D
15	Dr. Nagarani D, M.A, M.Phil, Ph.D
16	Mrs.Sindhuja K.T, M.A, M.Phil, NET
17	Mrs. Aparna B, M.A, M.Phil, SLET
18	Mrs. K. Mary Elizabeth, M.A, M.Phil
19	Dr. Kavitha V, M.A, M.Phil, Ph.D

Course Components	Title of the Paper	CREDITS	CIA	UE	TOTAL
CORE PAPER I	Poetry I : From Chaucer to 17th Century	4	25	75	100
CORE PAPER II	Drama I : Elizabethan and Jacobean Drama	4	25	75	100
CORE PAPER III	Fiction I : Origins and Developments upto 18th Century	4	25	75	100
CORE PAPER IV	Indian Writing in English and in Translation	4	25	75	100
ELECTIVE PAPER I	Classics in Translation	3	25	75	100

	Soft Skills I : Language and Communication	2	40	60	100
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SECOND SEMESTER

Course Components	Title of the Paper	CREDITS	CIA	UE	TOTAL
CORE PAPER V	American Literature	4	25	75	100
CORE PAPER VI	Poetry II : Eighteenth to Nineteenth Century	4	25	75	100
CORE PAPER VII	Drama II : Restoration to Twentieth Century	4	25	75	100
CORE PAPER VIII	Fiction II : Nineteenth to Twentieth Century	4	25	75	100
ELECTIVE PAPER II	English for Careers	3	25	75	100
EXTRA DISCIPLINARY I	English for Professional Communication	3	25	75	100
	Soft Skills II : Spoken and Presentation Skills	2	40	60	100

THIRD SEMESTER

Course Components	Title of the Paper	CREDITS	CIA	UE	TOTAL
CORE PAPER IX	Shakespeare Studies	4	25	75	100
CORE PAPER X	English Language and Linguistics	4	25	75	100
CORE PAPER XI	Literary Criticism and Literary Theory	4	25	75	100
ELECTIVE PAPER III	Introduction to Translation Studies	3	25	75	100
EXTRA DISCIPLINARY II	Literature, Analysis, Approaches and Copy Editing	3	25	75	100
Internship		2			
	Soft Skills III : Life and Managerial Skills	2	40	60	100

**** Internship will be carried out during the summer vacation of the first year and marks should be sent to the University by the College and the same will be included in the Third Semester Marks Statement.**

FOURTH SEMESTER

Course Components	Title of the Paper	CREDITS	CIA	UE	TOTAL
CORE PAPER XII	Twentieth Century Poetry	4	25	75	100
CORE PAPER XIII	Writings by and on Women	4	25	75	100
CORE PAPER XIV	English Literature for UGC NET/SET Examination	4	25	75	100
ELECTIVE PAPER IV	Film Studies	3	25	75	100
CORE PAPER XV	Research Methodology and Project Writing	7*	20	80	100
	Soft Skills IV : Computing Skills	2	40	60	100

M.A ENGLISH

PROGRAMME SPECIFIC OUTCOMES

After completing the Programme, the student will be able to:

- Have a good knowledge of the history of English literature and the major movements and trends of various ages in the history.
- Knowledge of all major authors and famous works.
- Knowledge of major critical theories and a developed sense of analysis and criticism.
- Demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
- Demonstrate high-level proficiency in literary research and in the synthesis of research.
- Develop critical and analytical skills in the interpretation and evaluation of literary texts, ideas and political systems
- Exhibit familiarity with major literary texts, genres, periods, and critical approaches to Literature around the world.

I SEMESTER

CORE PAPER - HBB1A – POETRY I – FROM CHAUCER TO SEVENTEENTH CENTURY

CORE PAPER- HBB1B – DRAMA I – ELIZABETHAN AND JACOBAN DRAMA

CORE PAPER - HBB1C - FICTION I - ORIGINS AND DEVELOPMENTS UPTO 18TH CENTURY

CORE PAPER - HBB1D – INDIAN WRITING IN ENGLISH AND IN TRANSLATION

ELECTIVE PAPER- HBB1E - CLASSICS IN TRANSLATION

PSSEA- SOFT SKILLS I : LANGUAGE AND COMMUNICATION

HBB1A – POETRY I – FROM CHAUCER TO SEVENTEENTH CENTURY

Subject: POETRY I – FROM CHAUCER TO SEVENTEENTH CENTURY

Subject Code: HBB1A

Class: I M A ENGLISH

Semester: Odd (I)

COURSE 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.

SYLLABUS

UNIT I

Chaucer and Medieval England

1. Geoffrey Chaucer *From* “The Prologue” to **The Canterbury Tales**
 - The Knight
 - The Prioress
 - The Wife of Bath
 - The Monk
 - The Doctor of Physic

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

COURSE 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.

Recommended Texts:

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

Standard editions of texts

Reference Books:

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

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

Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon - Avon Studies Vol. II, Edward Arnold, London.

William R. Keast, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.

A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.

David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.

Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

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>

HBB1B – DRAMA I – ELIZABETHAN AND JACOBAN DRAMA

Subject: DRAMA I – ELIZABETHAN AND JACOBAN DRAMA

Subject Code: HBB1B

Class: I M A ENGLISH

Semester: Odd (I)

COURSE 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.

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

COURSE 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.

Recommended Texts: Standard editions of texts

Reference Books:

Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.

Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.

Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.

John Russell Brown and Bernard Harris, eds., Elizabethan Theatre, Stratford - upon - Avon Studies Vol9., Edward Arnold, London.

Allardyce Nicoll, 1973, British Drama, Harrap, London.

Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.

Michael Hathaway, 1982, Elizabethan Popular Theatre : Plays in Performance, Routledge, London.

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)

HBB1C FICTION I - ORIGINS AND DEVELOPMENTS UPTO 18th CENTURY

Subject: FICTION I - ORIGINS AND DEVELOPMENTS UPTO 18th CENTURY

Subject Code: HBB1C

Class: I M A ENGLISH

Semester: Odd (I)

COURSE 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

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 texts

Reference Books:

Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.

F.R. Leavis, 1973, *The Great Tradition*, Chatto&Windus, London.

Ian Watt, 1974, *Rise of the English Novel*, Chatto&Windus, London.

Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.

Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Website, e-learning resources

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

HBB1D –INDIAN WRITING IN ENGLISH AND IN TRANSLATION

Subject: INDIAN WRITING IN ENGLISH AND IN TRANSLATION

Subject Code: HBB1D

Class: I M A ENGLISH

Semester: Odd (I)

COURSE 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.

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)

ArunKolatkarr

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

UNIT 5

Indian Literature in Translation

Poetry

The following Selections *from* A.K. Ramanujan's "Love and War" (**The Oxford Indian Ramanujan**, ed., Molly Daniels, OUP, 2004).

Kapilar, Akananooru pg. 82
Purananooru pg. 356

Short Story

The following selections from **Routes: Representations of the West in Short Fiction from South India in Translation** eds. VanamalaViswanatha, V.C. Harris, C. Vijayashree and C.T. Indra (Macmillan 2000).

Kannada

MastiVenkatesa Iyengar

The Sorley Episode

Malayalam

P. Surendran

Synonyms of the Ocean

Tamil

PudumaiPithan

Teaching

COURSE 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.

Recommended Texts: Standard editions of texts

Reference Books:

K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.

Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.

William Walsh, 1990, Indian Literature in English, Longman, London.

Subhash Chandra Sarker, 1991, Indian Literature, and Culture, B.R. Publishing Corporation, Delhi.

M.K. Naik&Shyamala A Narayan, 2001, Indian English Literature 1980-2000: A Critical Survey ,D.K. Fine Art Press (P) Ltd., New Delhi.

TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

RajulBharagava Ed., 2002, Indian Writing in English: The Last Decade,Rawat Publications, New Delhi.

K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.

P.K. Rajan ed., 2004, Indian Literary Criticism in English: Critics, Texts, Issues,Rawat Publications, New Delhi.

Bruce King, 2001, Modern Indian Poetry in English, OUP, New Delhi.

AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.

A.K. Mehrotra, 2003, An Illustrated History of Indian Literature in English. Permanent Black, New Delhi.

Website, e-learning resources

http://en.wikipedia.org/wik/indian_wring_in_english

HBB1E- CLASSICS IN TRANSLATION

Subject: CLASSICS IN TRANSLATION

Subject Code: HBB1E

Class: I M A ENGLISH

Semester: Odd (I)

COURSE 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.

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.

COURSE 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.

Recommended Texts: Standard editions of texts.

Reference Books:

1. Lau Magnesm, A Dictionary of Modern Eurpean 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>

SOFT SKILLS I

LANGUAGE AND COMMUNICATION -ADVANCED LEVEL

Subject Code: PSSEA

Class: I PG

Semester: Odd (I)

Learning Objectives

- Enable students to convert the conceptual understanding of communication into everyday practice
- Train students to ground concepts/ideas in their own experience
- Create a learner-language interface enabling students to exercise control over language use
- Sensitise students to the nuances of the four basic communication skills –
Listening, speaking, reading and writing

Syllabus

UNIT I: Twinning Functions of Listening and Speaking – Recap of active and passive listening exercises – Analytical listening – syllable/word stress: clear enunciation – Qualities of a good listener and a good speaker.

UNIT II: Twinning Functions of Reading and Writing – Discriminatory reader thoughtful writer – Spotting, correcting errors; critique – Skimming, scanning, structuring – language, tone, ordering, etiquette and perspective.

UNIT III: Individual Communication – Self advertising – Over stating and under stating – Overcoming shyness – Writing curriculum vitae, Statement of Purpose – Talking about

oneself; interview.

UNIT IV: Intermediary Communication – Overcoming mental blocks, prejudices and hotspots of the addressee – telephone, teleconferencing, web chat – greeting, introducing – memos, reports, minutes, business correspondence.

UNIT V: Social Communication – Etiquette in LSRW – polite yet assertive, tackling questions, seeking permission, expressing gratitude – gender fair language – discourse and transactional analysis – empathy.

Practicals:

Unit 1: Listening Comprehension using audio programmes + Creating audio files for speaking.

Unit 2: in class and take home exercises

Unit 3: and Unit 4: Group games and role play

Unit 5: Create archives from different media for LSRW

Learning Outcomes:

- Students will be able to understand and apply knowledge of human communication and language processes as they occur across various context
- Improves the ability to persuade people – to enroll and equip with broader ideas, and visions at large.
- Will be able to improve the written and spoken skills.

Recommended Texts

- Windshuttle, Keith and Elizabeth Elliot. 1999. *Writing, Researching and Communicating: Communication Skills for the Information Age*. 3rd Reprint. Tata McGraw-Hill. Australia
- Dignen, Flinders and Sweeney. *English 365*. Cambridge University Press
- Goleman, Daniel. 1998. *Working with Emotional Intelligence*. Bantam Books. New York
- Jones, Leo and Richard Alexander. 2003. *New International Business English*. Cambridge University Press
- I. Jayakaran. 2000. *Everyone's Guide to Effective Writing*. 2 M Publishing International, Chennai.

PSSEB- SOFT SKILLS II : SPOKEN AND PRESENTATION SKILLS

Subject: SOFT SKILLS : SPOKEN AND PRESENTATION SKILLS

Subject Code: PSSEB

Class: I M A ENGLISH

Semester: EVEN (II)

COURSE OBJECTIVES

UOM S 004 SPOKEN AND PRESENTATION SKILLS – ADVANCED LEVEL

PSSEB

PAPER IV

SEMESTER IV

ELECTIVE IV

CREDIT II

Learning Objectives

- Coach students to identify, classify and apply relevant skill sets
- Illustrate role of skills in real-life work situations with case studies, role play, etc.
- Translate performance of skills into efficient habits
- Enable students to perceive cultural codes involved in presentation and design language performance accordingly

UNIT I: General Language Knowledge and Presentation – STAR strategy – MOM plan

UNIT II: Special Language Knowledge and Presentation –tone, humour, poise – listener/speaker sensitivity and articulation.

UNIT III: General Communication Skills for Presentation – content matching and language matching for specific audience – etiquette, clarity – delivery – use and abuse of hitech aids.

UNIT IV: Professional Communication Skills for Presentation – technical presentations

– too much or too little use of technology – Turn taking – Effective not offensive or defensive handling of questions

UNIT V: Social Communication Skills for Presentation – socializing – ice breakers; small talk – dialogue, debate, discussion – selling, advertising and persuading – overcoming shyness, hesitation – understanding cultural codes.

Practicals:

Unit 1: Case Studies

Units 2,3,4 and 5 : Role play and record work – combination of print, audio and video, where possible.

Learning Outcomes:

Students will be able to:

- Deal with nerves and think more positively about public speaking
- Improved ability to communicate with peers and adults.
- Development of self-awareness.
- Improved cooperative teamwork.
- Helping you build rapport with other people quickly.

- Improving the likelihood of a successful negotiation.

Recommended Texts

- Cathcart, Robert. S. and Larry A. Samovar. 1970. *Small Group Communication:A Reader*. 5th Edition. Wm. C. Brown Publishers. Iowa
- Tamblyn, Doni and Sharyn Weiss. 2000. *The Big Book OF Humorous Training Games*. 2004 Edition. Tata McGraw-Hill. New Delhi
- Andrews, Sudhir. 1988. *How to Succeed at Interviews*. 21st Reprint. Tata McGraw-Hill. New Delhi
- Monippally, Matthukutty. M. 2001. *Business Communication Strategies*. 11th Reprint. Tata McGraw-Hill. New Delhi
- Lucas, Stephen.2001. *Art of Public Speaking*. Mc-Graw Hill.
- Pillai, Radhakrishnan, 2006. *Spoken English for you*. Emerald Publishers, Chennai.

I MA ENGLISH

II SEMESTER

CORE PAPER - HBB2A – AMERICAN LITERATURE

CORE PAPER -HBB2B – POETRY II – EIGHTEENTH TO NINETEENTH CENTURY

CORE PAPER - HBB2C - DRAMA II : RESTORATION TO TWENTIETH CENTURY

CORE PAPER - HBB2D - FICTION II: NINETEENTH TO TWENTIETH CENTURY

ELECTIVE PAPEE- HBB2E - ENGLISH FOR CAREERS

EXTRA DISCIPLINARY- HBBXA - ENGLISH FOR PROFESSIONAL COMMUNICATION

PSSEB- SOFT SKILLS II : SPOKEN AND PRESENTATION SKILLS

HBB2A – AMERICAN LITERATURE

Subject: AMERICAN LITERATURE

Subject Code: HBB2A

Class: I M A ENGLISH

Semester: EVEN (II)

COURSE 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.

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”)

COURSE 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.

Recommended Texts:

Egbert S. Oliver ed., *An Anthology: American Literature, 1890-1965*, Eurasia Publishing House (Pvt) Ltd., New Delhi.

Mohan Ramanan ed., 1996, *Four centuries of American Literature*, Macmillan India Ltd., Chennai.

Standard Editions of texts

Reference Books :

John Russell Brown and Bernard Harris, ed., 1970, *American Theatre*, Edward Arnold.

Daniel Hoffman ed., 1979, *Harvard Guide to Contemporary American Writing*, Oxford University Press, New Delhi.

Owen Thomas, 1986, *Walden and Civil Disobedience: Norton Critical Edition* ed., Prentice – Hall & Indian Delhi.

Website, e-learning resources

www.gonzago.edu/faculty/cample/enl311/litfram.html

HBB2B – POETRY II – EIGHTEENTH TO NINETEENTH CENTURY

Subject: POETRY II – EIGHTEENTH TO NINETEENTH CENTURY

Subject Code: HBB2B

Class: I M A ENGLISH

Semester: EVEN (II)

COURSE 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.

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

The Rape of the Lock,

Canto I (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

COURSE 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.

Recommended Texts:

1973, The Oxford Anthology of English Literature Vol. II. , OUP, London.

Standard editions of text.

Reference Books:

Douglas Grant, 1965, New Oxford English Series, OUP, Delhi.

Shiv K. Kumar, 1968, British Romantic Poets: Recent Revaluations, University of London Press Ltd., London.

A. E. Dyson, ed., 1971 Keats ODES, Case Book series, Macmillan Publication Ltd., London.

Malcolm Bradbury, David Palmer, eds., 1972, Stratford-upon-Avon Studies, Arnold-Heinemann, New Delhi.

Graham Hough, 1978, The Romantic Poets, Hutchinson & Co., London.

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

(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)

HBB2D - FICTION II: NINETEENTH TO TWENTIETH CENTURY

Subject: FICTION II: NINETEENTH TO TWENTIETH CENTURY

Subject Code: HBB2D

Class: I M A ENGLISH

Semester: EVEN (II)

COURSE 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

SYLLABUS:

Course Outline	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.
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Reference Books:

Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.

Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.

Malcom Bradbury and David Palmer. Eds., 1979, Contemporary English Novel, Edward Arnold Press, London.

Ian Watt, 1991, The Victorian Novel: Modern Essays in Criticism, OUP, London.

Dennis Walder, Ed., 2001, The 19th Century Novel; Identities, Routledge, London.

Website, e-learning resources

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

HBB2E - ENGLISH FOR CAREERS

Subject: ENGLISH FOR CAREERS

Subject Code: HBB2E

Class: I M A ENGLISH

Semester: EVEN (II)

COURSE OBJECTIVES:

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

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

COURSE 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.

Reference Books :

1. Robert Heller, 1998, Communicate Clearly – Dorling Kindersley Ltd., London.

2. Matthukutty M. Monipally, 2001, Business Communication Strategies, Tata McGraw Mill.

T.M. Farhatullah, 2002, Communication Skills for Technical Students, Orient Longman.

2004, Write to the top – Writing for Corporate Success; Deborah Dumame; Random House

JayashreeBalan, 2005, Spoken English, Vijay Nicole Imprints.

HBBXA - English for Professional Communication

Subject: English for Professional Communication

Subject Code: HBBXA

Class: I M A ENGLISH

Semester: EVEN (II)

COURSE 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.

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

COURSE 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.

Reference Books :

Robert Heller, 1998, Communicate Clearly – Dorling Kindersley Ltd., London.

Matthukutty M. Monippally, 2001, Business Communication Strategies, Tata McGraw Mill.

T.M. Farhatullah, 2002, Communication Skills for Technical Students, Orient Longman.

2004, Write to the top – Writing for Corporate Success; Deborah Dumame; Random House

JayashreeBalan, 2005, Spoken English, Vijay Nicole Imprints.

SOFT SKILLS II**SPOKEN AND PRESENTATION SKILLS****Subject: SPOKEN AND PRESENTATION SKILLS**

Subject Code: PSSEB

Class: I PG

Semester: EVEN (II)

Learning Objectives

- Coach students to identify, classify and apply relevant skill sets
- Illustrate role of skills in real-life work situations with case studies, role play, etc.
- Translate performance of skills into efficient habits
- Enable students to perceive cultural codes involved in presentation and design language performance accordingly

Syllabus

UNIT I: General Language Knowledge and Presentation – STAR strategy – MOM plan

UNIT II: Special Language Knowledge and Presentation –tone, humour, poise – listener/speaker sensitivity and articulation.

UNIT III: General Communication Skills for Presentation – content matching and language matching for specific audience – etiquette, clarity – delivery – use and abuse of hitech aids.

UNIT IV: Professional Communication Skills for Presentation – technical presentations

– too much or too little use of technology – Turn taking – Effective not offensive or defensive handling of questions

UNIT V: Social Communication Skills for Presentation – socializing – ice breakers; small talk – dialogue, debate, discussion – selling, advertising and persuading – overcoming shyness, hesitation – understanding cultural codes.

Practicals:

Learning Outcomes:

Students will be able to:

- Deal with nerves and think more positively about public speaking
- Improved ability to communicate with peers and adults.
- Development of self-awareness.
- Improved cooperative teamwork.
- Helping you build rapport with other people quickly.
- Improving the likelihood of a successful negotiation.

Recommended Texts

- Cathcart, Robert. S. and Larry A. Samovar. 1970. *Small Group Communication:A Reader*. 5th Edition. Wm. C. Brown Publishers. Iowa
- Tamblyn, Doni and Sharyn Weiss. 2000. *The Big Book OF Humorous Training Games*. 2004 Edition. Tata McGraw-Hill. New Delhi
- Andrews, Sudhir. 1988. *How to Succeed at Interviews*. 21st Reprint. Tata McGraw-Hill. New Delhi
- Monippally, Matthukutty. M. 2001. *Business Communication Strategies*. 11th Reprint. Tata McGraw-Hill. New Delhi
- Lucas, Stephen.2001. *Art of Public Speaking*. Mc-Graw Hill.
- Pillai, Radhakrishnan, 2006. *Spoken English for you*. Emerald Publishers, Chennai.

II M.A ENGLISH LITERATURE

SEMESTER: III

CORE PAPER- HBB3A - SHAKESPEARE STUDIES

CORE PAPER- HBB3B -ENGLISH LANGUAGE AND LINGUISTICS

CORE PAPER- HBB3C - LITERARY CRITICISM AND LITERARY THEORY

ELECTIVE- HBB3D - INTRODUCTION TO TRANSLATION STUDIES

EXTRA DISCIPLINARY- HBBXB - LITERATURE, ANALYSIS, APPROACHES AND APPLICATIONS AND COPY EDITING

INTERNSHIP

PSSEC-SOFT SKILLS III : LIFE AND MANAGERIAL SKILLS

HBB3A - SHAKESPEARE STUDIES

Subject: SHAKESPEARE STUDIES

Subject Code: HBB3A

Class: II M A ENGLISH

Semester: ODD (III)

COURSE 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
- provide the students with the context of Elizabethan England from the evolving contemporary perspectives down the ages.

□

SYLLABUS:

UNIT I

Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in

Shakespeare Studies upto the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

UNIT 2	
Sonnets	Sonnets – 12, 65, 86,130
Comedies	Much Ado About Nothing Winter’s Tale
UNIT 3	
Tragedy	Othello
UNIT 4	
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
AniaLoomba	Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.

COURSE 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.

Recommended Texts:

Stephen Greenblatt, ed., 1997, *The Norton Shakespeare*, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.

Standard editions of texts.

Reference Books:

Bradley, A.C., 1904, *Shakespearean Tragedy*, Macmillan, London.

Spurgeon, 1935, C.F.E. *Shakespeare's Imagery and what It Tells us*, Cambridge UP, Cambridge.

E.M.W. Tillyard, 1943, *Elizabethan World Picture*, Chatto and Windus, London.

Knight G.W., 1947, *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*, Oxford.

Harrison, 1951, G.B. *Shakespeare's Tragedies*, Routledge, London.

Henn, T.R., 1956, *The Harvest of Tragedy*, London.

Knight G.W., 1957, *The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies*, New York.

Muir K., 1961, *William Shakespeare: The Great Tragedies*, London.

Hunter G.K. *William Shakespeare*, 1962, *The Late Comedies*, London & New Year.

Knights, L.C., 1962, *William Shakespeare: The Histories*, London.

Eastman A.M. & G.B. Garrison eds., 1964, *Shakespeare's Critics from Jonson to Auden : A Medley of Judgments*, Michigan.

Oscar James Campbell, ed., 1966, *A Shakespeare Encyclopedia*, London, Methuen & Co.

Jonathan Dollimore, ed., 1984, *The Radical Tragedy*, The Harvester Press, Cambridge.

Shakespeare Surveys, (Relevant Volumes).

John f. Andrews, ed., 1985, *William Shakespeare: His World, His Work, His Influence*, Charles Scribner's Sons.

Stephen Greenblatt, 1988, Shakespearean Negotiations, Oxford University Press .

AniaLoomba, 1989, Gender, Race, Renaissance Drama, Manchester, MUP.

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

Subject: ENGLISH LANGUAGE AND LINGUISTICS

Subject Code: HBB3B

Class: II M A ENGLISH

Semester: ODD (III)

COURSE 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.

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

COURSE 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

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 Bogdan Patrut (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, 2011

HBB3C - LITERARY CRITICISM AND LITERARY THEORY

Subject: LITERARY CRITICISM AND LITERARY THEORY

Subject Code: HBB3C

Class: II M A ENGLISH

Semester: ODD (III)

COURSE 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.

SYLLABUS:

UNIT I

Imitation - Pleasure and Instruction - Myths and Archetypes - Poetic Structure - Diction; Text

- Author-Reader - The 'Other' - Formalism - Structuralism - Deconstruction -

Post-Colonialism.

P

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)

COURSE 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.

Recommended Texts:

T.S. Dorsch. Tr., 1965, Classical Literary Criticism Penguin Books.

Chapters 1 to 3, 6 to 12 and 14.

David Lodge, ed., 1972, Twentieth Century Literary Criticism, Longman, London.

S. Ramaswamy and V.S. Seturaman, 1976, 1979 (Two Vols.), English Critical Tradition, Macmillan, Chennai.

David Lodge, ed., 1989, Modern Literary Theory, Longman, London.

V.S. Seturaman, ed., 1989 Contemporary Criticism, Macmillan, Chennai.

Ashcroft, Griffith & Tiffin, eds., 1995, Post-Colonial Studies Reader, Routledge, London.

Reference Books :

M.H. Abrams, , 1953, The Mirror and the Lamp, OUP, Oxford.

Wimsatt and Brooks, ed., 1957, Literary Criticism – A Short History, Prentice-Hall, Delhi.

David Daiches, 1984, Critical approaches to Literature, Revised Edition, Orient Longman, Hyderabad.

HBB3D - INTRODUCTION TO TRANSLATION STUDIES

Subject: INTRODUCTION TO TRANSLATION STUDIES

Subject Code: HBB3D

Class: II M A ENGLISH

Semester: ODD (III)

COURSE OBJECTIVES:

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

SYLLABUS:

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

COURSE 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

Recommended Reading

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

Bassnet, Susan. Translation Studies. London & New York : Routledge, 1991.

Catford, J.C. A Linguistic Thoery of Translation: An Essay in Applied Linguistics

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

London: OUP, 1965.

Newmark, Peter. A textbook of Translation. London: Prentice Hall, 1988.

Savory, Theodore. The Art of V. London: Cape, 1957.

Steiner George. After Babel: Aspects of Language and Translation. V. London:

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

Subject: LITERATURE, ANALYSIS, APPROACHES AND APPLICATIONS AND COPY EDITING

Subject Code: HBBXB

Class: II M A ENGLISH

Semester: ODD (III)

COURSE OBJECTIVES:

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

SYLLABUS

UNIT 1 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

COURSE 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.

Recommended Text:

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

Reference Books:

Practical Criticism : D.H. Rawlinson, The Practice of Criticism V.S. Seturaman et.al.,
Practical Criticism C.B. Cox: The Practice of Criticism.

Resource books for teachers (eds) Krishnaswamy & Sivaraman. Interface between Literature and Language (ed) Durant & Fabb. Reading Literature, Gower & Pearson.

Kamath, M.V. The Journalist 's Handbook, Vani Educational Books,
New Delhi, 1986.

Kamath, M.V. Professional Journalism.

Teal, L. and Taylor R. Into the Newsroom: An Introduction to Journalism.

Warren, Thomas, L. , 1985, Technical Writing. Purpose, Process and Form, Wadsworth Publishing Company.

Itule, Bruce. D., 1994, News Writing and Reporting for Today's Media. McGraw Hill

Gerson, Sharon, J. and Steven, M. Gerson., 2000, Technical Writing: Process and Product, Prentice Hall

SOFT SKILLS III

LIFE AND MANAGERIAL SKILLS

Subject : LIFE AND MANAGERIAL SKILLS

Subject Code: PSSEC

Class: II PG

Semester: ODD (III)

Learning Objectives:

To help students understand the mechanism of stress particularly negative emotions such as anxiety, anger and depression for effective management.

To introduce the basic concepts of body language for conflict management.

To give inputs on some of the important interpersonal skills such as group decision-making, negotiation and leadership skills.

To make students learn and practice the steps involved in time management

To impart training for empowerment thereby encouraging the students to become successful entrepreneurs.

Unit I- Stress Management

- Definitions and manifestations of stress
- Stress coping ability and stress inoculation training
- Management of various forms of fear (examination fear, stage fear or public speaking anxiety), depression and anger
- Dealing with crisis and disasters.

Unit II- Social Skills and Conflict Management Skills

- Component of Social Skills, effective ways of dealing with people.
- Types of conflict (intrapersonal, intra group and inter group conflicts)
- Basic concepts, cues, signals, symbols and secrets of body language
- Significance of body language in communication and assertiveness training
- Conflict stimulation and conflict resolution techniques for effective conflict management

Unit III- Interpersonal Skills

- Concept of team in work situation, promotion of team spirit, characteristics of team player.
- Awareness of ones own leadership style and performance.
- Nurturing leadership qualities.

- Emotional intelligence and leadership effectiveness- self awareness, self management, self motivation, empathy and social skills
- Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation

Unit IV- Time Management

- Time wasters- Procrastination
- Time management personality profile
- Time management tips and strategies
- Advantages of time management

Unit V- Towards Empowerment

- Stimulating innovation and change- coping with “temporariness”
- Network culture
- Power tactics and power in groups (coalitions)
- Managerial empowerment and entrepreneurship
- Prevention of moral dwarfism – Moral and social code of conduct, ethics and other values, social concerns.
- Altruism (prosocial behavior/ helping behavior)
- Spirituality (clarifications with regard to spirituality)- strong sense of purpose- trust and respect- humanistic practices- toleration of fellow human beings expressions.

PRACTICAL TRAINING

Relaxation exercises- Western (Autogenic Relaxation) and Indian techniques (Shavasana)
 Role- play, Social skills workshop
 Transactional Analysis

Learning Outcomes:

Students will be able to improve

- Planning, organizing, staffing, leading and controlling
- Design and execute more effective negotiation strategies.
- Develop more effective and focused thinking.
- Communicate more effectively and influence others
- Understand entrepreneurship concept as a whole.

REFERENCES

1. Swaminathan. V.D & Kaliappan. K.V(2001). Psychology for Effective Living. Chennai. The Madras Psychology Society.

2. Robbins, S.B.(2005). Organizational Behavior. New Delhi: Prentice Hall of India.
3. Smith, B (2004). Body Language. Delhi: Rohan Book Company.
4. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata Mc Graw Hill.

II M A ENGLISH

IV SEMESTER

CORE PAPER - HBB4A - TWENTIETH CENTURY POETRY

CORE PAPER- HBB4B - WRITINGS ON AND BY WOMEN

ELECTIVE PAPER -HBB4C - ENGLISH LITERATURE FOR UGC NET/SET

ELECTIVE PAPER- HBB4D - FILM STUDIES

CORE PAPER- HBB4Q - RESEARCH METHODOLOGY

PSSD- SOFT SKILLS IV : COMPUTING SKILLS

HBB4A - TWENTIETH CENTURY POETRY

Subject: TWENTIETH CENTURY POETRY

Subject Code: HBB4A

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE 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.

describe the distinct features of British literature of the same period.

analyze and interpret seminal poetry of the period with close reading.

Recommended Texts:

Michael Schmidt, ed., 1980, *Eleven British Poets: An anthology*, Methuen & Co. Ltd., Cambridge.

Richard Ellmann & Robert O'Clair, 1988, *The Norton Anthology of Modern Poetry*, Norton & Company, New York.

References Books:

Cleanth Brooks, 1939, *Modern Poetry and the Tradition*, University of North Carolina, Press.

T.H. Jones, 1963, *Dylan Thomas*, Oliver & Boyd Ltd.

Norman Jeffares, 1971, *Yeats: Profiles in Literature*, Routledge & Kegan Paul London.

Harold Bloom, 1972, *Yeats*, Oxford University Press, London.

1974, *Eight Contemporary Poets*, Oxford University Press. London,

1976, *Poetry of the First World War*, J.M. Gregson Studies in English Literature Series Edward Arnold, London.

John Unterecker, 1977, *A Reader's Guide to William Butler Yeats*, Thames and Hudson Southampton.

1978, *The Pelican Guide to English Literature: The Modern Age*, Penguin Books.

P.R. King, 1979, *Nine Contemporary Poets: Critique of poetry*, Methuen, London.

Rajnath, 1980, *T.S. Eliot's The Theory and Poetry*, Arnold Heinemann: New Delhi.

Website, e-learning resources

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

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

HBB4B - WRITINGS ON AND BY WOMEN

Subject: WRITINGS ON AND BY WOMEN

Subject Code: HBB4B

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE 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

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

COURSE 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.

RECOMMENDED TEXTS:

Sandra M. Gilbert and Susan Gubar, ed., 1985, The Norton Anthology of Literature by Women, New York.

Rajani P. , V. Rajagopalan, and NirmalSelvamony, Who says my hand a needle better fits: An Anthology of American Women Writing, Dept. of English, Madras Christian College, Tambaram.

Standard editions of texts.

REFERENCE BOOKS :

Lisa Tuttle, 1986, Encyclopedia of Feminism, Facts on File Publications, New York.

Catherine Belsey & Jane Moore, eds., 1977, *The Feminist Reader*, II ed., Macmillan, London.

Kathy J. Wilson, 2004, *Encyclopedia of Feminist Literature*, Greenwood Press, Westport.

HBB4C - ENGLISH LITERATURE FOR UGC NET/SET

Subject: ENGLISH LITERATURE FOR UGC NET/SET

Subject Code: HBB4C

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE 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.

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, Matthew 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

COURSE 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.

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

Subject: FILM STUDIES

Subject Code: HBB4D

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE OBJECTIVES:

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

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

COURSE 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

1.Recommended Texts:

Ed. Bill Nichols, 1993 ,Movies and Methods Vol. I, Edition Seagull Books, Calcutta.

Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.

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.academicinfo.net/film.html

HBB4Q - RESEARCH METHODOLOGY

Subject: RESEARCH METHODOLOGY

Subject Code: HBB4Q

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE OBJECTIVES:

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

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

COURSE 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.

Book Recommended

MLA Handbook 8th Edition : Rethinking Documentation for the Digital Age

(MLA Handbook for Writers of Research Papers).

PSSSED- SOFT SKILLS IV : COMPUTING SKILLS

Subject: SOFT SKILLS IV : COMPUTING SKILLS

Subject Code: PSSSED

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE OBJECTIVES:

The major objective in introducing the Computer Skills course is to impart training for students in Microsoft Office which has different components like MS Word, MS Excel, MS Access, Power point etc., at two levels based on their knowledge and exposure. It provides essential skills for the user to get adapted to any work environment, as most of the systems in any 6 workplaces have MS Office installed for their day to day activities. The course is highly practice oriented rather than regular classroom teaching.

SYLLABUS

Unit I: Word Processing – Formatting – Paragraph and character styles, templates and wizards, table and contents and indexes, cross referencing; Tables and Columns – creating manipulating and formatting; Mail Merge, Labels and Envelopes.

Unit II: Spreadsheets – Workbook, Building, Modifying, navigating; worksheet- Autofill, copying and moving cells, inserting and deleting rows, printing; Formulas and functions- Troubleshooting formulas, Functions and its forms like database, financial, logical, reference , mathematical and statistical – Databases – Creating, sorting, filtering and linking.

Unit III: Presentations – PowerPoint – exploring, creating and editing slides, inserting tables and charts- special effects- Clip Art, creating and drawing shapes, inserting multimedia content – presentations – planning, animation, handouts, slideshow..

Unit IV: Databases – Access – Components, creating a database and project, import and exporting, customizing; Tables- creating and setting fields; Queries –Types, creating, wizard- Reports- creating and layout.

Unit V: Information Management – Outlook – Starting, closing, contacts, tool bars, file management; email-reading, composing, responding, attachments, signature, junk mail; tasks - screen, sorting, creating, deleting, assigning, updating; scheduling- calendar.

References:

1. Working in Microsoft Office; Ron Mansfield, Tata McGraw Hill
2. Microsoft Excel 2007; Guy Hart Davis, Tata McGraw Hill.

ASSESSMENT PATTERN

1. CORE PAPERS, ELECTIVE PAPERS AND EXTRA DISCIPLINARY PAPERS

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination: **75 MARKS**

FORMATIVE ASSESSMENT PATTERN

Continuous Internal Assessment

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught.

Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

2. SOFT SKILLS PAPERS

SUMMATIVE ASSESSMENT: 60 Marks

FORMATIVE ASSESSMENT : 40 Marks

TOTAL: 100 Marks

3. RESEARCH METHODOLOGY

SUMMATIVE ASSESSMENT: 80 Marks

FORMATIVE ASSESSMENT : 20 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

Dissertation - 60 Marks

Viva- Voce- 20 Marks

FORMATIVE ASSESSMENT PATTERN

Continuous Internal Assessment - 20 Marks



Signature of HOD



Signature of Principal