

Department Of English
MA English Literature Courses from 12 PEL Batch

S. No	Cate gory	CODE	Course Title	Hours/ week	Credits
Semester I					
1	MC	EL 1808	Advanced Academic Writing	6	4
2	MC	EL 1809	Indian Literature	6	4
3	MC	EL 1810	Feminist Theory And Practice	6	4
4	MC	EL 1811	British Drama	6	4
5	MC	EL 1812	Dynamics of Communication: Theory and Application	6	4
			LEAP	--	--
Semester II					
	MC	EL 2808	British Poetry (From Chaucer To 20th Century)	6	5
	MC	EL 2809	European Literature In Translation	6	5
	MC	EL 2810	Literary Theory And Application	6	5
	MC	EL 2811	Advanced Linguistics	6	5
	ES	EL 2956	Ecopoetics	4	3
	ES	EL 2957	Biography And Travelogue	4	3
			Life Skill Training (LST)	2(inside) + 2(outside)	2
			LEAP	--	3
			Summer Training Programme (30 days)	--	1
Semester III					
	MC	EL 3811	New Literatures in English	6	5
	MC	EL 3812	British Prose And Fiction	6	5
	MC	EL 3813	Discourse Analysis	6	5
	ES	EL 3851	Advanced Translation	4	3
	ES	EL 3852	Media Craft	4	3
	ID	EL 3876	Human Rights And Subaltern Literature	6	5
			Library Hours	2	--
Semester IV					
	MC	EL 4818	American Literature	6	5
	MC	EL 4819	English Language For Teachers And Trainers (ELTT)	6	5
	MC	EL 4820	Re-Visioning Shakespeare	6	5
	MC	EL 4821	Dissertation/Project	12	9

EL 1808 ADVANCED ACADEMIC WRITING

Semester: I
Category: MC

Credits : 4
Hours per Week: 6

Objectives

- To help the students identify a toolkit approach to academic writing.
- To train the students gather, interpret, analyze and synthesize data or information.
- To introduce the essential characteristics, major trends and techniques in research through reading and writing.
- To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers.

UNIT I Information Accession

1. Prewriting techniques
 - a) Note-making
 - b) Note-taking
 - c) Brainstorming
 - d) Mind mapping etc.
2. Representing Data / Information Management
 - a) Definition
 - b) Analysis
 - c) Interpretation
 - d) Argument

UNIT II Documentation

1. Citing Resources / Academic integrity
 - a) Bibliography
 - b) Annotated Bibliography
 - c) Parenthetical documentation
 - d) Avoiding plagiarism

UNIT III Composition

1. Writing process / Synthesizing information
 - a) Paragraphing – Coherence, Cohesion
 - b) Writing the topic sentence
 - c) Explanation and Expansion
 - d) Illustration
 - e) Introduction and Conclusion
2. Mechanics and language verification
 - a) Register
 - b) Vocabulary
 - c) Style

UNIT IV Analysis of writing in Academic Journals

- a) Text Structure
- b) Argument
- c) Language
- d) Content

The students are expected to read articles in academic journals and magazines and identify the different components of research writing and offer commentary/critique.

UNIT V Practice in research writing

Choosing the primary source and the secondary source

The student is expected to choose a text preferably published within the past five years – Fiction, Drama, Poetry or Non-fiction.

Preparation of a literary journal

- a) Writing for publication
- b) Peer observation
- c) Editing/proof – reading

TESTING AND EVALUATION

One C. A test – 35 marks

Literary Journal 30 marks

Writing and presenting a research article(20),

Preparing an e-journal(15) marks

End Semester Examination - 100 marks

References:

- Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
- Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
- Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
- Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London:Routledge,2003.
- Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: Sage Publications, 2005.
- Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.
- Hart, Chris. Doing your Master's Dissertation. London: Sage Publications, 2005.
- Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.
- Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004.
- Potter, Stephen. (ed). Doing Postgraduate Research. London: Sage Publications, 2002.
- Rosen, Leonard J. The Academic Writer's Handbook. Pearson Longman, 2006.
- The Chicago Manual of Style Online (fifteenth edition) –
- www.chicagomanualofstyle.org

EL 1809 INDIAN LITERATURE

Semester: I
Category: MC

Credits : 4
Hours per Week: 6

Objectives:

- To help students understand the history and the evolution of Indian Literature;
- To introduce them to all the 4 genres of Indian Literature;
- To enable them understand the cultural heritage of India through its literature

Unit I Background:

Introduction of English in India – Macaulay's minutes – Anglo Indian Writing – Indo – Anglian Writing – Indian Writing in English – Indian Literature

Unit II Poetry:

1. Toru Dutt : The Lotus
Our Casuarina Tree
2. Sri Aurobindo: Surreal Science
3. Sarojini Naidu: Indian Weavers
4. Nissim Ezekiel: Enterprise
Goodbye Party for Miss Pushpa T.S.
5. A.K. Ramanujan: Obituary
6. Arun Kolatkar: An Old Woman
7. Syed Amanuddin: Don't Call Me Indo-Anglian
8. Dom Moraes: A Letter

Unit III Prose:

9. *The Renaissance in India*: Sri Aurobindo
10. *A Hindu View of Life* : Dr. S. Radhakrishnan

(First 2 chapters)

Unit IV Novel:

11. The Guide: R.K.Narayan
12. Kanthapura: Raja Rao
13. Train to Pakistan: Khushwant Singh
14. English August: Upamanyu Chatterjee
15. One Night at the Call Centre: Chetan Bhagat
16. The White Tiger: Aravind Adiga

Unit V Drama:

17. *Chandalika*: Rabindranath Tagore
18. *Nagamandala*: Girish Karnad

Diaspora: I. Poetry

19. G.S. Sharat Chandra: i) Indian Fillybuster
ii) Assassination

II. Prose:

20. *The Dance of Shiva*: Ananda Kumaraswami
(The Following Essays: i) The Dance of Shiva
ii) What Has India Contributed to Human Welfare
iii) The Intellectual Fraternity)

Methodology:

1. Background lectures, Prose & Poetry sections will be handled in a detailed manner by the instructor.
2. Novel & Drama sections will be explored through students' exposition.
3. For adding variety in the learning process, poetry reading, group discussion, quiz & dramatizing selected scenes could be thought of.

References:

1. *An Anthology of Commonwealth Poetry*: C. D. Narasimhaiah (ed), (Madras: Macmillan), 1990.
2. *Readings from Commonwealth Literature*: William Walsh (Oxford: Clarendon Press), 1973.
3. *A History of Indian English Literature*: M.K. Naik (New Delhi: Sahitya Academy), 1982.
4. *Indian Writing in English*: K.R. Srinivasa Iyengar (New Delhi: Sterling Publishers), 1985.
5. *The Third World Literature*: Trevor James, London, 1986.
6. *A Golden Treasury of Indo Anglian Poetry*: V. K. Gokak.

EL 1810 FEMINIST THEORY AND PRACTICE

Semester: I
Category: MC

Credits : 4
Hours per Week: 6

Objectives

- To introduce the reader/learner to the origin, development, and theories of feminism.
- To introduce the students to women writers who have brought a distinctly feminine perception of human experience into literature.
- To encourage feminist re-readings of texts by male writers.

COURSE CONTENT

UNIT I Introduction

Introduction to the history of feminism; first, second and third wave feminism; feminist issues; liberal feminism, radical feminism, Marxist feminism, post feminism, techno feminism, ecofeminism etc.

UNIT II Feminist literary criticism and theory

1. Pam Morris, *Return to women in History: Lesbian, Black and Class Criticism*
2. Stephanie Genz and Benjamin Brabon, *Girl Power and Chick lit*
3. Imelda Wheleham, *Men in Feminism*
4. Noel Sturgeon, *Women and Nature, Feminism and Environmentalism*

UNIT III Literary Texts

POETRY

1. Judith Wright "Eve to her Daughters"
2. Anne Sexton, "All my pretty ones"
3. Marianne Moore, "The paper nautilus"
4. Maya Angelou, "Caged bird"

DRAMA

1. Dina Mehta, "Getting Away with Murder"
2. Tennessee Williams, "Cat On A Hot Tin Roof"

LIFE STORIES

1. Wangari Mathai, "Unbowed"
2. Pinki Virani, "Aruna's Story"

FICTION

1. Kathryn Stockett, "The Help"
2. Thomas Hardy, "Tess of the d'Urbervilles"
3. Jean Rhys, *Wide Sargasso Sea*
4. Kunal basu, "The Japanese wife"

Unit IV

1. CINEMA (Discussion only)
2. Confessions of a shopaholic
3. Bridget Jones: The edge of reason
4. An affair to remember
5. Cotton Mary
6. Kramer vs Kramer
7. The King and I

Unit V (For seminar only)

1. Alison Light, *Returning to Manderley* pp371-393. *Feminism and Cultural Studies*. Ed Morag Shiach.
2. Debjani Chatterjee, *Harnessing Sakthi*, pp90-100. *Feminist Activism in the 1990s* ed Gabriele Griffin.
3. John Stuart Mill, chapter 2, *On The Subjection Of Women*,
4. Michelle Wallace, *Black Macho and the myth of the Superwoman* pp295-309. *Vintage Book of Feminism* ed. Miriam Schneir.
5. Maria Mies, *New Reproductive Technologies* pp174- 195. *Ecofeminism*. Ed Vandana Shiva and Maria Mies
6. V. Geetha, *Gender Practices*, pp104-135. *Gender*
7. Dale Spender. "*The Politics of Naming*" pp 163-191. *Man Made Language*
8. Ipshita Chanda, *Birthing terrible beauties: Feminisms and Women's Magazines* pp 228-245. *Feminism in India*, ed. Maitrayee Chaudhuri
9. Stephanie Genz, *New Feminism: Victim vs. Power* pp64-76. *Postfeminism*.
10. Gita Aravamudan , *Disappearing Daughters*.
11. Emily Bronte, *Wuthering Heights*
12. Alice Walker, *The Color Purple*
13. Manjula Padmanaban, *Lights Out*
14. Rokeya Hossain, *Sultana's Dream*
15. Anita Nair, *Lessons in forgetting*
16. Rajam Krishnan, *Lamps in a Whirlpool*
17. Anita Jain, *Marrying Anita*
18. C.S. Ambai ,*Black Horse Square*
19. Shashi Despande, *That Long Silence*
20. Folktales and Fairy tales

References:

1. Pam Morris. *Literature and Feminism*. UK. Blackwell Publisher, 1993.
2. Dale Spender. *Man Made Language*. London and New York, Routledge and Kegan Paul, 1980
3. Vrinda Nabar, *Caste as Woman, India*, Penguin, 1995
4. Jack Holland, *Misogyny*, UK, Carroll and Graf, 2006.
5. Judy Wajcman, *Technofeminism*, Cambridge, 2004.
6. Ariel Levy, *Female Chauvinist Pigs*, Great Britain, Pocket Books, 2005.
7. Annalee Newitz and Charlie Anders, ed. *She's Such a Geek*, Emeryville, Seal Press 2006.
8. Greta Gaard and Patrick d. Murphy, ed. *Ecofeminist Literary Criticism*. Urbana and Chicago, University of Illinois Press. 1998.
9. Stephanie Genz and Benjamin A. Brabon, *Postfeminism*, Jaipur, Rawat Publications, 2011.

EL 1811 BRITISH DRAMA

Semester: I
Category: MC

Credits : 4
Hours per Week: 6

Objectives

- To introduce the students to the different trends in the history of English drama.
- To focus on drama as a literary form.
- To enable students to experience the joy of drama as a performing art.

Content

Unit I British Drama upto 17th century

1. Introduction to the development of British drama
2. Christopher Marlow – *Doctor Faustus* (Detailed) (1588)
3. Ben Jonson – *Everyman in His Humour* (Non-detailed) (1598)

Unit II Upto 19th century

1. Oscar Wilde – *The Importance of Being Ernest* (Detailed) (1894)
2. Harold Pinter – *The Birthday Party* (1957) (non-detailed)

Unit III 20th century upto 1950

1. T.S.Eliot – *Murder in the Cathedral* (Detailed) (1935)
2. Bernard Shaw – *Saint Joan* (Non-detailed) (1924)

Unit IV 20th century after 1950

1. Peter Shaffer: *Amadeus* (1979) (Detailed)
2. Tom Stoppard: *Rock n Roll* (2006) (Non-detailed)

Unit V Texts for Seminar

1. Congreve – *The Way of the World* (1700)
2. John Webster – *The Duchess of Malfi* (1613)
3. Oliver Goldsmith – *She Stoops to Conquer* (1773)
4. Sheridan – *The School for Scandal* (1777)
5. Galsworthy – *Strife* (1909)
6. Caryl Churchill – *Cloud Nine* (1979)
7. Jim Cartwright – *Road* (1986)
8. Tom Stoppard – *Arcadia* (1993)
9. Harold Pinter – *The Caretaker* (1960)
10. Agatha Christie – *The Mouse Trap* (1952)
11. J. B. Priestley - *The Magicians* (1954)

12. Arnold Wesker-- The Kitchen Musical, (2000)

Evaluation

External: End Semester

Section A 5 x 8 = 40 (70% from detailed texts and 30% from non-detailed texts)

Section B 3 x 20 = 60 (70% from detailed texts and 30% from non-detailed texts)

References:

1. **Colin Chambers; Mike Prior.** Playwrights' Progress: Patterns of Postwar British Drama. Amber Lane Press. 1987.
2. **Dan Rebellato.** 1956 and All that: The Making of Modern British Drama. Routledge. 1999.
3. **Elizabeth Hale Winkler.** The Function of Song in Contemporary British Drama. University of Delaware Press. 1990.
4. **Frances M. Kavenik.** British Drama, 1660-1779: A Critical History. Twayne. 1995.
5. **Gabriele Griffin.** Contemporary Black and Asian Women Playwrights in Britain. Cambridge University Press. 2003.
6. **George Wilson Knight.** The Golden Labyrinth: A Study of British Drama. New York: W. W. Norton. 1962.
7. **James Acheson (editor).** British and Irish Drama Since 1960. Macmillan. 1993.
8. **Jennifer Robin Goodman.** British Drama Before 1660: A Critical History. Twayne. 1991.
9. **John Russell Taylor.** Anger and After: A Guide to the New British Drama. Penguin Books. 1963.
10. **Karl-Heinz Stoll.** The New British Drama: A Bibliography with Particular Reference to Arden, Bond, Osborne, Pinter, Wesker. H. Lang. 1975.
11. **Keith Peacock.** Radical Stages: Alternative History in Modern British Drama. Greenwood Press. 1991.
12. **Micheline Wandor.** Look Back in Gender: Sexuality and the Family in Post-War British Drama. Methuen. 1987.
13. **Nadine Holdsworth; Mary Luckhurst (editor).** A Concise Companion to Contemporary British and Irish Drama. Blackwell Publishing. 2008.
14. **Richard Allen Cave.** New British Drama in Performance on the London Stage, 1970 to 1985. St. Martin's Press. 1988.
15. **Richard F. Dietrich.** British Drama, 1890 to 1950: A Critical History. Twayne. 1989.
16. **Sanford Sternlicht.** A Reader's Guide to Modern British Drama. Syracuse University Press. 2004.
17. **Susan Rusinko.** British Drama, 1950 to the Present: A Critical History. Twayne. 1989.
18. **Terence Allan Hoagwood; Daniel P. Watkins (editor).** British Romantic Drama: Historical and Critical Essays. Fairleigh Dickinson University Press. 1998.

EL 1812 DYNAMICS OF COMMUNICATION: THEORY AND APPLICATION

Semester: I
Category: MC

Credits : 4
Hours per Week: 6

Objectives

- To identify general theories and central concepts associated with communication
- To gather ideas and information and organize them
- To develop and apply theories and principles of communication in workplace and practice skills of oral presentations, discussion, problem solving, decision making, debates, small group discussions and job interviews
- To transfer information from non-verbal to verbal texts and vice versa
- To take part effectively in social and professional communication
- To sensitize them to cross-cultural differences

Course content

Unit I Communication Theory

1. Meaning of communication
2. Channels of communication
3. Feedback
4. Importance of communication
5. Types and components of communication
6. Principles and barriers to effective communication
7. Communication at workplace

Unit II Reading for Information

1. Use various internet search engines to access information for study purposes
2. Find information and elaborations of given topics from the encyclopedia, dictionaries, etc.
3. Identify techniques used in note – taking
4. Differentiate signal markers used in speech
5. Read for facts, guess meaning from context and infer meaning
6. Understand scanning and skimming
7. Sharpen critical reading

Unit III Preparing the Script

1. Plan and collect data
2. Choose subject matter
3. Organize the materials
4. Achieve clarity and coherence
5. Use appropriate style

Unit IV Oral Presentation

1. Explain the meaning and types of oral presentation
2. Use slide shows and handouts effectively
3. Give oral presentations and participate in small group discussions and debates
4. Hone job interview skills - interview through tele and video-conferencing

5. Use telephone etiquette

Unit V Communication at Workplace

1. Concept of multicultural communication and means to overcome barriers
2. Socializing, managing self and others, motivating, leading, positive thinking, active listening, decision making and problem solving, team building etc.
3. Importance of different forms of nonverbal messages in professional communication
4. Essentials of Advocacy communication
5. Importance of Development communication

Methodology

- Input session
- Library/internet reading and presentations
- Role – play
- Mini project to interview different professionals on the importance of communication skills
- Class presentations and interaction
- Brainstorming
- Group discussions and Oral presentations
- Mock interview
- Demonstration of signal markers used in speech
- Listen to recorded tapes to practice note-taking from an oral presentation

Evaluation

Internal Assessment

Oral tests on platform speaking and group discussion =	20 + 15 = 35	
Written exercises		- 35
Mock interviews		- 30
Total		- 100

Semester Examination

Written examination		- 100
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References:

1. Apte, Madhavi. 2007. **A Course in English communication**. New Delhi: Prentice-Hall of India.
2. Bailey, Stephen. 2004. **Academic Writing- A Practical guide for students**. London & New York: Routledge Falmer.
3. Griffin, E. 2009. **A First Look at Communication Theory** (7th ed.). New York: McGraw Hill.
4. Littlejohn, Stephen W., & Foss, Karen A. 2005. **Theories of Human Communication** (8th ed.) Belmont, CA: Thomson Wadsworth.
5. Sen, Leena. 2005. **Communication Skills**. New Delhi: Prentice-Hall of India.

EL 2808 BRITISH POETRY (FROM CHAUCER TO 20TH CENTURY)

Semester: II
Category: MC

Credits : 5
Hours per Week: 6

I. Objectives:

- To introduce the students of English Literature to the seven centuries of English Poetry, tracing its growth, evolution, thought current, poetic form, devices, figures of speech, etc.;
- To sensitize them to feel the pulse of poetic expression by making them understand and appreciate beat, rhythm, rhyme, etc.;
- To enable them understand the concepts related to Elizabethan, metaphysical, romantic, Victorian, modern & postmodern poetry, to name a few;
- To make them appreciate poetry by critically analyze the poems in terms of theme, content, background, etc.

II. Content:

Unit I

1. a) What is Poetry? b) Metrical & free verse - Kinds of Poetry c) Poetic justice, poetic licence, poetic diction, poetic devices, figures of speech, etc. d) Regional, national, continental & international poets e) Themes of poetry f) Appreciation of poetry

Unit II

2. The Love Unfeigned : Geoffrey Chaucer
3. Sonnet 18 : William Shakespeare
4. Ecstasy : John Donne
5. Light : John Milton
6. To His Coy Mistress : Andrew Marvell
7. On a Certain Lady at Court : Alexander Pope

Unit III

8. Daffodils: William Wordsworth
9. Ode to the West Wind : P. B. Shelley
10. Ode on a Grecian Urn : John Keats
11. Ulysses : Alfred Lord Tennyson
12. My Last Duchess : Robert Browning
13. Say not the Struggle Naught Availeth: Arthur Hugh Clough

Unit IV

14. The Ash Wednesday: T.S. Eliot
15. The Second Coming: W. B. Yeats
16. Greater love: Wilfred Owen
17. You that Love England : C. Day Lewis
18. Light Breaks Where no Sun Shines: Dylan Thomas

Unit V: Non Detailed

19. Epithalamion: Edmund Spenser
20. Sonnets 1 to 15 : William Shakespeare
21. Ode: Intimations of Immortality from Recollections of Early Childhood : Wordsworth
22. Ballad of the Ancient Mariner: S.T. Coleridge
23. The Scholar Gypsy : Mathew Arnold
24. Epic: The Waste Land : T.S. Eliot

III. Methodology:

- i) The detailed texts to be dealt in detail by the classroom instructor.

- ii) The non-detailed reading list will be exhausted by students' classroom presentations only.
- iii) Reading the poems aloud to appreciate their musicality.
- iv) Theory input sessions, quizzes, and critical approach in evaluating the literary devices of the poems.

References:

1. Arthur Quiller Couch, Ed., *The Oxford Book of English Verse (1250 – 1900)*. Oxford: OUP, 1923.
2. Bird, Ed., *Books of Ballads*. London: Longmans, 1967.
3. Grierson & Smith, *Critical History of English Poetry*. London: OUP, 1970.
4. Wilson, *Shakespeare's Sugared Sonnets*. London: CUP, 1974.
5. Heath Stubbs & Wright, *Faber Book of Twentieth Century Verse*. London: Faber & Faber, 1975.
6. Palgrave, Ed., *Golden Treasury of the Best Songs and Lyrical Poems in the English Language*. London: OUP, 1977.
7. Roberts, Ed., *Faber Book of Modern Verse*. London: Faber & Faber, 1979.
8. Roberts, Ed., *Faber Book of Modern Verse*. London: Faber & Faber, 2000

EL 2809 EUROPEAN LITERATURE IN TRANSLATION

Semester: II
Category: MC

Credits : 5
Hours per Week: 6

Objectives

- To acquaint the student with the great epics in European Literature other than British through translation
- To familiarise the student with select Non-English classics in dramatic literature especially in relation to the evolution of the European Theatre
- To familiarise the student with the major works of fiction and poetry in European literature

Unit I Poetry

1. Homer: The Odyssey (Bk-9)
2. Virgil: Aeneid (Bk- 4)

Unit II Prose

1. Aristotle: The Poetics –
2. Longinus: On the Sublime

Unit III Drama

1. Bertolt Brecht : The Life Of Galileo
2. Henrik Ibsen: Master Builder

Unit IV SHORT STORY

1. Guy De Maupassant: A Queer Night In Paris
2. Simone De Beauvoir : The Monologue
3. Franza Kafka : Metamorphosis
4. Anton Chekov: The Bet

Unit V FICTION

1. Miguel De Cervantes: The Adventures Of Don Quixote
2. Jean Paul Sartre: Nausea -
3. Maxim Gorky: Mother
4. Imre Kertesz: Fateless

SEMINAR

- POETRY
 1. Dante: Canto I-V
 2. Ovid: Metamorphoses
- PROSE
 1. Horace: Ars Poetica
 2. Book of Job - The Bible
- DRAMA
 1. Corneille: The Liar
 2. Euripedes... Helen
 3. Sophocles... Oedipus The King
 4. Moliere: The Miser
- FICTION
 1. Dostoyevsky: Crime And Punishment
 2. Victor Hugo: Les Miserables

3. Hermann Hesse: Steppenwolf

References:

- A Very Short Introduction: Hary Beard And John Henderson
- Talking To Virgil: Peter Wise Man
- French Fiction Revisited: Roudize.L
- An Introduction To Greek Literature (Oxford, 1994): Beaton, Roderick
- The Irish Novel: Cahalan, James M
- Forces And Themes In Ulster Fiction: Forster, John Wilson
- The Last Years Of Soviet Russian Literature: Brown, B
- Russian Literature: Shneidman, N

EL 2810 LITERARY THEORY AND APPLICATION

Semester: II
Category: MC

Credits : 5
Hours per Week: 6

Objectives

- To introduce to students Literary Theory from the beginning of the twentieth century to the present day
- To train the students to relevantly apply theory to their analysis of literary texts
- To enable students to study in-depth a range of theoretical perspectives and enhance their appreciation of literature

Course Contents

Required Reading

UNIT I Formalism: Russian Formalism and New Criticism

1. *The Formal Method* – Boris Eichenbaum
2. *The Formalist Critics* – Cleanth Brooks

Unit II Phenomenology and Reader Response Theory

3. *Interpretive Communities* – Stanley Fish

Unit III Structuralism and Poststructuralism

4. *The Linguistic Foundation* – Jonathan Culler
5. *Structure, Sign And Play In The Discourse Of The Human Sciences* – Jacques Derrida

Unit IV Post Modernism and Cultural Studies

6. *The Postmodern Condition* – Jean Francois Lyotard
7. *Simulacra and Simulations* – Jean Baudrillard
8. *The Culture Industry As Mass Deception* – Max Horkheimer and Theodor Adorno

Unit V New Historicism and Cultural Materialism

9. *Professing the Renaissance* – Louis Montrose
10. *Cultural Materialism, Othello and the Politics Of Plausibility* – Alan Sinfield

Extended Reading (For Self-Study and Seminar Only)

1. *Literary Theory: An Anthology* (Second Edition)
Edited By Julie Rivkin and Michael Ryan (Part One to Part Seven Only)
2. *Modern Criticism and Theory*
Edited By David Lodge (Part I to Part IV Only)

Works on Literary Theory

1. Barthes, Roland. *Selected Writings*.
2. Barthes, Roland. *The Semiotic Challenge*.
3. Culler, Jonathan. *Structuralist Politics*.
4. Schools, Robert. *Structuralism In Literature: An Introduction*

5. Derrida, Jacques. *The Exorbitant, Question Method.*
6. Derrida, Jacques. *A Derrida Reader: Between The Blinds*
7. Benjamin, Andrew. *The Lyotard Reader*
8. Felman, Shoshana. *Literature And Psychoanalysis – The Question Of Reading*
9. Freud, Sigmund. *The Interpretation Of Dreams*
10. Lacan, Jacques. *Desire And The Interpreter Of Desire In Hamlet*
11. Lacan, Jacques. *The Insistence Of The Letter In The Unconscious*
12. Eagleton, Terry. *Marxism And Literary Criticism*
13. Grady, Hugh. *The Modernist Shakespeare*
14. Holderness, Graham. *The Shakespeare Myth*
15. Birch, David. *Language Literature And Critical Practice: Ways Of Analyzing Text*
16. Fish, Stanley. *Is There A Text In This Class?*
17. Lodge, David. *Modern Criticism*
18. Scott, Wilbur. *Five Approaches To Literature*
19. Wimsatt and Brookes. *A Short History Of Literary Criticism*
20. Routledge. *Critical Thinkers*
(All Volumes) Series Editor: Robert Eaglestone

Evaluation:

Semester Examination

a) Paragraph questions	: (100-150 words)	5/8x5 = 40
b) Essay questions	: (300 words)	2/4x20 = 40
c) Poem analysis	: (200 words)	1x20 = 20
Total		=100

EL 2811 ADVANCED LINGUISTICS

Semester: II
Category: MC

Credits : 5
Hours per Week: 6

Objectives:

- To enrich learners with the knowledge of the scientific study of language and to provide insights into the nature of language.
- To familiarise learners with the discourse of linguistics and to provide exposure to the variety of theoretical and practical manifestations of linguistics.
- To enable students to gain an informed approach on how language interfaces with literature as well as with societal concerns and also to show how it feeds into the discipline of cognitive sciences.
- To motivate students to pursue research in various branches of applied linguistics.

Course Content:

Unit I:

Nature of Language: Human and non-human systems of communication; design features of languages, linguistic form (free and bound), Saussurean Dichotomies, Psychology of Language, Language and the Brain, Language and Mind.

Unit II:

Phonetics and Phonology: Articulatory, Auditory and Acoustic Phonetics. The Anatomy and Physiology of Speech. Phonetic Transcription. Initiation of Speech. Consonants and Vowels and their Classification. Suprasegmentals. Acoustic Characteristics of Speech. Phoneme, Phonological Processes and Features.

Unit III:

Morphology: Morph, Morpheme, Allomorph, Morphological processes, Compounds, Analyzing Morphological Structure, Word classes, Morphological Properties of English verbs, Word Formation.

Unit IV:

Syntax and Semantics: Phrase Structure Grammar, Transformational Grammar, Rules and Constraints on rules, Theory of Govt. and Binding: Universal Grammar, Innateness Hypothesis, Types of meaning, Semantic Relations, Pragmatics.

Unit V :

Applied Linguistics:

- Stylistics:** The relationship of language to literature, Style and Function, Poetic discourse, narrative discourse and dramatic discourse.
- Language Disorders :** The brain and language organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.
- Lexicography :** Monolingual dictionary , Interlingual dictionary, Structure and Equivalences, Problems of Intertranslatability, General and Special Purpose Dictionaries.
- Language Teaching :** Learning Theories, learners and methods.

Methodology:-

1. Conventional class room lectures.

2. Discussion on topics related to recent developments in applied linguistics.
3. Seminars and presentations on theoretical and practical aspects of language.

References:

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- _____ (ed.), 1995. *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Publications.
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- Haegeman, L. 1992. *Introduction to Government and Binding Theory*. London. Blackwell. Second Edition.
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- Laver, J. 1994. *Principles of Phonetics*. UK: Cambridge University Press.
- Leech, G. 1969. *A Linguistic Guide To English Poetry*. London. Longman.
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- Opler, L.K. & Gjerlow, K. 1999. *Language and the Brain*. Cambridge. Cambridge University Press.
- Poole, C. Stuart. 1999. *An Introduction to Linguistics*. Palgrave Macmillan.
- Radford, A. et al. 1999. *Linguistics :An Introduction*. UK: Cambridge University Press.
- Landau, S.I. 1989. *Dictionaries: The Art and Craft of Lexicography*. Cambridge. Cambridge University Press.
- Lyons, J. 1995. *Linguistic Semantics: An Introduction*. Cambridge: Cambridge University Press.

EL 2956 ECOPOETICS

Semester: II
Category: ES

Credits : 3
Hours per Week: 4

Objectives :

- To expound to the learners the interdisciplinary nature of the course and to sensitise the learners on grave ecological concerns
- To render a historical perspective of the said criticism
- To familiarise the learners with the western ecocritical tools and to expose the learners to the relevant literature in the ecocritical realm
- To synthesise the western ecocritical tools with the eastern oikopoetic sensibilities
- To facilitate the understanding of ecofeminist theory and practice

Course Contents :

Unit 1 Interdisciplinarity Hours 12

1. Joe Moran's "Interdisciplinarity"
2. Arne Naess' "Ecology, Community and Life style "
3. Sri. L.C. Jain's "Eco-spirituality For Communal Harmony"
4. "Eco-spirituality"
5. Fritjof Capra's "The Web Of Life"

Unit 2 Ecocritical Stirrings Hours 12

1. Jonathan Bate's "The Song Of The Earth"
2. "The Green Studies Reader"
3. "The Ecocriticism Reader"

Unit 3 Indian Classical Oikopoetics Hours 12

1. "The Abhijnanasakuntalam of Kalidasa"
2. P.T. Srinivasa Iyengar's "History Of The Tamils"
3. A.K. Ramanujan's "The Interior Landscape"
4. "tolkaappiyam: akattiNai iyal"
5. "tinai"

Unit 4 Wordsworth,Emerson,Thoreau and Ecocriticism Hours 12

1. William Wordsworth's "The Prelude"
2. Jonathan Bate's "Romantic Ecology"
3. "Selected Essays, Lectures and Poems of Ralph Waldo Emerson"
4. "Twentieth Century Interpretations of Walden"
5. Lawrence Buell's "The Environmental Imagination"

Unit 5 Ecofeminism Hours 12

1. Universal Declaration of the Rights of Mother Earth
2. Karen J. Warren- Introduction to Ecofeminism
3. Vandana Shiva- Women in the Forest
4. Margaret Atwood- Surfacing
5. Susan Hawthorne-'Earth's Breath'

- **Teaching Methodology:**

- Conventional classroom lectures
- Guest lectures by experts on ecocriticism
- Group | Panel Discussion
- 'Hot Seat' activity
- Field visit followed by written / oral / visual presentation
- Virtual ecological tour
- Folk theatre on environmental issues
- Screening of **docu-films** and **feature films** on ecological holocausts:
[eg. "**Nature's Death**" on Pallikaranai marsh land, "**The Day After**" on nuclear holocaust & "**The Day After Tomorrow**" on global warming & '**Appalachia**']

- **Book Talk** on any one of the following books:
Arundhati Roy's "The End of Imagination"
Dilip D'Souza's 'The Narmada Dammed'
Dominique Lapierre & Javier Moro's 'It Was Five Past Midnight In Bhopal'
Keri Hulme's 'The Bone People'
Indra Sinha's 'Animal's People'

Evaluation

I. Continuous Internal Assessment

- Two Internal Tests [2 x 35] : 70 marks
- Classroom activity : 15 marks
- Micro Project based on the field trip : 15 marks
100 marks

References :

- Adamson, Joni. *American Indian Literature, Environment Justice and the Ecocriticism*. Tucson: The University of Arizona Press, 2001.
- Adhikary, Qiran. *Feminist Folktales from India*. Oakland: Masalai Press, 2003. Print.
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- Braun, Bruce and Noel Castree. *Remaking Reality*. London: Routledge, 1998.
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- Hawthorne, Susan. *Earth's Breath*. Spinifex Press, 2010. Print.
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- Stibbe, Arran (ed). *The Handbook of Sustainability Literacy-Skills for a changing world*. Devon: Green Books Ltd, 2009. Print.
- Shiva, Vandana. *Staying Alive- Women, Ecology and Development*. New York: South End Press, 2010. Print.
- Warren, J. Karen, ed. *Ecofeminism -Women, Culture, Nature*. Indiana: Indiana University Press. 1997. Print.

E-resources

- Harding, Stephen. *What is Deep Ecology?* <<http://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>>. Web.
- Proposal of Bolivia to Rio+20. *Universal Declaration of the Rights of Mother Earth*. <<http://motherearthrights.org/universal-declaration/>>. Web.
- Roy, Arundathi. *The Greater Common Good*. <<http://www.outlookindia.com/article.aspx?207509>>. Web.

Websites

- www.ecofem.org/journal
- www.rediff.com/news/dec/24devi.htm
- www.spiritoftrees.org/
- www.navdanya.org/
- www.ecofem.org/
- www.nobelprize.org
- www.resurgence.org/
- www.bhoomimagazine.org/
- www.greenbeltmovement.org/
- www.successconsciousness.com
- www.wetheworld.org

Magazines

- "Bhoomi"
- "Environment" [USA]
- "Environment Action" [UK]
- "Life Positive" [India]
- "National Geographic"
- "Resurgence" [UK]
- "Sierra" [USA]
- "The Ecologist Asia" [India]
- "The Ecologist" [UK]

EL 2957 BIOGRAPHY AND TRAVELOGUE

Semester: II
Category: ES

Credits : 3
Hours per Week: 4

- A. Objectives of the course
- To enable the learners to understand the difference between Biography, Autobiography, Memoirs, Travelogue and to identify the mutual influence between them.
 - To introduce the learners to people and places as characters.
 - To empower the learners to draw pen pictures in words of versatile and phenomenal personalities across the globe.
 - To render accurate, first hand, factual, reliable records of people, places, customs, conventions, ceremonies, and rituals
 - To persuade the learners to develop open-mindedness and non-discriminatory attitude towards the 'other' i.e. different locales, people, culture, customs, conventions, ceremonies and rituals

B. Course content (Total: 60 hrs.)

Unit I. Introduction

1. Familiarization of the register of Biography, Autobiography and Travelogue.
2. Introduction to Biography, Autobiography, Memoir,
3. Introduction to Travelogue and associated histories of the place.

Unit: II Biography

4. A Beautiful Mind-Sylvia Nazar(1998)
5. I Know Why the Caged Bird Sings-Maya Angelou (1969)

Unit III

6. My Paper Chase: True Stories of Vanished Times.-Harold Evans.(2009)
7. The Man Died: Prison Notes of Wole Soyinka (1972)

Unit IV Travelogue

8. India A Million Mutinies Now-V.S.Naipaul (1990)
9. From Heaven lake: Travels through Sinkiang and Tibet- Vikram Seth (1981)

Unit V

10. Peace in Winter Gardens- Ordinary People Extraordinary Lives-Annes Jung(2000)
11. Nine Lives: In Search of the Sacred in Modern India-William Dalrymple (2011)

C. *Real-life learning (15 hrs)*

- Meeting remarkable personalities, interviewing them and presenting their life history in the form of projects or documentaries.
- Visiting places of historical significance, travel destinations and making presentations on them.

D. *Extended Reading*

1. A Warrior's Life: the Authorized Biography-Fernando Mores(2010)

2. A Writers Diary Prison Notes- Wa Thiango (1981)
3. Narrative of the Life of Fredrick Douglas, an American Slave (1845)
4. In Xanadu: A Quest- William Darlymple (2012)
5. The Pilgrimage: Diary of Magus)- Paulo Coelho(1987)

E. Methodology

1. Class-room lectures.
2. Pre-reading and post-reading exercises
3. Field visit
4. Group-discussions and peer-interactions.

References:

1. Abrahms, M.H. and Harpham,Galt. Dictionary of Literary Terms.USA: Wadsworth Pulishers, 2011.Print.
2. Cuddon, John.Dictionary of Literary Terms. Oxford: Black Reference, 1991. Print.
3. Staines, David, Scholes, Robert, Comley, Nancy, Klaus, Carl (eds). Elements of Literature: Canadian edition.London: Oxford University Press.2009. Print.
4. Prasad,B. A Background to the study of English Literature.Ubs publishers.Print

EL 3811 NEW LITERATURES IN ENGLISH

Semester: III
Category: MC

Credits : 5
Hours per Week: 6

Objectives:

- To introduce the students of English Literature to a new breed of writing which talks about their oppressed feelings, ventilates their emotions, airs their protests, etc.;
- To sensitize them to feel that there arises a new kind of literature which does not come from muses but from the bottom of hearts;
- To enable them understand the concepts related to imperialism, colonialism, and the process of decolonization of the mind;
- To familiarize them to the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them;
- To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of hybridity, marginality, plurality and 'otherness', by examining these texts.

Content:

Unit I Introduction

1. Birth, evolution & growth of NLE
2. Coloniality - struggle – protest – marginality – rootlessness – poverty – 'otherness'
3. Post Imperial Literature to Commonwealth Literature, Postcolonial Studies to New Literatures
4. Politics in name
5. Themes and concerns
6. Approach & appreciation

Unit II Prose

1. The Myth, Ritual and the African World : Wole Soyinka
2. Nation and Narration : Homi K. Bhabha

Unit III Poetry

1. A Common Hate Enriched our Love and Us: Dennis Brutus
2. A Far Cry From Africa : Derek Walcott
3. Africa : David Diop
4. Journey to the Interior : Margaret Atwood
5. On Writing a Poem : E. E. Tiang Hong
6. Words : Edwin Thumboo
7. Time : Allen Curnow
8. Abiku : Soyinka & J. P. Clarke
9. Nowhere, No Trace Can I Discover : Faiz Ahmed Faiz
10. Australia : A. D. Hope

Unit IV: Drama:

1. Madmen and Specialists : Akinwande Oluwole S.

Unit V : Non Detailed : Novel:

2. Starbook : Ben Okri
3. Cry the Beloved Country : Alan Paton
4. A Question of Power : Bessie Head
5. What Becomes of the Broken Hearted?: Alan Duff

6. A Million Mutinies Now : V.S. Naipaul
7. The English Patient : Michael Ondaatje

Methodology:

- i) The detailed texts to be dealt in detail by the classroom instructor
- ii) The non-detailed reading list will be examined by students' classroom presentations
- iii) Theory input sessions, quizzes, and critical approach in evaluating the literary devices

References:

1. Trevor James, *English Literature from the Third World*. Oxford: Longman, 1986.
2. C.L. Innes, *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge: CUP, 2007.
3. Ngugi wa Thiong'o, *Decolonizing the Mind*. Nairobi: East African Educational Publishers, 1986.
4. Robert J. C. Young, *A Short Introduction to Postcolonialism*. Oxford: OUP, 2006.
5. Bill Ashcroft, et. al, *The Empire Writes Back*. London: Routledge, 1989.
6. Michael Etherton, *The Development of African Drama*. London: Hutchinson, 1982.
7. William Walsh, Ed., *Readings in Commonwealth Literature*. London: OUP, 1973.
8. C.D. Narasimhaiah, Ed., *An Anthology of Commonwealth Poetry*. Chennai: Macmillan, 1990.

EL 3812 BRITISH PROSE AND FICTION

Semester: III
Category: MC

Credits : 5
Hours per Week: 6

Objectives

- To introduce the students to prose and the novel as a literary form, its origins, history and continued popularity.
- To show how the prose and fiction can become documents of current and historical importance.
- To create an interest in reading books those are both contemporary and timeless in nature through an introduction to novels and short stories that have been critically acclaimed as best selling and thought provoking.
- To encourage discussions on the forms of the novel, experiments in form and current theories on narratology.
- To familiarize the student with the social conventions and life styles/ values of the British societies and how they impact the rest of the world

Unit I PROSE

1. Francis Bacon Of Parents and Children; Of Friendship
2. Addison and Steele *Sir Roger at Church: Sir Roger de Coverley's Portrait Gallery*
3. Hazlitt : On going a Journey; Of the Feeling of Immortality in Youth
4. Charles Lamb In Praise of Chimney Sweepers; Dream Children

UNIT II FICTION

1. Doris Lessing The Grass is Singing
2. Joseph Conrad Lord Jim
3. George Orwell Animal Farm
4. Golding Lord Of The Flies

UNIT III SHORT STORY

1. Somerset Maugham The Letter
2. Eliabeth Bowen Demon Lover
3. D.H.Lawrence Rocking Horse
4. James Joyce Araby

UNIT IV SEMINAR

PROSE

1. Oliver Goldsmith Citizen of the World
2. Lytton Strachey Eminent Victorians
3. John Bunyan Pilgrim's Progress
4. Thomas More Utopia

UNIT V FICTION

1. Jane Austen Pride and Prejudice
2. Charles Dickens Christmas Carol
3. Virginia Woolf Mrs Dalloway
4. Greene Heart of the Matter
5. E.M.Forster Passage to India

EL 3813 DISCOURSE ANALYSIS

Semester: III
Category: MC

Credits : 5
Hours per Week: 6

Objectives

- To develop skills for applying the techniques of discourse analysis to the study of texts, to discuss application of DA and to teach ESL.
- To introduce major theoretical frameworks and current issues in discourse analysis and demonstrate the relevance and usefulness of discourse studies to the field of applied linguistics.
- To provide for the practical application of the course to conduct research on a particular topic in discourse analysis
- To investigate relationships between grammatical forms and their meanings and functions in discourse;

Unit I Introduction to Discourse Analysis

1. Discourse Analysis - Definition
2. Relevance of Discourse Analysis

Unit II Pragmatics

1. Pragmatics Concept clarification
2. Semantics Vs Pragmatics
3. Speech Acts and Speech Events
4. Constatives, Performatives,
5. Locution, Illocution, Perlocution
6. Restricted and Elaborated Code

Unit III Principles of Pragmatics

1. Meaning, Sense and Force
2. Turn taking
3. Cooperative Principle
4. Politeness Principle

Unit IV Specific Ingredients of Discourse Analysis

1. Discourse and Meaning
2. Form and Meaning
3. Discourse Markers
4. Cohesion and Coherence

Unit V Analysis of Specific Discourse

1. Racist Discourse
2. Gender Discourse
3. Discourse of the Underprivileged

Course Material:

Relevant Chapters from

Brown, Gillian, and George Yule. 1983. *Discourse Analysis*. Cambridge: CUP.

Jenny Thomas, *Meaning in Interaction* (London & New York: Longman, 1997).

Searle J Speech Act CUP 1967

References:

1. Chafe, W. 1994. *Discourse, Consciousness, and Time*. Chicago: UCP.
2. Fairclough N. 2003 *Analysing Discourse: Text Analysis for Social Research*, London: Routledge.
3. Ford, C. E. & S.A. Thompson. 1986. "Conditionals in discourse: a Textbased study from English." In *On Conditionals*. Pp.353-372.
4. Fraser, Bruce. 1999. "What are discourse markers?" *Journal of Pragmatics*. 31: 931-952.
5. Givon, T. 1987. "Beyond Foreground and Background." In Tomlin, R. S. (ed.) *Coherence and Grounding in Discourse*. pp. 175-188.
6. Hughes, R. & M. McCarthy. 1998. "From sentence to discourse: discourse grammar and English language teaching." *TESOL Quarterly*. 32: 263-287.
7. Nunan, D. 1993. *An introduction of discourse analysis*. Harmondsworth, England: Penguin.
8. Rogers, R. (2004) *An Introduction to Critical Discourse Analysis in Education*. Mahwah, NJ: Lawrence Erlbaum.
9. Tomlin, R. S. (ed.) 1987. *Coherence and Grounding in Discourse*. Amsterdam: JBPC.
10. Tyler, A. 1992. "Discourse Structure and the Perception of Incoherence in International Teaching Assistants' Spoken Discourse." *TESOL Quarterly*. 26: 713-729.
11. Van Dijk, T. (2004) 'Critical Context Studies' plenary session at International Conference on Critical Discourse Analysis, Valencia, 5 th May 2004.
12. Wodak, R. & Chilton P. (2005) *A New Agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinarity*. Amsterdam: John Benjamins.
13. Wodak, R. & Meyer, M. (2001) *Methods of Critical Discourse Analysis*. London: Sage
14. Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. New York: Routledge.
15. Schiffrin, D. Tannen, D. & Hamilton, H. (2003) *The handbook of discourse analysis*. Malden, MA: Blackwell.
16. Georgakopoulou, A. & Goutsos, D. (2000). Revisiting discourse boundaries: The narrative and non-narrative mode.
17. Noveck, I. A. & Reboul, A. (2008). Experimental pragmatics: A Gricean turn in the study of language. *TRENDS in CogSci*, 12, 425-431.
18. Barbara Johnstone (2008). *Discourse Analysis, Second Edition*. Blackwell Publishing (ISBN 978-1-4051-4427-8).
19. Adam Hodges (2011). *The "War on Terror" Narrative: Discourse and Intertextuality in the Construction and Contestation of Sociopolitical Reality*. Oxford University Press (ISBN 0-199-75958-8).
20. Adam Jaworski and Nikolas Coupland (eds.) (2006). *The Discourse Reader, Second Edition*. Routledge (ISBN 0-415-34632-0).

EL 3851 ADVANCED TRANSLATION

Semester: III
Category: ES

Credits : 3
Hours per Week: 4

Objectives:

- To familiarise the learners with the history and theories of translation.
- To introduce them to the techniques involved in translation of literary and non- literary texts.
- To enhance the employability of the learners as translators.
- To encourage them to prepare a draft translation leading to the preparation of a project work.

Unit I Conceptual clarification. Definitions.

1. History of translation.
2. Methods of translation.
3. Translation and Transliteration.
4. Interlingual translation.
5. Intralingual translation.
6. Intersemiotic translation.
7. Communicative translation.
8. Semantic translation
9. Classifications of translation by Theodore Savory, Andre Lefevere and Peter Newmark.

Unit II Principles of Translation.

1. Decoding and Recoding.
2. Loss and gain.
3. Problems of Equivalence:
 - a. Formal Correspondence
 - b. Dynamic Equivalence
4. Translatability and Untranslatability.
5. Cultural Functions of Translation.
6. Cultural Transference.
7. Cultural Interference.
8. Problems of Literary Translation.
 - a. Translating Prose.
 - b. Translating Poetry.
 - c. Translating Drama.
9. Problems of Non-Literary Translation
 - a. Translation of Folktales.

Unit III Dimensions of Translation

1. Communicative
2. Linguistic
3. Interpretative
4. Translation in the context of
 - a. Sociolinguistics
 - b. Psycholinguistics
 - c. Machine translation- computer.
 - d. Translation in ELT

Unit IV Translation Practice

1. Text Analysis/Translation criticism/ back translation test.

Unit V A study of some of the extracts from the translated versions of literary texts from Tamil to English.

1. Theoretical Inputs
2. Group work
3. Translation Workshops
4. Guest lectures
5. Translation Practice
6. Text Analysis.

Evaluation

Internal	:50%
Written Test	: 1x35=35 marks
Class work/assignments:	35 marks
Assignment/project	: 30 marks

References:

1. Bassnett, Susan and McGuire. Translation Studies. Methuen: London, 1985.
2. Newmark, Peter. Approaches to Translation. Pergamon Press: Oxford, 1981.
3. Newmark, Peter. Paragraphs on Translation. Multilingual Metters Ltd., Clevedon, 1993.
4. Nida, A.Eugene & Charles R.Taber. The Theory and Practice of Translation. United Bible Societies, Leiden, 1982.
5. Nida, A.Eugene. Bible Translating. United Bible Societies, London. 1961.
6. Wilss, Wolfram. The Science of Translation: Problems and Methods. Gunter Narr Verlag Tubingen, 1982.
7. Robinson, Douglas. Becoming a Translator. Routledge, London. 1997.
8. Schaffner, Christina and Helen Kelly-Holmes. Cultural Functions of Translation. Multilingual Matters Ltd., Clevedon, 1995.
9. Venuti, Lawrence. The Translation Studies Reader. Routledge, London. 2000.
10. Holmes, S.James. Ed., The Nature of Translation. Moulton, Paris. 1970.
11. Karunakaran, K. & M.Jeyakumar. Translation as Synthesis: A Search for a New Gestalt. Bahri Publications, New Delhi. 1988

EL 3852 MEDIA CRAFT

Semester: III
Category: ES

Credits : 3
Hours per Week: 4

OBJECTIVES:

- To enable the students to understand that writing for the media is an art as well as a craft
- To sensitise the learners on issues of social import
- To familiarise the students with the mechanics of writing, with specific reference to nuances of grammar
- To provide the global perspective, not forgetting the Indian context
- To offer hands-on experience to the learners by empowering them to bring out campus bulletins and produce short and docu-films

Unit I Grammar of Communication (15 hrs)

1. Characteristics of communication / mass communication
2. Four waves of media (Marshall McLuhan)
3. Deconstructing the media
4. Media ethics, an oxymoron?
5. Freedom of the press

Unit II Journeys in Journalism (15 hrs)

1. Format, style, spelling and grammar
2. Reporting, leads and sub-editing
3. Feature writing, interviewing and profiles
4. Broadsheets / Tabloid journalism
5. Letters, reviews and obituaries

Unit III Kinds of Media & Presentation Styles (15 hrs)

1. Print Media (inclusive of sports, photo and magazine journalism)
2. Radio
3. Television, film
4. Internet
5. Convergence of media skills

Unit IV Analysis of Samples of Journalistic Writings (15 hrs)

a. Ernest Hemingway

- By-lines
- Art of Non-fiction
- On Writing

b. William Faulkner

- The Daily Mississippian
- The Double Dealer

c. George Orwell

- Why I Write
- Homage To Catalonia

d. Ruskin Bond

- Rain In The Mountain
- Our Trees Still Grow In Dehra

e. Kushwant Singh

- Big Book Of Malice

- End of India
- f. **Mark Tully (Former BBC-India Correspondent)**
 - India In Slow Motion
 - No Full Stops In India
- g. **Shashi Tharoor**
 - India; From Midnight To The Millennium
 - Bookless In Baghdad
 - The Elephant, the Tiger and the Cellphone
- h. **P.Sainath**
 - Everybody Loves A Good Drought
 - Orissa Diary
- i. **Karan Thapar**
 - More Salt Than Pepper
- j. **Arundhati Roy**
 - The End Of Imagination
 - The Algebra Of Infinite Justice
 - Shape Of The Beast
 - Listening To Grass Hoppers

Unit V Development Communication ('History From Below') (15 hrs)

1. Poverty alleviation, Consumerism
2. Health / scientific breakthroughs
3. Marginalisation (children, women, dalits and tribals)
4. Ecology / displacement
5. LPG (Liberalisation, Privatisation and Globalisation) and its repercussions

TEACHING METHODOLOGY(Activities) :

- Conventional classroom lectures
- Guest lectures (academia / industry)
- Field visit to a newspaper organization
- Speech activities like GD, Panel Discussion, 'Fish Bowl Exercise', 'Mock Press', 'Face to Face', 'Hard Talk' and 'The Devil's Advocate' etc.
- Producing campus bulletins
- Producing short films / docu-films on social themes
- Conducting workshops on script writing (TV, films)
- **Book Talk** 'on books such as Arthur Hailey's 'Evening News' & P.G. Wodehouse's 'Psmith Journalist' **Movie Talk** on films such as 'Citizen Kane', 'Killing Fields', 'Absence of Malice', & 'All the President's Men'

REFERENCES:

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- Peterson, Franklynn. *The Magazine Writer's Handbook*. University Of Wisconsin Press, Madison, 2006.
- Pilger, John. Ed. *Tell Me No Lies*. Vintage, London, 2004.
- Raiteri, Charles. *Writing For Broadcast News: A Storytelling Approach To Crafting TV And Radio News Reports*. Rowman & Littlefield Publishers, Lanham, 2006.
- Roy, Barun. *Beginners' Guide to Journalism*. Pustak Mahal, Delhi, 2000.
- Truss, Lynne. *Eats, Shoots And Leaves*. Profile Books Ltd., Great Britain, 2005.
- Vilanilam J.V. *Mass Communication In India (A Sociological Perspective)*. Sage Publications, New Delhi, 2005.
- Weber, Ronald. *The Literature Of Fact: Literary Non-fiction In American Writing*. Ohio University Press, Athens, 1980.
- Yopp, Jan Johnson and Katherine C. McAdams. *Reaching Audiences: (A Guide To Media Writing)*. Pearson Education Inc., Boston, 2003.

B. ONLINE REFERENCES:

- Arnold, Christopher et al. *Journalism and Journalistic Writing*. Owl Purdue Online Writing Lab. Web. 27 Sept. 2011.
- Hardwick, Carolyn. *English for Journalists*. Web. 2 Aug. 2012.
- Nirmaldasan. *Personaic Communication*.
- Patterson, Peter and Wilkins Lee. *Media Ethics. Issues and Cases, S/c*. McGraw Hill: Web. 2005.
- Postman, Neil. *Five Things We Need to Know About Technology. (Media Ecology)*.
- Reuters, Thomson. *Handbook of Journalism*. Web. 2 Aug. 2012.
- Singh, Pramit. *Brighton Online Journalism Handbook*. Web. 2012.

C. Top 10 Media Literacy Education Websites (U.S. & Canada)

- Center for Media Literacy
- Media Awareness Network
- Media Education Foundation

- Media Literacy.com
- Media Literacy Clearing House
- Media Literacy Project
- National Association for Media literacy Education
- Project Look Sharp
- The Media Education Lab
- The Media Spot

D. E-Journals

- 106 journals belonging to the subject of *Media and Communication* are available, thanks to the **Directory of Open Access Journals (DOAJ)**. (eg.) Brazilian Journalism Research, 2005.

EL 3876 HUMAN RIGHTS AND SUBALTERN LITERATURE

Semester: III
Category: ID

Credits : 5
Hours per Week: 3+3
(English 3 hrs+ History 3 hrs)

Objectives

- To sensitise students on issues of oppression and the role of Literature in the cause
- To create an awareness among the learners on Human Rights
- To provide national and international perspectives on Human Rights and expose them to relevant literature in the area
- To make the learners understand and follow a 'Rights based approach'

Course content

Unit I Background materials:

- Pandit Iyothedoss's "An Unique Petition"
- On Durban Conference
- Pratima Pardeshi's "Ambedkar and Women's Liberation"
- Ranajit Guha: Subaltern studies Volumes 1 - 10
- Gayathri: Can the Subaltern speak?
- Dalit Christian theology: James Massey: ISPCK publications. Delhi
- Roots of Dalit history Christianity Theology: James Massey: ISPCK publications. Delhi
- Dalit Hermeneutics: James Massey

Unit II Theories on Human Rights (History Dept.)

Development of the concept of HR in History- Historical Documents dealing with Human Rights Need for Human Rights – The concepts such as Justice, Equality, and Liberty – Three Generation Rights and Classification of rights – University and Indivisibility of Human Rights.

International Standards

The International Declaration of Human Rights 1948 – Two –Covenants – Two Optical Protocols – International Convention on Refugees, Women Children and Migrants – Convention against Torture and Racism.

National Standards

Indian Constitution – Fundamental Rights – Directive Principles– National Human Rights Commissions – State HR Commissions- Other National and State level Commissions. Contemporary Issues in Human Rights: Capital Punishment – Torture – Custodial Death– Disappearance – Encounter Deaths – Extra Judicial Killings – Human Rights in the context on Terrorism.

Unit III Subaltern Literature - an introduction

- Dalit voices
- African-American voices
- Women's voices

Unit IV Texts (Detailed)

Poetry

1. Yendluri Sudhakar- An Autobiography
2. L.S. Rokade- To Be or Not to be Born
3. Waman Nimbalkar- Mother
4. Namdeo Dhasal – Ode to Dr. Ambedhkar
5. Langston Hughes- I Too am America

Prose

6. Paulo Freire- Pedagogy of the Oppressed (an excerpt)
7. Janardan Waghmare- Black Literature and Dalit Literature

Drama

8. Dina Mehta- Brides are not for Burning

Fiction

9. Bama- Karukku
10. Bandhumadhav- Poisoned Bread

Unit V

Project Work

11. Mahasweta Devi- Mother of 1084
12. Sivagami- The Grip of Change
13. Thakazhi Sivasankaran Pillai- Scavenger's Son
14. Imayam- Beasts of Burden
15. Sue Monk Kidd- The Secret Life of Bees
16. Frantz Fanon- Black Skin, White Masks
17. Maxine Hong Kingston- The Woman Warrior
18. Living Smile Vidya- I am Vidya
19. Gita Aravamudan- Disappearing Daughters
20. Lorraine Hansberry- A Raisin in the Sun
21. Tamil Dalit Poetry
22. Telugu Dalit Poetry
23. Malayalam Dalit Poetry
24. Afro-American poetry
25. Mappillai Pattu

Evaluation

- Internal Assessment- 100 marks
- Two C.A Tests – 35+35 = 70 marks
- Project Proposal – 30 marks
- End – Semester Project and Viva – 50+50 = 100 marks

Reference

- Aberjhani, and Sandra L. West. *Encyclopedia of the Harlem Renaissance*. New York: Facts on File, 2003. Print.
- Amin, Shahid, and Dipesh Chakrabarty, eds. *Subaltern Studies IX*. New Delhi: Oxford University Press India, 1996. Print.
- Arnold, David and David Hardiman, eds. *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. New Delhi: Oxford University Press India, 1994. Print.
- Dangle, Arjun, ed. *Poisoned Bread*. Hyderabad: Orient Longman, 1994.
- Guha, Ranajit and Gayatri Chakravorty Spivak, eds. *Selected Subaltern Studies*. New York: Oxford University Press, 1988. Print.
- Guha, Ranajit, ed. *Subaltern Studies I: Writings on South Asian History and Society*. New Delhi: Oxford University Press India, 1982. Print.
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- Guha, Ranajit, ed. *Subaltern Studies III*. New Delhi: Oxford University Press India, 1984. Print.
- Guha, Ranajit, ed. *Subaltern Studies IV*. New Delhi: Oxford University Press India, 1985. Print.
- Guha, Ranajit, ed. *Subaltern Studies V*. New Delhi: Oxford University Press India, 1987. Print.
- Guha, Ranajit, ed. *Subaltern Studies VI*. New Delhi: Oxford University Press India, 1989. Print.
- Guha, Ranajit, ed. *A Subaltern Studies Reader: 1986-1995*. Minneapolis: University of Minnesota Press, 1997. Print.
- Hardiman, David. *The Coming of the Devi: Adivasi Assertion in Western India*. Delhi: Oxford University Press India, 1987. Print.
- Jarrett, Gene A. *Representing the Race: A New Political History of African American Literature*. NY: New York UP, 2011. Print.

- Pratiba.V et al, ed. *The Oxford India Anthology of Malayalam Dalit Writing*. New Delhi: Oxford University Press, 2012. Print.
- Ravikumar and R. Azhagarasan, ed. *The Oxford India Anthology of Tamil Dalit Writing*. New Delhi: Oxford University Press, 2012. Print.
- Silverman, Max. *Frantz Fanon's 'Black Skin, White Masks': New Interdisciplinary Essays*. Manchester University Press. 2006. Print.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and The Interpretation of Culture*. Cary Nelson and Lawrence Grossberg, eds. London: Macmillan, 1988. Print.

EL 4818 AMERICAN LITERATURE

Semester: IV
Category: MC

Credits : 5
Hours per Week: 6

Objectives

- To acquaint the student with the spirit of the American Dream through a study of American Literature
- To familiarise the student with the major American writers to understand their contribution to the shaping of contemporary thought.
- To introduce the student to a variety of American writing in different genres

COURSE CONTENT

Unit I Poetry : Selections from

1. Emily Dickinson
2. Anne Sexton
3. Robert Lowell
4. Langston Hughes
5. Robert Frost

Unit II Prose :

1. Thoreau: Where I Lived And What I Lived For
2. Henry James: The Art of Fiction

Unit III Drama :

1. Edward Albee: Who's Afraid of Virginia Woolf?
2. Tennessee Williams: A Street Car Named Desire

Unit IV Short story:

1. Flannery O Connor: The Revelation
2. Hemingway: The Snows of Kilimanjaro
3. Jhumpa Lahiri: A Temporary Matter
4. Edgar Allan Poe: Fall of the House...

UNIT V Novel:

1. Alice Walker: Color Purple
2. Kauai Hart Hemmings: The Descendants
3. Harper Lee: To Kill a Mockingbird
4. Faulkner: The Sound and the Fury

References:

1. Samuels, Shirley (ed) A Companion to American Fiction Blackwell Publishing Ltd, USA. 2004
2. Krasner, David (ed) A Companion to Twentieth Century American Drama, Blackwell Publishing, USA. 2005
3. Baym, Nina (ed) The Norton Anthology of American Literature, W.W Norton & Co. New York 2003
4. Lanter, Paul (ed) The Heath Anthology of American Literature, D.C. Heath & Co, Toronto 1990.

EL 4819 ENGLISH LANGUAGE FOR TEACHERS AND TRAINERS (ELTT)

Semester: IV
Category: MC

Credits : 5
Hours per Week: 6

Objective

- To enable the students to consolidate and further sharpen all the acquired skills in presentation and language and learn to employ them professionally.
- To make them competent in identifying and solving learning disabilities by giving them a theoretical perception to language learning
- To help them to get trained in the language skills and strategies to be used for various vocational purposes
- To enable them to discover and adopt methods of using the language in teaching and training by taking up mini projects within and outside college

Course Content

UNIT I Introduction (Second Language Acquisition)

1. Theories of Second Language Acquisition
2. Krashen's Monitor Model
3. The Learning Process
4. Individual Difference
5. Hypothesis Forming
6. Learning vs Acquisition
7. Competence vs Performance
8. Usage vs use
9. Methodology vs Pedagogy
10. Inductive vs Deductive¹
11. Learner Language/ Interlanguage
12. Errors

UNIT II Conditions for Successful Language Learning

1. Theories of motivation
2. Need and demand perception
3. The relevance of psychology
4. Behaviorism and Teaching Learning Process
5. Role of Memory
6. Social and Interpersonal factors
7. Individual Differences

UNIT III Teaching Strategies

1. Teaching Reading
2. Teaching Writing
3. Teaching Listening
4. Teaching Speaking
5. Teaching Grammar
6. Teaching Vocabulary
7. Teaching Pronunciation
8. Activity based Learning

UNIT IV Applied Learning

1. A Project Approach – Teacher Models followed by hands on experience

2. Material creation – Identifying and selecting teaching items –focussing on components and lesson plan – sequencing teaching – identifying assessment activities

UNIT V From skilled language learner to technically skilled trainer, teacher

1. Class and audience management: types, tools and technique
2. Theory into practice: arguments and agreements
3. Profiles of a good language Learner, Teacher

5. Evaluation

One test for: 40 marks

Group workshop and presentations: 30 marks

Mini projects; 30 marks

References:

1. Second Language Acquisition – An Introductory Course Gass S & Selinker L 1994
2. Theory of Language Teaching Vol.3 Language Pedagogy Millform R 2003
3. The TKT Course Spratt M Mittal 2005
4. A Course in Language Teaching, Practice and Theory Ur.P 2005 CUP
5. The Study of Second Language Acquisition Ellis R 1994 OUP
6. The Cognitive Approach to Language Teaching Skehan 1995
7. The practice of English language teaching Jeremy Harmer: Longman 1985
8. Teaching and learning English M.L.Tickoo: Orient Longman 2004
9. Teaching English in Native Context SC Chaudhary2002
10. Psychology in foreign language teaching: Steven H.McDonough:George Allen & Unwin1983
11. English language teaching: .Saraswathi:Orient Longman:2004
12. Fundamental Concepts of language teaching . H Stern: OUP:1984
13. Approaches and methods in language teaching: Richards and Rogers, :Campridge:1995

EL 4820 RE-VISIONING SHAKESPEARE

Semester: IV
Category: MC

Credits : 5
Hours per Week: 6

Objectives

- To enable learners to understand various aspects of Shakespeare's dramatic art through a study of representative plays. These aspects are plot, characterization, interdependence between plot, character and theme, theatrical techniques, poetic language, etc.
- To trace the evolution of Shakespeare's vision and read his plays in the light of contemporary literary theories and methods of Schools of Critical Thought like Post-Colonialism, New Historicism, Cultural Materialism, etc.
- To critically evaluate Shakespeare's plays by going beyond the "words on the page" approach and examine their relevance to our contemporary value systems by integrating literary and historical study.

Course Content

Unit I (Detailed)

Twelfth Night

Unit II (Detailed)

Antony and Cleopatra

Unit III (Detailed)

Hamlet

Unit IV (Detailed)

As You Like It

Unit V

Extended Reading:

- i. The Taming of the Shrew
- ii. Romeo and Juliet
- iii. Henry IV (Part One)
- iv. King Lear
- v. The Tempest

References:

1. Ralli, Augustins, J. --- A History of Shakespeare Criticism(2.Vols.)
2. Halliday, F.E. (Ed.) --- Shakespeare and His Critics
3. Wells, S. --- Shakespeare Criticism since Bradley (1971)
4. House, E.M. --- Spiritual Values in Shakespeare
5. Dollimore,Jonathan and Sinfield, Alan (Ed.) --- Political Shakespeare
6. Greenblatt,Stephen --- Renaissance Self-Fashioning : From More to
7. Shakespeare(1980)
8. Wells and Orlin --- Shakespeare: An Oxford Guide

EL 4821 DISSERTATION/PROJECT

Semester: IV
Category: MC

Credits : 95
Hours per Week: 12

Objectives:

To enable the students

- To understand the purpose and the importance of research in Literature/Linguistics.
- To plan and carry out research work through literature review , materials and methods, results and discussions.
- To present the findings periodically subjected to both external and internal evaluation

Inputs on

Unit I

Rhetoric And Research Methodology
Dissertation / Project

Unit II

Formulation of Hypothesis
Review of Literature

Unit III

Methods of Data Collection
Primary Sources
Secondary Sources
Work cited

Unit IV

Analysis and Interpretation

Unit V

Mechanics of writing
Prewriting
Drafting
Proof reading
Formulation of final thesis

Writing Academic English, Fourth Edition. The Longman Academic Writing Series. Semester 2 Van Rys, J., Meyer, V., VanderMey, R., Sebranek, P., The College Writer: A Guide to Thinking, Writing, and Researching. (Boston: Cengage Learning, 2018) Sowton, C., 50 steps to improving your academic writing: study book. (Reading: Garnet Education, 2016) Optional Materials: Bailey, S., Academic Writing: A Handbook for International Students. (New York: Routledge, 2018).
Students must prepare for in-class work in advance in order to be able to contribute to the discussion. In-class participation grade will include preparation for class (homework) and involvement in the discussion. Writing Assignments. How to write an academic research paper properly, and ace your essays assignments.
Distinguishing Between the Different Types of Essays. Writing Longer Essays and Research Papers. How to Use Sources Accurately. Requirements. A Good Level in the English Language. Basic Knowledge about Writing (preferable). Description. Most students struggle with the process of essay writing. Some would opt for essay writing services which do not provide good quality work. Besides, writing an essay means you have to do it yourself. You have to conduct your own research, collect data, and begin your essay writing.