

**BHARATHIAR UNIVERSITY, COIMBATORE – 641046**  
**DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES**  
**M.A. ENGLISH LITERATURE**  
**FOR THE STUDENTS ADMITTED DURING THE ACADEMIC YEAR**  
**2018-19 ONWARDS**  
**SCHEME OF EXAMINATIONS**

**ELIGIBILITY:**

A candidate who (1) has passed B.A. Degree Examination of this University with Branch XII – English as the Main subject of study or (2) is a Graduate in B.A. and B.Sc. with part II English (in four semesters), Or (3) an examination of other universities accepted by the Syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. Degree Examination of this University in this Branch in the Department of this University.

**Semester I**

Semester	Paper	Subject	University Examination		Credit
			Duration in Hrs	Max.Marks *	
					90
18ENGC01	Paper-I	Chaucer and the Elizabethan Age	3	100	4
18ENGC02	Paper-II	The Neo-Classical Age	3	100	4
18ENGC03	Paper-III	The Romantic Age and The Victorian Age	3	100	4
18ENGC04	Paper-IV	Lingo –Literary Studies through Contemporary Films	3	100	4
18ENGC05	Paper-V	Language and Linguistics	3	100	4
18ENGE01	Elective -I	Thinking and Cognition	3	100	4
18ENGS01	Supportive Odd semester	Offered by other Departments	2	50	2

**Semester II**

18ENGC06	Paper-VI	20 <sup>th</sup> Century British Literature	3	100	4
18ENGC07	Paper-VII	American Literature	3	100	4
18ENGC08	Paper-VIII	Indian Writing in English and Commonwealth Literature	3	100	4
18ENGC09	Paper-IX	Reading and Writing Skills	3	100	4

18ENGE02	Elective – II	Literary Theory and Criticism	3	100	4
18ENGS02	Supportive Even semester	Offered to Other Departments	2	50	2

**Semester III**

18ENGC10	Paper-X	Research Methodology	3	100	4
18ENGC11	Paper-XI	Shakespeare	3	100	4
18ENGC12	Paper-XII	ELT and ICT	3	100	4
18ENGC13	Paper-XIII	English Language & Literature for Competitive Examinations	3	100	4
18ENGC14	Paper-XIV	Literature and Cognitive Sciences	3	100	4
18ENGE03	Elective – III	Alternative Literary Studies	3	100	4
18ENGS01	Supportive Odd semester	Offered to other Departments	2	50	2

**Semester IV**

18ENGC15	Paper-XV	Public Speaking and Soft Skills	3	100	4
18ENGC16	Paper-XVI	Contemporary Critical Theories	3	100	4
	Paper-XVI	Project Work	-	200	8

Total Marks: 2,250      90 credits

\* An internal assessment of 25% is included

**Supportive Offered to other Departments**

18ENGS01	Supportive Odd semester	Essentials of Communication Skills	2	50	2
18ENGS02	Supportive Even semester	Advanced Communication Skills	2	50	2

\* An internal assessment of 25% is included

**Additional Credit for Advanced Learners (Fourth Semester)**

	Additional Credit	Introduction to Digital Humanities	-	50	2
	Additional Credit	English for Specific Purposes	-	50	2
	Additional Credit	Introduction to Cultural Studies	-	50	2
	Additional Credit	Literature and Landscape Narratives	-	50	2

**MISSION:**

As a department we are committed to offer a competitive curriculum employing the best of technological tools, to provide a positive and vibrant learning environment, to establish an ambience that is helpful for creation and development of skills and to make the learners better human beings by providing a value based quality education.

**Programme Educational Objectives (PEO):**

Post graduates of M.A English Literature program will be able

PEO 1: To build further linguistic and thinking capacities

PEO 2: To design models of interpretation and explanations through strategic thinking

PEO 3: To equip themselves with historical, literary and cultural dimensions of English studies

PEO 4: To extract processes and principles from the prescribed texts

PEO 5: To identify passages in texts for case study in Soft/communicative/cognitive skills

PEO 6: To write essays demonstrative of critical thinking

**Programme Outcomes (PO) For M.A (2018-19)**

On completion of M. A. English Literature programme, the students are expected to

PO 1: Acquire the ability to analyse various literary techniques and genres to attain a greater understanding of the artistic quality of literature.

PO 2: Demonstrate an understanding of the impact that history, politics, society and technology have had and continue to have upon the art and literature.

PO 3: Understanding the structural, grammatical and functional aspects of the English Language and its links with society, culture and literature.

PO 4: Understand the innovative and experimental techniques used in literature.

PO 5: Understand the tenor and manner of expression in writings by non-native users of English.

PO 6: Familiarise with different theories approaches and techniques of reading.



### Unit V

Marlowe - Dr.Faustus

Ben Jonson - The Alchemist

John Webster - The White Devi

### References

1. Muir, Kenneth. *Introduction to Elizabethan Literature*. New York: Random House, 1967. Print.
2. Kershaw, Arnold. *An Introduction to Elizabethan Literature*. London: A.H. Stockwell, 1929. Print.
3. Saintsbury, George. *A History of Elizabethan Literature*. London: Library of Alexandria. Print.
4. Robertson, John .M. *Elizabethan Literature*. Forgotten books, 2015. Print.
5. Brown, Georgia E. *Redefining Elizabethan Literature*. Cambridge, U.K.: Cambridge, 2004. Print.

### Course Outcomes:

**On successful completion of the course, the students will be able to**

CO1- develop a knowledge about different genres of poetry.

CO2- get an idea about the development of poetry through ages.

CO3- gain knowledge about the socio-cultural and historical developments during the Elizabethan era.

CO4- understand the linguistic changes that took place during this period.

**Course prepared by: Dr. G. Vinothkumar &**

**Dr. M. Kasirajan**

**Course verified by: Dr. R. Saravana Selvan**

### SEMESTER I -PAPER II

**Title of the Subject: THE NEO-CLASSICAL AGE**

**Code No :18ENGC02**

**No. of Credits : 4**

**No. of Teaching hours :5**

### Preamble

This age is a period when literature was defined with its own standards based on classical literature and political stands. In other words, this period established the rules and regulations of literature on the whole. The rules and regulations were formulated with classical masterpieces as sources. Hence, a deeper understanding and knowledge of this period with an introduction to the key literary figures of the age and the major works will give the students at the postgraduate level a cavernous insight of literary standards and its relevance to the political and social arenas.

### Course Objectives:

- To expose students to the shift in Classical tradition in literary and political terms
- To enable students to perceive and appreciate experimentation in literary forms
- To train the students to analyze the trends in literary expression of the period

**Unit I**

Milton - Paradise Lost Book II

**Unit II**

Marvell - To His Coy Mistress

Dryden - Mac Flecknoe

Pope - Epistle to Dr. Arbuthnot

Thomas Gray - Elegy Written in a Country Churchyard

**Unit III**

Goldsmith - She Stoops to Conquer

Sheridan - Rivals

**Unit IV**

Johnson - Life of Milton

Addison - From the Coverley Papers:

1. Sir Roger at the Theatre

2. Sir Roger's Opinion of True Wisdom

Jonathan Swift - The Battle of the Books

**Unit V**

Daniel Defoe - Robinson Crusoe

Jonathan Swift - Gulliver's Travels (Book IV)

Reference

1. Tillotson, Geoffrey, Paul Fussell, and Marshall Waingrow. *Eighteenth-century English Literature*. New York: Harcourt, Brace & World, 1969. Print.
2. Richetti, John J. *The Cambridge History of English Literature, 1660-1780*. Cambridge: Cambridge UP, 2005. Print.
3. Cousins, A. D., and Geoff Payne. *Home and Nation in British Literature from the English to the French Revolutions*. Print.
4. Levine, Joseph M. *The Battle of the Books: History and Literature in the Augustan Age*. Ithaca, NY: Cornell UP, 1991. Print.
5. Anderson, Howard, Samuel Holt. Monk, and John S. Shea. *Studies in Criticism and Aesthetics, 1660-1800; Essays in Honor of Samuel Holt Monk*. Minneapolis: U of Minnesota, 1967. Print.

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- understand the literary standards and their relevance to the social and political happenings.

CO2- understand the established canons that govern the writing of Literature

CO3- gain an understanding of the literary experimentations of the age

CO4- analyse the trends in literary expression.

**Course prepared by: Dr. R. Saravana Selvan**

**Course verified by: Dr. R. Saravana Selvan**

### SEMESTER I - PAPER III

**Title of the Subject: THE ROMANTIC AGE AND**

**THE VICTORIAN AGE**

**No. of Credits :4**

**Code No**

**:18ENGC03**

**No. of Teaching hours:5**

#### **Preamble**

This paper is designed to enhance the learners' knowledge on emergence of romantic and Victorian movement in literature

#### **Course Objectives**

- To expose students to the impact of ever changing trends brought about by social and scientific developments
- To enable them to identify and analyze diverse literary devices
- To enable them comprehend and explain the dialectic between Neo Classicism and Romanticism

#### **Unit I**

Coleridge - Dejection: An Ode, Fears in Solitude  
Shelley - To a Skylark  
Wordsworth - Resolution and Independence  
Keats - La Belle Dame Sans Merci  
Blake - The Lamb  
Byron - When we two parted, She walks in Beauty

#### **Unit II**

Tennyson - The lady of Shallot  
Browning - My Last Duchess  
Arnold - Dover Beach  
Emily Pfeiffer - Love Unrequited, The Rhyme of the Lady of the Rock  
Francis Thompson - The Hound of Heaven  
Elizabeth Barret Browning - Yet Love, mere love....(Sonnet X)

#### **Unit III**

Charles Lamb - Dream Children: A Reverie  
Arnold - Sweetness and Light  
William Hazlitt - My First Acquaintance with Poets  
Carlyle - On Shakespeare (The Hero as Poet)

#### **Unit IV**

Wilde - Importance of Being Earnest  
J.M.Synge - Riders to the Sea

#### **UNIT V**

Jane Austen - Sense and Sensibility  
Emily Bronte - Wuthering Heights  
Charles Dickens - Great Expectations

References

1. Breen, Jennifer, and Mary Noble. *Romantic Literature*. London: Arnold, 2002. Print.
2. Curran, Stuart. *The Cambridge Companion to British Romanticism*. Cambridge: Cambridge UP, 1993. Print.
3. Sitter, John E. *The Cambridge Introduction to Eighteenth-century Poetry*. Cambridge: Cambridge UP, 2011. Print.
4. Amigoni, David. *Victorian Literature*. Edinburgh: Edinburgh UP, 2011. Print.
5. Moran, Maureen. *Victorian Literature and Culture*. London: Continuum, 2006. Print.
6. Elton, Oliver. *A Survey of English Literature, 1780-1830*. London: E. Arnold, 1961. Print.
7. *A Catalogue of 18th and 19th Century English Literature*. London: Pickering & Chatto, Print
8. Pfeiffer, Emily. *Women's Poetry – Late Romantic Late Victorian*

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- understand the socio cultural and political influences during the age.

CO2- understand the dominant literary genres of the age

CO3- comprehend the differences between classicism and romanticism

CO4- gain knowledge about changing literary tastes of the people

**Course prepared by: Dr. M. Ashitha Varghese**

**Course verified by: Dr. R. Saravana Selvan**

**SEMESTER I –PAPER IV**

**Title of the Subject: LINGO –LITERARY STUDIES THROUGH**

**CONTEMPORARY FILMS**

**No. of Credits**

**:4**

**Code No**

**:18ENGC04**

**No. of Teaching hours :4**

**Preamble**

Movies, being part of literature provides the learners a wider exposure of the language as well as the culture in which the language evolves and grows. This exposure helps the students to understand and relate the literary knowledge that they gain out of the literature in print. Providing a mixture of literature, aesthetic, science fictional, cognitive, psychological, comic, gothic, horror, survival, fantasy, animated, naturalistic, realistic and adventurous movies helps the learners to have a visual impact of the language with its culture and pragmatic use of language. They will be trained to be social as well as literary critics through such endeavors. It is to be noted that most of the movies prescribed are the adoptions of novels written by prominent literary writers. It helps a lot in improving the pronunciation of the students.



### **Course Objectives**

1. Enhancing the English pronunciation
2. Learning contemporary jargons, slangs and dialects
3. Enriching the mainstream cultural awareness
4. Introducing modern technologies and its diversified usages
5. Exploring to new environment and location
6. Creating language learning process in fun and novel way

It employs two channels—sound and image—and it is culturally ambiguous, blurring distinctions between art, entertainment and mass communication. This course is prepared to view films and art and read works of literature intellectually, artistically, critically, and analytically and be able to express these ideas both orally and in written form, and demonstrate a knowledge of the history, conventions and practices of these industries and their interrelation to each other.

### **Movies chosen for the course**

1. Sherlock Holmes
2. Sound of music
3. Ready Player One
4. A Beautiful mind
5. Divergent
6. The Dictator
7. Harry Potter and the Goblet of Fire
8. The Frozen
9. Life of Pi
10. Battleship Potemkin

### **Teaching and testing**

1. Analyze various film techniques and genres to attain a greater understanding and appreciation of the artistic quality of film.
2. Analyze various literary techniques and genres to attain a greater understanding and appreciation of the artistic quality of literature.
3. Analyze various art techniques and genres to attain a greater understanding and appreciation of the artistic quality of visual works.
4. Demonstrate an understanding of the impact that history, politics and technology have had and continue to have upon the film, art and literature produced.
5. Express the way that society impacts films, art and literature and the way films, art and literature impact society.
6. Explain the ways that film, art and literature influence and are influenced by each other.
7. Come to conclusions about the roles of film, art and literature in society and determine their responsibilities to society and to each other.

Film and understanding students' perspectives

### **Film and understanding students' perspectives**

1. The student will read/view tests with understanding and appreciation, reacting to and analyzing what he or she has read/seen, by the date(s) they are to be discussed.
2. The student will participate in discussion, offering his or her insights about the literature or asking the class or instructor for clarification on material he or she does not completely understand.

### References

1. Bergen, Sondra L. *The Postmodern Sensibility of the Beat Generation: A Cultural Study through Literature and Film*. 1999. Print.
2. Stam, Robert. *Literature Through Film: Realism, Magic, and the Art of Adaptation*. Wiley, 2004. Print.
3. Donald, James, and Michael Renov, eds. *The Sage Handbook of Film Studies*. SAGE, 2008. Print.
4. Leitch, Thomas. *Film Adaptation and Its Discontents: From "Gone with the Wind" to "The Passion of the Christ"* Baltimore, Md.: Johns Hopkins U, 2009. Print.
5. Tomarken, Edward. *Filmspeak: How to Understand Literary Theory by Watching Movies*. Bloomsbury, 2012. Print.

### **Course Outcomes:**

#### **On successful completion of the course, the students will be able to**

CO1- Participate actively to lectures and discussions, asking/submitting questions for clarification on ideas or issues, if needed.

CO2- integrate and cite accurately information of other writers, critics, or scholars, using those other opinions, beliefs and /or observations to support his or her own opinions, beliefs and/or observations.

CO3- synthesize lecture, discussion and text materials to come to a more solid world view on the impact these arts have and have had upon history, society, and the art world and vice versa.

CO4 - respect each other's personal beliefs and be committed to helping each other learn more about the course information and themselves. Students will help each other become more confident in his or her own unique personal voice and see the authority in his or her own personal experience.

**Course prepared by: Dr. V. David Arputha Raj**

**Course verified by: Dr. R. Saravana Selvan**

## SEMESTER I - PAPER V

**Title of the Subject: LANGUAGE AND LINGUISTICS**  
**Code No 18ENGC05**

**No. of Credits :4**  
**No. of Teaching hours:4**

### **Preamble**

The course intends to provide the students knowledge about the origin and development of the English Language. It will make the students understand the nuances and complexities of w English language. The course will provide information about the sound patterns and word structures of the language. The course will also make the students to gain knowledge about the literary interpretation methods based on linguistic structure.

### **Course Objectives**

- To enable students to know and form ideas on growth and development of English
- Its structural, grammatical and functional aspects
- Language's links with society, culture and literature
- Social and cultural implications of language

### **Unit I**

#### **The History of English Language**

The Descent of the English Language. The Old English Period : The Middle English Period; The Renaissance & After; The Growth of Vocabulary, Change of Meaning, The Evolution of Standard English.

**F.T.Wood : An Outline History of English language**

### **Unit II**

#### **Phonology**

Transcription , The Syllable, Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.

**T.Balasubramanian : A Text book of English Phonetics for Indian students**

### **Unit III**

#### **Levels of Linguistic Analysis**

Morphology, Semantics and Pragmatics, Discourse Analysis.

**George Yule : The Study of Language, Second Edition, Cambridge University Press, 1996.**

### **Unit IV**

Sociolinguistics

Language varieties, language, society and culture

Computational Linguistics

Language and Machine

**George Yule : The Study of Language, Second Edition, OUP, 1996.**

**Verma and Krishnaswamy : Modern Linguistics**

**Unit 27 Modern Applied Linguistics**

**Unit V**

**‘Language and Literature’**

(From Modern Applied Linguistics)

**N.Krishnaswamy et al-Macmillan (PP. 133-186)**

### References

1. Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heinemann Educational, 1969. Print.
2. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 1981. Print.
3. Trask, R. L., and Peter Stockwell. *Language and Linguistics: The Key Concepts*. Abingdon: Routledge, 2007. Print.
4. Palmer, F. R. *Grammar*. Harmondsworth: Penguin, 1971. Print.

### **Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- understand the origin and growth of the English Language

CO2- understand the nuances and hybrid nature of the English Language

CO3- comprehend the socio-cultural influences on Language

CO4- gain an understanding about the varieties of English Language

**Course prepared by: Dr. B. Padmanabhan**

**Course verified by: Dr. R. Saravana Selvan**

### **ELECTIVE I: SEMESTER I**

<b>Title of the Subject: THINKING AND COGNITION</b>	<b>No. of Credits</b>	<b>:4</b>
<b>Code No :18ENGE01</b>	<b>No. of Teaching hours</b>	<b>:5</b>

### **Preamble**

The course intends to introduce the various perceptions of thinking and thinking skills to the learners.

### **Course Objectives:**

- To orient students to form perspectives on thinking and cognition
- To enable students to reflect on their own thinking and cognitive processes and develop skills.

**Unit I: “Introduction to Thinking and Cognition” - pp. 1-50**

Thinking and Cognition.

- Self Study: Metacognition and Theory of Mind by Eleonora Papaleon Liou Lauca – Cambridge Scholar publisher

**Unit II:**

The Six-Thinking Hats Method (Edward De Bono)

- Self Study: Applied Metacognition – Timothy J.Perfect, Bennett L.Schwartz – Cambridge University Press

**Unit III:**

**“Cognitive Psychological Foundations of Narrative Experiences” – pp. 33-52**

Richard J.Gerrig and Giovanna Egidi in Narrative Theory and the Cognitive Sciences

Ed.David Herman, CSLI Publications

- Self Study: Psychology of Intelligence Analysis – Richards J. Heuer, Jr. Center of the study of Intelligence/ Center Intelligence Agency 1999

**Unit IV:**

**“Multiple Intelligences” – pp. 113-124**

**Unit V:**

• **“Neuro Linguistic Programming” – pp. 125-131**

Approaches and Methods in Language Teaching

- Richards and Rodgers, Cambridge University Press

References:

1. Mayer, Richard E. *Thinking, Problem Solving, Cognition*. New York: W.H. Freeman, 1983. Print.
2. Kruse, C. G. *Thinking about Cognition: Concepts, Targets, and Therapeutics*. Amsterdam: IOS, 2006. Print.
3. Bruner, Jerome S. *A Study of Thinking*. New York: Wiley, 1956. Print.
4. *Approaches and Methods in Language Teaching*
5. *Richards and Rodgers, Cambridge University Press*

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- know the basics of human cognitive processes.

CO2- gain knowledge about thinking patterns and information processing

CO3- understand the basic cognitive process related to narrative experiences

CO4- understand various elements associated with human intelligence

**Course prepared by: Dr. P. Nagaraj**

**Course verified by: Dr. R. Saravana Selvan**

**SEMESTER II - PAPER VI**

**Title of the Subject: 20<sup>th</sup> CENTURY BRITISH LITERATURE**

**Code No 18ENGC06**

**No. of Credits :4**

**No. of Teaching hours:6**

**Preamble:**

The components of the course will help the students to identify the literary transition happened through the course of literature.

**Course Objectives:**

- To sensitize students to the momentous changes in the 20<sup>th</sup> century, especially, literature
- To enable them to understand experimental and innovative techniques used in literature
- To make clear the idea that changes in human experience demand changes in mode of expression
- The learners will be able to identify and understand the shift in the literary devices from the plot and structure of the text to the mode of narrative techniques.
- It enables them to frame and apply the interdisciplinary perspectives to literature

**Unit I**

T.S.Eliot	-	The Love Song of J.Alfred Prufrock
W.B.Yeats	-	Second Coming
Ted Hughes	-	The Thought Fox, Hawk Roosting
Philip Larkin	-	Church Going
Rudyard Kipling	-	If

**Unit II**

Hopkins	-	The Wreck of the Deutschland
Carol Ann Duffy	-	Mrs.Lazarus
Rubert Brooke	-	Soldier
Wilfred Owen	-	Anthem for the Doomed Youth
W. H. Auden	-	Unknown Citizen

**Unit III**

Bernard Shaw	-	Arms and the Man
John Osborne	-	Look Back in Anger
Samuel Becket	-	Waiting for Godot

**Unit IV**

Orwell	-	Politics and the English Language
D.H.Lawrence	-	Why the Novel Matters?

**Unit V**

Virginia Woolf	-	To the Light House
Doris Lessing	-	The Golden Notebook

References

1. Temple, Ruth Zabriskie., and Martin Tucker. *Twentieth Century British Literature: A Reference Guide and Bibliography*. New York: F. Ungar Pub., 1968. Print.
2. Kermode, Frank, and John Hollander. *Modern British Literature*. New York: Oxford UP, 1973. Print.
3. Sauerberg, Lars Ole. *Intercultural Voices in Contemporary British Literature: The Implosion of Empire*. Houndmills, Basingstoke, Hampshire: Palgrave, 2001. Print.
4. Ivory, James Maurice. *Identity and Narrative Metamorphoses in Twentieth-century British Literature*. Lewiston, NY: Edwin Mellen, 2000. Print.

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- understand the interdisciplinary nature of literary studies.

CO2- understand the socio-cultural changes that influenced Literature during 20<sup>th</sup> Century.

CO3- understand how the different modes of literary expression have influenced human life.

CO4- gain knowledge about the changes in the use of literary devices and techniques.

**Course prepared by: Dr. M. Ashitha Varghese &**

**Dr. M. Kasirajan**

**Course verified by: Dr. R. Saravana Selvan**

**SEMESTER II - PAPER VII**

<b>Title of the Subject: AMERICAN LITERATURE</b>	<b>No. of Credits</b>	<b>:4</b>
<b>Code No 18ENGC07</b>	<b>No. of Teaching hours:</b>	<b>6</b>

**Preamble:**

In the contemporary world literature, the contribution of American writers is a dominant one. The variety of themes offered by the American writers make it unique. It is important that the students should be exposed to the unconventional perspectives that the American authors experiment with. Hence, this course discusses the major writers from American literature with their master pieces, covering almost all the major genres that the American writers deal with.

**Course Objectives:**

- To help students build knowledge levels needed to form a perspective in American Literature
- To enable them to develop an idea of how literature in the US evolved

**Unit I**

Walt Whitman	-	Crossing Brooklyn Ferry
Emily Dickinson	-	Because I could not Stop for Death
Carl Sandburg	-	A Fence
Langston Hughes	-	The Negro Speaks of Rivers

**Unit II**

Frost	-	Stopping by Woods on a Snowy Evening
Sylvia Plath	-	Daddy
Maya Angelou	-	And Still I Rise

**Unit III**

O'Neill	-	Long Day's Journey into Night
Tennessee Williams	-	Glass Menagerie
Arthur Miller	-	All My Sons

**Unit IV**

Emerson	-	Self-Reliance
Thoreau	-	Walden (Chapters 1, 2, 17)

**Unit V**

Herman Melville	-	Moby Dick
John Steinbeck	-	Grapes of Wrath
Thomas Pynchon	-	Gravity's Rainbow

References:

1. Kunitz, Stanley, and Howard Haycraft. *American Authors, 1600-1900: A Biographical Dictionary of American Literature*. New York: The H.W. Wilson Company, 1938. Print.
2. Hart, James David. *The Oxford Companion to American Literature*. New York: Oxford UP, 1983. Print.
3. Ross, Donald. *Companion to American Literature: Historical and Cultural Background*. New York: Peter Lang, 2000. Print.
4. Bradley, Sculley, Richmond C. Beatty, and E H. Long. *The American Tradition in Literature*. New York: Norton, 1967. Print.

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

- CO1- understand the variety of themes dealt in American Literature
- CO2- gain knowledge about unconventional themes and techniques of American Literature
- CO3- understand the dominant genres in American Literature
- CO4- gain knowledge about socio-cultural scenario of the US

**Course prepared by: Dr. R. Saravana Selvan &  
Dr. V. David Arputha Raj  
Course verified by: Dr. R. Saravana Selvan**



## SEMESTER II -PAPER VIII

**Title of the Subject: INDIAN WRITING IN ENGLISH AND COMMONWEALTH LITERATURE**      **No. of Credits**      **:4**

**Code No**      **: 18ENGC08**      **No. of Teaching hours: 5**

### Preamble:

This paper provides basic knowledge about Common Wealth Literature and Indian Writing in English. The main objective of this paper is to expose the basic interpretation tools at poetry, drama and prose. These selected topics focus on both Indian and Common Wealth Literature.

### Course Objectives:

- To enable students to form an overview of literatures in Common Wealth Nations
- To help students capture the tenor and manner of expression in writings by non-native user of English
- To enhance the aspects of the English at a common level
- To make the learners aware of Indian sensibility in the representative works

### Unit I

Aurobindo	-	Stone Goddess Is this the End
A.K.Ramanujan	-	A River
James Macaulay	-	From the Time Discovery of Australia
F.R.Scott	-	Canadian Authors Meet

### Unit II

Tagore	-	Gitanjali (1-50)
Jayanta Manhapatra	-	Close the Sky Ten by Ten
Dereck Walott	-	Ruins of a great house

### Unit III

Manjula Padmanabhan	-	Harvest
Wole Soyinka	-	The Lion and the Jewel

### Unit IV

Kamala Das	-	My Childhood in Malabar
Chinua Achebe	-	The Novelist as a Teacher
Rajagopalachari	-	The Tree Speaks

### Unit V

J.M.Coetzee	-	Disgrace
Arundati Roy	-	God of Small things
Peter Carey	-	The Chemistry of Tears

References:

1. *Aspects of Commonwealth Literature*. London: U of London, Institute of Commonwealth Studies, 1990. Print.
2. Narasimhaiah, C. D. *Commonwealth Literature: Problems of Response*. Madras: Macmillan India, 1981. Print.
3. Press, John. *Commonwealth Literature: Unity and Diversity in a Common Culture*. London: Heinemann, 1965. Print.
4. Smith, Rowland. *Postcolonizing the Commonwealth: Studies in Literature and Culture*. Waterloo: Wilfrid Laurier UP, 2000. Print.
5. Mehrotra, Arvind K. *A Concise History of Indian Literature in English*. Basingstoke: Palgrave Macmillan, 2009. Print.
6. Srinivasa, Iyengar K. R. *Indian Writing in English*. London: Asia Pub. House, 1962. Print.

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- understand the Characteristics of Common wealth Literature

CO2- understand the varying themes and techniques of literature from commonwealth countries

CO3- gain knowledge about the socio-cultural aspects of the people of commonwealth nations

CO4- understand the sensibilities expressed through these literary works

**Course prepared by: Dr. G. Vinothkumar**

**Course verified by: Dr. R. Saravana Selvan**

**SEMESTER II - PAPER IX**

<b>Title of the Subject: READING AND WRITING SKILLS</b>	<b>No. of Credits</b>	<b>:4</b>
<b>Code No</b>	<b>18ENGC09</b>	<b>No. of Teaching hours:5</b>

**Preamble:**

To introduce learners with English as second language to the various perspectives on improving Reading and Writing skills.

**Course Objectives:**

- To introduce students the basic perspectives to reading
- To orient students on different theories, approaches and techniques of reading
- To introduce students the basics of writing
- To equip students in academic writing
- The learners would practically experience and improve their reading and writing skills

**Unit – I**

Reading a conceptual definition- reading in the complexity of language skills – importance of reading – reading in English and its special relevance to India – traditional approaches to reading – reading and ICT– the process, purposes and pedagogy of reading

- reading speed and comprehension – types of reading – different perceptions of reading
- factors effecting reading – reading research.

### **Unit – II**

Vocabulary Development Strategies — Methods of remembering words– Active Reading Strategy –skilled reading scanning— reading with a purpose – making predictions about reading – Surveying a chapter — understanding text structure – making inferences – reading graphics — reading critically

### **Unit – III**

#### **Assessment :**

Effective study reading skills: SQ3R technique - skimming, scanning, rapid reading – reading comprehension measures.

### **Unit – IV**

Diaries – Diary of a Young Girl – Anne Frank

### **Unit – V**

Travelogue Writing – Motorcycle Diaries – Che Guevera

#### **References:**

- Developing Reading Skills –Franwise Grellet Cambridge Language Teaching Library
- Ways of Reading 2<sup>nd</sup> Edition, Martin Montgomery and Sara Mills
- Scientific Studies of Reading- Richard Lenezky and John.P.Sabatini Lawrence Erlbaum Associates
- Reading Across the life Span – Steven R.Yussn M.Cecil Smith, Springer – veglag
- Handbook of reading research, vol II
- Rebecca Barr and P.David Pearson Lawrence Erlbaum Associates
- Thinking and Learning Skills Vol-I – relating instruction to research – Judith.W.Segal and Robert Glaser Lawrence, Erlbaum Associates
- Research Based methods of Reading instruction – Sharon Vaughn Sylvia Linan – Thompson ASCD publications
- Teaching reading comprehension to students with learning Difficulties – Janette K.Khingner and Alison Boardman the Gvilfood press
- Study Reading – Second edition – Eric H.G.lendinning and Beverly Holmstrom- Cambridge University Press
- Effective Reading – Reading skills for advanced students – Simon Greenall and Michael swan – Cambridge University Press
- Focus on Reading – Lois Lowry – Saddleback Educational Publishing
- Professional writing skills: A self- paced training program –Janis Fisher Chan, Diane Lutovich-1997

- Effective writing: Writing skills for intermediate students of American English - Jean Withrow, Cambridge university press
- On Writing Well : The Classic Guide to Writing Non-Fiction – William Zinnesser, 30<sup>th</sup> anniversary edition

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- gain knowledge about the complex process of reading

CO2- understand the nuances of writing and to improve their writing skills

CO3- gain knowledge about various strategies for the development of reading

CO4- Improve the language skills

**Course prepared by: Dr. P. Nagaraj**

**Course verified by: Dr. R. Saravana Selvan**

**SEMESTER II – ELECTIVE - II**

**Title of the Subject: LITERARY THEORY AND CRITICISM No. of Credits :4**

**Code No :18ENGE02 No. of Teaching hours:6**

**Preamble:**

The students will be introduced to literary interpretation. They will be introduced to the history and evolution of literary criticism. They will be introduced to various methods and sources of literary interpretation.

**Course Objectives:**

- Students will be introduced to one of the most enabling forms of literary study
- Students will be trained to analyze literary writings, based on ever evolving traditions of criticism
- To sensitize students to transition from Humanistic to Modern to Postmodern critical traditions
- To enable the students to comprehend dominance of theory in the Postmodern phase

**Unit I**

Introduction to classical criticism. Plato, Aristotle, Horace, Longinus and Sanskrit aesthetics :Rasa, Dhvani, Literary genres, names and features of poetics, theme and technique of plot construction, other aspects of criticism

**Unit II**

- Johnson - Preface to Shakespeare
- William Wordsworth - Preface to Lyrical Ballads
- Christopher Caudwell - English Poets from Illusion and Reality Industrial Revolution

**Unit III**

Arnold	-	Study of Poetry
T.S.Eliot	-	Tradition and the Individual Talent
William Empson	-	Seven Types of Ambiguity

**Unit IV**

Cleanth Brooks	-	The Language of Paradox
Northrop Frye	-	Archetypes of Literature
Earnest Jones	-	Hamlet and Oedipus

**Unit V**

I.A.Richards	-	Four Kinds of Meaning
Roland Barthes	-	Death of the Author
Jean Paul Sartre	-	Why Write?

References:

1. Schoenberg, Thomas J, and Lawrence J. Trudeau. *Twentieth-century Literary Criticism: Volume 213*. Detroit: Gale, 2009. Print.
2. Wimsatt, William K. *Literary Criticism*. London: Routledge & Kegan Paul, 1970. Print.
3. Trilling, Lionel. *Literary Criticism: An Introductory Reader*. New York: Holt, Rinehart, and Winston, 1970. Print.
4. Rees, C.J Van. *Literary Theory and Criticism: Conceptions of Literature and Their Application*. S.l.: S.n., 1986. Print.
5. Ramaswamy, S., and V. S. Seturaman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Bombay: MacMillan of India, 1977. Print.
6. Groden, Michael, and Martin Kreiswirth. *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins UP, 1994. Print.

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

- CO1- develop new perspectives for performing Literary Research
- CO2- gain knowledge about new research methods in Research
- CO3- understand the basics of research writing
- CO4- understand the elements of truth theoretical and empirical research

**Course prepared by: Dr. B. Padmanabhan**  
**Course verified by: Dr. R. Saravana Selvan**

### SEMESTER III - PAPER X

**Title of the Subject: RESEARCH METHODOLOGY**  
**Code No :18ENGC10**

**No. of Credits:4**  
**No. of Teaching hours:4**

**Preamble:**

The present paper is designed to develop the research perspectives of students in both language and literature. It provides a new dimension on research methods to English literature.

**Course Objectives:**

- To introduce the art and science of research
- To train the students in the basics of research and research writing
- The paper enables the learners to create inter disciplinary perspectives in textual and field based research

**Unit I**

The Research Methods for English Studies - An Introduction  
Archived Methods, Autobiography as a Research Method

**Unit II**

Visual Methodology  
Discourse Analysis

**Unit III**

The use of Ethnographical Methods in English Studies  
Numbers and Works, Qualitative methods for Scholars of Texts

**Unit IV**

Plagiarism and Research  
Format of Research Writing

**Unit V**

Documentation: Preparing the List of Works  
Documentation: Citing Sources in the Text

**Prescribed Texts:**

MLA Handbook for Writers of Research Papers – Joseph Gibaldi– Eighth Edition  
Research Methods and Techniques – Kothari  
Research Methods for English Studies – Gabriel Griffin – Edinburg University Press

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- understand the significance of theory in literary interpretation

CO2- understand the factors that contributed to the transition that happened in literary studies

CO3- understand about the functioning of various methods and sources of Literary Criticism

CO4- analyse Literary works employing the evolving traditions of criticism

**Course prepared by: Dr. M. Ashitha Varghese**

**Course verified by: Dr. R. Saravana Selvan**

**SEMESTER III - PAPER XI**

**Title of the Subject: SHAKESPEARE No. of Credits : 4**

**Code No : 18ENGC11**

**No. of Teaching hours: 5**

**Preamble:**

The paper aims to introduce the dramatic prowess of the literary genius to the students. Themes, characterization, narrative techniques and the use of language will be analysed. The literary master has made his plays and poetry relevant to all ages and all places, students will be introduced to his universality.

**Course Objectives:**

- The course will enable students to establish Shakespeare's importance to English Literature and Language
- The course will enable them to identify communicative strategies in the prescribed plays
- Orient them to a concrete understanding of his 'Universality' which means his ability to communicate to all sections of society and all times
- The course will train them to recognize and appreciate his skills as a wordsmith

**Unit I:**

Othello

Julius Caesar

**Unit II:**

As You Like It

Merchant of Venice

**Unit III:**

Henry IV Part I

Tempest

**Unit IV:**

Sonnet 18, 30, 55, 60 and 130

**Unit V :**

1. Elizabethan Theatre and Audience

2. Literary Criticism and Approaches – Shakespeare’s works (18<sup>th</sup> to Early 20<sup>th</sup> century)
3. Shakespeare’s Style- Linguistics Analysis.
4. Shakespearean Tragedy –A.C Bradley

### **References:**

1. Granville-Barker, Harley, and G B. Harrison. *A Companion to Shakespeare Studies*. New York: Macmillan Co, 1934. Print.
2. Wells, Stanley. *The Cambridge Companion to Shakespeare Studies*. Cambridge [Cambridgeshire: Cambridge UP, 1986. Print.
3. Bradley, A. C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth - the Original Classic ..* Place of Publication Not Identified: Emereo Pty Limited, 2012. Print.
4. Tomlinson, Thomas Brian. *A Study of Elizabethan and Jacobean Tragedy*. Cambridge: U, 1964. Print.
5. Taylor, Michael. *Shakespeare Criticism in the Twentieth Century*. Oxford: Oxford UP, 2001. Print.
6. Giddens, Eugene. *How to Read a Shakespearean Play Text*. Cambridge: Cambridge UP, 2011. Print.

### **Course Outcomes:**

**On successful completion of the course, the students will be able to**

- CO1- understand the greatness of Shakespeare in the usage of Language and characterization  
CO2- understand the personality traits of dominant characters  
CO3- gain a working knowledge of communicative strategies and life skills  
CO4- experience and derive meaning from life like situations

**Course prepared by: Dr. G. Vinothkumar**

**Course verified by: Dr. R. Saravana Selvan**

### **SEMESTER III - PAPER XII**

**Title of the Subject: ELT and ICT**

**Code No :18ENGC12**

**No. of Credits:4**

**No. of Teaching hours:4**

### **Preamble:**

The learners are introduced to various theoretical perspectives on English language teaching and learning

### **Course Objectives:**

- To equip students on the historical knowledge on ELT
- To orient students with different perspectives to ELT and to infer meaning from the text
- To enable students in understanding how English language evolved from multiple Contexts
- To orient students on Blend possibilities in ELT
- The learners would become competent and become aware of all the approaches and methods of teaching English language



**Unit I:**

**Major language trends in Twentieth Century Language Teaching**

1. A brief history of Language Teaching
2. Attitudinal Changes in Language and Communication
3. From English to Englishes
4. Language Ethics

**Unit II:**

1. Competency- based Language Teaching
2. Communicative Language Teaching
3. Content- based instructions
4. Task-based Language Teaching
5. Blended Teaching method

**Unit III:**

1. English for specific purposes / social purposes
2. Teaching English in multilingual societies
3. Research in Second language acquisition
4. Teaching large classes and mixed ability classes
5. Strategies and techniques for effective self s

**Unit IV:**

1. Language and Renaming/ Surnaming
2. The Struggle for Personal Identity and Language
3. Women of Colour
4. Informal conversation topics among urban Afro-American women

**Unit V:**

1. Using Technology – Internet, Mobile, Smart Classroom, web resources, ipod
2. e-content development, e-publishing- education-portal.com
3. Writing Blog and websites
4. Free online services- MOOC,Edx,Coursera
5. Internet of Things(IOT), Social media , mobility, analytics and Cloud (SMAC)

**References:**

1. Approaches and Methods in Language Teaching Jack.C.Richards and Theodore Rodgers
2. Teacher Knowledge Test Cambridge University Press
3. A history of English Language, Teaching, Second Edition A.P.R Howett with H.G.Widdowson
4. Developments in English for Specific Norms: A multi-disciplinary approach. Cambridge, England. Dudley – Evans.T. and St. John.M.J.(1998) Cambridge University Press.
5. Women and Language in Transition – Joyce Penfield

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- gain knowledge about the origin and development of the field English Language Teaching

CO2- understand how English Language evolved from multiple contexts

CO3- gain knowledge about the various approaches and methods of teaching English

CO4- acquire knowledge about Blend possibilities in ELT

**Course prepared by: Dr. P. Nagaraj**

**Course verified by: Dr. R. Saravana Selvan**

**SEMESTER III -PAPER XIII**

**Title of the Subject: - ENGLISH LANGUAGE & LITERATURE      No. of Credits:4**  
**FOR COMPETITIVE EXAMINATIONS**

**Code No                                    :18ENGC13                                    No. of Teaching hours:5**

**Preamble:**

Understanding the necessity of UGC National Eligibility Test (NET) and State Eligibility Test (SET), this paper is introduced to prepare the students for the said examinations. This paper covers the most of British Literature and the contemporary theories related to it. Knowledge of the English language, its literature with its different dimensions, taught to the students. In addition, the students will be exposed to the historical, political and social conditions of each age as well as the relation of the authors to the particular age.

**Course Objectives:**

- To train the students to prepare for competitive examinations
- To train the students to gain in-depth knowledge in Literature
- To train the students in literary interpretation.

**UNIT I**

Chaucer to Shakespeare

Jacobean to Restoration

Augustan age to Eighteenth Century Literature

The Routledge History of Literature in English. Britain and Ireland, Ronald Carter & John McRae

**UNIT II**

Romantic and Victorian Periods

Modern British Literature

Contemporary British Literature

The Routledge History of Literature in English. Britain and Ireland, Ronald Carter & John McRae

### UNIT III

American and Non- British Literatures

African, Australian, Canadian Literatures

European and Latin American Literatures

(Material will be prepared by the Department)

### UNIT IV

Indian Writing in English and English Translation

English Language Teaching

(Material will be prepared by the Department)

### UNIT V

Literary Theory and Criticism

Rhetoric and Prosody

(Material will be prepared by the Department)

### References:

1. The Routledge History of Literature in English. Britain and Ireland, Ronald Carter & John McRae.
2. 20<sup>th</sup> Century Literary Criticism. A Reader, David Lodge: Longman Publishers.
3. Modern Criticism and Theory. A Reader, David Lodge and Nigel Wood: Pearson Publishers.
4. A History of Literary Criticism. Harry Blamires: Macmillan Publishers.

### **Suggested Reading**

1. Wimsatt, William, Jr. and Cleanth Brooks. Literary Criticism: A Short History, New Delhi: Oxford & IBH, 1974.
2. Scott, Wilber. Five Approaches to Literature.
3. Richards I. A. Principles of Literary Criticism, New Delhi: Allied
4. A Reader's Guide to Contemporary Literary Theory, Fifth Edition. Raman Selden, Peter Widdowson & Peter Brooker: Pearson & Longman Publishers
5. Literary Theory: An Anthology, Second Edition. Ed. Julie Rivkin & Michael Ryan: Blackwell Publishers.
6. A Short History of English Literature. Harry Blamires, 2<sup>nd</sup> Edition.
7. Dictionary of Literary Terms & Literary Theory. J. A. Cuddon: Penguin Books
8. Atwood, Margaret Survival: A Thematic Guide to Canadian Literature(1972).
9. New, W. H. A History of Canadian Literature. Second Edition (1989).
10. Hutcheon, Linda. The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction. Oxford University Press, 1992.

### **Course Outcomes:**

**On successful completion of the course, the students will be able to**

CO1- acquire knowledge about the pattern of Competitive Examinations

CO2- get an idea about answering multiple choice questions in a time based manner



## Unit II

### Affect & Cognition in Dreams

1. “States of Consciousness: Dreams, Literature and the Neurochemistry of the Brain” – Isabel Jaen – [www.cognitivecircle.org/ct&lit](http://www.cognitivecircle.org/ct&lit)
2. ‘Kubla Khan’ – ST Coleridge
3. ‘The Waking Dream’ – Jenifer Ford

## Unit III

### Emotional Intelligence and Moral Cognition

1. The Brain and Emotional Intelligence: New Insights – Daniel Goleman
2. “Theory of Mind and Moral Cognition: Exploring the Connections”- Joshua Knobe- [www.unc.edu/knobe/](http://www.unc.edu/knobe/)
3. “The Neural Basis of Human Moral Cognition”– Jorge Moll, Roland Zahn Ricardo de Olivera–Souza, Frank Krueger and Jordan Crafman –[www.hss.caltech.edu/stevel\\_moll.pdf](http://www.hss.caltech.edu/stevel_moll.pdf)
4. Fahrenheit 451 – Ray Bradbury – Publisher: Del Rey, 2011

## Unit IV

### Emergence of Culture

1. Reading Human Nature: Literary Darwinism in Theory and Practice – Joseph Carroll
2. “A Silent Emergence of Culture: The Social Tuning effect”- Garriy Shteynberg – [www.gsb.stanford.edu](http://www.gsb.stanford.edu)
3. Purple Hibiscus – Chimimanda Ngozi Adichie
4. Mother of 1084 – Mahashwetha Devi

## Unit V

### Epiphanies and Characteristics

1. Peak experiences – Abraham Maslow – Penguin
2. “The Golden Flow of the Now moment” – [www.kristopher](http://www.kristopher) Raphael.com
3. Excerpts from ‘Wings of Fire’ related to the concept of flow
4. Miss Brill- Catherine Mansfield
5. “Discovery: The Eureka! Moment Revisited” by Robert P. Crease [www.winston](http://www.winston) brill.com
6. “Self actualization – The Maslow Theory” – sushinisen.hubpages.com
7. Seize the Day - Saul Bellow
8. Renaissance Man ( Movie)– Speech from Henry V
9. Dead Poets Society ( Movie)– Final tribute of students to Mr. Keating

### References:

- The Brain and Emotional Intelligence – New Insights, - Daniel Goleman, Morethansound Publishers.
- Elements of Moral Cognition: Rawls’ Linguistic Analogy and the Cognitive Science of Moral and Legal Judgement – John Mikhail , Cambridge University Press.
- Origins of the Modern Mind Three origins in the evolution of Culture and Cognition – M.Donald ,Harvard University Press
- Toward a Psychology of Being – Abraham Maslow, John Wiley & Sons Inc.

- Literature and Cognition- Jerry R. Hobbs, The University of Chicago Press.
- Cognition and Representation in Literature: The Psychology of Literary Narratives – Janos Laszlo, Akademiai Kiado
- Shakespeare and Cognition: Aristotle’s Legacy and Shakespearean Drama: Webbing the Invisible- Arthur F. Kinney, Routledge.
- Between Literature and Science: Poe, LEM and Explorations in Aesthetics, Cognitive Science, and Literary Knowledge - Peter Swirski, McGill-Queen's University Press
- Cognitive Stylistics: Language and Cognition in Text Analysis (Linguistic Approaches to Literature), Elena Somino, Jonathan Culpeper, John Benjamin’s Publishing co.
- The Tell Tale Brain: A Neuroscientist’s Quest for What Makes Us Human, V.S.Ramachandran, WW Norton & Company.
- The Brain That Changes Itself, Norman Doidge, Penguin Books
- Looking For Spinoza, Antonio Damasio, Vintage Books.
- Descartes Error, Antonio Damasio, Harper Perennial.
- A Brief Tour of Human Consciousness: From Impostor Poodles to purple Numbers, V.S.Ramachandran, Pi Press.
- The Emerging Mind, V.S.Ramachandran, BBC/ Profile Books.
- Encyclopedia of the Human Brain, V.S.Ramachandran, Academic Press.
- Phantoms in the Brain, V.S.Ramachandran, William Morrow.

#### Course Outcomes:

**On successful completion of the course, the students will be able to**

CO1- get a metacognitive awareness while reading and comprehending Literature

CO2- acquire a working perspective on the interfaces between Life and Literature

CO3- Understand the parallels between Life and Literature

CO4- acquire knowledge about affect reason dialectic interface

**Course prepared by: Dr. B. Padmanabhan**

**Course verified by: Dr. R. Saravana Selvan**

### **SEMESTER II - ELECTIVE III SYLLABUS**

**Title of the Subject: - ALTERNATIVE LITERARY STUDIES    No. of Credits:4**

**Code No                    :18ENGE03**

**No. of Teaching hours:5**

#### **Preamble:**

The course provides an introduction to diversified literary studies which are not focused in the canonical studies. The paper will introduce possible a research area in English studies. It covers unexplored areas of literary studies like subaltern; disability, aboriginal and other marginalize discourses. The texts will offer a new perspective about literary studies

**Course Objectives:**

The course will help the students to

- To gain knowledge about unexplored research areas in Literary Studies
- To be introduced to Marginalized literary expressions
- To acquire knowledge about disability and Minority discourses

**Unit – 1: SUBALTERN STUDIES**

- Refugee Mother and Her Child - Chinua Achebe
- Hunger - Namdeo Dhasal
- The Scar - A. Kunasekaran. Translated by Kadambari
- Beasts of Burden - Imayam

**Unit – 2: ABORIGINAL/ FIRST NATION STUDIES**

- The Man from Snowy River - Peterson
- Massacre of Innocence - A.D. Hope
- Around the Third Barrel - Melanie Garant
- A Far Cry From Africa - Derek Walcott
- Mother Forest - C. K. John

**Unit – 3: FEMINIST DISCOURSES**

- The Colour Purple - Alice Walker
- My Story - Kamala Das
- I Know Why The Caged Bird Sings - Maya Angelou

**Unit -4: GENDER STUDIES**

- Trans: A Memoir - Juliet Jacques
- On A Muggy Night in Mumbai - Mahesh Dattani
- Surviving Madness - Betty Pearson

**Unit-5: DISABILITY AND MINORITY STUDIES**

- The Child Who Never Grew - Pearl S. Puck
- The Chronicles of Corpse Bearer - Cyrus Mystry
- The Diary of a Young Girl - Annie Frank

**References:**

*Reading Subaltern Studies: Critical History Contested Meaning and the Globalization of South Asia.* Edited by David Ludden, Anthem South Asian Studies,2002.

*Nelson Aboriginal Studies, Editors Allison Cadzow, John Maynard,* Published by Cengage Learning, 2011.

*Women and Media, challenging feminist discourses,* Edited by Kiran Prasad, the Women Press, Edition: 2010

*Feminist Approaches to Literature (Vistas and Perspectives),* Edited by Sunita Sinha, Atlantic Publishers.

*Delusions of Gender: How Our Minds, Society and Neurosexism Create Difference* by Cordelia Fine, Published by W.W Norton and Company  
*We should all be Feminists* by Chimamanda Ngozi Adichie, Vintage Publications, 2014.  
*The Minority Body (A Theory of Disability)* by Elizabeth Barnes by Oxford University Press.  
*Minority Studies*, Edited by Rowena Robinson, Oxford Press, 2012.

### Course Outcomes:

**On successful completion of the course, the students will be able to**

CO1- gain knowledge about emerging research areas in English studies

CO2- understand the point of view of minority voices

CO3- gain new perspective about disability and gendered discourses

CO4- gain a perspective about the disability and minority studies

**Course prepared by: Dr. M. Kasirajan**

**Course verified by: Dr. R. Saravana Selvan**

## SEMESTER IV-PAPER XV

**Title of the Subject: SOFT SKILLS AND CAREER SKILLS THROUGH LITERATURE**

**No. of Credits:4**

**Code No :18ENGC13**

**No. of Teaching hours:7  
(18ENGC15)**

### Preamble

Public speaking and soft skills are introduced in the curriculum with practical application of the same in the classrooms to make the students employable after the completion of this programme. In addition to the theoretical education of the same, the students are exposed to practical application of public speaking and soft skills, which is assessed through a practical exam towards the end of the course. Further, this paper aims at training the students with soft skills through literature and improving their career and employability skills.

### Course Objectives

- To train students in study of character/ human behaviour
- To orient students in the basics of literary interpretation
- To train the students in writing book reviews, design and preparation of user manuals and ads
- To train students in the basics of copy editing
- To give them practical orientation in copy editing

### Unit I

Introduction to Public Speaking

Audience, Context, Speaker, Speech Planning Process, Speech making process, Speech effectiveness



**Unit II :**

Developing Confidence through the Speech Planning Process

Understanding Public Speaking Apprehension

Signs of Speech Apprehension, Causes of Speech Apprehension, Idea level of Apprehension

Overcoming Public Speaking Apprehension

General methods, Specific techniques

Confidence through Effective Public Speaking

- Step 1 : Select appropriate speech goal
- Step 2 : Understand audience
- Step 3 : Gather and Evaluate information
- Step 4 : Organize and develop ideas into speech outline
- Step 5 : Choose appropriate visual aids
- Step 6 : Practise the wording and delivery of speech

**Unit III :**

Informative Speaking

Characteristics : Intellectual stimulation, Creativity, Emphasis to aid Memory

Methods of Informing : Description, Definition, Comparison and Contrast, Narration, Demonstration

(Rudolff F.Verderber and Kathleen S. Verderber, The Challenge of Effective Speaking, Thomson Wadsworth 13<sup>th</sup> ed., 2006, Unit I : pp 1-12, Unit II : pp 23-31, Unit III : pp 215-239).

**Unit IV:**

SOFT SKILLS

- Responsibility / Altruism - Sydney Carton in A Tale of Two Cities
- Self - esteem - Shakespeare, Coriolanus, Coriolanus
- Critical Thinking - Arthur Canon Doyle, The Hound Of Baskervilles, Sherlock Holmes

**Unit V**

SOFT SKILLS

- Integrity / Honesty - George Eliott, Silas Marner, Silas Marner
- Self-Management - Anita Desai, Village By the Sea, Hari, Lila
- Self Exploration - Rama Mehta, Inside the Haveli- Geeta.

References:

1. Hill, Knox C. *Interpreting Literature: History, Drama and Fiction, Philosophy, Rhetoric*. Chicago: U of Chicago P, 1966. Print.
2. Reichl, Susanne. *Cognitive Principles, Critical Practice: Reading Literature at University*. Göttingen: V & R Unipress, 2009. Print.
3. Peck, John, and Martin Coyle. *Practical Criticism*. Basingstoke: Macmillan, 1995. Print.
4. Cranford, Robert J. *Copy Editing Workbook*. New York: Holt, Rinehart and Winston, 1967. Print.
5. Judd, Karen. *Copyediting: A Practical Guide*. Place of Publication Not Identified: Axso, 2001. Print

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

- CO1- use characters from classics/their behaviour as parallels to reflect and introspect on their own behaviour
- CO2- express their views on various topics
- CO3- familiarize themselves in the use of right effects and develop skills in bringing personal emotions under the scanner of cognition
- CO4- acquire knowledge about the use of characters / interactions from literature and other areas listed as case studies

**Course prepared by: Dr. R. Saravana Selvan,  
Dr. V. David Arputha Raj & Dr. M. Kasirajan  
Course verified by: Dr. R. Saravana Selvan**

**SEMESTER IV-PAPER XVI**

**Title of the Subject: CONTEMPORARY CRITICAL THEORIES**

**No. of Credits:4**

**Code No :18ENGC16**

**No. of Teaching hours:8**

**Preamble:**

The course will provide an orientation to the students about the contemporary critical theories. The students will be introduced to various methods and approaches of literary interpretation. The course will also introduce the interdisciplinary aspects of literary theories.

**Course Objectives**

Students will be familiarized with contemporary issues in literary theory and criticism. The course focuses on introducing the recent developments in complex critical theories. Culture studies, ecological theories, political theories will be introduced.

**Unit I: Structuralism, Post structuralism and Reader Response theories**

- i) Gerard Genette - Structuralism and Literary Criticism
- ii) Wolfgang Iser - Interaction between Text and Reader
- iii) Harold Bloom - The Breaking of Form

**Unit II: Psychoanalysis and Hermeneutics**

- i) Peter Brooks - The idea of Psycho Analytic Criticism
- ii) Michael Foucault - Subjectivity and Truth

**Unit III: Marxist Criticism, Feminist Criticism and Postcolonialism**

- i) Terry Eagleton - Capitalism, Modernism ,Post Colonialism
- ii) Helene Cixous - The Newly Born Woman
- iii) Homi K Bhaba - The Post Colonial and the Post Modern (From the Location of Culture)

**Unit IV: Cultural Studies and Digital Humanities**

- i) Stuart Hall: Cultural Identity and Diaspora.
- ii) Stanley Fish : Mind Your P's and B's : The digital Humanities and Interpretation

**UNIT V : Subaltern and Minority Discourses**

- i) Saran Kumar Limbale : Towards dalit Aesthetics
- ii) Edward said : Imaginative Geography and its Representations
- iii) Gayathri Chakravorty Spivak : Can the Subaltern Speak ?

References:

1. Allen, Amy. *The Politics of Our Selves - Power, Autonomy and Gender In: Contemporary Critical Theory*. New York: COLUMBIA UP, 2012. Print.
2. Steele, Meili. *Contemporary Critical Theory: From Hermeneutics to Cultural Studies*. Columbia, SC: U of South Carolina, 1996. Print.
3. Marshall, Donald G. *Contemporary Critical Theory: A Selective Bibliography*. New York: Modern Language Association of America, 1993. Print.
4. Moran, Charles, and Elizabeth Penfield. *Conversations: Contemporary Critical Theory and the Teaching of Literature*. Urbana: National Council of Teachers of English, 1990. Print.
5. Leitch, Vincent B. *Literary Criticism in the 21st Century: Theory Renaissance*.
6. Castle, Gregory. *The Blackwell Guide to Literary Theory*. Malden, MA: Blackwell, 2007. Print.

**Course Outcomes:**

**On successful completion of the course, the students will be able to**

- CO1- acquire knowledge about emerging literary studies
- CO2- gain knowledge about complex critical theories
- CO3- understand the interdisciplinary nature of literary interpretation
- CO4- understand, socio- cultural, linguistic, political and economic influences on literary studies

**Course prepared by: Dr. P. Nagaraj**

**Dr. B. Padmanabhan & Dr. G. Vinothkumar**

**Course verified by: Dr. R. Saravana Selvan**

**PROJECT WORK**

**Title of the Subject: PROJECT WORK**

**No. of Credits:8**

- To introduce students to the art of research

Based on the project work the students are to be tested for their ability to

- Identify and state the research problem
- Conduct survey
- Select relevant data from primary sources
- Make intelligent inferences
- Use logic and analysis
- Design model of interpretation and apply it

**SUPPORTIVE PAPER (ODD SEMESTER)**

**ESSENTIALS OF COMMUNICATION SKILLS (18ENGS01)**

**Objectives :**

- To provide recap of grammar learnt at school
- To sensitize students to processes and behavior in communication
- To train students to perform well in Group Discussions and Interviews

**Unit I**

**Recap of Grammar I**

- Parts of Speech
- Active and Passive Voice

**Unit II**

**Recap of Grammar II**

- Tense Forms
- Simple, Compound and Complex Sentence

**Unit III**

Introduction to soft skills

**Unit IV**

Group Discussion

**Unit V**

Interview Skills

**SUPPORTIVE PAPER (EVEN SEMESTER)  
ADVANCED COMMUNICATION SKILLS**

**(18ENGS02)**

**Course Outcomes**

- To provide learners to understand the next level grammar
- To expose learners to various forms of communication
- To refresh basic grammar skills
- To hone listening skills
- To provide practice in pronunciation and spoken tasks

**Unit I**

- Subject-Verb Agreement
- Active and Passive Voice
- Prepositions

**Unit II**

- Why and How We Listen
- What People Say

- What People Mean
- How People Speak
- How People Organize Speech

### **Unit III**

- The Art of Small Talk
- A Casual Conversation

### **Unit IV**

- Types of Calls
- Telephone Etiquette

### **Unit V**

- Creative Writing
- E- mail writing

## **ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)**

### **Preamble:**

The courses are aimed at providing an introduction to advanced research areas in English studies. These courses are offered as self study courses and provide basic knowledge about a specific research area in English.

## **SEMESTER IV -PAPER I - INTRODUCTION TO DIGITAL HUMANITIES**

### **Course Outcome**

- The students will be able to understand the basic principles related to Digital Humanities as a research area.

### **Unit I**

History of humanities computing-linguistics meets exact sciences- marking texts of different dimensions-classification and its structures.

### **Unit II**

Text encoding- electronic texts: audiences and purposes-modeling - stylistic analysis and authorship studies- preparation and analysis of linguistic corpora

### **Unit III**

Electronic scholarly editing - textual analysis- thematic research collections- digital resources.

### **Unit IV**

Cognitive stylistics and literary imagination-multi variant narratives- speculative computing-robotic poetics- designing sustainable projects -conversion of primary sources- text tools

### **Unit V**

What is digital humanities and what is it doing in English departments- the humanities done digitally- humanistic theory and digital scholarship

**ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)  
SEMESTER IV -PAPER II -ENGLISH FOR SPECIFIC PURPOSES**

**Course Outcome**

- The students will be able to understand the basic principles related to English for Specific Purposes as a research area.

**UNIT I**

The origin of English for Specific Purposes, the development of ESP, ESP: approach not product.

**UNIT II**

Language descriptions

Theories of Learning.

**UNIT III**

Needs analysis, approaches to course design.

**UNIT IV**

The Syllabus, Materials Evaluation, Materials Design.

**UNIT V**

Application, Evaluation, The role of the ESP teacher.

**Reference Book:**

Tom Hutchinson and Alan Waters *English for Specific Purposes: A Learning - Centered Approach*. Cambridge University Press.

**ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)  
SEMESTER IV -PAPER III – CULTURAL STUDIES**

**Course Outcome**

- The students will be able to understand the basic principles related to Cultural Studies as a research area.

**Unit I**

Scope, Aim, and Methods

**Unit II**

Theories

**Unit III**

Culture of Consumption

**Unit IV**

Culture of Memory

**Unit V**

Culture of Impression Management

**ADDITIONAL CREDIT FOR ADVANCED LEARNERS (Fourth Semester)**

**SEMESTER IV -PAPER IV - CONTENT WRITING**

**LITERATURE AND LANDSCAPE NARRATIVES**

**Course Outcomes**

- To familiarize learners with various dimensions of non-verbal communication
- To recognize nature, culture, ethnicity, architecture, paintings, music as non-verbal texts
- To develop an awareness on environmental activism through language and literature

**COURSE CONTENT:**

**Unit I**

**Nature as Non-verbal text**

Physical Environment, Mixing member, nature studies and spiritual philosophies

**Unit II**

**Culture as Non-verbal text**

Cultural cConventions, Ethnicity, Customs,Rituls, Symbols, Festival and Iconography, Totems, Taboos, Tatttoos, Clothing and Personal Appearance

**Unit III**

**Space as Non-verbal text**

Socio-Cultural and Gender Dynamics of Space; Space and Non-Verbal Communications; Domestic and Public Spaces; Urban and rural scapes

**Unit IV**

**Art us as Non-verbal text**

**Painting, dance (folk, classical and popular), street play**

**Unit V**

**Music Narratives**

Note: To fecilitate discussions in the classrooms, an indicative case studies list of architectural sites/temples/paintings is provided below architecture

- a) Architecture – Chinese: Great Wall, South Asian: Taj Mahal, Hotel Taj (Mumbai), Red Fort, Group of Monuments - Mahabalipuram
- b) Paintings: Da Vinci, Michelangelo, Raja Ravi Verma
- c) Dance & Music: Bhangra, Nautanki

**References:**

1. How I became a Tree – Sumana Roy
2. Things fall apart - Chinua Achebe
3. Barnard, Malcolm. Fashion as Communication. London: Routledge,2002
4. Defrancisco, Victoria Pruin, Catherins Helan Palczeniski. Communicating Gender Diversity. Sage, 2007
5. Reading Images. London: Routledge, 2006
6. Music and Narrative since 1900 Edited by Micheal L. Klein and Nicholas Reyland,2013.

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