

# **Veer Narmad South Gujarat University, Surat.**

## **Syllabus for M. A. (English) Semester-III and Semester-IV (For the academic years 2011-12, 2012-13, 2013-14)**

### **Syllabus at a glance**

#### **Semester – III**

##### **Core Papers**

- ME 11      Literary Form: Novel  
ME 12      Literary Criticism  
ME 13      Indian Writing in English

##### **Electives**

- ME 14 A    American Literature (Novel, Poetry)  
ME 14 B    English Language Teaching  
ME 15      Multidisciplinary course (Drama and History)

#### **Semester – IV**

##### **Core Papers**

- ME 16      Literary Form : Novel  
ME 17      Literary Criticism and Theory  
ME 18      World Literature in translation

##### **Electives**

- ME 19A    American Literature (Drama, Non-Fictional Prose)  
ME 19 B    English Language Teaching  
ME 20      Multidisciplinary course (Novel and History)

## M. A. (English) Semester–III

### ME 11      **Literary Form: Novel**

#### **Objectives:**

- (1) To acquaint students with the defining features of the form of novel
- (2) To familiarize students with the development of the form of novel in historical context.
- (3) To train students in the reading of novels in terms of the form and history of fiction

1. Cervantes, *Don Quixote*
2. Samuel Richardson, *Pamela*
3. Henry Fielding, *Joseph Andrews*
4. Charles Dickens, *Hard Times*

### ME 12      **Literary Criticism**

#### **Objectives :**

- (1) To acquaint students with the principles and history of criticism.
- (2) To familiarize students with the classical, neoclassical , modernist, the New Critical, archetypal and liberal humanist critical orientations with the reading critical essay representative of the critical trends.
- (3) To initiate the students into a critical discourse of variety and contestation through various original critical essays.

1. Aristotle, *The Poetics* (only chapters II, III to be included)
2. Dryden, “An Essay on Dramatic Poesy”
3. Philip Sidney, “An Apology for Poetry”
4. Joseph Addison, “The Pleasures of Imagination”
5. T. S. Eliot, “The Function of Criticism”

6. John Crowe Ransom, "Criticism, Inc."
7. Northrop Frye, "The archetypes of Literature"
8. Lionel Trilling, "Freud and Literature"

**Prescribed Textbooks:**

*English Critical Texts: 16<sup>th</sup> Century to 20<sup>th</sup> Century*, (eds.) D. J. Enright & Ernest de Chickera (London: OUP, 1968)

*Literary Criticism: A Reading*, (eds.) B. Das & J. M. Mohanty (Calcutta : OUP, 1985)

20<sup>th</sup> Century Literary Criticism: A Reader, (ed.) David Lodge (London: Longman, 1972)

**ME 13 Indian Writing in English**

**Objectives :**

- (1) To acquaint students with Indian literature written in English.
- (2) To familiarize students with the texts of Indian writing in English in terms of poetry and fiction in historical context.
- (3) To train the students in the reading of the texts of Indian writing in English with reference to themes and forms in Indian Context.

1. R. K. Narayan, *The Painter of Signs*
2. Shashi Deshpande, *Small Remedies*
3. Amitav Ghosh, *The Shadow Lines*
4. Vilas Sarang (ed.), *Indian English Poetry since 1950: an anthology* (Disha Books, 1989)

Only the following poems by Jayant Mahapatra to be included:

- (i) Dawn at Puri (ii) The Exile (iii) Summer (iv) The Moon Moments

- (v) The Door (vi) The Abandoned British Cemetery at Balasore  
(vii) Total Solar Eclipse (viii) Again, One Day, Walking by the River

#### **ME 14 A American Literature (Novel, Poetry)**

##### **Objectives :**

- (1) To acquaint students with history and development of American Literature.
- (2) To familiarize the students with American literary texts in terms of novel and poetry.
- (3) To train the students in the reading of American literary texts in terms of themes, forms and socio-historical context.

1. Ernest Hemingway, *The old Man and the sea*
2. Saul Bellow, *Henderson the Rain King*
3. Ralph Ellison, *Invisible Man*
4. Robert Frost's Poems from *The Poems of Robert Frost* (New York: Modern Library, 1946)

Only the following poems to be included:

- (i) Mending Wall (ii) The Death of a Hired Man (iii) Home burial  
(iv) After Apple Picking (v) West-running brook (vi) An old Man's Winter Night  
(vii) Birches (viii) Stopping by woods on a Snowy Evening (ix) Design

#### **ME 14 B English Language Teaching**

##### **Objectives :**

- (1) To acquaint the students with the concepts of English Language teaching
- (2) To familiarize the students with English Language Teaching in Indian context and in terms of its methodology, items and skills.
- (3) To initiate the students into the study of various concepts and applications of English Language Teaching.

1. English Language Teaching in India:
  - Language Learning and Language Acquisition,
  - Theories of Language Learning, Behaviorism and Cognitivism (Pavlov, Skinner and Gestalt)
  - Models of Second Language Teaching Analysis:  
Campbell's model, Spolsky's model, Mackey's model, Strevens' model.
2. Methodology of Teaching English:
  - Approaches: Structural, Functional/Notional, and Communicative Approaches
  - Methods: Grammar-Translation Method, Direct Method, Reading Method, Audio-Lingual Method, Audio-Visual Method
3. Teaching of Language Items and Skills:
  - Teaching of Pronunciation /Spoken English
  - Teaching of Reading
  - Teaching of Writing
  - Teaching of Vocabulary
  - Teaching of Grammar
4. Syllabus Design:
  - Principles of syllabus design: Selection on the basis of language variety, contrastive analysis, Error analysis
  - types of syllabus: structural, notional-functional , communicative, ESP syllabuses and so on
  - Factors affecting syllabus design: task-based, procedural syllabuses, predetermined and emergent syllabuses.

5. Materials Production :
  - testing and teaching materials, role and scope of materials
  - criteria for selection, Presentation and construction of materials
  - types of materials: visual, audio-visual, printed, computerized materials; materials for the development of language skills and items
  - materials for evaluating language teaching and learning.
6. Teaching English for Specific purposes :
  - need for teaching ESP in India
  - General purpose English vs ESP
  - ESP syllabus design and methodology
  - taxonomy of ESP as suggested by Peter Strevens, David Wilkins and others
  - types of ESP courses.

### **Books Recommended:**

- Bell, R. T. *An Introduction to Linguistics: Approaches and Methods in Language Teaching*. (Batsford, 1981)
- Brown, H. D. *Principles of Language Learning and Teaching*. (N. J.: Prentice Hall, 1994)
- Harmer, J. *The Practice of English Language Teaching*. (London: Longman, 1991)
- Heaton, J. B. (ed.). *Language Teaching*. (Modern English Publication, 1982)
- Hutchinson & Waters. *ESP at the Crossroads: English for Specific purpose*. No. 36 (Corvallis: Oregon State University, 1980)
- Johnson, K. *Communication Syllabus Design and Methodology*. (Pergamon, 1982)
- Lado, R. *Language Teaching*. (London: Longman, 1961)
- Mackey, W. F. *Language Teaching Analysis*. (London: Longman, 1965)
- Nunan, D. *Language Teaching Methodology*. (NY: Prentice-Hall, 1991)
- Robinson, J. C. *ESP: English for Specific Purpose*. (Pergamon, 1980)

Stern, H. H. *Fundamental Concepts of Language Teaching*. (London, OUP, 1983)

Widdowson, H. G. *Teaching Language as Communication*. (London: OUP, 1979)

Yalden, J. *Communicative Language Teaching*. (OISE Press, 1981)

Yardi, V. V. *Teaching English in India Today*. (Parimal Prakashan, 1977 )

## **ME 15      Multidisciplinary Course : Drama and History**

### **Objectives :**

- (1) To help students relate Literature to other disciplines.
- (2) To train students into the reading of dramatic texts in terms of history.
- (3) To familiarize students with the discourse of history.

1. Anton Chekhov, *The Cherry Orchard*
2. Arthur Miller, *The Crucible*
3. Girish Karnard, *Tughlaq*
4. Vijay Tendulkar, *Ghashiram Kotwal*

## M. A. (English) Semester – IV

### ME 16 Literary Form : Novel

#### Objectives :

- (1) To acquaint students with the defining features of the form of novel
- (2) To familiarize students with the development of the form of novel in historical context.
- (3) To train students in the reading of novels in terms of the form and history of novel.

1. Thomas Hardy, *The Mayor of Casterbridge*
2. Virginia Woolf, *To the Lighthouse*
3. Raja Rao, *Kanthapura*
4. Arundhati Roy, *The God of Small Things*

### ME 17 Literary Criticism and Theory

#### Objectives :

- (1) To acquaint the students with the principles and history of criticism.
- (2) To familiarize the students with the romantic and Victorian criticism, and the recent critical trends like structuralism, post-structuralism, deconstruction, reader response and post-colonialism.
- (3) To initiate the students into a critical discourse of variety and contestation through various original critical essays.

1. William Wordsworth, “Preface to Lyrical Ballads”
2. John Keats, “From *The Letters*”
3. Matthew Arnold, “Function of Criticism at the Present Time”

4. Walter Pater, "From *The Renaissance*"
5. Palul de Man, "The resistance to theory "
6. Roland Barthes, "The death of the author"
7. Stanley Fish, "Interpreting the *Variorum* "
8. Edward Said, "Crisis [in *Orientalism* ]"

**Prescribed Textbooks:**

*English Critical Texts: 16<sup>th</sup> Century to 20<sup>th</sup> Century*, Eds. D.J Enright & Ernest de Chickera (London: OUP, 1968)

*Literary Criticism : A Reading*, Edls. B. Das & J. M. Mohanty ( Calcutta : OUP, 1985)

*Modern Criticism and Theory: a Reader*, Ed. David Lodge (London: Longman, 1988)

**ME 18 World Literature in translation**

**Objectives :**

- (1) To acquaint students with the classics in the world literature.
- (2) To familiarize students with the world classics in various literary forms
- (3) To cultivate the sense of comparison and analysis in students.

1. Goethe, *Faust*
2. Dostoyevsky, *Crime and Punishment*
3. Jean Paul Sartre, *The Flies*
4. R.M. Rilke, poems from *Selected Poems: Rilke*, (trans.) J. B. Leishman, rpt. 1988 (London: Penguin Books, 1964)

Only the following poems are prescribed:

From New Poems: First Part:

(i) The Panther (ii) In a Foreign Park (iii) Orpheus, Eurydice, Hermes

From The Duino Elegies

(iv) The First Elegy (v) The Ninth Elegy

From The Sonnets to Orpheus: First Part

(vi) 'Praising, that's it! As a praiser and blesser'

(vii) 'Only by him with whose lays' (viii) 'Only when flight shall soar'

(ix) 'You that could sound till the end, though, immortal accorder'

### **ME 19A American Literature (Drama, Non-Fictional Prose)**

#### **Objectives :**

- (1) To acquaint the students with the history and development of American literature.
- (2) To familiarize the students with American literary texts in terms of the forms of drama and Prose.
- (3) To train students in the reading of American literary texts in terms of themes, forms and socio-historical context.

1. Eugene O'Neill, *Mourning becomes Electra*
2. Tennessee Williams, *A Streetcar Named Desire*
3. Ralph Waldo Emerson, Prose writings from *The Selected Writing of Ralph Waldo Emerson*, (ed.) Brooks Akinson (New York: The Modern Library, 1964) (only the writings entitled "History," "Love," "Friendship," "Art," "The Poet," "Experience," "Manners" to be included)
4. Henry David Thoreau, *Walden in Walden and Civil Disobedience* (Norton Critical Edition, published by Prentice-Hall of India Pvt. Ltd.) (only the chapters "Readings," "Sounds," "Solitude," "The Village," "The Ponds" to be included)

## **ME 19 B English Language Teaching**

### **Objectives :**

- (1) To acquaint students with the concepts of English Language teaching.
- (2) To familiarize students with English Language Teaching in terms of syllabus design, material production, ESP, Teaching aids and error analysis
- (3) To encourage students to study pragmatic aspects of English Language Teaching

#### 1. Techniques of Teaching English:

- Teaching of Presentation and Repetition,
- Lecturing, questioning, Interacting and drilling

#### 2. Communicative Approach to Language Teaching:

- Communicative Language Teaching and Communicative Language testing

-- Views of Dell Hymes, M.A.K. Halliday, H.G. Widdowson, and D.A. Wilkins

#### 3. Testing in English :

- Characteristics of good test, validity, reliability
- Testing of Language elements: Grammar & Vocabulary
- Testing of Language Skills: LSRW.

#### 4. Teaching English as used in Literature :

- place of literature in language teaching
- place of language in literature teaching
- objectives of teaching literature in English in India
- audio and audio-visual aids in teaching literature
- tests for Literature classes.

5. Aids to teaching English :
  - audio- lingual, audio-visual aids
  - types of aids: radio, TV, newspapers, Language laboratory, computer film and other electronic aids
  - traditional, inexpensive aids such as blackboard, maps, wall pictures etc.
  - relevance and significance of teaching aids
  - the technical, financial and administrative aspects of using aids
  
6. Error analysis:
  - changing attitudes to learner’s errors
  - the notions of inter-language and transitional competence
    - Intra-language and inter-language errors
  - sources of errors and significance of errors for the learner, teacher and researcher
  - errors and remedial teaching
  - competence errors vs. performance errors

**Books Recommended:**

- Allen, J. P. B. & S. Pit Corder (eds.). *The Edinburgh Course in Applied Linguistics. Vol. 1-4* (Oxford University Press, 1974)
- Bachman, L. F. *Fundamental Considerations in Language Testing*. (Oxford: OUP, 1990)
- Bachman, L. F. & Palmer A. *Language Testing in Practice*. (Oxford: OUP, 1996)
- Brumfit, C. J. and K. Johnson. *Communicative Approach to Language Teaching*. (London, OUP, 1979)
- Johnson, R. & K. Morrow. *Communicative Language Teaching: Issues and Application*. (Longman, 1984)
- Littlewood, W. *Communicative Language Teaching*. (OUP, 1981)
- Ellis, R. *Instructed Second Language Acquisition*. (Oxford: Blackwell Publications, 1990)
- Heaton J. B. *Writing English Language Tests*. (Longman, 1977)

- Johnson K. *Understanding Communication in Second Language Classrooms*. (Cambridge: CUP, 1995)
- Moody H. L. B. *The Teaching of Literature*. (Longman, 1979)
- Stevens, P. *New Orientations in the Teaching of English*. (London: OUP, 1979)
- Rivers, W. *Testing Foreign Language Skills*. (Chicago: Uni. Of Chicago Press, 1969)
- Sunderrajan, R. (ed.). *The Lie of the Land*. ( OUP, 1990)
- Viswanathan, Gauri. *Masks of Conquest*. (Faber, 1989)
- Widdowsoon, H. G. *Learning Purpose and Language Use*. (Longman, 1983)
- Wilkins, D. A., *Second Language Learning and Teaching*. (London, Edward Arnold)

## **ME 20      Multidisciplinary Course : Novel and History**

### **Objectives :**

- (1) To help students relate Literature to other disciplines.
- (2) To train students into the reading of novels in terms of history.
- (3) To familiarize students with the discourse of history.

1. E. M. Forster, *A Passage to India*
2. R. K. Narayan, *Waiting for the Mahatma*
4. Khushwant Singh, *Train to Pakistan*
4. Rahi Masoom Reza, *A Village Divided*, trans. Gillian Wright  
(New Delhi: Penguin Books, 2003)

## **A Note on the Credit System**

M. A. (English) programme has totally 88 credits, with four semesters having 22 credits each. Of these, 02 credits will be for the submission of a seminar/library assignment paper. The remaining 20 credits will be equally divided between 05 courses.

The internal evaluation will be for 30 % marks while the external evaluation will be for 70 % marks.

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