

**Department of English,  
Veer Narmad South Gujarat University, Surat**

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**M. A. (English) Semester- III & IV Syllabi  
(Proposed Syllabi for academic years 2014-15, 2015-16, 2016-17)**

**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      Multi disciplinary course : (Drama and History )

**Semester – IV**

**Core Papers**

- ME 16      Literary Form : Fiction  
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      Multi disciplinary 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 familiarize students in the reading of novels in terms of the form and history of fiction

1. Daniel Defoe, *The life and strange surprising Adventures of Robinson Crusoe*
2. Flaubert, *Madame Bovary*
3. Samuel Richardson, *Pamela*
4. Charles Dickens, *Great Expectations*

### 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 Marxist orientations with the reading of the critical essays 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, *Poetics*, Chapters VI, XIII, XIV
2. John Dryden, From “Preface to Fables, Ancient and Modern”
3. Samuel Johnson, “Preface to Shakespeare”
4. William Hazlitt, from “On Poetry in General”

5. I. A. Richards, “Four kinds of meaning”
6. W. K. Wimsatt & Monroe C. Beardsley, “The intentional fallacy”
7. Northrop Frye, “Literature as context: Milton’s Lycidas”
8. Georg Lukács, “The ideology of modernism”

**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 the students with Indian literature written in English.
- (2) To familiarize the students with the texts of Indian writing in English in terms 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. Raja Rao, *Kanthapura*
2. R. K. Narayan, *The Dark Room*
3. Anita Desai, *Baumgartner’s Bombay*
4. Vilas Sarang (ed.) *Indian English Poetry since 1950 : an anthology* (Disha Books, 1995)

Only the poems by A. K. Ramanujan to be included.

- (i) “A River” (ii) “Obituary” (iii) “Ecology” (iv) “Anxiety” (v) “Routine Day Sonnet” (vi) “Looking and Finding” (vii) “Chicago Zen”

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

### **Objectives :**

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

1. Mark Twain, *Adventures of Huckleberry Finn*
2. Theodore Dreiser, *Sister Carrie*
3. J. D. Salinger, *The Catcher in the Rye*
4. Walt Whitman's *Leaves of Grass*

(New York, Modern Library)

(Only the following poems to be included)

- (i) "I Sing the Body Electric" (from Book IV) (Sections 1 to 9)
- (ii) "Crossing Brooklyn Ferry" (from Book VIII) (Sections 1 to 9)
- (iii) "Out of the Cradle Endlessly Rocking" (from Book XIX)
- (iv) "Passage to India" (from Book XXVI)

## **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 syllabi etc.
  - Factors affecting syllabus design: task-based, procedural syllabi, predetermined and emergent syllabi
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

### **Reading List:**

- 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 to read literary texts in the light of history
- (3) To familiarize students with the discourse of history and the relevance of history in various forms to the study of literature

1. Anton Chekhov, *Three Sisters*
2. John Osborne, *Look Back in Anger*
3. Vijay Tendulkar, *Encounter in Umbugland*
4. Asif Currimbhoy, *Goa*

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## 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. Joseph Conrad, *Heart of Darkness*
2. Ernest Hemingway, *For Whom the Bell Tolls*
3. Kingsley Amis, *Lucky Jim*
4. Rohinton Mistry, *Such a Long Journey*

### 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. S. T. Coleridge, Chapter XIV, *Biographia Literaria*
2. P. B. Shelley, “A Defence of Poetry”
3. Matthew Arnold, “The study of poetry”

4. D. H. Lawrence, "Why the novel matters"
5. Roland Barthes, "Criticism as language"
6. Tzvetan Todorov, "The typology of detective fiction"
7. Wolfgang Iser, "The reading process: a phenomenological approach"
8. Michel Foucault, "What is an author?"

**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)

*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. Franz Kafka, *The Trial*
2. Maxim Gorky, *Mother*
3. Jean Paul Sartre, *No Exit*
4. Baudelaire, *Flowers of Evil*. Trans. Jacques Leclercq (Mount Vernon, New York: Peter Pauper Press, 1958.)

Only the following poems included:

(i) “To the Reader” (ii) “Correspondences” (iii) “Benediction” (iv) “The Jewels” (v) “Of Her Hair” (vi) “Hymn to Beauty” (vii) “Albatrosses” (viii) “Tyranny of Woman” (ix) “Exotic Perfume”

### **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. Edward Albee, *The American Dream*
2. Eugene O’Neill, *The Hairy Ape*
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 “Self-reliance,” “Prudence,” “Circles,” “Intellect,” “Nature”)
4. Henry David Thoreau, *Walden or, life in the Woods* (London: Everyman’s Library, 1992) (only the chapters “Where I lived, and what I lived for,” “Visitors,” “Baker farm”, “Brute neighbours,” “Spring”)

### **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

**Reading List:**

- 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. George Orwell, *Animal Farm*
2. Bhisham Sahni, *Tamas*
3. Toni Morrison, *The Bluest Eye*
4. J. M. Coetzee, *Life & Times of Michael K*

### **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 /Term paper presentation. 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.

