

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

**M. A. (English) Semester- III & IV Syllabi
(Syllabi for the academic years 2017-18, 2018-19, 2019-20)**

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 : Drama
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. Cervantes, *Don Quixote*
2. Henry Fielding, *Tom Jones*
2. Thomas Hardy, *Jude the Obscure*
4. James Joyce, *A Portrait of the Artist as a Young Man*

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 II, III
2. Aristotle, *Poetics*, Chapters VI, XIII, XIV
3. John Dryden, “An Essay of Dramatic Poesy”
4. Joseph Addison, “The Pleasures of Imagination”

5. T. S. Eliot, "Tradition and the Individual Talent"
6. Gerorge Orwell, "Politics and the English Language"
7. Leslie A. Fiedler, "The middle against both ends"
8. Raymond Williams, "Realism and the Contemporary Novel"

Prescribed Textbooks:

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

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

20th 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. Mulk Raj Anand, *Coolie*
2. R. K. Narayan, *The Vendor of Sweets*
3. Amitav Ghosh, *The Glass Palace*
4. Vilas Sarang (ed.) *Indian English Poetry since 1950 : an anthology* (Disha Books, 1995)

Only the following poems by Kamala Das to be included.

- (i) "An Introduction" (ii) "The Dance of the Eunuchs" (iii) "The Freaks" (iv) "In Love" (v) "The Looking Glass" (vi) "The Wild Bougainvillae" (vii) "Jaisurya"

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. Herman Melville, *Moby-Dick; or the Whale*
- 2 Ernest Hemingway, *For Whom the Bell Tolls*
3. Saul Bellow, *Herzog*
4. Emile Dickinson's poems
(the following poems to be included)

- (i) "Success is counted sweetest"
- (ii) "I taste a liquor never brewed"
- (iii) "There is a certain slant of light"
- (iv) "I felt a funeral in my brain"
- (v) "I am Nobody! Who are you?"
- (vi) "The soul selects her own society"
- (vii) "After great pain, a formal feeling comes"
- (viii) "There's been a death in the opposite house"
- (ix) "Publication is the auction"
- (x) "Because I could not stop for death"

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. Bertolt Brecht, *Life of Galileo*
2. Shelagh Delaney, *A Taste of Honey*
3. Vijay Tendulkar, *Kanyadan*
4. Girish Karnard, *Tughlaq*

M. A. (English) Semester – IV

ME 16 Literary Form : Drama

Objectives :

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

1. Shakespeare, *Macbeth*
2. George Bernard Shaw, *The Apple Cart*
3. Samuel Beckett, *Waiting for Godot*
4. Vijay Tendulkar, *The Vultures*

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 XVII, *Biographia Literaria*
2. John Keats, “From *The Letters*”
3. Matthew Arnold, “Function of Criticism at the Present Time”

4. Walter Pater, "From *The Renaissance*"
5. Roland Barthes, "The death of the author"
6. Elaine Showalter, "Towards a feminist poetics"
7. Fredric Jameson, "Metacommentary"
8. Edward Said, "Crisis [in orientalism]"

Prescribed Textbooks:

English Critical Texts: 16th Century to 20th 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)

Contemporary Literary Criticism: Modernism Through Poststructuralism Ed. Robert Con Davis (New York and London: Longman, 1986)

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. Jean-Paul Sartre, *Nausea*
2. Dostoyevsky, *Crime and Punishment*
3. Hermann Hesse, *Siddhartha*
4. Luigi Pirandello, *Six Characters in Search of an Author*

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. Tennessee Williams, *The Glass Menagerie*
2. Arthur Miller, *Death of a Salesman*
3. Ralph Waldo Emerson, Prose writings from *The Selected Writing of Ralph Waldo Emerson*, (ed.) Brooks Akinson (New York: The Modern Library, 1964)
(The writings included are “Spiritual Laws,” “The Over-Soul,” “Art,” “Gifts,” “Politics”)
4. Henry David Thoreau, *Walden or, life in the Woods* (London: Everyman’s Library, 1992)
(The chapters included are “Reading,” “Solitude,” “The Village”, “The Ponds,” “Winter Animals”)

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)
- Widdowson, 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. Salman Rushdie, *Shalimar the Clown*
3. Anita Desai, *Clear Light of Day*
4. Khushwant Singh, *Delhi: A Novel*

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.
