

M.Phil. / Ph.D. ENGLISH

SYLLABUS

(Effective from the Academic year 2019 – 2020 and onwards)



DEPARTMENT OF ENGLISH

KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University Established Under Section 3 of UGC Act, 1956)

Eachanari Post, Coimbatore – 641 021, INDIA.

Phone: 0422-6453777, 6471113-5, 2980011-2980018;

Fax No: 0422 – 2980022, 2980023

Email: info@karpagam.com

Web: www.kahedu.edu.in

DEPARTMENT OF ENGLISH
FACULTY OF ARTS, SCIENCE & HUMANITIES
RESEARCH PROGRAM – M.Phil / PhD in English
(2019–2020 Batch and onwards)

Course code	Name of the course	Instruction hours / week	credits	Maximum Marks (100)
19RENG101	Research Methodology and Pedagogy	4	4	100
19RENG 201	Modern Literary Theory and Criticism	4	4	100
19RENG 301	English Language Teaching	4	4	100
19RENG 302	Drama			
19RENG 303	Fiction			
19RENG 304	Poetry			
19RENG 305	Linguistics			
Program Total		12	12	300

PAPER- I: RESEARCH METHODOLOGY AND PEDAGOGY**19RENG101****Course Objective:**

- To understand some basic concepts of research and its methodologies.
- To identify appropriate research topics.
- To select and define appropriate research problem and parameters.
- To prepare a research proposal.
- To organize and conduct research in a more appropriate manner.
- To write a research report and thesis.

Course Outcome:

- Demonstrate the ability to choose methods appropriate to research aims and objectives.
- Understand the limitations of particular research methods.
- Develop skills in qualitative and quantitative data analysis and presentation.
- Develop advanced critical thinking skills.
- Demonstrate enhanced writing skills.
- Develop a comprehensive research methodology for a research question.

UNIT: I- Research Process

Research and writing, selecting a topic, using the library, conducting research, arriving at a thesis statement, taking notes, outlining, writing drafts and style Plagiarism.

UNIT: II- The Mechanics of Writing

Spelling, punctuation, names of persons, numbers, and titles of works in the research papers, use of questions, use of ellipsis and other alterations of sources.

UNIT: III- Documentation

Documentation sources, list of works cited and other source lists – citing print and non-print sources, citing electronic publications, compiling a bibliography or work cited, abbreviations, content notes.

UNIT: IV- Format of Thesis

Margins, heading and titles, page and chapter format, the text of the thesis, and organizing the material.

UNIT: V- Pedagogy

Objectives and Role of Higher Education – Important Characteristics of an Effective lecture – Quality Teaching and Learning – Lecture Preparation – Characteristics of Instructional Design – Methods of Teaching Learning: Large Group – Technique – Lecture, Seminar,

Symposium, Team Teaching, Project Small Group Technique – Simulation, Role Playing Demonstration, Brain Storing, Case Discussions and Assignment, Methods of Evaluation – Self Evaluation, Student Evaluation, Diagnostic Testing and Remedial Teaching – Question Banking – Electronic Media in Education: - ‘e’ Learning Researches – Web Based Learning.

SUGGESTED READINGS

1. *Modern Language Association. MLA Handbook for the Writers of Research Papers.* East West Press Seventh edition, New Delhi. 2012.Print.
2. Raimes, Ann. *Keys for Writers.* Houghton Mifflin, New York, 2002. Print.
3. Vedanayagam, E.G. *Teaching Technology for College teachers.* New Delhi: Sterling Publishers (P) Ltd., 1989. Print.
4. Kumar, K.L. *Educational Technologies,* New Delhi: New age International. 1997. Print.

PAPER-II: MODERN LITERARY THEORY AND CRITICISM**19RENG 201****Course Objective:**

- To introduce scholars to the nature, function and relevance of literary criticism and theory.
- To encourage scholars to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability.
- To develop sensibility and competence in them for practical application of critical approach to literary texts.
- To make the scholars analyse and interpret literature.
- To enhance the critical thinking of students by introducing to them a bunch of literary and political theories.
- To give the scholars a firm grounding in a major methodological aspect of literary studies known as theory.

Course Outcome:

- Widens the knowledge of literary and focuses on their importance.
- Helps to write a critical appreciation.
- Provides an insight of practical criticism.
- Sets the mind towards creative writing, appreciation, critical thinking and critical analysis.
- Highlights expression of thoughts and views for critical appreciation and judgmental reviews.
- Develop a skill in applying various literary theories in interpreting a specific text.

UNIT: I

Structuralism, Post structuralism, Deconstruction

Gerard Genette	:	Structuralism and Literary Criticism
Colin Mac Cab	:	Language, Linguistics and the Study of Literature
Derrida	:	Structure, Sign and Play in the Discourse of Human Sciences

UNIT: II

Psychoanalysis, Hermeneutics and Phenomenology

Jacques Lacan	:	The Insistence of the Letter in the Unconscious
Wolfgang Iser	:	The Reading Process: A Phenomenological Approach
Ed.Hirsch, Jr	:	Three dimensions of Hermeneutics

UNIT: III

Feminist Criticism, New Historicism, Cultural Studies

Elaine Showalter	:	Feminist Criticism in the Wilderness
Stephan Green Blat	:	The Circulation of Social Energy
Stuart Hall	:	Cultural Identity and Diaspora

UNIT: IV

Marxism, Post Modernism, Post Colonialism

Edmund Wilson	:	Marxism and Literature
Terry Eagleton	:	Capitalism, Modernism and Post modernism
Edward Said	:	‘Crisis’ (Selection from <i>Orientalism</i>)

UNIT: V

Eco-criticism, The Reader Response Theory, Discourse Analysis

Cheryll Glotfelty et al.	:	Landmarks in Literary Ecology: The Eco-criticism Reader
Stanley Fish	:	Is There a Text in This Class
Foucault	:	Archaeology of Knowledge (Chapter- I)

SUGGESTED READINGS

1. Abrams and Harpham eds., *A Glossary of Literary Terms*, 11th ed; cencageHarning, 2015.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2013.
3. Dorairaj Joseph, *Interventions: Essays in Philosophy and Literary Theory*, 2006.
4. Leitch, et al. *The Norton Anthology of Theory and Criticism*. 2002.
5. Lodge and Wood, eds, *Modern Criticism and Theory: A Reader*, 2003.
6. Sethuraman, VS, *Contemporary to Postmodernism: An Anthology*, 1989.
7. Waugh, Patricia. ed, *Literary Theory and Criticism: An Oxford Guide*, 2006.

**PAPER- III: SPECIAL PAPER
ENGLISH LANGUAGE TEACHING**

19RENG 301

Course Objective:

- To acquaint the scholars with different theoretical and practical aspects of English language teaching.
- To acquaint scholars with different approaches, methods and techniques of teaching English language.
- To identify the role and importance of English as a global language.
- To familiarize the different methods and approaches of English.
- To develop a basic knowledge of the English around the world.
- To Apply different pedagogical strategies in teaching and learning process.

Course Outcome:

- Infer the technicalities involved in the teaching-learning process.
- Predict different methods and approaches for efficient teaching-learning.
- Design various teaching methodologies and practices.
- Illustrate a thorough knowledge of the methods in learning and teaching.
- Analyse and decide on the effectual methodologies for teaching-learning.
- Examine new techniques involved in pedagogy and English Language Teaching.

UNIT: I

English as an International, Colonial and National Language.
Language Pedagogy and the Teaching of English

UNIT: II

Methods and Approaches
Spoken English and the Teaching of Spoken English
Vocabulary enrichment and the Teaching of Vocabulary

UNIT: III

English Grammar and the Teaching of Grammar
Reading, Writing and the Teaching of Composition
The Teaching of Prose and Poetry

UNIT: IV

Instructional Aids and Study Aids
Test, Testing and Evaluation
Planning and Lesson planning

UNIT: V

Common Errors and Remedial English

Recent Trends in ELT: CALL, MALL, CLT, ICT

SUGGESTED READINGS

1. Teaching English: Approaches, Methods, and Techniques by N.Krishnaswamy& Lalitha Krishnaswamy, Macmillan India Limited, 2003.
2. English Language Teaching: Approaches methods Techniques by Geetha Nagaraj, Orient Longman, 2003.

**PAPER- III: SPECIAL PAPER
DRAMA**

19RENG 302

Course Objective:

- To identify the basic structure of drama as a major genre.
- To outline the different ages of drama in literature.
- To draw an understanding of the importance of drama in theatre arts.
- To interpret the dramatic works of different ages and authors.
- To analyse the various theoretical and critical aspects of drama.
- To examine the theatrical and societal function of drama.

Course Outcome:

- Appraise a dramatic work of art technically.
- Characterize the thematic aspect of a drama.
- Demonstrate the knowledge of stylistic techniques of dramatic masterpieces and authors.
- Interpret a literary piece in terms of different socio-political milieus.
- Compare and contrast the critical approaches of different ages.
- Devise novel theoretical and critical approaches of a dramatic work of art.

UNIT-I:

Shaw -Pygmalion

UNIT-II:

Bertolt Brecht -Mother Courage

UNIT-III:

Harold Pinter - The Birthday Party

UNIT-IV:

Girish Karnad– Hayavadhana

UNIT-V:

Tennessee Williams– Cat on a Hot Tin Roof

**PAPER- III: SPECIAL PAPER
FICTION****19RENG 303****Course Objective:**

- To identify the construction of fiction as a literary genre.
- To outline the diverse ages in which fiction flourished.
- To draw an understanding of the importance of fiction in the study of literature.
- To interpret the fictional works belonging to different ages and authors.
- To analyse the diverse historical, social and political milieus in relation with a text.
- To examine the unique characteristic feature of fiction in literature.

Course Outcome:

- Classify a piece of fiction using different critical and literary theories.
- Characterize the multiple thematic functions of fiction.
- Appraise the uniqueness of stylistic techniques of novelists around the world.
- Predict the socio-political and historical milieus of a work of art.
- Compare and contrast the critical approaches of different ages.
- Devise new theoretical and critical approaches to analyse a literary piece.

UNIT: I

Henry James : The Golden Bowl

UNIT: II

William Faulkner : The Sound and the Fury

UNIT: III

Patrick White : Voss

UNIT: IV

Margaret Laurence : The Stone Angel

UNIT: V

Bharati Mukherjee : Jasmine

**PAPER- III: SPECIAL PAPER
POETRY****19RENG 304****Course Objective:**

- To identify the origin and development of poetry as a literary genre.
- To outline the diverse ages in which poetry flourished.
- To draw an understanding of the importance of poetry in the study of literature.
- To interpret the poetry of different ages and authors.
- To analyse the diverse historical, social and political milieus found in poetry.
- To examine the unique characteristic feature of poetry in literature.

Course Outcome:

- Characterize a piece of poetry using different critical and literary theories.
- Demonstrate the multiple thematic functions of poetry.
- Appraise the uniqueness in the stylistic sophistication of poets all over the world.
- Predict the socio-political and historical milieus of a work of art.
- Compare and contrast the critical approaches of poetry in different ages.
- Devise new critical approaches to interpret a piece of poetry.

UNIT: I

Chaucer	:	Prologue to the Canterbury Tales
Milton	:	Paradise Lost - Book IX
Wordsworth	:	Tintern Abbey
Philip Larkin	:	Church Going

UNIT: II

Robert Frost	:	Mending Wall
William Carlos Williams	:	The Red Wheelbarrow
Leslie Marmon Silko	:	It was a long time before
Wallace Stevens	:	The Emperor of Ice Cream

UNIT: III

Dorothy Livesay	:	Green Rain
A.J.M. Smith	:	Ode on the death of W.B. Yeats
F.R.Scott	:	Lourentian Shield
Margaret Atwood	:	Tricks with Mirror

UNIT: IV

Tagore	:	Gitanjali(Part-I)
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Kamala Das	:	An Introduction
Nissim Ezekiel	:	Enterprise
Keki N. Daruwallah	:	The Ghaghra in Spate

UNIT: V

Seamus Heaney	:	Digging
Derek Walcott	:	The Season of Phantasmal Peace
Claude McKay	:	If We Must Die
A.D. Hope	:	Australia

**PAPER- III: SPECIAL PAPER
LINGUISTICS**

19RENG 305

Course Objective:

- To identify the role and importance of Linguistics.
- To describe the study of linguistics as a science of language studies.
- To develop a basic knowledge of Linguistics.
- To demonstrate an understanding of the significance of linguistics.
- To discuss different linguistic approaches in language learning process.
- To formulate effective linguistic and phonetic analysis in language learning.

Course Outcome:

- Infer the technicalities involved in different types of linguistic approaches.
- Predict difference between a traditional approach and modern linguistic approach of language studies.
- Devise new strategies in technically analyzing different components of language.
- Illustrate a thorough knowledge of linguistics in learning English.
- Analyse and decide on the linguistic strategies in teaching-learning process.
- Examine new techniques in language studies and ability to apply it practically.

UNIT: I

Linguistics: An Introduction

Traditional Approaches to study of the English Language Merits and Inadequacies

Linguistics as an autonomous science

Linguistics and other disciplines

UNIT: II

Morphology: Free, Bound, Zero morphemes, Allomorphs

Semantics

UNIT: III

Clauses, Basic Patterns and Sentence Typologies

Transformational Generative Grammar

I.C. Analysis: features, merits and limitations

Phrase structure Grammar: features, merits and limitations

UNIT: IV

Phonetics, Phonology and Phonemics/Phonematics

Phoneme, Allophone, Free Variants

UNIT: V

IPA Symbols and other symbol systems

Word-stress,

Words in connected speech

Intonation

Assimilation

Broad Transcription

SUGGESTED READINGS

1. Jindal, D.V. *An Introduction to Linguistics*. London: Prentice Hall, 2010. Print.
2. Yule, George, *The Study of Language*. Chennai: Cambridge UP, 2014. Print.
3. Rajimwale, Sharad. *Elements of General Linguistics*. 2vols. Delhi: Rama. 2012. Print.
4. Lyons, John. *An Introduction to Theoretical Linguistics*. Cambridge UP, 1968. Print.