

**B.A (HONS.) ENGLISH MAIN
I SEMESTER**

2018-2019

**AN INTRODUCTION TO THE STUDY AND
APPRECIATION OF LITERATURE**

COURSE NO. EOB-151
Credits: 04

Max. Marks: 100

AIMS :

- 1 To provide a foundation of interpretative skill for reading literature.
- 2 To encourage exposure to literature, using a considerable range of texts as appropriate examples.

CONTENTS:

- Unit I (i) Definition, function and scope of language and literature.
The social roots of literature.
- (ii) Definition and function of figurative language: simile, metaphor, allusion, personification, pun, alliteration, anti thesis, climax, assonance.
- (iii) Definition of symbol, image, myth, allegory, parable, fable.
- Unit II **Major Forms of Poetry:**
Definition of lyric, sonnet, ode, elegy, epic, satire, ballad, dramatic monologue.
Major Forms of Prose:
Definition of essay, biography, autobiography, short story and novel.
Major Forms of Drama:
Definition and major components of tragedy, comedy, one- act play, farce, melodrama.
- Unit III Appreciation of poetry, prose and drama passages.
(Model passages in poetry, prose and drama to be supplied by the department).

Sessional Test: 30 marks

End Semester : 70 marks

Books for Reference:

1. B. Prasad: *A Background to the Study of English Literature.*
2. Palgrave's: *Golden Treasury*
3. M.HAbrams's: *A Glossary of Literary Terms*

**B.A (HONS.) ENGLISH MAIN
I SEMESTER
2018-2019
ESSAY AND SHORT STORY**

COURSE NO. EOB-152
Credits: 02

Max. Marks: 100

Prescribed Texts :

1. *The Art of the Essayist*
(C.H. Lockitt)
2. *Twelve Modern Short Stories*
(OxfordUniversity Press)

Unit I: Passages for explanation with reference to context from the prescribedstarredessays.

Unit II: Bacon : 'Of Friendship'*
Lamb : 'The Praise of Chimney Sweepers'
Benson : 'The Art of the Essayist' *

Unit III: Bernard Malamud : 'The First Seven Years'
Ruskin Bond : 'The Night Train at Deoli'

**Sessional Test: 30 marks
End Semester : 70 marks**

DEPARTMENT OF ENGLISH
A.M.U ALIGARH

**B.A (HONS) ENGLISH MAIN
II SEMESTER
2018-2019
ELIZABETHAN POETRY**

COURSE NO. EOB-251
Credits: 04

Max. Marks: 100

Prescribed Text:
The Golden Treasury(1964 Edition)

Unit I: Extracts for explanation with reference to the context from the prescribed poems.

Unit II: Shakespeare : 'Shall I compare thee....'
 'When in the chronicles of Wasted time'
 Milton : 'On the late Massacre in Piedmount'
 'Lycidas'

Unit III: Gray : 'Elegy Written in a Country Churchyard'
 Blake : 'The Tyger'
 Burns : 'O my Luve's like a red, red rose'

**Sessional Test: 30 marks
End Semester : 70 marks**

**B.A (HONS.) ENGLISH MAIN
II SEMESTER
2018-2019
ROMANTIC POETRY**

COURSE NO. EOB-252
Credits: 02

Max. Marks: 100

Prescribed Text:

The Golden Treasury(1964 Edition)

Unit I:	Extracts for explanation with reference to context from the prescribed Starred poems.
Unit II:	Wordsworth : 'The World is too much with us'* <i>'Lines Written in Early Spring'</i> *
	Coleridge : 'Kubla Khan'*
Unit III:	Byron : 'All for love' 'On the Castle of Chillon'
	Shelley : 'Ode to the West Wind'*
	Keats : 'On First Looking into Chapman's Homer' 'Ode to Autumn'*

**Sessional Test: 30 marks
End Semester : 70 marks**

DEPARTMENT OF ENGLISH
A.M.U ALIGARH

**B.A. (HONS.) ENGLISH MAIN
III SEMESTER
2018-2019
LITERARY MOVEMENTS**

COURSE NO. EOB-351
Credits: 04

Max. Marks: 100

Unit I : Renaissance, Augustan
Unit II : Romantic, Victorian
Unit III : Modern, Post Modern

Sessional Test: 30 marks
End Semester : 70 marks

**B.A. (HONS.) ENGLISH MAIN
III SEMESTER
2018-2019
NINETEENTH CENTURY BRITISH NOVEL**

COURSE NO. EOB-352
Credits: 02

Max. Marks: 100

Prescribed Texts :

1. Jane Austen : *Sense and Sensibility*
2. Thomas Hardy : *The Return of the Native*

Unit I : A brief history and representative features of 19th Century
British Novel

Unit II : *Sense and Sensibility*

Unit III : *The Return of the Native*

Sessional Test: 30 marks
End Semester : 70 marks

**B.A (HONS.) ENGLISH MAIN
IV SEMESTER
2018-2019
VICTORIAN AND MODERN POETRY**

COURSE NO. EOB-451
Credits: 04

Max. Marks: 100

Prescribed Texts :

1. *The Golden Treasury* (1965 edition)
2. *Fifteen Poets* (Oxford: Clarendon Press)

Unit I: Extracts for explanation with reference to context from the prescribed poems.

Unit II :	Tennyson	:	‘Ulysses’*
	Browning	:	‘My Last Duchess’ *
	Arnold	:	‘Thyrsis’ ‘Dover Beach’ *
Unit III:	Yeats	:	‘The Lake Isle of Innisfree’ ‘Among School Children’ *
	Auden	:	‘Seascape’ ‘The Shield of Achilles’ *
	Eliot	:	‘Landscapes - New Hampshire’ ‘Journey of the Magi’ *

Sessional Test: 30 marks
End Semester : 70 marks

**B.A (HONS) ENGLISH MAIN
IV SEMESTER
2018-2019
SHAKESPEAREAN DRAMA - A**

COURSE NO. EOB-452
Credits: 02

Max. Marks: 100

Prescribed Text:

*1. Macbeth**

Unit I : Passages for explanation with reference to context from *Macbeth*

Unit II : *Macbeth* *

Unit III : *As You Like It*

Sessional Test: 30 marks

End Semester : 70 marks

**B.A (HONS) ENGLISH MAIN
V SEMESTER
2018-2019
POST- SHAKESPEAREAN DRAMA - A**

COURSE NO. EOB-551
Credits: 04

Max. Marks: 100

Prescribed Texts :

1. Goldsmith : *She Stoops to Conquer* *
2. Osborne : *Look Back in Anger*

Unit I : Passages for explanation from *She Stoops to Conquer*

Unit II : *She Stoops to Conquer*

Unit III : *Look Back in Anger*

Sessional Test: 30 marks
End Semester : 70 marks

B.A (Hons.) V Semester

2018-2019

APPROACHES TO LITERATURE

Course Code: EOB-552

Max. Marks:100

Credits: 04

Objectives:

1. To acquaint students with some approaches to the study of literature.
2. To expose students to literatures from different cultures.

Unit I Biographical, Historical and Formalist Approaches to Literature

(a) Concepts

(b) Practice text

- (i) Excerpts from *Charles Dickens* by Jane Smiley
- (ii) Excerpts from *Delhi* by Khushwant Singh
- (iii) Understanding Elizabeth Bishop through 'One Art'

Unit II Mythological and Archetypal Approaches to Literature

(a) Concepts.

(b) Practice Texts.

- (i) Excerpts from *The Golden Bough* by Frazer
- (ii) Excerpts from *Haroun and Sea of Stories* by Salman Rushdie

Unit III Psychological, Sociological and Gender Criticism Approaches to Literature

(a) Concepts

(b) Practice Text

- (i) Excerpts from *Death of Salesman* by Arthur Miller
- (ii) *The Great Gatsby* by F. Scott. Fitzgerald
- (iii) 'To be or not to be', Hamlets' *Soliloquy*

Learning Outcome:

1. The Learners should be able to demonstrate knowledge of social, cultural and historical influences on the creation of the text.
2. The Learners should be able to Identify and Interpret Ideas, View Points and situations expressed in the Text.
3. The Learners should be able to analyse a text using different approaches and critical frameworks.

Recommended Readings:

1. Abrams, M. H : *A Glossary of Literary Terms*, Delhi, Akash Press.
2. Guerin, Labor, et. al : *A Handbook of Critical Approaches to Literature*, OUP
3. Daiches, David: *Critical Approaches to Literature*, London, Prentice Hall.

Sessional Test: 30 marks

End Semester : 70 marks

DEPARTMENT OF ENGLISH
A.M.U ALIGARH

**B.A (HONS) ENGLISH MAIN
V SEMESTER
2018-2019
INDIAN AND AFRICAN NOVEL**

COURSE NO. EOB-553
Credits: 04

Max. Marks: 100

Prescribed Texts:

1. Gabriel Okara : *The Voice*
2. Raja Rao : *Kanthapura*

Unit I: Representative Features of Indian and African Novel in English

Unit II: *The Voice*

Unit III: *Kanthapura*

Sessional Test: 30 marks
End Semester : 70 marks

**B.A (HONS) ENGLISH MAIN
V SEMESTER
2018-2019
TWENTIETH CENTURY BRITISH AND AMERICAN NOVEL**

COURSE NO. EOB-554
Credits: 04

Max. Marks: 100

Prescribed Texts:

1. E.M. Forster : *A Passage to India*
2. Hemingway : *A Farewell to Arms*

Unit I: Representative Features of Twentieth Century British and American Novel

Unit II: *A Passage to India*

Unit III: *A Farewell to Arms*

**Sessional Test: 30 marks
End Semester : 70 marks**

B.A (Hons.) English Main
V Semester
2018-19
History of English Studies - A

Course No.EOB-555
Credits: 04

Max. Marks:100

Objective:

English studies is a broad academic discipline which though in the twentieth century was considered limited to the study of English and American literature, has in due course of time broadened its horizons with the emergence of new areas. The content of this course, therefore, is divided into two semesters.

The aim of the course is to familiarise the students with the history of English literature by discussing the historical changes that took place in English language over a period of time. It also aims at acquainting them with contemporary English in use. The syllabus will focus mainly on English studies via British history, language and theoretical position that it has acquired over a period of time.

Note: The excerpts provided in the units are for the purpose of illustrations and not necessarily be taught in detail. The excerpts to be discussed in the class depend on the discretion of the teacher/s concerned.

UNIT I: A. OLD ENGLISH

- (i) History
- (ii) Excerpts from *Beowulf*

B. MIDDLE ENGLISH

- (i) History
- (ii) Excerpts from *Piers Plowman* by William Langland and *Everyman*

UNIT II: MODERN ENGLISH (Upto 17th Century and Early 18th Century)

- A: History
- B: Excerpts from *Hamlet* by William Shakespeare
- C. Excerpts:
 - Donne: 'The Sun Rising'
 - Milton: 'On His Blindness'
 - Addison and Steele: 'A Silent Man's Advantages in Society' (Excerpts)
 - Swift: *Gulliver's Travels*
 - Defoe: *Robinson Crusoe*

UNIT III: MODERN ENGLISH (Upto 19th Century)

- A: History: (18th & 19th Century)
- b. Excerpts:
 - Pope: 'Rape of The Lock' (Excerpts)
 - Swift: *Gulliver's Travels*
 - Defoe: *Robinson Crusoe*
 - Jane Austen: *Pride and Prejudice*

Coleridge: 'The Rime of Ancient Mariner'
Wordsworth: 'Lucy Poems'
Thackeray: *Vanity Fair*
Browning: 'My Last Duchess'

Sessional Test: 30 marks
End Semester : 70 marks

Learning Outcome:

- Students will be equipped with aspects of History of English Studies
- Students will be able to establish a connect between the history and the literature in order to critique and appreciate the texts.

Recommended Readings:

Altick, Richard E. *The English Common Reader: A Social History of the Mass Reading Public 1800-1900*. Chicago: University of Chicago Press, 1957.

Applebee, Arthur. *Tradition and Reform in the Teaching of English: A History*. Urbana: NCTE, 1974.

Baldick, Chris. [*The Social Mission of English Criticism, 1848-1932*](#). Oxford: Clarendon Press, 1983.

Barry, Peter. *Beginning Theory*. NY: Manchester UP, 1995.

Holton, Robert. "'A True Bond of Unity': Popular Education and the Foundation of the Discipline of English Literature in England." *Dalhousie Review* 66.1/2 Spring/Summer 1986. 31-44.

Cain, William E. *The Crisis in Criticism: Theory, Literature and Refordm in English Studies*. Baltimore: Johns Hopkins UP, 1984.

Collins, John Churton. *The Study of English Literature; a plea for its recognition and organization at the universities*. New York: Macmillan, 1891.

Cook, Albert. *The Higher Study of English*. Cambridge: The Riverside Press, 1906.

Court, Franklin. [*Institutionalizing English Literature: The Culture and Politics of Literary Study*](#). Stanford: Stanford UP, 1992.

Crawford, Robert. *Devolving English Literature*. Oxford: Clarendon Press, 1992.

Damrosch, David. *We Scholars: Changing the Culture of the University*. Cambridge: Harvard UP, 1995.

Doyle, Brian. *English and Englishness*. New York: Routledge, 1989.

Eaglestone, Robert. *Ethical Criticism: Reading After Levinas*. Edinburgh: [Edinburgh UP](#), 1997.

Eagleton, Terry. *The Function of Criticism: From The Spectator to Post-Structuralism*. London: Verso, 1984.

---. "The Rise of English," from *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.

Eliot, T.S. *The Use of Poetry and the Use of Criticism*. Cambridge: Harvard UP, 1933.

Engler, Balz, and Renate Haas, eds. *European English Studies: Contributions towards the History of a Discipline*. Leicester: The English Association for ESSE, 2000.

Gross, John. *The Rise and Fall of the Man of Letters; aspects of English Literary Life Since 1800*. London: Weidenfeld and Nicolson, 1969.

Guillory, John. *Cultural Capital: The Problem of Literary Canon Formation*. Chicago: University of Chicago Press, 1993.

Harrison, G. B. *Profession of English*. New York: Harcourt, Brace and Jovanovich, 1962.

McMurtry, Jo. *English Language, English Literature: The Creation of an Academic Discipline*. Hamden, Conn: Archon Books, 1985.

Palmer, D.J. [The Rise of English Studies](#). London: Oxford UP, 1965.

Palumbo-Liu, David, ed. [The Ethnic Canon: Histories, Institutions, and Interventions](#). Minneapolis: University of Minnesota Press, 1995.

Parker, W.R. "Where do English departments come from?" *College English* 28, No. 5 (1967): 339-357.

Peim, Nick. *Critical Theory and the English Teacher: Transforming the Subject*. London: Routledge, 1993.

Posnett, Hutcheson Macaulay. [Comparative Literature](#). London: Kegan Paul, 1886.

Rajan, Rajeswari Sunder, ed. *The Lie of the Land: English literary studies in India*. New York: Oxford UP, 1992.

Scott, Patrick and Pauline Fletcher, eds. *Culture and Education in Victorian England*. Leicester UP, 198?

Shumway, David. *Creating American Civilization: A Genealogy of American Literature as an Academic Discipline*. Minneapolis: University of Minnesota Press, 1994.

Snow, C.P. *The Two Cultures*. Cambridge: Cambridge UP, 1993 [1959/1964].

Viswanathan, Gauri. [*Masks of Conquest: Literary Study and British Rule in India*](#). New York: Columbia UP, 1989.

Warner, Michael. "Professionalization and the Rewards of Literature, 1875-1900," *Criticism* 27 (1985): 1-28.

Watkins, Evan. *Work Time: English departments and the Circulation of Cultural Value*. Stanford: Stanford UP, 1989.

[West, Cornel](#). "Minority Discourse and Canon Formation." *Yale Journal of Criticism* 1 (1987): 193-201.

Wellek, Rene and Austin Warren. *Theory of Literature*. New York: Harcourt, Brace and Jovanovich, 1949.

Widdowson, Peter, ed. *Re-Reading English*. New York: Methuen, 1982.

Williams, Raymond. "[The Future of English Literature](#)," from *What I Came to Say*. London: Hutchinson Press, 1989.

**B.A. (Hons.) English Main V Semester
2018-2019**

**Code:
EOB-5S1**

**Crédits
04**

SEMINAR PRESENTATION

**Marks
100**

B.A. (Hons.) ENGLISH MAIN V Semester (ELECTIVE)

2018 - 2019

ORAL COMMUNICATION

Maximum Intake: 40 Students

Course Code: EOB-591

Credits: 02

Objective: Considering the significance of English language as a tool for global communication, the objective of this program is to develop and enhance the communicative competence of the students. The focus is on honing the skills of speaking. By providing suitable examples, the students will be exposed to various forms of personal and professional communication. The tasks designed for practice will facilitate to enhance effective oral communication skills in a modern, globalised context.

Unit I

Definition and characteristics of Oral Communication

Need for effective Communication

Non-verbal communication and Body Language - Forms of non-verbal communication and Effective use of body language

Unit II

Distinguishing Sounds, Exercises on Minimal Pairs

Oral Communication in various situations - Talking about Family and friends, Weather and Climate, Sports and games, Science and Technology, Entertainment and Leisure, Flora and Fauna, Environment, Neighborhood and Academics

Unit III

Interview skills

Group Discussions

Debates

Oral Presentation and Public Speaking skills

Course Evaluation (Maximum Marks: 100)

Sessional Test: 30 marks

End Semester : 70 marks

**B.A (HONS) ENGLISH MAIN
VI SEMESTER
2018-2019
POST- SHAKESPEAREAN DRAMA - B**

COURSE NO. EOB-651
Credits: 04

Max. Marks: 100

Prescribed Texts :

1. Shaw : *Arms and the Man* *
2. Arthur Miller : *All My Sons*

Unit I : Passages for explanation from *Arms and the Man*

Unit II : *Arms and the Man**

Unit III : *All My Sons*

Sessional Test: 30 marks
End Semester : 70 marks

**B.A (Hons.) English Main VI Semester
2018-19
Introduction to Critical Theory**

Course No. EOB-652
Credits: 04

Max. Marks:100

Unit I:

- (a) Defining Theory; Theory and Criticism; From Liberal Humanist Criticism to Theory.
- (b) Reader-Response Criticism: The Narratee; Affective Stylistics; Reception Theory; Literary Competence.

Unit II:

- (a) Marxist Criticism: Basic Concepts; Soviet Socialist Realism; The Frankfurt School; Ideology.
- (a) Postcolonial Theory and Criticism: From Commonwealth to Postcolonial; Theories of Colonial Discourses; Postcolonialism and Nationalism; Diaspora Identities.

Unit III:

- (a) Cultural Studies: Approaches to Culture; The Development of Cultural Studies; Theoretical bases of Cultural Studies; Impact of Cultural Studies.
- (b) Dialogic Criticism: Polyphony, Dialogism, Heteroglossia, Carnavalesque.

**Sessional Test: 30 marks
End Semester : 70 marks**

**B.A (HONS) ENGLISH MAIN VI SEMESTER
2018-2019
TRANSLATION AND INTERPRETATION SKILLS**

COURSE NO: EOB-653

Max. Marks: 100

Credits: 04

- Unit I: Defining Translation: Inter-Lingual, Intra-Lingual Translation; Product and Process Oriented Translation; Translatability and Untranslatability; Translating Culture; Loss and Gain in Translation.
- Unit II: Types of Translation : Word for Word Vs. Sense for Sense Translation, Literal Translation; Faithful Translation, Free Translation/Creative Rewriting, Communicative Translation, Idiomatic Translation.
- Unit III: (i) Literary Translation: Nature and Problems of Transcreation; Auto-Translation; Translator's Notes and Prefaces; Adaptations; Translation from One Genre into another.
- (ii) (a) Translation and Interpretation of Different Texts
(b) Study and Analysis of Some Actual Translations
(c) Practical Exercise in Translation Practice (from Hindi/ Urdu into English and Vice Versa); Back Translation.
- (iii) Interpretation Skills: Role of Interpreter, Consecutive Interpretation, Simultaneous Interpretation, Sight Interpretation
Basic Skills : Reading/Listening Comprehension, Scanning, Note-taking, Summarising, Paraphrasing
Dynamics of Communications; Impact of Culture, Values, Attitudes on Interpretation Process.

Sessional Test: 30 marks

End Semester : 70 marks

Suggested Texts:

Baker M. (ed). 1998. *Routledge Encyclopedia of Translation Studies*, London and New York: Routledge.

Catford, I.C. 1965. *A Linguistic Theory of Translation* London: OUP

Nida, E.A and C.R. Taber, 1969. *The Theory and Practice of Translation* Leiden: E. J. Brill

Bassnett-McGuire, S. 1991. *Translation Studies*, London and New York: Routledge

Newmark, P.1988. *A Textbook of Translation*, London: Prentice Hall

Satry, J.V. 1993. *The Art of Translation*. Hyderabad: Booklings Corporation .

Lakshmi, H. 1993. *Problems of Translation*. Hyderabad: Booklings Corporation.

Nirpama Rastogi-Vasandani(eds.) 2000. *The Translation Initiative*, Hyderabad: CIEFL

Toury Gideon, 1987. *Translation Across Cultures*, New Delhi: Bahri Publications Private Limited.

House, Juliana, 1977. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr.

NOTE: There is a choice between EOB-653 and EOB-654.

B.A (HONS.) ENGLISH MAIN VI SEMESTER
2018-2019
USE OF ENGLISH

COURSE NO. EOB-654
Credits: 04

Max. Marks: 100
(Theory: 60 + Lab cum Viva: 20)

Unit I :

- (A) IPA Symbols, English Speech Sounds, Letters and Sounds, Syllable & Word Stress.
- (B) Phonemic Transcription along with Word Stress Marks

Unit II :

- (A) Elementary English Morphology: Word Formation, Constituents of Sentences
- (B) Basic Concepts of Stylistic Analysis & Its Application to Literary Texts.

Unit III :

- (A) Spoken Intelligibility; Written Appropriacy
- (B) Use of Multi-media in Language Learning
- (C) **Lab Work: (Not for Written Exams; Only For Lab cum Viva-voce)**

(i) Listening Skill (Viva-Voce):

Listening for Language points; Pronunciation, Grammar and Vocabulary:
Identifying Sounds, Syllables and Stress
Listening to Talks, Descriptions, News and Casual Conversation
Listening for comprehension;

(ii) Speaking Skills (Viva-Voce):

Practicing Language Functions: Greetings and Introductions, Telling the time, Giving Personal Information, Making Requests, Asking for and Giving Permission, Offering Help; Giving Instructions and Direction.

(iii) Practicing Pronunciation: Focus on Sound, Syllable and Stress.

Recommended Text:

Hadfield, Jill & Hadfield, Charles. 1999. *Simple Listening Activities*. OUP.

Hadfield, Jill & Hadfield, Charles. 1999. *Simple Speaking Activities*. OUP.

Sasikumar, V et. al. 2005: *A Course in Listening and Speaking I*. Foundation Books, New Delhi. CD Included.

Sasikumar, V et. al. 2006: *A Course in Listening and Speaking II*. Foundation Books, New Delhi. CD Included.

Sessional Test: 30 marks

End Semester : 70 marks

NOTE: There is a choice between EOB-653 and EOB-654

**B.A (Hons.) English Main VI Semester
2018-19**

History of English Studies - B

Course No. EOB-655
Credits: 04

Max. Marks:100

Objective:

English studies is a broad academic discipline which though in the twentieth century was considered limited to the study of English and American literature, has in due course of time broadened its horizons with the emergence of new areas. The content of this course, therefore, is divided into two semesters.

The aim of the course is to familiarize the students with the history of English literature by discussing the historical changes that took place in English language over a period of time. It also aims at acquainting them with contemporary English in use. The syllabus will focus mainly on English studies via British history, language and theoretical position that it has acquired over a period of time.

Note: The excerpts provided in the units are for the purpose of illustrations and not necessarily be taught in detail. The excerpts to be discussed in the class depend on the discretion of the teacher/s concerned.

UNIT I: Modern English (20th Century)

A. History

B. Excerpts:

Walter Raleigh: Wishes of an Elderly Man, Wished at a Garden Party, June 1914"

Hemingway: 'The Snows of Kilimanjaro'

Tennessee Williams: *A Streetcar Named Desire* (Excerpt)

Virginia Woolf: *To The Light House* (Excerpt)

T. S. Eliot: *The Wasteland* (Excerpt)

Beckett: *Waiting for Godot* (Excerpt)

Alice Walker: *The Color Purple* (Excerpt)

UNIT II: World Englishes

A: Background

B: Excerpts:

Amos Tutuola: *The Palm-Wine Drinkard* (Excerpt)

Amitav Ghosh: *The Sea of Poppies* (Excerpt)

Aravind Adiga: *The White Tiger*

Pablo Neruda: 'I Do Not Love You Except Because I Love You'

UNIT III: English Studies in Translation

Excerpts:

Ghalib: Excerpts from translated ghazals

Manto: 'Toba Tek Singh'

Premchand: 'Sadgati'

Mahasweta Devi: 'Dopadi'

Sessional Test: 30 marks
End Semester : 70 marks

Learning Outcomes:

- Students will be able to assess the canon formations in English studies.
- Students will be able to document and critically evaluate the changes in English studies over the centuries.
- Students will be able to create their perspectives towards contemporary Englishes in the light of the history and the background of English studies.

Recommended Readings:

Altick, Richard E. *The English Common Reader: A Social History of the Mass Reading Public 1800-1900*. Chicago: University of Chicago Press, 1957.

Applebee, Arthur. *Tradition and Reform in the Teaching of English: A History*. Urbana: NCTE, 1974.

Baldick, Chris. [*The Social Mission of English Criticism, 1848-1932*](#). Oxford: Clarendon Press, 1983.

Barry, Peter. *Beginning Theory*. NY: Manchester UP, 1995.

Holton, Robert. "'A True Bond of Unity': Popular Education and the Foundation of the Discipline of English Literature in England." *Dalhousie Review* 66.1/2 Spring/Summer 1986. 31-44.

Cain, William E. *The Crisis in Criticism: Theory, Literature and Refordm in English Studies*. Baltimore: Johns Hopkins UP, 1984.

Collins, John Churton. *The Study of English Literature; a plea for its recognition and organization at the universities*. New York: Macmillan, 1891.

Cook, Albert. *The Higher Study of English*. Cambridge: The Riverside Press, 1906.

Court, Franklin. [*Institutionalizing English Literature: The Culture and Politics of Literary Study*](#). Stanford: Stanford UP, 1992.

Crawford, Robert. *Devolving English Literature*. Oxford: Clarendon Press, 1992.

Damrosch, David. *We Scholars: Changing the Culture of the University*. Cambridge: Harvard UP, 1995.

Doyle, Brian. *English and Englishness*. New York: Routledge, 1989.

Eaglestone, Robert. *Ethical Criticism: Reading After Levinas*. Edinburgh: [Edinburgh UP](#), 1997.

Eagleton, Terry. *The Function of Criticism: From The Spectator to Post-Structuralism*. London: Verso, 1984.

---. "The Rise of English," from *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.

Eliot, T.S. *The Use of Poetry and the Use of Criticism*. Cambridge: Harvard UP, 1933.

Engler, Balz, and Renate Haas, eds. *European English Studies: Contributions towards the History of a Discipline*. Leicester: The English Association for ESSE, 2000.

Gross, John. *The Rise and Fall of the Man of Letters; aspects of English Literary Life Since 1800*. London: Weidenfeld and Nicolson, 1969.

Guillory, John. *Cultural Capital: The Problem of Literary Canon Formation*. Chicago: University of Chicago Press, 1993.

Harrison, G. B. *Profession of English*. New York: Harcourt, Brace and Jovanovich, 1962.

McMurtry, Jo. *English Language, English Literature: The Creation of an Academic Discipline*. Hamden, Conn: Archon Books, 1985.

Palmer, D.J. [*The Rise of English Studies*](#). London: Oxford UP, 1965.

Palumbo-Liu, David, ed. [*The Ethnic Canon: Histories, Institutions, and Interventions*](#). Minneapolis: University of Minnesota Press, 1995.

Parker, W.R. "Where do English departments come from?" *College English* 28, No. 5 (1967): 339-357.

Peim, Nick. *Critical Theory and the English Teacher: Transforming the Subject*. London: Routledge, 1993.

Posnett, Hutcheson Macaulay. [*Comparative Literature*](#). London: Kegan Paul, 1886.

Rajan, Rajeswari Sunder, ed. *The Lie of the Land: English literary studies in India*. New York: Oxford UP, 1992.

Scott, Patrick and Pauline Fletcher, eds. *Culture and Education in Victorian England*. Leicester UP, 198?

Shumway, David. *Creating American Civilization: A Genealogy of American Literature as an Academic Discipline*. Minneapolis: University of Minnesota Press, 1994.

Snow, C.P. *The Two Cultures*. Cambridge: Cambridge UP, 1993 [1959/1964].

Viswanathan, Gauri. [*Masks of Conquest: Literary Study and British Rule in India*](#). New York: Columbia UP, 1989.

Warner, Michael. "Professionalization and the Rewards of Literature, 1875-1900," *Criticism* 27 (1985): 1-28.

Watkins, Evan. *Work Time: English departments and the Circulation of Cultural Value*. Stanford: Stanford UP, 1989.

[West, Cornel](#). "Minority Discourse and Canon Formation." *Yale Journal of Criticism* 1 (1987): 193-201.

Wellek, Rene and Austin Warren. *Theory of Literature*. New York: Harcourt, Brace and Jovanovich, 1949.

Widdowson, Peter, ed. *Re-Reading English*. New York: Methuen, 1982.

Williams, Raymond. "[The Future of English Literature](#)," from *What I Came to Say*. London: Hutchinson Press, 1989.

**B.A. (Hons.) English Main VI Semester
2018-2019
Introducing the Use of Multimedia**

**Course Code: EOB-656
Credits:04**

Max. Marks: 100

Objectives:

Development of technology brings benefits not only for the economy, business, and international relations but also for education. Second/Foreign language learning requires multisensory engagement, active participation and engagement with the material, which can be achieved through pedagogically sound practices with technology. Technology may be of great assistance in addressing an issue of passive second/foreign language learning since it allows for interactivity, flexibility, novelty and dynamics in the classroom. Multimedia and information technology help to meet the goals of effective foreign/second language instruction in the digital society of 21st century.

The present syllabus intends to create an awareness of the multimedia and IT and their role in language learning among the undergraduate students. Besides, it will also facilitate technology based instruction in the classroom.

Unit I

Multimedia and its categories; Characteristics of Multimedia; Application of Multimedia in Education

Unit II

Developing Language skills through technology: Radio, Audio -Video, Language Laboratory, Computer Assisted Language Learning, Blogs

Unit III

Use of Audio-Visual aids in English pronunciation; Activities like story completion, Comprehension exercises.

Learning Outcomes:

At the completion of the course, students will be able to use multimedia aids in completing their assignments and making use of e-resources. Besides they will be able to improve their language skills in and outside the classroom setting.

Full Marks: 100

End-Semester: 60

Continuous Assessment (Lab cum Viva voce/any other tests): 40

Note: Students have to submit one assignment from each unit.

Suggested Readings:

- Sullivan, N. & Pratt, E. (1996). A comparative study of two ESL writing environment: A computer -assisted classroom and a traditional oral classroom. System, 24 (4), 491- 501.
- Schwartz, M. (1995). Computers and the language laboratory: Learning from history. Foreign Language Annals, (28) 4, 527-535.

- Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology creating student -centred classrooms*. New York: Teachers College Press.
- Ruschoff, B. & Ritter, M. (2001). Technology-enhanced language learning: Construction of knowledge and template-based learning in the foreign language classroom. *Computer Assisted Language Learning*, 14 (3 -4), 219 - 232.
- Oller, J. (1996). Toward a theory of technologically assisted language learning/instruction. *CALICO Journal*, 13 (4) 19 -43.
- Nikolova, O. (2002). Effects of students' participation in authoring of multimedia materials on student acquisition of vocabulary. *Language Learning and Technology*, 6 (1), 100-122.
- Lomicka, L. (1998). To gloss or not to gloss: An investigation of reading comprehension online. *Language Learning and Technology*, 1 (2), 41 -50.
- Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40 (1), 183-210.
- Johnson, J. & Milne, L. (1995). Scaffolding second language communicative discourse with teacher -controlled multimedia. *Foreign Language Annals*, 28 (3), 315-336.
- Glenberg, A., Goldberg, A., & Zhu, X. (2011). Improving early reading comprehension using embodied CAI. *Instructional Science*, 39 (1), 27 -39.
- Flowerdew ,J.& Miller, L.(2005). *Second Language Listening: Theory and practice*. Cambridge University Press.
- Vaughan, T.(2011). *Multimedia: Making It Work*. Eighth edition. McGraw-Hill Companies. Chun, D. & Plass, J. (1996).
- Bailey, J. (1996). Teaching about technology in the foreign language class. *Foreign Language Annals*, 29 (1), 18 -22.

**B.A. ENGLISH MAIN VI SEMESTER
2018-2019**

Code: EOB6S1	Credits 04	COMPREHENSIVE VIVA-VOCE	Marks 100
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