

FIRST SEMESTER
PAPER IV: MAEN 1.5 (SC): William Shakespeare

Objectives:

To provide the students with an overview of the Elizabethan Age
To introduce the students to the works of Shakespeare

Course Outcomes (Cos):

CO1: The student will have learnt the contribution and relevance of one of the greatest playwrights not only of English but also of World literature.

CO 2: The student will have read important tragedies, comedies and sonnets written by Shakespeare.

CO3: The student will have learnt to analyze these texts from various perspectives developed in the last four hundred years.

CO4: The student will have known the significant features of Shakespearean theatre.

UNIT-I

Background – Elizabethan Age, Elizabethan theatre and audience

UNIT-II (Texts)

The Tempest
Othello

UNIT-III (Texts)

Keith Johnson. "Shakespeare's Language? Why Study it?" (*Shakespeare's English: A Practical Linguistic Guide*)

Dennis Kennedy, "Shakespeare Worldwide" (A Cambridge Companion to Shakespeare)

UNIT-IV (texts)

Shakespeare's Sonnets (Eight Sonnets) 2, 15, 18, 19, 27, 29, 30, 73.

Suggested Reading:

A.C. Bradley—Shakespearean Tragedy

FR Leavis—The Common Pursuit

Wilson Knight – The Wheel of Fire

Stewart Justman—Shakespeare the Drama of Generations Drama Classics –

S. Vishwanathan—Exploring Shakespeare (Orient Blackswan Publishers)

Rachur University (English Syllabus)
(New CBCS) II Sem

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SECOND SEMESTER

**PAPER I: –MAEN 2. 1 (HC): NINETEENTH CENTURY
BRITISH LITERATURE**

Objectiv Objectives

HCT 24 units
SET 14 Questions
OE - 2 units
10 questions

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- To provide the students with an overview of the Romantic and Victorian age.
- To introduce the students to the works of the Romantic and Victorian period.

Course Outcomes (COs):

CO1: The program guides the realism and rise of materialism make the pupils to recreate reality in their life.

CO 2: The study makes them to gain self-social fluidity and individual self determination to make their future bright in multi-dimensional sphere.

CO3: The rapid growth of industrialization teaches them to develop non-agrarian life and give importance to scientific way of life.

CO4: It makes the students to aware about the beauty of rural and pastoral life through the good poetry and cultivates the habit of writing on the wide variety themes on the life.

CO5: The program guides the pupils to write the poetry in common language on romantic themes.

UNIT-I

Wordsworth: "Preface to Lyrical Ballads"
Concepts: Romanticism, Victorian Morality

UNIT- II

William Wordsworth: Lucy Poems (all five),
S.T. Coleridge: Kubla Khan
P.B. Shelley: Ode to the West Wind
Tennyson: Ulysses
Robert Browning: Love among the Ruins

UNIT- III

J.S.Mill: On Liberty
Charles Lamb: Personal Essays (On the Sick Bed)

UNIT-IV (texts)

Jane Austin-*Pride and Prejudice*
Dickens: *Hard Times*

Suggested Reading:

F R Leavis – New Bearings in English Poetry
CM Bowra–The Romantic Imagination
The Norton Anthology of English Literature
David Daiches – A Critical History of English Literature –Four volumes
Arnold Kettle-The English Novel-Two volumes
E M Foster–Aspects of the Novel
Vijayshree C–Victorian Poetry –An Anthology(Orient Blackswan)

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SECOND SEMESTER

PAPER II: –MAEN 2.2 (HC): LITERARY CRITICISM

Objectives:

- To provide the students with an overview of European Critical trends
- To introduce the students to the critical texts of the period

Course Outcomes (COs):

CO1: The students will understand the basics of Literary Criticism.

CO 2: Students will learn the beginnings of literary criticism from ancient Grecian Criticism and its journey through Modern Criticism.

CO3: Students will learn to study the literary texts from a critical perspective.

CO4: Students will understand treatment of literary works through centuries

CO5: Students will study the various theories and critical views of prominent critics and writers

UNIT-I

“Introduction to Theory and Criticism” (page no. 1-13) in *Norton Anthology of Theory and Criticism*.

UNIT-II (Texts)

Plato’s objections to poetry (selections from *Republic*)

Aristotle: *Poetics* (On tragedy)

UNIT-III (Texts)

Shelly: “A Defence of Poetry”

Matthew Arnold: “The Study of Poetry”

UNIT-IV (texts)

T.S. Eliot: *Tradition and Individual Talent*

F.R. Leavis: *Great Tradition* (Introduction)

Suggested Reading:

Ramaswamy and Sethuraman: *The English Critical Tradition* (Vol. I and II) Macmillan,

2009

M. S. Nagarajan: *English Literary Criticism*, Orient Blackswan, 2009

Plato: *Republic*

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HC 2-3

SECOND SEMESTER

PAPER III: - MAEN 2.3 (HC): INDIAN LITERATURES IN ENGLISH TRANSLATION

Objectives:

- To provide the students with an over view of literature of regional languages
- To introduce the students to the critical texts of the period

Course Outcomes (COs):

CO1: The students will have a first hand knowledge of literary and cultural texts that were written in various Indian languages from 1st Century to the present.

CO 2: The student will get familiarized with the regional and language specific features of Indian literature.

CO3: The student will know the cultural and the political contexts within which these texts were written.

CO4: The student will have developed his/her theoretical perspective to analyse the translated texts.

UNIT-I

1. Meenakshi Mukherjee: Introduction to *Perishable Empire*
2. G.N. Devy, "Indian Literature in English Translation: An Introduction"

UNIT- II

1. Amrita Pritam, "I Call Upon Waris Shaw Today"
2. A.K.Ramanujan: *Poems of Love and War* (Sangam poetry: four poems)
3. Sule Sankavva: "My Harlets Trade"
4. Janabai (Marathi): "Cast off all Shame" and "Jahani Sweeps the Floor"
5. Jagannath Prasad Das (Oriya): "My World"
6. AshokVajpeyi (Hindi): "Apocalypse"
7. Satchidanandan K (Malayalam): "How Love Dies These Days"
8. Sunil Bandopadhyaya (Bengali): "A Truth Bound Sentiment"
9. Daya Pawar (Marathi): "The Buddha"
10. Arjun Dangle: "Revolution"

UNIT- III

Vijay Tendulkar: *Ghashiram Kotwal*
Girish Karnad: *Taledanda*

UNIT- IV

Chandu Menon: *Indulekha*
Shivaram Karanth: *Choma's Drum*

Suggested Reading:

1. Parthasarathy, R.ed., *Ten Twentieth Century Indian Poets*. Delhi, OUP 1976.
2. King, Bruce. *Modern Indian Poetry in English*. New Delhi, OUP 1987.
3. Ananda Lal, *The Oxford Companion to Indian Drama*.
4. P.K. Dutta, *Rabindranath Tagore's Home and the World: A Critical Companion*. New Delhi:

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SC 2.1

SECOND SEMESTER
PAPER IV:- MAEN 2.4 (SC): AMERICAN AND AFRO-AMERICAN
LITERATURE

Objectives:

- To provide the students with a historical perspective on American and Afro-American literature
- To familiarize the students with the representative texts of the period.

Course Outcomes (COs):

- CO1:** Instills the background of American Depression, Ethnic-voices post-war and cold war scenario.
CO2: Students will have an awareness of the social, historical, literary and cultural elements of the changes in American and Afro-American literature.
CO3: Kindles to compare American and Afro-American writings with Indian writing in English.
CO4: A critical understanding of ethnic identity and racial identity and how it is constructed.
CO5: To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.

UNIT-I

Literary representation of race, American Depression, Ethnic voices, American modernism, The novel and the making of Americans, Post-war America, cold war, Postmodernity in American culture, American empire

UNIT- II: Fiction

Nathaniel Hawthorne – *The Scarlett Letter*
Mark Twain-*Huckleberry Finn*

UNIT-III: Drama

Arthur Miller – *Death of a Salesman*
Edward Albee-*Zoo's Story*

UNIT-IV (texts): Prose and Poetry

Ralph Waldo Emerson: Self-Reliance
Henry David Thoreau: Civil Disobedience
Alice Walker: "In Search of Our Mother's Gardens"
Emily Dickenson – Because I could not Stop for Death
Walt Whitman: When Lilacs Last in the Dooryard Bloom'd
Robert Frost- Fire and Ice
Wallace Stevens –Emperor of Ice-cream
Maya Angelou: I Know Why the Caged Bird Sings

References:

1. M. Saltzman. 'Lost Generation. World Book Online Reference Center. 2006. World Book, Inc. 2 Mar. 2006.
2. AldridgeOliver.Egbert.S. "An Abthology American Literature 1890-1965".
3. Henry Louis Gates and Valerie A. Smith. "The Norton Anthology of African American Literature", 3rd Ed., Vol. I. Ed. New York: Norton, 2014.
4. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
5. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
6. Arthur, John W. After the Lost Generation: A Critical Study of the Writers of Two Wars. Freeport: Books for Libraries Press, 1971.
7. Campbell, Donna M. "Realism in American Literature, 1860- 1890." Literary Movements. Dept. of English, Washington State University. 07/04/2013.
8. Reuben, Paul P. "Chapter 5: Late Nineteenth Century - American Realism - A Brief Introduction." PAL:

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SC-2.2

SECOND SEMESTER

PAPER V: MAEN 2.5 (SC): INTRODUCTION TO LINGUISTICS AND PHONETICS

Objectives:

- To develop fluency
- To guide and enable the students to study certain aspects of Linguistics and focus on correct use of English language.

Course Outcomes (COs):

CO 1: To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.

CO 2: Full course for one semester provides the foundation for the development of a student's knowledge on Linguistics and Phonetics along with basic understanding of structuralism, sentence and utterance as well as cohesion and coherence.

CO 3: It will provide a detailed overview of phonetic properties, articulatory and acoustic descriptions and International Phonetic Alphabet (IPA) transcription of the sounds in English and languages of the world.

CO 4: From sounds and words to how language is used in different societies and cultures, linguistics is the study of language and communication.

Recognize differences and similarities between English and other languages of the world

Better understand the structure and components of language.

UNIT- I

Language: Human and animal communication; Features of language; Theories of the origin of language

Language variations: dialect; idiolect; social dialects; register; bilingualism; pidgin and creoles

UNIT- II

Branches of linguistics: phonetics, phonology, morphology, syntax, semantics and pragmatics
Brief introduction to Structuralism: synchronic/diachronic; langue/parole; syntagmatic/paradigmatic, and sign.

UNIT- III:

Organs of speech: phone, phoneme, and all ophones

The sound systems of English: Consonants and vowels; three term description of consonants and vowels; IPA and transcription

UNIT- IV:

Sentence and utterance; text and discourse

Cohesion – anaphoric and cataphoric cohesion, reference, substitution, ellipsis, conjunction

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and lexical cohesion

Coherence: different levels at which coherence operates

Suggested Reading:

1. Partha Sarathi Misra: An Introduction to Stylistic, Orient Blackswan
2. R. Gupta: A Course in Academic Writing, Orient Blackswan 2010
3. T. Balasubramanian: A Textbook of English Phonetics for Indian Students, Macmillan.
4. Narayana Swami VR: Strengthen your Writing, Orient Blackswan, 2005
5. Daniel Jones: *English Pronouncing Dictionary*

OE 2-1 English for Communication - D

- To train the students to communicate in English fluently.
- To guide and enable the students to study certain aspects of Linguistics and focus on correct use of English language.
- To develop the communicative competence of students through the teaching of grammar

Course Outcomes (COs):

- CO1: The students will study the various aspects included in learning English language.
- CO 2: Students will learn the techniques involved in enhancing the quality of spoken language.
- CO 3: Since the lectures are drawn from NTPEL Courses, the students will have access and experience to digital technology enhanced learning
- CO 4: Students will have an opportunity to listen to the lectures of renowned speakers of English language
- CO5. Upon the completion of the paper students will have developed grammatical competence

Unit I:

- Parts of Speech
- Articles
- Prepositions

Unit-II

- Tense forms (Present, Past and Future)
- Verbs (Main verbs, auxiliaries, modals)
- Subject -verb agreement

only two units
40 marks
Theory

~~Unit-III:~~

- ~~Active and Passive voice~~
- ~~Direct and Indirect speech~~
- ~~Degrees: Positive, comparative and superlative~~

~~Unit-IV:~~

- ~~Common errors in writing (editing): Identifying and correcting errors in the use of articles, prepositions, tenses, word forms, cohesive devices, spelling etc.~~

References:

- Swan, Michael. *Practical English Usage*. III Edi. Oxford University Press (OUP).
- Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.
- Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.
- Hewings, Martin. *Advanced English Grammar*. Cambridge University Press

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