

DEPARTMENT OF ENGLISH LITERATURE
M.A. English Literature
P.G. PROGRAMME
SYLLABUS

Effective from the Academic Year 2016-2017



Loyola College (Autonomous)

Chennai- 600 034



RESTRUCTURING-2016 (2016-17 batch ONWARDS)
PG - Arts / Science / Commerce / Social Work

Part	Semester 1	Semester 2	Summer Vacation	Summer 3	Summer 4	Total Hours
Major Core (MC)	30(20 C)	24(20 C)	--	20(15 C)	30(24 C)	104(79 C)
Elective Subject (ES)	--	4(3 C)	--	4(3 C)	--	8(6 C)
Inter - Disciplinary (ID)	--	--	--	6(5 C)	--	6(5 C)
Self study Paper (SSP)				Outside class hours(2C)		(2 C)
Summer Training Program (STP)	--	--	3 to 4 weeks (1 C)	--	--	(1 C)
Life Skills Training (LST)	--	2h + 2h# (2 C)	--	--	--	2+2# (2 C)
Extension Activities	LEAP	LEAP(3 C)	--	--	--	(3 C)
Total Hours (Total Credits)	30 (20 C)	30+2# (23+5 C)	-(1 C)	30 (23+2 C)	30 (24 C)	120+2# (90+6+2#)C

Note: A theory paper shall have 5 to 6 contact hours and a practical session shall have 3 to 5 contact hours.



**New format of the subject codes from the
2016 regulation**

Subject codes are 10 characters long:

1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
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- 1st & 2nd digits – last two digits of regulation year in YY format (If 2016, it will be 16).
- 3rd alphabet: U – UG / P – PG / M – M.Phil. / D – Ph.D.
- 4th & 5th alphabets: department wise program code (example – MT / CO / HT.....)
- 6th digit: Semester for UG/ PG / M.Phil. and year for Ph.D.
- 7th & 8th alphabet: Category of paper or group of category of papers (GE/RL/OL/HE/OR/AL /ES/SK/MS/CM/CC/)
- 8th & 9th digits: subject number range (01 to 99).

For example,

Example 1:16UCH1MC01

16 – Admitted in 2016
U – UG student
CH – Chemistry Student
1 – 1st Semester subject
MC01 – Major paper

Example 2:16PCO2ID01

16 – Admitted in 2016
P – PG student
CO – Commerce Student
2 – 2nd Semester subject
ID01 – Inter disciplinary paper

- For subjects which are carried forward from one regulation to the next, the first two digits representing the regulation alone will change.
- Subjects which are not carried forward from one regulation to the next, will not appear in the new regulation.
- For new subjects which need to be added to a regulation, a new subject code must be created in continuation of the last created code under that type/category.
- Subject codes which are identical (except for the first two digits which represent the regulation year) are treated as equivalent for the purpose of syllabus / question paper setting / conducting examination / etc.



M.A ENGLISH

SL. NO.	SUBJECT CODE	SUBJECT TITLE
1	16PEL1MC01	BRITISH DRAMA
2	16PEL1MC02	INDIAN WRITING IN ENGLISH
3	16PEL1MC03	AMERICAN LITERATURE
4	16PEL1MC04	DYNAMICS OF COMMUNICATION THEORY AND APPLICATION
5	16PEL1MC05	DISCOURSE ANALYSIS
6	16PEL2MC01	BRITISH POETRY FROM CHAUCER TO 20TH
7	16PEL2MC02	EUROPEAN LITERATURE IN TRANSLATION
8	16PEL2MC03	LITERARY THEORY AND APPLICATION
9	16PEL2MC04	ADVANCED LINGUISTICS
10	16PEL2ES01	GREEN CULTURAL STUDIES
11	16PEL2ES02	BIOGRAPHY AND TRAVELOGUE
12	16PHE2FC01	LIFE SKILLS TRAINING



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CHENNAI - 600 034.

13	16PEL3MC01	POSTCOLONIAL LITERATURE
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14	16PEL3MC02	BRITISH PROSE AND FICTION
15	16PEL3MC03	PHILOSOPHY AND LITERATURE
16	16PEL3ES01	ADVANCED TRANSLATION
17	16PEL3ES02	MEDIA CRAFT
18	16PEL3TP01	SUMMER TRAINING PROGRAMME
19	16PEL3ID01	HUMAN RIGHTS AND SUBALTERN LITERATURE
20	16PEL4MC01	ADVANCED ACADEMIC WRITING
21	16PEL4MC02	ENGLISH LANGUAGE FOR TEACHERS AND
22	16PEL4MC03	RE VISIONING SHAKESPEARE
23	16PEL4MC04	WOMENS LITERATURE
24	16PEL4PJ01	DISSERTATION PROJECT



16PEL1MC01 BRITISH DRAMA

SEMESTER I	CREDITS 4
CATEGORY MC(T)	NO.OF HOURS/ WEEK 6

Objectives

■ to introduce the students to the different trends in the history of English drama.

■ to focus on drama as a literary form.

■ to enable students to experience the joy of drama as a performing art.

Contents

Unit I British Drama upto 17th century

1. Introduction to the development of British drama
2. Christopher Marlow – *Doctor Faustus* (Detailed) (1588)
3. Ben Jonson – *Everyman in His Humour* (Non-detailed) (1598)

Unit II Upto 19th century

1. Oscar Wilde – *The Importance of Being Ernest* (Detailed) (1894)
2. Harold Pinter – *The Birthday Party* (1957) (non-detailed)

Unit III 20th century upto 1950

1. T.S.Eliot – *Murder in the Cathedral* (Detailed) (1935)
2. Bernard Shaw – *Saint Joan* (Non-detailed) (1924)

Unit IV 20th century after 1950

1. Peter Shaffer: *Amadeus* (1979) (Detailed)
2. Tom Stoppard: *Rock n Roll* (2006) (Non-detailed)

Unit V Texts for Seminar

1. Congreve – *The Way of the World* (1700)
2. John Webster – *The Duchess of Malfi* (1613)
3. Oliver Goldsmith – *She Stoops to Conquer* (1773)



4. Sheridan – The School for Scandal (1777)



5. Galsworthy – Strife (1909)
6. Caryl Churchill – Cloud Nine (1979)
7. Jim Cartwright – Road (1986)
8. Tom Stoppard – Arcadia (1993)
9. Harold Pinter – The Caretaker (1960)
10. Agatha Christie – The Mouse Trap (1952)
11. J. B. Priestley - The Magicians (1954)
12. Arnold Wesker-- The Kitchen Musical, (2000)

Evaluation

External: End Semester

Section A 5 x 8 = 40 (70% from detailed texts and 30% from non-tailed texts)

Section B 3 x 20 = 60 (70% from detailed texts and 30% from non-tailed texts)

References

1. **Colin Chambers; Mike Prior.** Playwrights' Progress: Patterns of Postwar British Drama. Amber Lane Press. 1987.
2. **Dan Rebellato.** 1956 and All that: The Making of Modern British Drama. Routledge. 1999.
3. **Elizabeth Hale Winkler.** The Function of Song in Contemporary British Drama. University of Delaware Press. 1990.
4. **Frances M. Kavenik.** British Drama, 1660-1779: A Critical History. Twayne. 1995.
5. **Gabriele Griffin.** Contemporary Black and Asian Women Playwrights in Britain. Cambridge University Press. 2003.
6. **George Wilson Knight.** The Golden Labyrinth: A Study of British Drama. New York: W. W. Norton. 1962.
7. **James Acheson (editor).** British and Irish Drama Since 1960. Macmillan. 1993.
8. **Jennifer Robin Goodman.** British Drama Before 1660: A Critical History. Twayne. 1991.
9. **John Russell Taylor.** Anger and After: A Guide to the New



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British Drama. Penguin Books.1963.



10. **Karl-Heinz Stoll.** The New British Drama: A Bibliography with Particular Reference to Arden, Bond, Osborne, Pinter, Wesker. H. Lang. 1975.
11. **Keith Peacock.** Radical Stages: Alternative History in Modern British Drama. Greenwood Press. 1991.
12. **Michlene Wandor.** Look Back in Gender: Sexuality and the Family in Post-War British Drama. Methuen. 1987.
13. **Nadine Holdsworth; Mary Luckhurst (editor).** A Concise Companion to Contemporary British and Irish Drama. Blackwell Publishing. 2008.
14. **Richard Allen Cave.** New British Drama in Performance on the London Stage, 1970 to 1985. St. Martin's Press. 1988.
15. **Richard F. Dietrich.** British Drama, 1890 to 1950: A Critical History. Twayne. 1989.
16. **Sanford Sternlicht.** A Reader's Guide to Modern British Drama. Syracuse University Press. 2004.
17. **Susan Rusinko.** British Drama, 1950 to the Present: A Critical History. Twayne. 1989.
18. **Terence Allan Hoagwood; Daniel P. Watkins (editor).** British Romantic Drama: Historical and Critical Essays. Fairleigh Dickinson University Press. 1998.

16PEL1MC02INDIAN WRITING IN ENGLISH

SEMESTER	I	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives

To help students understand the history and the evolution of Indian Literature

- To introduce them to all the 4 genres of Indian Literature
- To enable them understand the cultural heritage of India through its literature



Unit I

Background: Introduction of English in India – Macaulay’s minutes – Anglo Indian Writing – Indo-Anglian Writing – Indian Writing in English – Indian Literature

Unit II Poetry

1. Toru Dutt : Our Casuarina Tree
2. Sri Aurobindo: Surreal Science
3. Sarojini Naidu: Indian Weavers
4. Nissim Ezekiel: Enterprise
5. A.K. Ramanujan: Obituary
6. Arun Kolatkar: An Old Woman
7. Syed Amanuddin: Don’t Call Me Indo-Anglian
8. Dom Moraes: A Letter
9. Keki Daruwalla : Migrations
10. Meena Kandasamy: Mulligatawny Dreams

Unit III Prose

1. The Renaissance in India: Sri Aurobindo (First essay)
2. The Dance of Shiva: Ananda Coomarasamy -What has India Contributed to Human Welfare?
3. India's Shame : An Article by Arundhati Roy

Unit IV Drama:

1. Gurucharan Das: Larin's Shahib
2. Vijay Tendulkar : Kamala

Unit V Novel

1. Train to Pakistan: Khushwant Singh
2. Shalimar the Clown: Salman Rushdie

RECOMMENDED READING (For Seminar only)

3. The Guide: R.K.Narayan
4. English August: Upamanyu Chatterjee
5. One Night at the Call Centre: Chetan Bhagat



6. The White Tiger: Aravind Adiga



7. The Binding Vine: Shashi Deshpande
8. Final Solutions: Mahesh Dattani
9. Nagmandala: Girish Karnad
10. Bayen: Mahesweta Devi

Methodology

1. Background lectures, Prose & Poetry sections will be handled in a detailed manner by the instructor.
2. Novel & Drama sections will be explored through students' exposition.
3. For adding variety in the learning process, poetry reading, group discussion, quiz & dramatizing selected scenes could be thought of.

References

1. An Anthology of Commonwealth Poetry: C. D. Narasimhaiah (ed), (Madras: Macmillan), 1990.
2. Readings from Commonwealth Literature: William Walsh (Oxford: Clarendon Press), 1973.
3. A History of Indian English Literature: M.K. Naik (New Delhi: Sahitya Academy), 1982.
4. Indian Writing in English: K.R. Srinivasa Iyengar (New Delhi: Sterling Publishers), 1985.
5. The Third World Literature: Trevor James, London, 1986.
6. A Golden Treasury of Indo Anglian Poetry: V. K. Gokak.
7. Ten: The New Indian Poets: Jayanta Mahapatra, & Yuyutsu Sharma (ed.) New Delhi (Nirala Publications), 1993.
8. Three Indian Poets: Nissim Ezekiel, A K Ramanujan, Dom Moraes. Bruce Alvin King (Madras: Oxford University Press) 1991.



16PEL1MC03 AMERICAN LITERATURE

SEMESTER	I	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

OBJECTIVES

- To familiarize the students with the major American writers and acquaint them with the various themes and techniques in their works
- To introduce the students to a variety of American writing in different genres

COURSE CONTENTS

UNIT I POETRY

Allen Ginsberg: A Supermarket in California

Marianne Moore: Poetry

Robert Lowell: For the Union Dead

Langston Hughes: Democracy

Robert Frost: Mending Wall

UNIT II PROSE

Thoreau: Where I lived and What I lived for

Irving Babbit: The Critic and American Life

Marilynne Robinson: The Givenness of Things

UNIT III DRAMA

Tennessee Williams: A Street Car Named Desire

August Wilson : The Piano Lesson

UNIT IV SHORT STORY

Flannery O'Connor: The Revelation

Hemingway: The Snows of Kilimanjaro

John Steinbeck: The Chrysanthemums

Edgar Allan Poe: Fall of the House of Usher



UNIT V NOVEL

Eudora Welty: *The Optimist's Daughter*

Harper Lee: *To Kill a Mockingbird*

James Baldwin: *If Beale Street Could Talk*

Toni Morrison: *Beloved*

For Seminar Only

- Ken Kesey: *One Flew Over the Cuckoo's Nest*
- Louise Erdrich: *The Game of Silence* Arthur Miller: *The Crucible*
- John Barth: *The Floating Opera*
- Sue Monk Kidd: *The Secret Life of Bees*
- Alice Walker: *The Color Purple*
- Lorraine Hansberry: *Raisin in the Sun*
- Amy Tan: *The Joy Luck Club*

References

- Allen, Paula Gunn. *Studies in American Indian Literature*. New York: Modern Language Association.1983.
- Andrews, W., F. Foster, and T. Harris (eds.).*The Oxford Companion to African American Literature*. Oxford, 1997.
- Baym, Nina (ed). *The Norton Anthology of American Literature*, New York: W.W Norton & Co. 2003.
- Echevarria, Roberto Gonzalez. *Modern Latin American Literature-A Very Short Introduction*. Oxford: Oxford University Press, 2012.
- Gilyard, K., and A. Wardi. *African American Literature*. Pearson Longman, 2004.
- Kim, H. Elaine. *Asian American Literature: An Introduction to the Writings and Their Social Context*. New York: Temple University Press, 1984.
- Krasner, David (ed). *A Companion to Twentieth Century American Drama*, Blackwell Publishing, USA, 2005.



- Lanter,Paul (ed). *The Heath Anthology of American Literature*, Toronto: D.C. Heath & Co, 1990.
- Lundquist, Suzanne Evertson. *Native American Literatures: An Introduction*. New York: The Continuum Publishing Group, 2004.
- Samuels, Shirley (ed). *A Companion to American Fiction*. Blackwell Publishing Ltd, USA, 2004.

**16PEL1MC04 DYNAMICS OF COMMUNICATION:
THEORY AND APPLICATION**

SEMESTER I	CREDITS 4
CATEGORY MC(T)	NO.OF HOURS/ WEEK 6

Objectives

- identify general theories and central concepts associated with communication
- gather ideas and information and organize them
- develop and apply theories and principles of communication in workplace and practice skillsof oral presentations, discussion,problem solving, decision making, debates, small groupdiscussions and job interviews
- transfer information from non-verbal to verbal texts and vice versa
- take part effectively in social and professional communication
- sensitize them to cross-cultural differences

Course contents

Unit I Communication Theory

1. Meaning of communication
2. Channels of communication
3. Feedback
4. Importance of communication
5. Types and components of communication



6. Principles and barriers to effective communication
7. Communication at workplace



Unit II Reading for Information

1. Use various internet search engines to access information for study purposes
2. Find information and elaborations of given topics from the encyclopedia, dictionaries, etc.
3. Identify techniques used in note – taking
4. Differentiate signal markers used in speech
5. Read for facts, guess meaning from context and infer meaning
6. Understand scanning and skimming
7. Sharpen critical reading

Unit III Preparing the Script

1. Plan and collect data
2. Choose subject matter
3. Organize the materials
4. Achieve clarity and coherence
5. Use appropriate style

Unit IV Oral Presentation

1. Explain the meaning and types of oral presentation
2. Use slide shows and handouts effectively
3. Give oral presentations and participate in small group discussions and debates
4. Hone job interview skills - interview through tele and video-conferencing
5. Use telephone etiquette

Unit V Communication at Workplace

1. Concept of multicultural communication and means to overcome barriers
2. Socializing, managing self and others, motivating, leading, positive thinking, active listening, decision making and problem solving, team building etc.
3. Importance of different forms of nonverbal messages in



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professional communication



4. Essentials of Advocacy communication
5. Importance of Development communication

Methodology

1. Input session
2. Library/internet reading and presentations
3. Role – play
4. Mini project to interview different professionals on the importance of communication skills
5. Class presentations and interaction
6. Brainstorming
7. Group discussions and Oral presentations
8. Mock interview
9. Demonstration of signal markers used in speech
10. Listen to recorded tapes to practice note-taking from an oral presentation

Evaluation

Internal Assessment

- Oral tests on platform speaking and group discussion = 20 + 15 = 35
Written exercises - 35
Mock interviews - 30
Total - 100

Semester Examination

- Written examination – 100

References

1. Apte, Madhavi. 2007. **A Course in English communication.** New Delhi: Prentice-Hall of India.
2. Bailey, Stephen. 2004. **Academic Writing- A Practical guide for students.** London & New York: Routledge Falmer.
3. Griffin, E. 2009. **A First Look at Communication Theory** (7th ed.). New York: McGraw Hill.



4. Littlejohn, Stephen W., & Foss, Karen A. 2005. **Theories of Human Communication** (8thed.) Belmont, CA: Thomson Wadsworth.
5. Sen, Leena. 2005. **Communication Skills**. New Delhi: Prentice-Hall of India.

16PEL1MC05 DISCOURSE ANALYSIS

SEMESTER I	CREDITS 4
	6

CATEGORY MC(T)	NO.OF HOURS/ WEEK
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Objectives

- develop skills for applying the techniques of discourse analysis to the study of texts, todiscuss application of DA and to teach ESL.
- introduce major theoretical frameworks and current issues in discourse analysis anddemonstrate the relevance and usefulness of discourse studies to the field of appliedlinguistics.
- provide for the practical application of the course to conduct research on a particulartopic in discourse analysis
- investigate relationships between grammatical forms and their meanings and functions indiscourse;

Unit I Introduction to Discourse Analysis

1. Discourse Analysis - Definition
2. Relevance of Discourse Analysis

Unit II Pragmatics

1. Pragmatics Concept clarification
2. Semantics Vs Pragmatics
3. Speech Acts and Speech Events
4. Constatives, Performatives
5. Locution, Illocution, Perlocution
6. Restricted and Elaborated Code



Unit III Principles of Pragmatics

1. Meaning, Sense and Force
2. Turn taking
3. Cooperative Principle
4. Politeness Principle

Unit IV Specific Ingredients of Discourse Analysis

1. Discourse and Meaning
2. Form and Meaning
3. Discourse Markers
4. Cohesion and Coherence

Unit V Analysis of Specific Discourse

1. Racist Discourse
2. Gender Discourse
3. Discourse of the Underprivileged

Course Material

Relevant Chapters from

Brown, Gillian, and George Yule. 1983. *Discourse Analysis*.
Cambridge: CUP.

Jenny Thomas, *Meaning in Interaction* (London & New York:
Longman, 1997).

Searle J Speech Act CUP 1967

References

1. Chafe, W. 1994. *Discourse, Consciousness, and Time*. Chicago:
UCP.
2. Fairclough N. 2003 *Analysing Discourse: Text Analysis for
Social Research*, London:Routledge.
3. Ford, C. E. & S.A. Thompson. 1986. "Conditionals in discourse:
a Textbased study from
English." In *On Conditionals*. Pp.353-372.
4. Fraser, Bruce. 1999. "What are discourse markers?" *Journal of*



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Pragmatics. 31: 931-952.



5. Givon, T. 1987. "Beyond Foreground and Background." In Tomlin, R. S. (ed.) *Coherence and Grounding in Discourse*. pp. 175-188.
6. Hughes, R. & M. McCarthy. 1998. "From sentence to discourse: discourse grammar and English language teaching." *TESOL Quarterly*. 32: 263-287.
7. Nunan, D. 1993. *An introduction of discourse analysis*. Harmondsworth, England: Penguin.
8. Rogers, R. (2004) *An Introduction to Critical Discourse Analysis in Education*. Mahwah, NJ: Lawrence Erlbaum.
9. Tomlin, R. S. (ed.) 1987. *Coherence and Grounding in Discourse*. Amsterdam: JBPC.
10. Tyler, A. 1992. "Discourse Structure and the Perception of Incoherence in International Teaching Assistants' Spoken Discourse." *TESOL Quarterly*. 26: 713-729.
11. Van Dijk, T. (2004) 'Critical Context Studies' plenary session at International Conference on Critical Discourse Analysis, Valencia, 5 th May 2004.
12. Wodak, R. & Chilton P. (2005) *A New Agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinarity*. Amsterdam: John Benjamins.
13. Wodak, R. & Meyer, M. (2001) *Methods of Critical Discourse Analysis*. London: Sage
14. Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. New York: Routledge.
15. Schiffrin, D. Tannen, D. & Hamilton, H. (2003) *The handbook of discourse analysis*. Malden, MA: Blackwell.
16. Georgakopoulou, A. & Goutsos, D. (2000). Revisiting discourse boundaries: The narrative and non-narrative mode.
17. Noveck, I. A. & Reboul, A. (2008). Experimental pragmatics: A Gricean turn in the study of language.
TRENDS in CogSci, 12, 425-431.
18. Barbara Johnstone (2008). *Discourse Analysis, Second Edition*. Blackwell Publishing (ISBN 978-1-4051-4427-8).



19. Adam Hodges (2011). *The “War on Terror” Narrative: Discourse and Intertextuality in the Construction and Contestation of Sociopolitical Reality*. Oxford University Press (ISBN 0-199-75958-8).
20. Adam Jaworski and Nikolas Coupland (eds.) (2006). *The Discourse Reader, Second Edition*. Routledge (ISBN 0-415-34632-0).

16PEL2MC01 BRITISH POETRY (FROM CHAUCER TO 20TH CENTURY)

SEMESTER	II	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

I. Objectives

- To introduce the students of English Literature to the seven centuries of English Poetry, tracing its growth, evolution, thought currents, poetic form, devices, figures of speech, etc.
- To sensitize them to feel the pulse of poetic expression by making them understand and appreciate beat, rhythm, rhyme, etc.
- To enable them understand the concepts related to Elizabethan, metaphysical, romantic, Victorian, modern & postmodern poetry, to name a few.
- To make them appreciate poetry by critically analyzing the poems in terms of theme, content, background, etc.

II. Contents

Unit I

1. a) What is Poetry? b) Metrical & free verse - Kinds of Poetry c) Poetic justice, poetic



licence, poetic diction, poetic devices, figures of speech, etc. d) Regional, national, continental & international poets e) Themes of poetry f) Appreciation of poetry

Unit II – Detailed

- | | |
|-------------------------------|-----------------------|
| 2. The Love Unfeigned | : Geoffrey Chaucer |
| 3. Sonnet 116 | : William Shakespeare |
| 4. Light | : John Milton |
| 5. Canonization | : John Donne |
| 6. To His Coy Mistress | : Andrew Marvell |
| 7. On a Certain Lady at Court | : Alexander Pope |

Unit III

- | | |
|---------------------------|------------------------|
| 8. Tintern Abbey | : William Wordsworth |
| 9. Ode to the Skylark | : P. B. Shelley |
| 10. Ode on a Grecian Urn | : John Keats |
| 11. Ulysses | : Alfred Lord Tennyson |
| 12. Gerard Manley Hopkins | : The Windhover |

Unit IV

- | | |
|--------------------------|---------------------|
| 13. Ash Wednesday | : T.S. Eliot |
| 14. Sailing to Byzantium | : W. B. Yeats |
| 15. Pike | : Ted Hughes |
| 16. Toads | : Philip Larkin |
| 17. You Got to Go | : Thom Gunn |
| 18. Blackberry Picking | : Seamus Heaney |
| 19. Peasant | : R.S. Thomas |
| 20. A Rose for Janet | : Charles Tomlinson |

Unit V: Non – detailed for Seminar only

- | | |
|-------------------------------|----------------------|
| 21. Epithalamion | : Edmund Spenser |
| 22. Mac Flecknoe | : John Dryden |
| 23. The Pulley | : George Herbert |
| 24. Christmas Eve | : Christina Rossetti |
| 25. Ballad of Ancient Mariner | : S.T. Coleridge |



26. Andrea del Sarto

: Robert Browning



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|-----------------------|----------------------|
| 27. Scholar Gypsy | : Mathew Arnold |
| 28. The Soldier | : Rupert Brooke |
| 29. The Old Woman | : Elizabeth Jennings |
| 30. Stars and Planets | : Norman McCraig |

III. Methodology

- The detailed texts to be dealt in detail by the classroom instructor.
- The non-detailed reading list will be exhausted by students' classroom presentations only.
- Reading the poems aloud to appreciate their musicality.
- Theory input sessions, quizzes, and critical approach in evaluating the literary devices of the poems.

References

1. Arthur Quiller Couch, Ed., *The Oxford Book of English Verse (1250 – 1900)*. Oxford: OUP, 1923.
2. Bird, Ed., *Books of Ballads*. London: Longmans, 1967.
3. Grierson & Smith, *Critical History of English Poetry*. London: OUP, 1970.
4. Wilson, *Shakespeare's Sugared Sonnets*. London: CUP, 1974.
5. Heath Stubbs & Wright, *Faber Book of Twentieth Century Verse*. London: Faber & Faber, 1975.
6. Palgrave, Ed., *Golden Treasury of the Best Songs and Lyrical Poems in the English Language*. London: OUP, 1977.
7. Roberts, Ed., *Faber Book of Modern Verse*. London: Faber & Faber, 1979.
8. Roberts, Ed., *Faber Book of Modern Verse*. London: Faber & Faber, 2000



**16PEL2MC02 EUROPEAN LITERATURE IN
TRANSLATION**

SEMESTER	II	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives

- To acquaint the students with the great epics in European Literature other than British through translation
- To familiarize the students with select Non-English classics in dramatic literature especially in relation to the evolution of the European Theatre
- To familiarize the students with the major works of fiction and poetry in European literature

Unit I - Poetry

1. Homer: The Odyssey (Bk-9)
2. Virgil: Aeneid (Bk- 4)

Unit II - Prose

1. Aristotle: The Poetics
2. Longinus: On the Sublime

Unit III - Drama

1. Bertolt Brecht : The Life Of Galileo
2. Henrik Ibsen: Master Builder

Unit IV - SHORT STORY

1. Guy De Maupassant: A Queer Night In Paris
2. Simone De Beauvoir : The Monologue
3. Franz Kafka : Metamorphosis
4. Anton Chekov: The Bet

Unit V - FICTION

1. Miguel De Cervantes: The Adventures Of Don Quixote



2. Jean Paul Sartre: Nausea -



3. Maxim Gorky: Mother
4. Imre Kertesz: Fateless

SEMINAR

DETRY

1. Dante: Canto I-V
2. Ovid: Metamorphoses

ROSE

1. Horace: Ars Poetica
2. Book of Job - The Bible

RAMA

1. Corneille: The Liar
2. Euripedes... Helen
3. Sophocles... Oedipus The King
4. Moliere: The Miser

CTION

1. Dostoyevsky: Crime And Punishment
2. Victor Hugo: Les Miserables
3. Hermann Hesse: Steppenwolf

References

- A Very Short Introduction: Hary Beard And John Henderson
- Talking To Virgil: Peter Wise Man
- French Fiction Revisited: Roudize.L
- An Introduction To Greek Literature (Oxford, 1994): Beaton, Roderick
- The Irish Novel: Cahalan, James M
- Forces And Themes In Ulster Fiction: Forster, John Wilson
- The Last Years Of Soviet Russian Literature: Brown, B
- Russian Literature: Shneidman, N



16PEL2MC03 LITERARY THEORY AND APPLICATION

SEMESTER	II	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives

■ introduce to students Literary Theory from the beginning of the twentieth century to the present day

■ train the students to relevantly apply theory to their analysis of literary texts

■ enable students to study in-depth a range of theoretical perspectives and enhance their appreciation of literature

Course Contents

Required Reading

UNIT I Formalism: Russian Formalism and New Criticism

1. *The Formal Method* – Boris Eichenbaum
2. *The Formalist Critics* – Cleanth Brooks

Unit II Phenomenology and Reader Response Theory

3. *Interpretive Communities* – Stanley Fish

Unit III Structuralism and Poststructuralism

4. *The Linguistic Foundation* – Jonathan Culler
5. *Structure, Sign And Play In The Discourse Of The Human Sciences* – Jacques Derrida

Unit IV Post Modernism and Cultural Studies

6. *The Postmodern Condition* – Jean Francois Lyotard
7. *Simulacra and Simulations* – Jean Baudrillard
8. *The Culture Industry As Mass Deception* – Max Horkheimer and Theodor Adorno



Unit V New Historicism and Cultural Materialism

9. *Professing the Renaissance* – Louis Montrose

10. *Cultural Materialism, Othello and the Politics Of Plausibility* – Alan Sinfield

Extended Reading (For Self-Study and Seminar Only)

1. *Literary Theory: An Anthology* (Second Edition)

Edited By Julie Rivkin and Michael Ryan (Part One to Part Seven Only)

2. *Modern Criticism and Theory*

Edited By David Lodge (Part I to Part IV Only)

Works on Literary Theory

1. Barthes, Roland. *Selected Writings*.

2. Barthes, Roland. *The Semiotic Challenge*.

3. Culler, Jonathan. *Structuralist Politics*.

4. Schools, Robert. *Structuralism In Literature: An Introduction*

5. Derrida, Jacques. *The Exorbitant, Question Method*.

6. Derrida, Jacques. *A Derrida Reader: Between The Blinds*

7. Benjamin, Andrew. *The Lyotard Reader*

8. Felman, Shoshana. *Literature And Psychoanalysis – The Question Of Reading*

9. Freud, Sigmund. *The Interpretation Of Dreams*

10. Lacan, Jacques. *Desire And The Interpreter Of Desire In Hamlet*

11. Lacan, Jacques. *The Insistence Of The Letter In The Unconscious*

12. Eagleton, Terry. *Marxism And Literary Criticism*

13. Grady, Hugh. *The Modernist Shakespeare*

14. Holderness, Graham. *The Shakespeare Myth*

15. Birch, David. *Language Literature And Critical Practice: Ways Of Analyzing Text*

16. Fish, Stanley. *Is There A Text In This Class?*

17. Lodge, David. *Modern Criticism*

18. Scott, Wilbur. *Five Approaches To Literature*



19. Wimsatt and Brookes. *A Short History Of Literary Criticism*



20. Routledge. *Critical Thinkers*

(All Volumes) Series Editor: Robert Eaglestone

Evaluation

Semester Examination

a) Paragraph questions : (100-150 words) $5/8 \times 5 = 40$

b) Essay questions : (300 words) $2/4 \times 20 = 40$

c) Poem analysis : (200 words) $1 \times 20 = 20$

Total = 100

16PEL2MC04 ADVANCED LINGUISTICS

SEMESTER	II	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives

■ to enrich learners with the knowledge of the scientific study of language and to provide insights into the nature of language.

■ to familiarize learners with the discourse of linguistics and to provide exposure to the variety of theoretical and practical manifestations of linguistics.

■ to enable students to gain an informed approach on how language interfaces with literature as well as with societal concerns and also to show how it feeds into the discipline of cognitive sciences.

■ to motivate students to pursue research in various branches of applied linguistics.

Course Contents

Unit I

Nature of Language: Human and non-human systems of communication; design features of languages, linguistic form (free and bound), Saussurean Dichotomies, Psychology of Language, Language and the Brain, Language and Mind.



Unit II

Phonetics and Phonology: Articulatory, Auditory and Acoustic Phonetics. The Anatomy and Physiology of Speech. Phonetic Transcription. Initiation of Speech. Consonants and Vowels and their Classification. Suprasegmentals. Acoustic Characteristics of speech. Phoneme, Phonological Processes and Features.

Unit III

Morphology: Morph, Morpheme, Allomorph, Morphological processes, Compounds, Analyzing Morphological Structure, Word classes, Morphological Properties of English verbs, Word Formation.

Unit IV

Syntax and Semantics: Phrase Structure Grammar, transformational Grammar, Rules and Constraints on rules, Theory of Govt. and Binding: Universal Grammar, Innateness Hypothesis, Types of meaning, Semantic Relations, Pragmatics.

Unit V

Applied Linguistics:

a. Stylistics: The relationship of language to literature, Style and Function, Poetic discourse, narrative discourse and dramatic discourse.

b. Language Disorders : The brain and language organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.

c. Lexicography : Monolingual dictionary , Interlingual dictionary, Structure and Equivalences, Problems of Intertranslatability, General and Special Purpose Dictionaries.

d. Language Teaching : Learning Theories, learners and methods.

Methodology



1. Conventional class room lectures.



2. Discussion on topics related to recent developments in applied linguistics.
3. Seminars and presentations on theoretical and practical aspects of language.

References

- Agnihotri, R.K. and Khanna, A.L. (ed.), 1994. *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications.
- _____ (ed.), 1995. *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Publications.
- Aitchison, J. 1995. *Linguistics: An Introduction*. London: Hodder & Stoughton.
- Akmajian, A., Demers, R., Farmer, Harnish, R. 1990/1996. *Linguistics: An Introduction to Language and Communication* Cambridge, Massachusetts: MIT Press. (Indian reprint, 1996, Prentice Hall).
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- Chapman, S. 2000. *Philosophy of language*. London: Routledge.
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- Fromkin, V. (ed.). 2000. *Linguistics: An Introduction to Linguistics*. Cambridge. Blackwell.
- Gregoriou, Christiana. 2009. *English Literary Stylistics*. New York. Palgrave Macmillan.
- Haegeman, L. 1992. *Introduction to Government and Binding Theory*. London. Blackwell. Second Edition.
- Katamba, F. 1993. *Morphology*. Basingstoke: Macmillan.
- Ladefoged, P. 1993. *A Course in Phonetics*. New York: Harcourt Brace Jovanovich. (3rd edition).
- Laver, J. 1994. *Principles of Phonetics*. UK: Cambridge University Press.
- Leech, G. 1969. *A Linguistic Guide To English Poetry*. London.



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- _____&Short.n.Michael,1985,*Style in Fiction, A Linguistic Introduction To English Fictional Prose.* London and New York. Longman.
- Obler,L.K.&Gjerlow,K.1999.*Language and the Brain* Cambridge. Cambridge University Press.
- Poole,C.Stuart.1999.*An Introduction to Linguistics.* Palgrave Macmillan.
- Radford, A.et al.1999. *Linguistics :An Introduction.* UK: Cambridge University Press.
- Landau.S.I.1989.*Dictionaries:The Art and Craft of Lexicography.* Cambridge. CambridgeUniversity Press.
- Lyons,J.1995.*Linguistic Semantics: An Introduction.* Cambridge: Cambridge University Press.

16PEL2ES01 GREEN CULTURAL STUDIES

SEMESTER	II	CREDITS	3
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	4

Objectives

- to expound to the learners the interdisciplinary nature of the course and to sensitise the learners on grave ecological concerns
- to render a historical perspective of the said criticism
- to familiarise the learners with the western ecocritical tools and to expose the learners to the relevant literature in the ecocritical realm
- to synthesise the western ecocritical tools with the eastern oikopoetic sensibilities
- to facilitate the understanding of ecofeminist theory and practice

Course Contents

Unit 1 Interdisciplinarity (12 hrs)

1. Joe Moran’s “Interdisciplinarity”
2. Arne Naess' "Ecology,Community and Life style "
3. Sri. L.C. Jain’s “Eco-spirituality For Communal Harmony”



4. "Eco-spirituality"



5. Fritjof Capra's "The Web Of Life"

Unit 2 Ecocritical Stirrings (12 hrs)

1. Jonathan Bate's "The Song Of The Earth"
2. "The Green Studies Reader"
3. "The Ecocriticism Reader"

Unit 3 Indian Classical Oikopoetics (12 hrs)

1. "The Abhijnanasakuntalam of Kalidasa"
2. P.T. Srinivasa Iyengar's "History Of The Tamils"
3. A.K. Ramanujan's "The Interior Landscape"
4. "tolkaappiyam: akattiNai iyal"
5. "tinai"

Unit 4 Wordsworth,Emerson,Thoreau and Ecocriticism (12 hrs)

1. William Wordsworth's "The Prelude"
2. Jonathan Bate's "Romantic Ecology"
3. "Selected Essays, Lectures and Poems of Ralph Waldo Emerson"
4. "Twentieth Century Interpretations of Walden"
5. Lawrence Buell's "The Environmental Imagination"

Unit 5 Ecofeminism (12 hrs)

1. Universal Declaration of the Rights of Mother Earth
2. Karen J. Warren- Introduction to Ecofeminism
3. Vandana Shiva- Women in the Forest
4. Margaret Atwood- Surfacing
5. Susan Hawthorne-'Earth's Breath'

Teaching Methodology

- Conventional classroom lectures
- Guest lectures by experts on ecocriticism
- Group/Panel Discussion
- 'Hot Seat' activity
- Folk theatre on environmental issues



- Field visit followed by written / oral / visual presentation
- Virtual ecological tour



- Folk theatre on environmental issues



• Screening of **docu-films** and **feature films** on ecological holocausts:

[eg. “**Nature’s Death**” on Pallikaranai marsh land, “**The Day After**” on nuclear holocaust & “**The Day After Tomorrow**” on global warming & ‘**Appalachia**’]

• **Book Talk** on any one of the following books:

Arundhati Roy’s “The End of Imagination”

Dilip D’Souza’s ‘The Narmada Dammed’

Dominique Lapierre & Javier Moro’s ‘It Was Five Past Midnight In Bhopal’

Keri Hulme’s ‘The Bone People’

Indra Sinha’s ‘Animal’s People’

Evaluation

I. Continuous Internal Assessment

a. Two Internal Tests [2 x 35] : 70 marks

b. Classroom activity : 15 marks

c. Micro Project based on the field trip : 15 marks

100 marks

References

█ damson, Joni. *American Indian Literature, Environment Justice and the Ecocriticism*. Tucson: The University of Arizona Press, 2001.

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- urup ONV. *This Ancient Lyre*. New Delhi: Sahitya Akademi, 2005.
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- amanujan, A. K. *A Flowering Tree and other oral tales from India*. New Delhi: Penguinbooks. 1997. Print.
- elvamony, Nirmal, Nirmaldasan and Rayson.K. Alex, eds. *ays in Ecocriticism*. New Delhi: Sarup and Sons and Osle-India. Foundation Publishing, 1991.



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Sheldrate,Rupert. *The Rebirth of Nature*. Cochin: Stone Hill



Foundation Publishing,1991.



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■ arren, J.Karen, ed. *Ecofeminism -Women, Culture, Nature.* Indiana: Indiana University Press.1997. Print.

E-resources

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<<http://www.schumachercollege.org.uk/learningresources/what-is-deep-ecology>>. Web.

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<<http://www.outlookindia.com/article.aspx?207509>>. Web.

Websites www.ecofem.org/journal

■ www.rediff.com/news/dec/24devi.htm

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■ www.ecofem.org/

■ www.nobelprize.org

■ www.resurgence.org/

■ www.bhoomimagazine.org/

■ www.greenbeltmovement.org/

■ www.successconsciousness.com

■ www.wetheworld.org

■

Magazines "Bhoomi"

■ "Environment" [USA]

■ "Environment Action" [UK]

■ "Life Positive" [India]

■



- National Geographic”
- Resurgence” [UK]
- Sierra” [USA]
- The Ecologist Asia” [India]
- The Ecologist” [UK]

16PEL2ES02 BIOGRAPHY AND TRAVELOGUE

SEMESTER II	CREDITS 3
CATEGORY MC(T)	NO.OF HOURS/ WEEK 4

Objectives of the course:

- To enable the learners to understand the difference between Biography, Autobiography, Memoirs, Travelogue and to identify the mutual influence between them.
- To introduce the learners to people and places as characters.
- To empower the learners to draw pen pictures in words of versatile and phenomenal Personalities across the globe.
- To render accurate, first hand, factual and reliable records of people, places, customs, conventions, ceremonies, and rituals.
- To persuade the learners to develop open-mindedness and non-discriminatory attitude towards the ‘other ’i.e. different locales, people, culture, customs, conventions, ceremonies and rituals.

Course contents

Unit I:Introduction

1. Familiarization of the register associated with Biography, Autobiography and Travelogue.
2. Introduction to Biography, Autobiography, Memoir
3. Introduction to Travelogue and associated histories of the place.
4. Unleashing the narrative technique that is employed in Biography, Autobiography and Travelogue.



Unit II - Biography

5. A Beautiful Mind-Sylvia Nazar(1998)
6. Something Beautiful for God-Malcolm Muggeridge(1971)

Unit III - Autobiography

7. My Paper Chase: True Stories of Vanished Times-Harold Evans.(2009)
8. I Know Why the Caged Bird Sings-Maya Angelou (1969)

Unit IV - Travelogue

9. India A Wounded Civilization -V.S.Naipaul (1990)
10. The Lady and the Monk: Four Seasons in Kyoto: Pico Iyer (1992)

UNIT V - Real-life Learning (Task Based)

- Meeting remarkable personalities, interviewing them and writing their Biographies.
- Venturing down ones one memory lane in terms of self-introspection and writing an Autobiography.
- Visiting places of historical significance reminiscent with travelogue connotations and preparing individual travel literature on those destinations.

Recommended Reading

1. Life of Johnson: The First Modern Biography-James Boswell (1791)
2. Confessions of St.Agustine- (397-400 A.D)
3. Long Walk to Freedom-Nelson Mandela-(1995)
4. Narrative of the Life of Fredrick Douglas, an American Slave (1845)
5. The Diary of Anne Frank-(1944)
6. Nehru- Shashi Tharoor (-2007)
7. In Xanadu: A Quest - William Darlymple (2012)
8. Beyond the Courtyard: A Sequel of Unveiling India-Annes



Jung (2000)



9. Heart of Darkness - Joseph Conrad (1993)
10. At the court of the Fish eyed Goddess - William Darlymple (19998)

Methodology

1. Class-room lectures/ Chalk and talk
2. Reading Exercises
3. Flip Classrooms
4. Group-discussions and peer-interactions
5. Reading of relevant travel literature in the class room from Magazines and Newspapers.

Evaluation

I CIA TEST-40 MARKS

II CIA TEST-40 MARKS

PROJECT-20 MARKS (Biography or an Autobiography)

END SEMESTER-100 MARKS

Secondary Sources

1. Abrahams, M.H. and Harpham, Galt, Geoffrey. Dictionary of Literary Terms. USA: Wadsworth Publishers, 2011. .
2. Cuddon, John. Dictionary of Literary Terms. Oxford: Black Reference, 1991. Print.
3. Staines, David, Scholes Robert, Comley Nancy, Klaus, Carl (eds). Elements of Literature, Fifth Canadian edition. London: Oxford University Press. 2009. Print.
4. Prasad, B. and Ramadoss HariPriya. A Background to the study of English Literature. (Rev. Ed) Chennai: Macmillan Publishers. Print.



16PHE2FC01 LIFE SKILLS TRAINING

SEMESTER II	CREDITS 2
CATEGORY FC(T)	NO.OF HOURS/ WEEK 2+2

OBJECTIVES OF PG SYLLUBUS

1. To improve and sustain the primal level of competence and performance of PG students through an advanced training of holistic development of oneself.
2. To empower through various skills and strengthen them to face the future life issues and challenges.
3. To equip them with practical and value based learning of soft skills for a better life in future.

INSIDE CLASS HOURS (2 hrs)

Unit I - Constructing Identity

Self Image – Understanding self image – shadows down the lane – self acceptance - **Self Knowledge** – Knowing oneself - **Self confidence** – Guilt and grudges -Power of belief – positive thinking– optimizing confidence - **Self development** – perception, attitude and Behavioural change, developing a healthy and balance personality - **Self esteem** – signs - indicators

Unit II - Capacity Building

Motivation – Definition, types (Intrinsic and Extrinsic), Theories (Maslow’s hierarchical needs, etc), Factors that affect motivation, Challenges to motivation, Strategies to keep motivated, motivational plan. **Time Management Skills**– steps to improve time management, overcoming procrastination, assessing and planning weekly schedule, challenges, goal settings, components of goal



settings, consequences of poor time management, control of interruption and distractions.

Communication, public speaking, talents, creativity, learning,

Unit III - Professional Skills

Leadership development skills – difference between leader and manager, different styles and their utilities, functions of leadership, application of knowledge, overcoming from obstacles, influential skills and Leadership qualities. **Application skills** – Managing Career and self-direction, Visionary thinking, formulating strategies, shaping strategies, building organizations relationships, change management. Project Management Skills, Independent working skills, Writing skills, Public Speaking, analytical Skills, Neo Research and Development. **Problem solving skills** – Process, approaches and its components, creative problem solving, Tools and techniques, application of SMART analysis and barriers to problem solving.

Unit IV - Life Coping Skills

Life skills – Personal and reproductive Health, love, sex, marriage and family – family life education – Gender Equity - child bearing and Childrearing practices, Geriatric Care -adjustability **Human Relationship** – formal and informal - peer group – friends – same and other gender - family – Colleagues – community – emotional intelligence - **Stress Coping skills** – Definition of stress, strategies to alleviate stress, problem and emotion focused coping, techniques to reduce stress, stress reaction phases, crisis intervention steps, creating positive affirmations, Signs, Symptoms and Reactions of Stress.

Unit V - Social Skills

Human Rights Education, Understanding Human Rights,



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International and national mechanisms, protection and preservation



of HRs, Human Rights in the context of new, technological and electronic society, **Peace Education**, Social Harmony in the context of religious fundamentalism and fanaticism, Understanding Peace and Justice, Conflict Resolution Strategies

References

Healing Your Emotional Self: A Powerful Program to Help You Raise Your Self-Esteem, Quiet Your Inner Critic, and Overcome Your Shame by Beverly Engel

1. Self-knowledge and self-discipline by B. W. Maturin
2. Motivation: Biological, Psychological, and Environmental (3rd Edition) by Lambert Deckers
3. Getting Things Done: The Art of Stress-Free Productivity by David Allen
4. Managerial Skills in Organizations by Chad T. Lewis
5. Social Intelligence: The New Science of Human Relationships by Daniel Goleman

Competence building	Career Preparatory Training
Power talk	Interview Guidance
Emotional Intelligence	Group Dynamics
Stress management	Leadership skills
Decision Making	Negotiation Skills
Positive image building	Creative writing

OUTSIDE THE CLASS HOURS (2 hrs)

- Each student will choose either of the above-mentioned modules and is expected to undergo a training/workshop in that module.
- She/he will have to accomplish ten hrs outside the class hours to fulfill the 2 credits.



Methodology

Inputs, ABL model, Documentaries, group activities and Interaction, Special workshop by professionals.

Evaluation

There will be end test and a Project for ‘inside the class hours’. Viva Voce will be conducted for the ‘Outside the class hours’.

16PEL3MC01 BRITISH PROSE AND FICTION

SEMESTER	III	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

OBJECTIVES

- To introduce the students to British prose and fiction as a literary form, its origins, history and contemporary relevance.
- To familiarise the learners with the background, major themes and literary techniques in the texts.
-

COURSE CONTENTS

UNIT I - Introduction

- Origin
- History
- Themes
- Techniques

UNIT II - Essays

- Francis Bacon : Of Friendship
- Steele : Sir Roger de Coverley’s Portrait Gallery
- Oliver Goldsmith : The Character of the Man in Black
- William Hazlitt : On Going a Journey
- Charles Lamb: In Praise of Chimney Sweeper
- Bertrand Russell: In Praise of Idleness



UNIT III Short Story

- James Joyce : Araby
- D.H. Lawrence : Rocking Horse
- Katherine Mansfield : The Garden Party
- Oscar Wilde : The Star Child
- Somerset Maugham : The Letter
- Elizabeth Bowen : Demon Lover

UNIT IV Novel

- Thomas Hardy: Far from the Madding Crowd
- Virginia Woolf: To The Lighthouse
- William Golding : The Lord of the Flies
- Zadie Smith: White Teeth (2000)

UNIT V Recommended Reading (For Seminar Only)

- John Bunyan: Pilgrim's Progress
- Addison: Sir Roger at Church
- John Ruskin: Sesame and Lilies
- Lytton Strachey: Eminent Victorians
- George Eliot: Silas Marner
- Charles Dickens : Great Expectations
- E.M.Forster : Passage to India
- Grahame Greene: The Power and the Glory
- D.H. Lawrence: Sons and Lovers
- Iris Murdoch: The Bell
- Doris Lessing : The Grass is Singing
- Julian Barnes: Flaubert's Parrot (1989)

EVALUATION

Two C.A Tests – 40+40 marks

II Component (Seminar/Assignment) – 20 marks

End-Semester- 100 marks



REFERENCE

Books

- Abrams, M.H and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Stamford: Cengage learning, 2012.
- Drabble, Margaret. *The Oxford companion to English literature*. 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995.
- Geoffrey Day. *From Fiction to the Novel*. London: Oxford University Press, 1987.
- Harmon, William; Holman, C. Hugh. *A Handbook to Literature*. 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996.

Web Resources

- www.britannica.com/biography
- <http://www.library.yale.edu/humanities/english/engbib.html>
- <http://www.victorianweb.org/authors/>

16PEL3MC02 POSTCOLONIAL LITERATURE

SEMESTER III

CREDITS 5

CATEGORY MC(T)

NO.OF HOURS/ WEEK 7

Objectives

1. To introduce students to the literary texts produced in countries and cultures that have come under the control of European colonial powers at some point in their history.
2. To enable them to understand concepts related to imperialism, colonialism and the process of decolonisation of the mind.
3. To familiarise them to the works of writers written in English from different geographical areas of the world.
4. To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of hybridity, marginality, plurality and 'otherness', by examining these texts.



Contents

Unit I - Introduction

1. Birth, evolution & growth of Postcolonial literature
2. Coloniality -struggle –protest –marginality –rootlessness – poverty ‘otherness’
3. Themes and concerns – understanding and appreciating Protest Literature.

Unit II- Prose (Required Reading)

1. Nation and Narration : Homi K. Bhabha
2. The Myth, Ritual and the African World : Wole Soyinka (Nigeria)

Unit III - Poetry (Required Reading)

1. A Far Cry From Africa : Derek Walcott (West Indies)
2. Africa : David Diop (West Africa)
3. The Mystic Drum : Gabriel Okara (Nigeria)
4. The Winter Lakes : Wilfred Campbell (Canada)
5. Journey to the Interior : Margaret Atwood (Canada)
6. Australia : A. D. Hope (Australia)
7. Women to Man : Judith Wright (Australia)
8. On Writing a Poem : E. E. Tiang Hong (Malaysia)
9. Sonnet : Shirley Lim (Singapore)
10. The Postman: Gordon Challis (New Zealand)
11. Loneliness : Faiz Ahmed Faiz (Pakistan)
12. To a Student: Kamala Wijeratne (Sri Lanka)

Unit IV - Drama (Required Reading)

1. The Road : Wole Soyinka (Nigeria)
2. The Ecstasy of Rita Joe : George Ryga (Canada)

Recommended Reading

1. The Department : David Williams (Australia)



2. The Black Hermit: Ngugi wa Thiong'o (Kenya)



Unit V - Novel Required Reading

1. Arrow of God : Chinua Achebe (Nigeria)
2. Cloudstreet : Tim Winton (Australia)

Recommended Reading

1. A Bend in the River : V.S Naipul (West Indies)
2. Cry the Beloved Country : Alan Paton (South Africa)
3. The Impersonators : Jessica Anderson (Australia)
4. The English Patient : Michael Ondaatje (Canada)
5. Stone Angel : Margaret Laurence (Canada)
6. The Conservationist : Nadine Gordimer (South Africa)
7. How the Garcia Girls Lost their Accents : Julia Alvarez

(Caribbean)

References

1. Trevor James, *English Literature from the Third World*. Oxford: Longman, 1986.
2. C.L. Innes, *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge: CUP, 2007.
3. Ngugi wa Thiong'o, *Decolonizing the Mind*. Nairobi: East African Educational Publishers, 1986.
4. Robert J. C. Young, *A Short Introduction to Postcolonialism*. Oxford: OUP, 2006.
5. Bill Ashcroft, et. al, *The Empire Writes Back*. London: Routledge, 1989.
6. Michael Etherton, *The Development of African Drama*. London: Hutchinson, 1982.
7. William Walsh, Ed., *Readings in Commonwealth Literature*. London: OUP, 1973.
8. 8.C.D. Narasimhaiah, Ed., *An Anthology of Commonwealth Poetry*. Chennai: Macmillan, 1990

Evaluation Pattern

CIA: TWO Written Test	35 x 2 = 70
Seminar:	30
Semester Examination:	~ 44 ~ 100



16PEL3MC03 PHILOSOPHY AND LITERATURE

SEMESTER III

CREDITS 5

CATEGORY MC(T)

NO.OF HOURS/ WEEK 7

Objectives

- ❖ To acquaint learners with the literary treatment of philosophers and philosophical themes (the literature of philosophy), and the philosophical treatment of issues raised by literature (the philosophy of literature)
- ❖ To familiarize the students with the major schools of thought across countries and ages that have influenced literature
- ❖ To guide the learners to examine literary texts using these ideological frameworks

Course Contents

Unit I Classical Thought (10 hrs)

- Plato's *Literature and Truth*
- Key Concept: Theory of Forms
Text- Keats' 'Ode on a Grecian Urn'

(Detailed)

- Aristotle's *Mimesis & Catharsis*
- Key Concepts: From Taxonomy of Tragedy, Theory of Art
Text- Shakespeare's 'King Lear' (Act III: 1-3) **(Non-Detailed)**

Unit II Romanticism and Enlightenment (20 hrs)

- Jean Jacques Rousseau: *Equality, Freedom, and Sovereignty*
- Key Concepts: Liberty, Equality & Fraternity



Text- Wordsworth: 'The Prelude' (Book 8
Retrospect — Love of Nature Leading to
Love of Mankind) (**Detailed**)

- Immanuel Kant: *Critique of Aesthetic Judgement*
- Key Concepts: the agreeable, the beautiful, the sublime, and the good.

Text- Coleridge: 'Kubla Khan' (**Detailed**)

- Friedrich Hegel: *Dialectic Method*
- Key Concepts: Thesis, Antithesis and Synthesis

Text- W. B Yeats: *The Second-Coming*(**Detailed**)

Unit III

Existentialism and Marxism

(20 hrs)

- Arthur Schopenhauer: *The World as Will*
- Key Concepts: Sufficient Reason, Causality, Logical Necessity & Volition
Text- Thomas Hardy: *Jude the Obscure*(**Detailed**)
- Jean-Paul Sartre: *Being and Nothingness*
- Key Concepts: Being-for-Itself, Being-in-Itself, Nausea, the Other
Text- Albert Camus: *The Stranger*(**Non-Detailed**)
- Karl Marx: *Base and Superstructure*
- Key Concepts: Class Struggle, Capitalists, Proletarians&Ideology
Text- Charles Dickens: *Oliver Twist*(**Non-Detailed**)

Unit IV

Psychoanalysis, Feminism and Ecosophy

(20 hrs)

~ 46 ~



- Sigmund Freud: *Id, ego and super-ego*



- Key Concepts: Libido, Subconscious & Unconscious,
Text- Yann Martel: 'Life of Pi' (**Non-Detailed**)
- Simone de Beauvoir: *Facts and Myths*
- Key Concepts: the Other, Female & Feminine
Text- Adrienne Rich: 'Snapshots of a Daughter-in-law' (**Detailed**)
- Michel Foucault: *Heterotopia (Third Space)*
- Key Concept: Discourse
Text- Gloria Anzaldúa: *To live in the Borderlands means you* (**Detailed**)
 - Arne Naess: *Ecosophy*
 - Key Concepts: Intrinsic Value & Deep Ecology
Text- Gary Snyder: *Piute Creek* (**Detailed**)

Unit V

Eastern Philosophies

(20 hrs)

- Indian Philosophy – Non-Dualism
- Key Concepts: Maya & Samkhya (Illusion & Rationalism)
Text- Raja Rao: *The Serpent and the Rope* (**Detailed**)
- Thiruvalluvar: *Mei Unarthal (Understanding the Truth)*
- Key Concepts: Epistemology & Deontology
Text- 'Tirukkural, Verses 351-360' (**Detailed**)
- Buddhism: *Truth and Direct Experience*
- Key Concepts: Quest, Enlightenment & Mindfulness



Text- Thomas Merton: *Zen and the Birds of Appetite* (**Non-Detailed**)

Methodology

- Introducing the philosophical theories through class room lectures and guest lectures
- Facilitating workshop-type sessions on analysis of literary texts using the ideas
- Conducting Seminar Presentation/ Panel Discussion on the relevance of different schools of thought

Evaluation

Two C.A Tests – 40+40 marks

II Component (Seminar/Assignment) – 20 marks

End-Semester- 100 marks

References

Books

- Beauvoir, Simone De. *The Second Sex*. London: Vintage Books, 1949.
- Bhandari, D. R. *History of European Political Philosophy*. Bangalore: Bangalore Printing and Publishing, 1994.
- Chakraborti, Kisor Kumar. *Classical Indian Philosophy of Induction: The Nyaya Viewpoint*. Lexington Books, 2010.
- Chan, Wing-tsit, ed. *A Source Book in Chinese Philosophy*. Princeton, NJ: Princeton University Press, 1963.
- Copplestone, F. *A History of Philosophy*. London: Burn and Odes, 1959
- Devall, Bill and George Sessions. *Deep Ecology: Living As If Nature Mattered*. Salt Lake City: Peregrine Smith Book, 1985.
- Durant, Will. *The Story of Philosophy*. New York: Simon and Schuster Paperbooks, 2005.



- Gaarder, Jostein. *Sophie's World*. New York: Pocket Books, 1994.
- Lal, Basant Kumar. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarsidass Publishers, 1995.
- Russell, Bertrand. *The History of Western Philosophy*. New York: Simon and Schuster, 1945.
- Mitchell, Helen Buss. *Roots of Wisdom: A Tapestry of Philosophical Traditions*. Stamford: Cengage learning, 2015.

Web Resources

- Fieser, James and Bradley Dowden. *Internet Encyclopedia of Philosophy*. A Peer-Reviewed Academic Resource. <http://www.iep.utm.edu/>
- *Philosophy and Literature Journal*: The Johns Hopkins University Press. https://muse.jhu.edu/journals/philosophy_and_literature/

16PEL3ES01 ADVANCED TRANSLATION

SEMESTER	III	CREDITS	3
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	4

Objectives

■ p familiarize the learners with the history and theories of translation.

■ p introduce them to the techniques involved in translation of literary and non- literary texts.

■ p enhance the employability of the learners as translators.

■ p encourage them to prepare a draft translation leading to the preparation of a project work.

Unit I - Conceptual clarification & Definitions



1. History of translation.



2. Methods of translation.
3. Translation and Transliteration.
4. Interlingual translation.
5. Intralingual translation.
6. Intersemiotic translation.
7. Communicative translation.
8. Semantic translation
9. Classifications of translation by Theodore Savory, Andre Lefevere and Peter Newmark.

Unit II - Principles of Translation

1. Decoding and Recoding.
2. Loss and gain.
3. Problems of Equivalence:
 - a. Formal Correspondence
 - b. Dynamic Equivalence
4. Translatability and Untranslatability.
5. Cultural Functions of Translation.
6. Cultural Transference.
7. Cultural Interference.
8. Problems of Literary Translation.
 - a. Translating Prose.
 - b. Translating Poetry.
 - c. Translating Drama.
9. Problems of Non-Literary Translation
 - a. Translation of Folktales.

Unit III - Dimensions of Translation

1. Communicative
2. Linguistic
3. Interpretative
4. Translation in the context of
 - a. Sociolinguistics
 - b. Psycholinguistics



c. Machine translation- computer.



d. Translation in ELT

Unit IV - Translation Practice

1. Text Analysis/Translation criticism/ back translation test.

Unit V - A study of some of the extracts from the translated versions of literary texts from Tamil to English.

1. Theoretical Inputs
2. Group work
3. Translation Workshops
4. Guest lectures
5. Translation Practice
6. Text Analysis.

Evaluation

Internal : 50%

Written Test : 1x35=35 marks

Class work/assignments: 35 marks

Assignment/project : 30 marks

References

1. Bassnett, Susan and McGuire. Translation Studies. Methuen: London, 1985.
2. Newmark, Peter. Approaches to Translation. Pergamon Press: Oxford, 1981.
3. Newmark, Peter. Paragraphs on Translation. Multilingual Matters Ltd., Clevedon, 1993.
4. Nida, A.Eugene & Charles R.Taber. The Theory and Practice of Translation. United Bible Societies, Leiden, 1982.
5. Nida, A.Eugene. Bible Translating. United Bible Societies, London. 1961.
6. Wilss, Wolfram. The Science of Translation: Problems and



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Methods. Gunter Narr VerlagTubingen, 1982.



7. Robinson, Douglas. *Becoming a Translator*. Routledge, London. 1997.
8. Schaffner, Christina and Helen Kelly-Holmes. *Cultural Functions of Translation*. Multilingual Matters Ltd., Clevedon, 1995.
9. Venuti, Lawrence. *The Translation Studies Reader*. Routledge, London. 2000.
10. Holmes, S.James. Ed., *The Nature of Translation*. Moulton, Paris. 1970.
11. Karunakaran, K. & M.Jeyakumar. *Translation as Synthesis: A Search for a New Gestalt*. Bahri Publications, New Delhi. 1988

**16PEL3ID01 HUMAN RIGHTS AND SUBALTERN
LITERATURE**

SEMESTER III	CREDITS 5
CATEGORY ID(T)	NO.OF HOURS/ WEEK 6

OBJECTIVES

- To sensitize students on issues of oppression and the role of Literature in the cause
- To create an awareness among the learners on Human Rights
- To provide national and international perspectives on Human Rights and expose them to relevant literature in the area
- To make the learners understand and follow a ‘Rights Based Approach’

UNIT I - DEFINITIONS

Part – A (HISTORY)

Justice, Equality and Liberty - Human Rights



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Part – B (ENGLISH)



Subalternity, Gender Crisis, Racial Discrimination, Refugee Crisis, Harlem Renaissance, Dalit Literature, Holocaust Literature, Tribal Literature

UNIT II - HISTORY

The growth of the concept of 'Human Rights' – A Historical Perspective.

The UN Declaration on Human Rights – UN Charter on Human Rights – The two Covenants and the two Protocols – The Four Major Conventions : Women, Children, Refugees and Racism.

UNIT III - HISTORY

The Indian Constitution – The Rights and duties of the citizens in India – the organisation and role of the NHRC and SHRC – Human Rights Organisations: Amnesty International – Human Rights Watch.

UNIT IV - ENGLISH

POETRY – (Detailed)

1. Yendluri Sudhakar – An Autobiography
2. L.S. Rokade – To be or not to be
3. Waman Nimbalkar – Mother
4. Jyoti Lanjewar – Mother
5. Hira Bansode – Slave
6. Waman Kardak – I don't get Angry
7. Claude McKay – Enslaved
8. Langston Hughes – Cross
9. Carl Sandburg – The Mayor of Gary
10. Saroop Dhruv – I ask ... "Why"
11. Yala Korwin – The Little Boy with His Hands Up
12. Tenzin Tsundue – Refugee



PROSE – (Detailed)

1. Ngugi Wa Thiong’o - “The Language of African Literature”
(*Decolonising the Mind- The Politics of Language in African Literature*)

UNIT V (ENGLISH)

SHORT STORY – (Detailed)

1. Mahaswetha Devi – The Hunt
2. Rita Dove – The Torch Bearer “Rosa” - On the Bus with Rosa Parks

PLAY- (Detailed)

1. Marina Carr (Irish)– *Woman and Scarecrow* (Detailed)

NOVEL – (Non-Detailed)

1. Upton Sinclair – *The Jungle*

BOOKS FOR STUDY

1. Jack Donnelly, *Universal Human Rights in Theory and Practice*, Cornell University Press, USA, 1989.
2. Bajwa, G.S., *Human Rights in Theory and Practice*, Cornell University Press, USA, 1989.
3. Chandra Sathish, *International Documents of Human Rights*, Mittal Publications, New Delhi, 1990.
4. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and The Interpretation of Culture*. Cary Nelson and Lawrence Grossberg, eds. London: Macmillan, 1988.
5. Ngugi Wa Thiong’o. “The Language of African Literature” -*Decolonising the Mind- The Politics of Language in African Literature*. Zimbabwe: Zimbabwe Publishing House, 1981.
6. Marina Carr. *Woman and Scarecrow*. London: Faber and



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Faber, 2006.



7. Upton Sinclair. *The Jungle*. New York: Penguin Classics, 1986.

BOOKS FOR REFERENCE

1. Scott Davidson, Human Rights, Open University Press, Buckingham and Philadelphia, 1993.
2. Tony Evans (Ed), Human Rights Fifty Years on A Reappraisal, Manchester University Press, 1998.
3. Srivastava and Narayan, United Nations on Human Rights, Indian Publishing Distributors, New Delhi, 2002.
4. Jarrett, Gene A. *Representing the Race: A New Political History of African American Literature*. NY: New York UP, 2011.
5. Pratiba.V et al, ed. *The Oxford India Anthology of Malayalam Dalit Writing*. New Delhi: Oxford University Press, 2012.
6. Ravikumar and R. Azhagarasan, ed. *The Oxford India Anthology of Tamil Dalit Writing*. New Delhi: Oxford University Press, 2012.
7. Dangle, Arjun, ed. *Poisoned Bread*. Hyderabad: Orient Longman, 1994.

EVALUATION METHOD

INTERNAL EXAM: TWO WRITTEN TESTS AND COMPONENT - 40 + 40+20

EXTERNAL EXAM – 100 Marks

QUESTION PAPER PATTERN (Semester)

Part A – 50 Marks

1. PARAGRAPH – $4 \times 5 = 20$ (4/6)
2. ESSAYS – $2 \times 15 = 30$ $\left(\frac{2}{3} \right) \sim$



Part B - 50 Marks

1. PARAGRAPH – 4 X 5 =20 (4/6 – DETAILED & NON-DETAILED)
2. ESSAYS – 2 x 15 = 30 (2/3 - DETAILED)

16PEL3TP01 SUMMER TRAINING PROGRAMME

SEMESTER	III	CREDITS	1
			3-4
CATEGORY	TP(P)	NO.OF HOURS/ WEEK	WK
1.	A staff member of a department (GUIDE) will be monitoring the performance of the candidate.		
2.	The summer training program falls between Semester II and III. Students are expected to undergo this training soon after the second semester examinations.		
3.	The training will commence not later than one week after the completion of the semester examination		
4.	Organizations for the summer placement must be confirmed before the commencement of the second continuous internal tests.		
5.	Students must submit letter of induction to the respective guide within the first week of the internship.		
6.	The student has to spend a total of 20 working days in the respective field.		
7.	Students are expected to submit weekly reports along with daily time sheets to the respective supervisors.		
8.	The reports will be used to evaluate the student’s performance.		
9.	Students should submit a letter of completion from the organization duly signed by the authorities.		
10.	If the staff is satisfied with the performance of student, he/she will be marked “COMPLETED” at the end of the semester and the details will be submitted to COE office through the HOD		



16PEL4MC01 ADVANCED ACADEMIC WRITING			
SEMESTER	IV	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives

■ help the students identify a toolkit approach to academic writing.

■ train the students gather, interpret, analyze and synthesize data or information.

■ introduce the essential characteristics, major trends and techniques in research throughreading and writing.

■ facilitate a scientific approach to the research process, to write, rewrite, to document,edit, publish and present papers.

UNIT I - Information Accession

1. Prewriting techniques

- a) Note-making
- b) Note-taking
- c) Brainstorming
- d) Mind mapping etc.

2. Representing Data / Information Management

- a) Definition
- b) Analysis
- c) Interpretation
- d) Argument

UNIT II - Documentation

1. Citing Resources / Academic integrity

- a) Bibliography
- b) Annotated Bibliography
- c) Parenthetical documentation
- d) Avoiding plagiarism

UNIT III - Composition



1. Writing process / Synthesizing information



- a) Paragraphing – Coherence, Cohesion
 - b) Writing the topic sentence
 - c) Explanation and Expansion
 - d) Illustration
 - e) Introduction and Conclusion
2. Mechanics and language verification
- a) Register
 - b) Vocabulary
 - c) Style

UNIT IV - Analysis of writing in Academic Journals

- a) Text Structure
- b) Argument
- c) Language
- d) Content

The students are expected to read articles in academic journals and magazines and identify the different components of research writing and offer commentary/critique.

UNIT V - Practice in research writing

Choosing the primary source and the secondary source

The student is expected to choose a text preferably published within the past five years – Fiction, Drama, Poetry or Non- fiction.

Preparation of a literary journal

- a) Writing for publication
- b) Peer observation
- c) Editing/proof – reading

TESTING AND EVALUATION

One C. A test – 35 marks

Literary Journal 30 marks



Writing and presenting a research article(20),



Preparing an e-journal(15) marks

End Semester Examination - 100 marks

References

- Bailey, Stephen. Academic Writing- A handbook for International students. New York:Routledge, 2008.
- Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
- Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
- Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education.London:Routledge,2003.
- Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: SagePublications, 2005.
- Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.
- Hart, Chris. Doing your Master's Dissertation. London: Sage Publications, 2005.
- Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing
- Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.
- Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004.
- Potter, Stephen. (ed). Doing Postgraduate Research. London: Sage Publications, 2002.
- Rosen, Leonard J. The Academic Writer's Handbook. Pearson Longman, 2006.
- The Chicago Manual of Style Online (fifteenth edition) – www.chicagomanualofstyle.org



**16PEL4MC02 ENGLISH LANGUAGE FOR
TEACHERS AND TRAINERS (ELTT)**

SEMESTER	IV	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives

enable the students to consolidate and further sharpen all the acquired skills in Presentation and language and learn to employ them professionally.

disabilities by giving them a Theoretical perception to language learning.

be used for various Vocational purposes.

language in teaching and Training by taking up mini projects within and outside college.

Course Contents

UNIT I - Introduction (Second Language Acquisition)

1. Theories of Second Language Acquisition
2. Krashen's Monitor Model
3. The Learning Process
4. Individual Difference
5. Hypothesis Forming
6. Learning vs. Acquisition
7. Competence vs. Performance
8. Usage vs. Use
9. Methodology vs. Pedagogy
10. Inductive vs. Deductive Grammar
11. Learner Language/ Interlanguage
12. Errors

UNIT II - Conditions for Successful Language Learning

1. Theories of motivation



2. Need and demand perception



3. The relevance of psychology
4. Behaviorism and Teaching Learning Process
5. Role of Memory
6. Social and Interpersonal factors
7. Individual Differences

UNIT III - Teaching Strategies

1. Teaching Reading
2. Teaching Writing
3. Teaching Listening
4. Teaching Speaking
5. Teaching Grammar
6. Teaching Vocabulary
7. Teaching Pronunciation
8. Activity based Learning

UNIT IV - Applied Learning

1. A Project Approach – Teacher Models followed by hands on experience
2. Material creation – Identifying and selecting teaching items – focusing on components and lesson plan – sequencing teaching – identifying assessment activities

UNIT V - From skilled language learner to technically skilled trainer, teacher

1. Class and audience management: types, tools and technique
2. Theory into practice: arguments and agreements
3. Profiles of a good language Learner, Teacher

Evaluation

One test for: 40 marks

Group workshop and presentations: 30 marks

Mini projects: 30 marks



References

1. Second Language Acquisition – An Introductory Course Gass S & Selinker L 1994
2. Theory of Language Teaching Vol.3 language Pedagogy Millform R 2003
- 3 The TKT Course Spratt M Mittal 2005
4. A Course in Language Teaching, Practice and Theory Ur.P 2005 CUP
5. The Study of Second Language Acquisition Ellis R 1994 OUP
6. The Cognitive Approach to Language Teaching Skehan 1995
7. The practice of English language teaching Jeremy Harmer: Longman 1985
8. Teaching and learning English M.L.Tickoo: Orient Longman 2004
9. Teaching English in Native Context SC Chaudhary2002
10. Psychology in foreign language teaching: Steven H.McDonough: George Allen & Unwin1983
11. English language teaching: .Saraswathi: Orient Longman: 2004
12. Fundamental Concepts of language teaching . H Stern: OUP: 1984
13. Approaches and methods in language teaching: Richards and Rogers, Cambridge: 1995

16PEL4MC03 RE-VISIONING SHAKESPEARE

SEMESTER IV	CREDITS 5
CATEGORY MC(T)	NO.OF HOURS/ WEEK 6

Objectives

enable learners to understand various aspects of Shakespeare’s dramatic art through a study of representative plays. These aspects are plot, characterization, interdependence between plot, character and theme, theatrical techniques, poetic language, etc.



to trace the evolution of Shakespeare's vision and read his plays in the light of contemporary literary theories and methods of Schools of Critical Thought like Post-

Colonialism, New Historicism, Cultural Materialism, etc.

to critically evaluate Shakespeare's plays by going beyond the "words on the page" approach and examine their relevance to our contemporary value systems by integrating literary and historical study.

Course Contents

Unit I (Detailed)

Twelfth Night

Unit II (Detailed)

Antony and Cleopatra

Unit III (Detailed)

Hamlet

Unit IV (Detailed)

As You Like It

Unit V

Extended Reading

- i. The Taming of the Shrew
- ii. Romeo and Juliet
- iii. Henry IV (Part One)
- iv. King Lear
- v. The Tempest

References

1. Ralli, Augustins, J. --- A History of Shakespeare Criticism(2.Vols.)
2. Halliday, F.E. (Ed.) --- Shakespeare and His Critics
3. Wells, S. --- Shakespeare Criticism since Bradley (1971)
4. House, E.M. --- Spiritual Values in Shakespeare
5. Dollimore, Jonathan and Sinfield, Alan (Ed.) --- Political Shakespeare



6. Greenblatt, Stephen --- Renaissance Self-Fashioning : From More to Shakespeare(1980)
8. Wells and Orlin --- Shakespeare: An Oxford Guide
9. Derek Traversi --- Shakespeare: The Roman Plays
10. Harold Bloom: Shakespeare Through The Ages

16PEL4MC04 WOMEN'S LITERATURE

SEMESTER IV	CREDITS 5
CATEGORY MC(T)	NO.OF HOURS/ WEEK 6

Objectives

1. To introduce the students to a selection of Literature and Theory by women.
2. To encourage the students identify themes and concerns expressed in their writing.
3. To demonstrate the stereo types in representation of women and the rewriting of myths.
4. To highlight the difference and the uniqueness of 'gynotexts' in contrast with 'androtexts'.

Unit I

Prose (18 hours)

1. Introduction – “The Second Sex”- Simone De Beauvoir (1949)
2. “When We Dead Awaken: Writing as Re-vision” -Adrienne Rich (1971)
3. “The Laugh of the Medusa.” - Helene Cixous (1976)
4. “Feminist Politics: Where We Stand.” Chap-I from Feminism is for Everybody: Passionate Politics- bell hooks (2000)
5. “We Should all be Feminists”(Transcript of Ted Talk, 2014) – Chimamanda Ngozi Adichie

Unit II

Poetry (10 hours)

1. Making the Jam without ~~Y73~~ ~Maxine W. Kumin



2. Rite of Passage - Sharon Olds



3. The Mother- Gwendolyn Brooks
4. If Everything Comes Crashing Down - Meena Kandasamy

Unit III

Fiction (20 Hours)

1. Penelopiad - Margaret Atwood
2. The Palace of Illusions- Chitra Banerjee Divakaruni

UnitIV

Drama (8 hours)

1. Seven Jewish Children - Carol Churchill
2. Wit - Margaret Edson

Unit V

For Seminar Only (14 Hours)

1. “Shakespeare’s Sister”- From A Room of One’s Own
Virginia Woolf
2. “In Search of Our Mother’s Gardens” - Alice Walker
3. Badibua’s Friend Jamini’sStory - Bulbul Sharma
4. Havisham- Carol Ann Duffy
5. The Stinking Rose- Sujata Bhatt
6. Bosom Friend - Hira Bansode
7. Umbrella on a Moonlit Night- Isuboi Sakae
8. Mother –in- law- Ismat Chughtai
9. Mother Has Committed a Murder -Ambai
10. Housewife Anne Sexton
11. Mirror- Sylvia Plath
12. Widows - Louise Gluck
13. “The Problem that Has No Name” - The Feminine
Mystique, Chapter-1-Betty Freidan
14. “Problems for a Contemporary Theory of Gender.”- Susie
Tharu and Tejaswini Niranjana



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Class room lectures, guest lectures and group discussions.



Evaluation

Internal:

Two Written Tests 2x35= 70
marks

Seminar 30 marks

External Exam 100 marks

External Exam Question Paper Pattern:

Part A- 20 Marks (Short answers)

Part B- 20 Marks (Paragraph answers)

Part C-60 Marks (Essay answers)

References

1. Susie Tharu and K. Lalitha, eds., Women Writing in India: 600 B. C to the Present. Volume 1: 600 B.C to the Early Twentieth Century. New York: Feminist Press, 1991.
2. Susie Tharu and K. Lalitha, eds., Women Writing in India: 600 B. C to the Present. Volume II: The Twentieth Century. New York: Feminist Press, 1993.
3. Sandra M. Gilbert and Susan Gubar eds., Norton Anthology of Literature by Women: The Traditions in English. Second edition. New York: W.W. Norton, 1996.
4. Madison, D.Soyini. The Woman that I am: Literature and Culture of Contemporary Women of Color. New York:St. Martin's. 1994.
5. Subaltern Studies ix: Writings on South Asian History and Society. Ed. Shahid Amin and Dipesh Chakrabarty. New Delhi: OUP, 1996. P.p 232-260
6. Chughtai, Ismat.The Quilt: Stories. New Delhi:Penguin 2011.
7. Catherine Belsey and Jane Moore, eds.The Feminist Reader: Essays in Gender and the Politics of Literary Criticism. New York: Basil Blackwell, 1989.
8. Shaw, Susan M. and Janet Lee. Women's Voices, Feminist Visions and Contemporary Readings. 2011



16PEL4PJ01 DISSERTATION/PROJECT

SEMESTER	IV	CREDITS	5
CATEGORY	MC(PJ)	NO.OF HOURS/ WEEK	6

Objectives:

■ enable the students to understand the purpose and the importance of research in Literature/Linguistics.

■ plan and carry out research work through literature review, materials and methods, results and discussions.

■ present the findings periodically subjected to both external and internal evaluation inputs on

Unit I

Rhetoric and Research Methodology
Dissertation / Project

Unit II

Formulation of Hypothesis
Review of Literature

Unit III

Methods of Data Collection
Primary Sources
Secondary Sources
Works cited

Unit IV

Analysis and Interpretation

Unit V

Mechanics of writing
Prewriting
Drafting
Proof reading
Formulation of final thesis



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