

MENG 401

Poetry I (From 14th to the 18th century)

Objectives:

1. To give the students a first - hand knowledge of major poetical works from the fourteenth to the eighteenth century.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to study poetry as representative texts of the age.
3. To acquaint the students with the evolution and development of English poetry along with the literary movements, and to encourage further reading so as to obtain a greater understanding.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be three written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation (to be evaluated/judged by the coordinator) of 6 marks on the political, economic, social, intellectual background and on generic and formal aspects.

Note: Texts marked with asterisks are for detailed study. Reference to the context will be given only from the texts meant for detailed study. Minimum of four texts, choosing at least one from each module, shall be for detailed study, including the starred texts. Rest of the texts are for self-study.

Module I

1. Anonymous: *Sir Gawain and the Green Knight*/ William Langland: *Piers the Plowman*.

Module II

1. *Geoffrey Chaucer: *The Prologue to The Canterbury Tales* (Cult Edition, OUP)

Module III

1. Sir Thomas Wyatt: 'The Lover's Appeal', 'The Supplication';
2. 16th century sonnets: Selections from William Shakespeare, Edmund Spenser and Philip Sidney.: Sonnets (with special reference to 'To His Love', 'The Unchangeable', 'Absence', and 'A Consolation' (from *Palgrave's Golden Treasury*).
3. *John Milton: *Paradise Lost, Book I* (Orient Longman)

Module IV

1. John Donne: 'The Sunne Rising', and 'The Cannonization', "Batter My Heart"
2. Andrew Marvell: 'To His Coy Mistress',
3. George Herbert: 'Pulley'
4. Alexander Pope: *The Rape of the Lock* / John Dryden: *Absalom and Achitophel*(CULT)

Background Reading:

Bennet, Joan *Five Metaphysical Poets*, Cambridge, CUP, 1971

Ford, Boris(ed). *The Pelican Guide to English Literature Vols 1,2 and 3* Penguin, 1954

Keast, William R (ed) *Seventeenth Century English Poetry: Modern Essays in Criticism*, London, OUP 1962.

Martz, Louis L. *The Poetry of Meditation: A Study in English Religious*

Literature of the Seventeenth Century. New Haven, Yale University Press, 1962.

- Jack, Ian *Augustan Satire: Intention and Idiom in English Poetry*
1660-1750. Oxford, Clarendon Press, 1966.
- Stephen, Leslie *English Literature and Society in the Eighteenth Century*. London, Duckworth
1966.
- Willey, Basil. *17th Century Background*.
- Leishman L. B. *The Monarch of Wit*.
- Fish, Stanley. *Surprised by Sin*.

MENG 402

Drama I

English Drama from the Sixteenth to the Eighteenth Century

Objectives:

1. To give the students a first - hand knowledge of major dramas from Shakespeare to Dryden.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to study the plays as representative texts of the age.
3. To acquaint the students with the evolution and development of drama, and to encourage further reading so as to obtain a greater understanding.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be three written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation (to be evaluated/judged by the coordinator) of 6 marks on the political, economic, social, intellectual background and on generic and formal aspects.

Note: Texts marked with asterisks are for detailed study. Reference to the context will be given only from the texts meant for detailed study. Minimum of four texts, choosing at least one from each module, shall be for detailed study, including the starred texts. Rest of the texts are for self-study.

REQUIRED READING

Module I

Anonymous: *Everyman*

Module II

*William Shakespeare : *King Lear*

Christopher Marlowe : *The Jew of Malta*

Module III

Shakespeare : *Twelfth Night*

Ben Jonson : *Every Man in His Humour.*

Module IV

*William Congreve : *The Way of the World*

John Dryden : *All for Love.*

BACKGROUND READING

Sengupta, S.C *Shakespearean Comedy*, OUP, Delhi

----- *Aspects of Shakespearean Tragedy*, OUP, Delhi

Shakespeare manual, OUP, Delhi

Lucas, F.L. *Seneca and the Elizabethan Tragedy*, Folcraft, 1923.

Learner, Lawrence *Shakespeare's tragedies: An Anthology of Modern Criticism*. London Penguin, 1963.

Knight, Wilson G. *The Wheel of Fire, Interpretations of Shakespearean Tragedy*; Oxford, Oxford University Press, 1930

Bradley, A.C. *Shakespearean Tragedy*: Rupa Publication, Calcutta

Bate, W.J. *From Classic to Romantic: Premises of Taste in Eighteenth Century
England*. Cambridge, Harvard University Press, 1946.

Gosse, Edmund A *History of eighteenth Century Literature Sixteen Sixty
to Seventeenth eighty*. Carot Stream, Somerset Press, 1930.

Nicoll, Allardyce *A History of English Drama Vol.3* Cambridge, OUP, 1946.

The Cambridge Companion to Shakespeare.

MENGC 403

FICTION I

English Fiction from the Seventeenth to the Nineteenth Century

Objectives:

1. To give the students a first - hand knowledge of the major works of prose from the Seventeenth to the Nineteenth Century.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable him to study fiction as representative texts of the age.
3. To acquaint the students with the evolution and development of fiction as a literary genre, and to encourage further reading so as to obtain a greater understanding.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be two written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation of 6 marks.

Required Reading:

Unit A:

Daniel Defoe : *Robinson Crusoe*

Henry Fielding : *Tom Jones*

Unit B:

Laurence Sterne : *Tristram Shandy*

Jane Austen : *Emma*

Unit C:

Charles Dickens : *Hard Times*

Emily Bronte : *Wuthering Heights*

Unit D:

Thomas Hardy : *The Return of the Native.*

Mary Shelly's : *Frankenstein.*

Background Reading:

Allen, Walter : *The English Novel: A Short Critical History* penguin

Books, 1958

- Cross, Wilbur *The Development of English Novel* Ludhiana, Kalyani Publishers, 1997
(Indian reprint)
- Hough, Graham *The Last Romantics*. London, Methuen, 1961.
- Kettle, Arnold *An Introduction to English Novel vol.I: To George Eliot*. London:
Hutchinson, 1951.
- Lerner, Laurence *The Victorian*. Middlessex, Penguin Books, 1981.
- Mukherjee, M *Re-reading Jane Austen*, Orient Longman, 1991.
- Sambrook, James *The 18th Century 1700-1786*. London & New York, Longman, 1986.
- Stephen, Leslie *English Literature and Society in the Eighteenth Century*: London,
Duckworth 1966.
- Watt, Ian *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*, London
Chatto & Windus, 1957.
- Willey, Basil *Nineteenth Century Studies: Coleridge to Matthew Arnold*.
New York, Columbia University Press, 1949.
- Young, G.M. *Portrait of an Age: Victorian England 2ed*. Oxford, OUP, 1960

MENG 404

English Prose from the Sixteenth to the Nineteenth Century

Objectives:

1. To give the students a first - hand knowledge of major prose works from Bacon to Hazlitt.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to study prose as representative texts of the age.
3. To acquaint the students with the evolution and development of prose as a literary genre, and to encourage further reading so as to obtain a greater understanding.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be two written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation of 6 marks.

Required Reading:

Module I

1. Francis Bacon*: 'Of Custom and Education', 'Of Love', 'Of Simulation and Dissimulation' (From *Bacon's Essays*. Cult Edition, OUP).
2. Joseph Addison and Richard Steele*: 'The Spectator's Account of Himself', 'Sir Roger at Home', 'Good Temper'.

Module II

1. John Locke*: 'On Human Understanding' from *Essay Concerning Human Understanding*
2. Charles Lamb* 'Dream Children', 'Poor Relations', (Selections from *Essays of Elia*)

Module III

J. S. Mill *from* 'On Liberty'

George Orwell *Reflections on Gandhi*

Module IV

1. C.E.M. Joad 'Civilization and History',
2. Aldous Huxley *from* Literature and Science

Background Reading:

Bate, W.J. *From Classic to Romantic: Premises of Taste in Eighteenth Century England*. Cambridge, Harvard University Press, 1946.

Ford, Boris (ed). *The Pelican Guide to English Literature Vols. 1, 2, 3 and 4*
Penguin, 1954.

Gosse, Edmund. *A History of Eighteenth Century Literature (1660 – 1780)* Carot Stream, Somerset Press, 1930.

Stephen, Leslie. *English Literature and Society in the Eighteenth Century*: London, Duckworth 1966.

Walker, Hugh. *Essays and Essayists*. S. Chand, New Delhi.

Vickers, Brain. *Francis Bacon and Renaissance Prose*. Cambridge, CUP, 1968.

MENGC 405

Linguistics and Language Teaching --I

Objectives:

1. To enable the learner to use different skills of English language with special reference to reading and writing skills.
2. To make the students familiar with concepts in Structuralist and Transformational Generative Linguistics.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be two written tests of 14 marks each out of which the best one will be taken into account.
2. There will be one assignment//presentation of 6 marks.

Required Reading:

Module I:

Linguistics: Objectives, Scope and Applications

Introduction to the basic concepts in Modern Linguistics, Phonology, Morphology, Syntax and Semantics. Introduction to the basic concepts in Structuralist and Transformational - Generative Linguistics.

Module II: (Phonetics)

1. Organs of speech-mechanism of Speech production, Respiratory, Articulatory and phonological system.
2. Description and Classification of Consonants and Vowels Stress and Intonation

Module III:

Phonemic Transcription, Sociolinguistics and Psycholinguistics

Sociolinguistics and Psycholinguistics

Dialects, Register, Pidgin, Creole.

Psycholinguistics, Language acquisition and Multilingualism.

Phonemic Transcription- The Use of the Pronouncing dictionary in transcribing word/words/phrase/sentence.

Unit IV: Stylistics and Discourse

Introduction to Stylistics and Discourse Analysis

Background Reading:

Nunan, David. *Discourse Analysis*.

A.L. Khanna Verma, *Modern Linguistics: An Introduction*. Madras. Macmillan, 1992.

Cook, David. *Discourse and Literature*.

Jones, Daniel *The Outline of English Phonetics*: New Delhi, Kalyani Publishes, 1972.

Balasubramanian, T. *A Textbook of English Phonetics for Indian students*. Madras. Macmillan, 1981.

English Pronouncing Dictionary 15th Edition(low priced) Cambridge, OUP, 1997.

Better English Pronunciation.

Varshney R.L. An introductory Text Book of Linguistics and Phonetics

Widdowson, H.G. *Stylistics and the Teaching of Literature*: London Longman. 1975

Fasold, R. *Sociolinguistics of Language*. Oxford Blackwell, 1990.

An Introduction to the Pronunciation of English .Edward Arnold .1962,1989.