

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

AMERICAN LITERATURE: MODERNISM AND AFTER

CODE: 11EL/PC/AL 14

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVE OF THE COURSE

- To attempt to understand American literature as an outcome of its traditions, cultures and politics

Unit 1 Poetry (15 Hrs)

1.1 Frost	<i>After Apple Picking</i> <i>Desert Places</i>
1.2 Stevens	<i>The Idea of Order at Key West</i> <i>Anecdote of a Jar</i>
1.3 Ginsberg	<i>Howl</i>
1.4 Lowell	<i>Skunk Hour</i>
1.5 James Merrill	<i>Laboratory Poem</i> <i>The Water Hyacinth</i>
1.6 Robert Pinsky	<i>Poem about People</i> <i>The Questions</i> <i>Jersey Rain</i>
1.7. Rita Dove	<i>Persephone Abducted</i>

Unit 2 Fiction (15 Hrs)

2.1 Faulkner	The Sound and the Fury
2.2 Paul Auster	The Man in the Dark

Unit 3 Drama (12 Hrs)

3.1. Tennessee Williams	A Streetcar Named Desire
3.2. Edward Albee	Who's Afraid of Virginia Woolf?

Unit 4 African American Writing and Native American Writing (10 Hrs)

4.1 Toni Morrison	Beloved
4.2 Langston Hughes	<i>Mother to Son</i> <i>The Weary Blues</i>
4.3 Simon J. Ortiz	<i>A Story of How A Wall Stands</i> <i>The Significance of a Veteran's Day</i>

4.4 Louise Erdrich

*I Was Sleeping Where the Black Oaks Move
That Pull from the Left*

Unit 5 Practical Application Tasks

(13 Hrs)

BOOKS FOR REFERENCE

Bradley, Scully. American Tradition In Literature. 2 vols. New York: W. W. Norton and Co, 1962.

Ehrlich, Eugene and Carruth. Gorton. Oxford Illustrated Literary Guide to The United States. New York: Oxford UP.

Horton, Rod W. Background of American Literary Thought. New York: Prentice Hall, 1982.

Kenner, Hugh. Home Made World: The American Modernist Writers. Bombay: Allied Publications, 1975.

Neville, Mark A. and Herzberg Max J. Literature in America. U.S.A: Rand Mc Nold and Co.

Evaluation

Continuous Assessment

50 marks

Two CA Tests – better of the two

(25 marks)

One assignment

(15 marks)

One seminar

(10 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester Examination

Four out of six essays in about 500 word each (questions from poetry)

4x10=40 marks

Three out of five essays – 850 words each (from drama and fiction)

3x20=60 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

BRITISH LITERATURE – I

CODE : 11EL/PC/BL 14

CREDITS : 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To develop an analytical and critical approach to select literary texts from the sixteenth to the eighteenth century
- To foster a deeper and more sensitive understanding of representative writers of the period

Unit 1 Elizabethan Poetry (10 Hrs)

- 1.1 Spenser **Amoretti** 2 sonnets
1.2 Donne *The Canonisation*
The Good Morrow
A Valediction: Forbidding Mourning

Unit 2 Elizabethan and Jacobean Drama (20 Hrs)

- 2.1 Marlowe **Edward II**
2.2 Webster **The Duchess of Malfi**

Unit 3 The Age of Milton (10 Hrs)

- 3.1 Milton **Paradise Lost - Book IX**

Unit 4 Neoclassical Prose, Poetry and Novel (12 Hrs)

- 4.1 Dryden **Preface to the Fables**
4.2 Pope **Essay on Criticism**
4.3 Swift **Gulliver's Travels**

Unit 5 Practical Application Tasks (13 Hrs)

BOOKS FOR REFERENCE

Bayley, Peter. Edmund Spenser: Prince of Poets. London: Hutchinson University Library, 1971.
Dever, J.W. "Tragedy and Style". Revenge Tragedies New Casebook Series. Ed. Steve Simkin, New York: Palgrave, 2001.

- Gardner, Helen. Religion and Literature. London: Faber and Faber, 1997.
- . Metaphysical Poets. New York: Oxford UP, 1997.
- Greenblatt, Stephen. "Marlowe and the Will to Absolute Play" (Chapter 5), Renaissance Self-fashioning: From More to Shakespeare. Chicago and London: Chicago, 1980.
- Hill, Christopher. Introduction, "Milton's Christian Doctrine" (Part V). Milton and the English Revolution. London: Faber and Faber, 1977.
- Leech, Clifford. Webster: The Duchess of Malfi. London: Edward Arnold, 1963.
- Loomba, Ania. "Women's Division of Experience", Revenge Tragedies: New Casebook Series. Ed. Simkin, Steive. New York: Palgrave, 2001.
- Martines, Lauro. Society and History in English Renaissance Verse. New York: Basil Blackwell, 1985.
- Parry, Graham. The Seventeenth Century Intellectual and Cultural Context of English Literature: 1603-1700. London: Longman Group UK Ltd, 1989.
- Price, Martin. "The Restoration and the Eighteenth Century". The Restoration and the Eighteenth Century. London: Oxford UP, 1973.
- Rivers, Isabel. "The Making of a 17th Century Poet". John Milton Introductions, Ed. John Broadbent. Cambridge: Cambridge UP, 1973.
- Sanders, Wilbur. "Providence and History in Elizabethan Thought". The Dramatist and the Received Ideas: Studies in the Plays of Marlowe and Shakespeare. Cambridge: Cambridge UP, 1968.
- , "History without Morality: Edward II", The Dramatist and the Received Ideas: Studies in the Plays of Marlowe and Shakespeare, Cambridge: Cambridge UP, 1968.
- Steane, J.B. Marlowe: A Critical Study. Cambridge UP, 1964.
- Ward, David. Jonathan Swift: An Introductory Essay. London: Methuen & Co. Ltd, 1973.

Evaluation

Continuous Assessment

- Two CA Tests – better of the two
- One Seminar
- One Assignment

50 marks

(25 marks)

(10 marks)

(15 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester Examination

Four essays of 300 words each

4x10=40

Three essays of 850 words each

3x20=60

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

DALIT LITERATURE

CODE: 11EL/PC/DL 14

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To expose the student to the socio-cultural realities of Dalits as reflected in Dalit writing
- To situate Dalit literature in the context of social protest, resistance and affirmation

Unit 1 Poetry (10 Hrs)

- 1.1. Imayam *You and I*
The Rattle & the Cow that Changed Heads
from **Indian Literature – Facets of Dalit Life**, Sahitya Akademi)
- 1.2. L.S. Rokade *To Be or Not to be Born*
- 1.3. Bapurao Jagtap *This Country is Broken*
(from **No Entry for the New Son**. Translations from Modern Marathi Dalit Poetry, ed. Arjun Dangle)
- 1.4. K.V. Tirumalesh *The Untouchables*
(from **Indian Poetry Today**, Volume II. Indian Council for Cultural Relations)

Unit 2 Short Stories (12 Hrs)

- 2.1. Bama *Annachi*
- 2.2. Unjai Rajan *Anger*
(from **Indian Literature – Facets of Dalits Life**, Sahitya Akademi)
- 2.3. Bandhumadhav *The Poisoned Bread*
- 2.4. Waman Haval *The Storeyed House*
(from **Poisoned Bread, Anthology of Dalit Literature in Marathi**. (ed.) Arjun Dangle)

Unit 3 Drama (15 Hrs)

- 3.1. K. J. Baby **Nadugadhika** (Bangalore: Visthar, 1993)
- 3.2. Premanand Gajvi **A Sip of Water**

Unit 4 Prose Narratives (20 Hrs)

4.1. Bama **Karukku**
4.2. Narendra Jadav **Outcaste**

Essential Reading

Gopal Guru. "The Dalit Movement in Mainstream Sociology". **Dalits in Modern India.**

Ed. S.M. Michael. New Delhi: Visthar Publications, 135 – 145.

Gail Omvedt. Dalit Visions. Orient Longman.

Unit 5 Practical Application Tasks (8 Hrs)

BOOKS FOR REFERENCE

Fanon, Frantz. The Wretched of the Earth. Tr. Constance Farrington. Harmondsworth: Penguin, 1962.

Ilaiah, Kancha. Why I'm not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy. Calcutta: Samya, 1996.

Nagaraj, D.R. The Flaming Feet, a Study of the Dalit Movement. Bangalore: South Forum Press, 1993.

Zelliot, Eleanor. From Untouchable to Dalit. 3rd ed. New Delhi: Manohar, 2005.

Evaluation

Continuous Assessment

Two CA Tests – better of the two

One Oral Presentation (Group/individual)

50 marks

(25 marks)

(25 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question Paper Pattern

Short notes (250 words each)

4 out of 6

4x10=40

Essay answers (850 words each)

3 out of 5

3x20=60

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH
SYLLABUS
(Effective from the academic year 2011 – 2012)

WOMEN'S WRITING

CODE: 11EL/PC/WW 14

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVE OF THE COURSE

- To learn to recognize difference as an essential concept in women's writing

Unit 1 Concept (17 Hrs)

1.1. Simone de Beauvoir	<i>Introduction: The Second Sex</i>
1.2. Virginia Woolf	<i>A Room of One's Own</i>
1.3. Adrienne Rich	<i>When We Dead Awaken: Writing as Revision</i>

Unit 2 Concept (10 Hrs)

2.1. Ritu Menon and Kamala Bhasin	<i>Abducted Women, the State Question of Honour</i> from Embodied Violence
2.2. bell hooks	<i>Black Women: Shaping Feminist Theory</i>

Unit 3 Text (13 Hrs)

3.1. Mahasweta Devi	Mother of 1084
3.2. Maya Angelou	<i>Still I Rise</i> <i>Our Grandmothers</i>

Unit 4 Text (12 Hrs)

4.1. Attia Hossain	Sunlight on a Broken Column
4.2. Laura Esquivel	Like Water for Chocolate

Unit 5 Practical Application Tasks (13 Hrs)

BOOKS FOR REFERENCE

Gilbert, Sandra & Susan Gubar. (1979); Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. Yale: Yale Nota Bene, 2000.

James, Joy and T Denean Sharpley-Whiting. Eds. The Black Feminist Reader. Malden, Massachusetts: Blackwell, 2000.

Rooney, Ellen. Ed. The Cambridge Companion to Feminist Literary Theory. Cambridge: Cambridge U P, 2008.

Schneir, Miriam. Ed. The Vintage Book of Feminism: The Essential Writings of the Contemporary Women's Movement. London: Vintage, 1995.

Tharu, Susie & K Lalitha. Women Writing in India. New Delhi: Oxford UP, 1991.

Evaluation

Continuous Assessment

Two CA Tests – better of the two

Seminar

Assignment

50 marks

(25 marks)

(10 marks)

(15 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester Examination

Four out of six – short notes based on units 1 and 2

4x10=40 marks

Three out of five essays based on units 3 and 4

3x20=60 marks

(using concepts studied)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII – ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

DETECTIVE FICTION

CODE: 11EL/PE/DF 14

CREDITS: 4

L T S: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVE OF THE COURSE

- To introduce the student to detective fiction and its various sub-genres, with special emphasis on the formula of classic detective fiction

Unit 1 Overview of Detective Fiction (15 Hrs)

- 1.1 Edgar Allan Poe – basic plots
- 1.2 The figure of the detective – Poe and Conan Doyle
- 1.3 The classic detective story (features)

Unit 2 Agatha Christie – Breaking the Mould (12 Hrs)

- 2.1 The Murder of Roger Ackroyd
- 2.2 Murder on the Orient Express
- 2.3 And Then There Were None

Unit 3 Sub-genres (10 Hrs)

- 3.1. Hard-boiled detective fiction
- 3.2. The police procedural

Unit 4 The Thriller (10 Hrs)

- 4.1 The crime thriller
- 4.2 The serial killer novel

Unit 5 Practical Application Tasks (5 Hrs)

BOOKS FOR REFERENCE

Knox, Ronald. Introduction, Best Detective Stories of the Year 1928. Ed. Ronald Knox and H. Harrington. London: Faber and Faber, 1929, xi-xiv.

Priestman, Martin, ed. The Cambridge Companion to Crime Fiction. Cambridge: Cambridge UP, 2003.

Van dine, S.S. “Twenty Rules for Writing Detective Stories”. American Magazine (Sep. 1928).

<<http://gaslight.mtroyal.ca/vandine.htm>>

Continuous Assessment

One Seminar

One written test

50 marks

(25 marks)

(25 marks)

No End-semester Examination

Term paper

Analysing any work of detective fiction in the light of any of the subgenres studied

50 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

TECHNICAL WRITING

CODE: 11EL/PE/TW 14

CREDITS: 4

L T P: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To introduce students to various styles and methods in technical writing
- To train students in using basic online packages and applications as tools of technical writing

Eligibility Criteria

Knowledge of MS Office

Proficiency in English – to be screened

Unit 1	Introduction	(5 Hrs)
	1.1 What is technical writing?	
	1.2 Difference between technical and academic writing	
	1.3 The scope of technical writing	
Unit 2	Guidelines and Grammar in Technical Writing	(12 Hrs)
	2.1. Basic patterns and elements of the sentence	
	2.2. Common grammar, usage, punctuation problems	
	2.3. Writing with clarity and precision	
	2.4. The fog factor	
Unit 3	The Writing Process	(15 Hrs)
	3.1 Audience analysis	
	3.2 Task analysis	
	3.3 Writing and editing (using track changes)	
Unit 4	Application of Technical Writing - I	(10 Hrs)
	4.1 Writing proposals	
	4.2 Technical reports: survey – report	
Unit 5	Application of Technical Writing - II	(10 Hrs)
	5.1. Users' manuals	
	5.2. Writing for the web	

BOOKS FOR REFERENCE

Blicq, Ronald, S and Lisa Moretto. Technically Write!. London: Prentice Hall, 2004.

Reddy, Devaki and Shreesh Chaudhary. Technical English. New Delhi: Macmillan, 2009.

Rizvi, Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill, 2006.

Samson, C Donald. Editing Technical Writing. London: Oxford UP, 1995.

Electronic Resource

Business Writing – Clarity, UK

Testing pattern

Continuous Assessment: 2 Tasks

2x25 = 50 marks

End-semester Project : Designing a web page, with four links
(to be submitted on a CD)

50 marks

No End-semester examination

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M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

BRITISH LITERATURE – II

CODE: 11EL/PC/BL 24

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To enhance perception of representative writers of the period
- To develop an analytical and critical approach to the texts

Unit 1 Introduction to the Literary and Historical Background (5 Hrs)

- 1.1. The Romantic Age
- 1.2. The Victorian Age (Not for Testing)

Unit 2 The Romantics: Poetry (23 Hrs)

- 2.1 Wordsworth *The Prelude Book I*
- 2.2 Coleridge *Dejection: An Ode*
- 2.3 Shelley *Ode to the West Wind*
- 2.4 Keats *Ode to a Nightingale, Ode on a Grecian Urn*

Unit 3 The Victorians: Poetry and Criticism (12 Hrs)

- 3.1 Browning *Fra Lippo Lippi*
- 3.2 Hopkins *The Wreck of the Deutschland*
- 3.3 Arnold *The Study of Poetry*

Unit 4 Representative Fiction of the Romantic Age and the Victorian Age (12 Hrs)

- 4.1 Jane Austen **Mansfield Park**
- 4.2 Charles Dickens **Hard Times**
- 4.3 George Eliot **The Mill on the Floss**

Unit 5 Practical Application Tasks (13 Hrs)

BOOKS FOR REFERENCE

Abrams, M.H. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. New York: OUP, 1953.

Bloom, Harold, ed. Romanticism and Consciousness: Essays in Criticism. New York: Norton & Co, 1970.

Bowra, C.M. The Romantic Imagination. London: OUP, 1953.

Holmes, Richard. Coleridge: Early Visions. London and Toronto: Hodder and Stoughton, 1989.

Jack, Ian. Browning's Major Poetry. London: Clarendon Press, 1973.

Mackenzie, Norman. A Reader's Guide to Gerard Manley Hopkins. London: Thames & Hudson, 1981.

Prickett, Stephen. England and the French Revolution. London: Macmillan Education, 1989.

Roe, Nicholas. ed. Romanticism: An Oxford Guide. New Delhi: Oxford UP, 2007.

Evaluation

Continuous Assessment

Two CA Tests – better of the two

Seminar

Assignment

50 marks

(25 marks)

(10 marks)

(15 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester examination

Four essays out of seven (500 words)

Questions to be on each of the Romantic Age and Victorian Age poets and Arnold's *The Study of Poetry*

4x15=60

Two out of three essays (about 850 words each)

Questions to be on novelists

2x20=40

Questions are to be given on all authors.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

CONTEMPORARY CRITICAL THEORY

CODE: 11EL/PC/CT 24

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To provide an understanding of major shifts in contemporary critical theories
- To identify links between theory and text

Unit 1 (10 Hrs)

- 1.1 New Criticism
1.1.1 I A Richards *Beauty and Truth*
1.1.2 Wimsatt and Beardsley *The Intentional Fallacy*
1.2 Formalism
1.2.1 Victor Shklovsky *Art as Technique*

Unit 2 (10 Hrs)

- 2.1 Structuralism
2.1.1 Jonathan Culler *Literary Competence*
(Section on Blake's Sunflower: 113-116)
from **Structuralist Poetics**
2.2 Semiotics
2.2.1 Umberto Eco *Towards a Semiological Guerrilla Warfare*

Unit 3 (20 Hrs)

- 3.1 Post Modernism
3.1.1 Jean-Francois Lyotard *Defining the Post-Modern*
3.1.2 Annette Kolodny *A Map for Rereading*
3.2 Post Structuralism
3.2.1 Roland Barthes *The Death of the Author*
3.3 Deconstruction
3.3.1 Jacques Derrida *Ellipsis* (from **Writing and Difference**)

Unit 4 (20 Hrs)

- 4.1 Reader Response Theory
4.1.1 Stanley Fish *Is there a text in this class?*
4.2 New Historicism
4.2.1. Stephen Greenblatt *Marlowe and the Will to Absolute Play*
(the section on Faustus)
from **Renaissance Self-fashioning**
4.3 Ecocriticism

Unit 5 Practical Application Tasks**(5 Hrs)****BOOKS FOR REFERENCE**

Birch, David. Language, Literature and Critical Practice: Ways of Analysing Text. Routledge: London, 1989.

Culler, Jonathan. Structuralist Poetics: Structuralism Linguistics and the Study of Literature. London: Routledge, 1989.

Green, Keith and Jill Le Brian. Critical Theory and Practice: A Course Book. London: Routledge, 1996.

Guerin, Wilfred, L., et al. A Handbook of Critical Approaches to Literature. Fourth Edition, New York: Oxford UP, 1992.

Jefferson, Ann and David Robey eds. Modern Literary Theory. A Comparative Introduction. London: Batsford, 1986.

Ryan, Michael. Literary Theory: A Practical Introduction. Oxford: Blackwell, 1999.

Schmiz, Thomas, A. Modern Literary Theory and Ancient Texts: An Introduction. Oxford: Blackwell, 2007.

Selden, Raman. A Reader's Guide to Contemporary Literary Theory. Wheatsheaf: Harvester, 1989.

Wolfreys, Julian, ed. Modern North American Criticism and Theory: A Critical Guide. Edinburgh: Edinburgh UP, 2006.

-- , ed. Modern European Criticism and Theory: A Critical Guide. Edinburgh: Edinburgh UP, 2006.

Evaluation**Continuous Assessment**

Two CA Tests – better of the two

Practical Criticism (two out of four)

50 marks

(25 marks)

(25 marks)

Three-hour End-semester Examination on 100 marks**50 marks****Question paper pattern for End-semester Examination**

One question each, 850 words, on critical theory from Units 1, 2, 3

One question from unit 4 on specific text Fish/Greenblatt/Nixon, 850 words

One analysis of a poem or passage using a critical framework
which the student thinks is appropriate

5x20=100

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH
SYLLABUS
(Effective from the academic year 2011 – 2012)

LINGUISTICS

CODE: 11EL/PC/LG 24

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVE OF THE COURSE

- To enable students to get insights into the scientific study of language and its socio-cultural variables

Unit 1 **(25 Hrs)**

- 1.1. Phonology
 - 1.1.1 Speech mechanisms
 - 1.1.2 Cardinal vowel scale
 - 1.1.3 English vowels, diphthongs, consonants
 - 1.1.4 Allophones
 - 1.1.5 Stress, intonation, elision, assimilation
 - 1.1.6 Phonemic transcription
- 1.2. Morphology
 - 1.2.1 Definition and classification of morphemes
 - 1.2.2 Bound, free, derivational, inflectional morphemes
Empty, Zero morphemes
 - 1.2.3 Allomorph

Unit 2 **(18 Hrs)**

- 2.1. Syntax
 - 2.1.1. Sentence patterns
 - 2.1.2 I.C. Analysis
- 2.2. Introduction to the three Schools Of Grammar
 - 2.2.1 Traditional Grammar
 - 2.2.2 Structural Grammar
 - 2.2.3 Transformational-Generative Grammar

Unit 3 **Semantics** **(7 Hrs)**

- 3.1.1. Semantic features, semantic field
- 3.1.2. Synonymy, Antonymy, Hyponymy
- 3.1.3. Homophony, Homonymy, Polysemy

Unit 4 **Sociolinguistics** **(10 Hrs)**

- 4.1.1 Dialects - social and geographical
- 4.1.2 Pidgin, creole languages
- 4.1.3 Choosing a code -
 - code choice
 - code switching
 - code mixing

Unit 5 Semiotics	(5 Hrs)
5.1.1 Langue and parole	
5.1.2 Saussure's concept of Sign-Sound image and concept	

BIBLIOGRAPHY

- Balasubramanian. A Textbook of English Phonetics for Indian Students. Madras: Macmillan, 1993.
- Crystal, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge UP, 2003.
- Gimson, A.C. An Introduction to the Pronunciation of English. London: Edward Arnold, 1965.
- Hudson R.A. Sociolinguistics. Cambridge: Cambridge University Press, 2003.
- Krishnawamy, N and S.K. Verma. Modern Linguistics. Delhi: Oxford UP, 1989.
- Leech, Geoffrey. Semantics: The Study of Meaning. II ed. Middlesex: Penguin, 1989.
- Palmer, Frank. Grammar, Second ed. London: Penguin, 1971.
- Peirce, C.S. "On Representamen", Collected Papers. Vol.II. Eds. Charles Hertshorne and Paul Weiss. Cambridge: Harvard UP, 1931.
- Saussure, Ferdinand de. "Nature of the Linguistic Sign." Course in General Linguistics. New York: Mcgraw-Hill, 1959.
- Trudgill, Peter and J.K. Chambers. Dialectology. Cambridge: Cambridge University Press, 1980.
- Wardaugh, Ronald. Introduction to Sociolinguistics, second ed. London: Oxford Blackwell, 1996.
- Yule, George. The Study of Language: An Introduction. Cambridge: Cambridge UP, 1985.

Evaluation

Continuous Assessment	50 marks
Two CA Tests – better of the two	(25 marks)
Two class tasks	(10x15=25 marks)
Three-hour End-semester examination on 100 marks	(50 marks)
Question Paper Pattern for End-semester Examination	100 marks
Phonemic transcription of a passage (about 7-8 sentences)	10 marks
Three-term labels of phonemes in five words	5 marks
Analyzing sentence pattern – five sentences	5 marks
Disambiguate – five sentences	2x5=10 marks
Short notes on any four of six	4x5=20 marks
Five essays with internal choice	5x10=50 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

CHILDREN'S LITERATURE

CODE: 11EL/PE/CL 24

CREDITS: 4

L T S: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To help students appreciate the diversity of children's literature
- To introduce them to its structures, conventions and effects

Unit 1 Introduction to Children's Fiction (10 Hrs)

- 1.1 Defining Children's Literature
- 1.2 How to read Children's literature

Unit 2 Fairy Tales (10Hrs)

- 2.1 *Cinderella* (and its different versions)
- 2.2 *Sleeping Beauty*
- 2.3 *Rapunzel*

Unit 3 The Picture Book (10 Hrs)

- 3.1. Picture and Text – coherence, extension, discord
- 3.2. Metafiction and the Picture Book
(**The Stinky Cheese Man and Other Fairly Stupid Tales**)

Unit 4 Fiction (Fantasy) (15 Hrs)

- 4.1 Definitions of fantasy
- 4.2 The uses of fantasy
- 4.3. **Harry Potter and the Philosopher's Stone**

Unit 5 Practical Application Tasks (7 Hrs)

BOOKS FOR REFERENCE

Cullingford, Cedric. Children's Literature and its Effects: The Formative Years. London, Cassel, 1998.

Haviland, Virginia, ed. Children and Literature: Views and Reviews. London: Bodley Head, 1973.

Hume, Kathryn. Fantasy and Mimesis. London: Methuen, 1984.

Hunt, Peter. Understanding children's Literature: Key Essays from the International Companion Encyclopedia of X Children's Literature. London: Routledge, 1999.

Kakar, Sudhir. Indian Childhood: Cultural Ideals and Social Reality. Delhi: Oxford UP, 1979.

Lurie, Alison. Boys and Girls Forever: Children's Classics from Cinderella to Harry Potter.
London: Chatto, 2003.

Reynolds, Kimberley. Children's Literature in the 1890s and the 1990s. London: Northcote
House, 1994.

Evaluation

Continuous Assessment

Two CA Tests – better of the two

One group presentation

50 marks

25 marks

25 marks

No End-semester Examination

One term paper – critical / creative (2000 words)

50 marks

Unit 4 Writing (10 Hrs)
4.1. Writing sentences using correct grammar and punctuation
4.2. Paragraph Writing – organisation
4.3. Note Taking
4.4. Summarising
4.5. Writing formal letters (application)

Unit 5 Presentation (8 Hrs)
5.1. Oral presentation using PowerPoint

Evaluation

Continuous Assessment 50 marks

Role Play on a given situation 10 marks
Listening to a lecture – note taking and summarising 10 marks
Reading comprehension – skimming and scanning 10 marks
PowerPoint presentation 20 marks

Two hours End-semester Examination (Internal) 50 marks

Question paper Pattern

Questions on Unit 3 20 marks
Questions on Unit 4 30 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**M.A. DEGREE : BRANCH VII - ENGLISH
SYLLABUS**

(Effective from the academic year 2011 – 2012)

ENGLISH LANGUAGE TEACHING – I

CODE: 11EL/PE/ET 24

CREDITS: 4

L T P: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To acquaint the students with the psychology of language learning
- To give the students a knowledge of the methods and approaches in language teaching.
- To help the students prepare materials for teaching the four skills of language.

Note: Enrolment subject to screening test

Unit 1 Introduction	(2 Hrs)
Difference between language acquisition and language learning – L1 and L2.	
Unit 2 Psychology of Learning	(15 Hrs)
2.1 Behaviorism	
2.2 Cognitivism	
2.3 Humanism	
Unit 3 Approaches and Methods of Teaching English	(20 Hrs)
3.1 Grammar Translation methods	
3.2 Situational method	
3.3 Audiolingual method	
3.4 Communicative approach	
3.5 Use of technology in teaching of English (Using the Language Lab)	
Unit 4 Materials Design	(5 Hrs)
4.1 Needs Analysis	
4.2 Defining the Objectives	
4.3. Preparation of materials to teach the four language skills	
Unit 5 Practical Application Tasks	(10 Hrs)
5.1. Preparation of tasks to teach the four skills of language	
5.2. Teaching Practice	

BOOKS FOR REFERENCE

Hutchinson, Tom and Alan Waters. English for Specific Purposes: A Learner Centred Approach.

Cambridge: Cambridge UP, 1987.

Krashen, Stephen D. Second Language Acquisition and Second Language Learning. Oxford:

Pergamon Press, 1981.

Lefrancois, Guy R. Psychology for Teaching. California: Wordsworth Publishing Co., 1975.

Prabhu, N.S. Second Language Pedagogy. Oxford: Oxford UP, 1987.

Richards, Jack C. and T.S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge UP, 1986.

Rivers, Wilga. M. Interactive Language Teaching. Cambridge: Cambridge UP, 1987.

Evaluation

Continuous Assessment

Two CA Tests (better of the two)

Practice teaching (Teaching their own class mates)

50 marks

(25 marks)

(25 marks)

End-semester Evaluation

Portfolio (Preparation of materials, five lessons with integrated skills)

(50 marks)

No End-semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

Post Elective Course offered by the Department of English for
M.A / M.Sc / M.Com. Degree Programmes

SYLLABUS

(Effective from the academic year 2011 – 2012)

INTRODUCTION TO TRANSLATION STUDIES

CODE: 11EL/PE/TS24

CREDITS: 4

L T P: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To train students to be sensitive to multi-lingual contexts
- To connect translation practices with cultures and people

Unit 1
Comparing Translations (10 Hrs)

Text: Petrarch, Wyatt and Surrey in “Special Problems of Literary Translation.”
Translation Studies. Ed. Susan Bassnet, London: Routledge, 1998: 105-09.

Unit 2 (8 Hrs)

Task: To compare two translations of a text in a language and analyse the similarities and differences between the two

Unit 3 Translation and Interpretation (10 Hrs)

Text: Mona Baker. “Understanding How Narrative Works.” **Translation and Conflict: A Narrative Account**. London: Routledge, 2006: 60-61 and 64-66
---“Conceptual Framework: Selective Appropriation.” **Translation and Conflict: A narrative Account**. London: Routledge, 2006: 71-77.

Unit 4 (8 hrs)

Task: To identify narratives dealing with conflict and analyse the ontological and public narratives

Unit 5 (16 hrs)

Project: Choosing a text, outline of the project and two drafts

BOOKS FOR REFERENCE

Baker, Mona. Translation and Conflict: A Narrative Account. London: Routledge, 2006.

St-Pierre, Paul, and Prafulla C Kar, eds. In Translation: Reflections, Refractions, Transformations. Delhi: Pencraft, 2005.

Evaluation

Continuous Assessment

50 marks

One CA Test

25 marks

Assignment on comparing two translations

25 marks

End-semester project (1500 words)

50 Marks

A study of records of conflict situations in translation and the implications of the translation (eg. case studies or reports or other documents pertaining to refugee camps, political asylum, war) or a study of two or more translations of the same text (in English or in any other language)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE : BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2010 – 2011)

SOFT SKILLS

CODE : EL/PK/SS22

CREDITS : 2

L T P : 2 0 0

TOTAL TEACHING HOURS : 26

OBJECTIVES OF THE COURSE

- To empower and create opportunities for self development
- To instill confidence and face challenges.

Unit 1 (6 hrs)

Behavioural Traits

- 1.1 Self Awareness
- 1.2 Communication Skills – Verbal and Non Verbal
- 1.3 Leadership Qualities
- 1.4 Etiquette and mannerisms
- 1.5 Experiential Learning – Based on activities

Unit 2 (5 hrs)

Team Work

- 2.1 Interpersonal Skills
- 2.2 People Management
- 2.3 Creative Thinking
- 2.4 Critical Thinking
- 2.5 Experiential Learning – Based on activities

Unit 3 (5 hrs)

Time Management

- 3.1 Importance of time management
- 3.2 Planning and Prioritizing
- 3.3 Organizing skills
- 3.4 Action Plan
- 3.5 Experiential Learning – Based on activities

Unit 4 (5 hrs)

Conflict Resolution

- 4.1 Reasons for conflict
- 4.2 Consequences of conflict
- 4.3 Managing emotions
- 4.4 Methods of resolving conflicts
- 4.5 Experiential Learning – Based on activities

Unit 5

(5 hrs)

Career Mapping

- 5.1 Goal setting
- 5.2 Career Planning
- 5.3 Resume writing
- 5.4 Handling Interviews
- 5.5 Experiential Learning – Based on activities

BOOKS FOR REFERENCE

Khera, Shiv, (2002), **You Can Win**, Macmillan India Ltd., Delhi.

Mishra, Rajiv K., (2004), **Personality Development : Transform Yourself**, Rupa and Co., New Delhi.

Newstrom, John W. and Scannell, Edward E., (1980), **Games Trainers Play: Experiential Learning**, Tata McGraw Hill, New Delhi.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011-2012)

POETRY OF THE ROMANTIC AGE

CODE: 11EL/PI/PR 34

CREDITS: 4

OBJECTIVE OF THE COURSE

- To encourage students to work independently based on the course outline given

UNIT 1 Background to the Age

1.1 Features of Romanticism

UNIT 2

2.1 Wordsworth

2.1.1 *Ode on Intimations to Immortality from Early Childhood*

2.1.2 *Resolution and Independence*

2.1.3 The Lucy Poems

2.2 Coleridge

2.2.1 *An Ode to Dejection*

2.2.2 *Rime of the Ancient Mariner*

UNIT 3

3.1 Keats

3.1.1 *Ode on a Grecian Urn*

3.1.2 *The Eve of St. Agnes*

3.2 Shelley

3.2.1 *To a Skylark*

3.2.2 *Adonais*

UNIT 4

4.1 Byron

4.1.1 *Don Juan. Canto 1*

UNIT 5 Practical Application Tasks

BOOKS FOR REFERENCE

Abrams, M.H. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. New York: Oxford UP, 1953.

---. Natural Supernaturalism: Tradition and Revolution in Romantic Literature. New York: Norton Publishers, 1990.

Bloom, Harold, ed. Romanticism and Consciousness: Essays in Criticism. New York: Norton & Co., 1970.

Bowra, C.M. The Romantic Imagination. London: Oxford UP, 1950.

Holmes, Richard. Coleridge: Early Visions. London: Hodder & Stoughton, 1989.

Evaluation

Three hour end-semester examination

100 marks

Question paper pattern for End-semester Examination

Analysis of one out of two passages from the prescribed poems

20 marks

Four out of six short answers (250 words each)

4 x 10=40 marks

Two essays (1000 words each with internal choice)

2 x 20= 40 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011-2012)

RESEARCH METHODOLOGY

CODE: 11EL/PC/RM34

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To familiarise students with the various stages of research
- To improve their academic writing skills
- To train them in writing a research paper, following the MLA style

Note: At least three texts by the same author or different authors to be chosen by the course teacher, with the students, to be used as sample texts for application and illustration of the various components of the syllabus.

Unit 1 Reading for Research (15 Hrs)

- 1.1. Exploring the broad area – using the library and online resources
- 1.2. Narrowing the subject
- 1.3. Close reading of the text for analysis
- 1.4. Identifying the thematic/theoretical approach to the text

Unit 2 Writing a Research Proposal (10 Hrs)

- 2.1. The components of the proposal
- 2.2. The structure of the proposal

Unit 3 Conducting Research (20 Hrs)

- 3.1. Library research Sources
 - 3.1.1. Books
 - 3.1.2. Journals
 - 3.1.3. Electronic Sources
- 3.2. Evaluating Sources
- 3.3. Compiling a working bibliography
 - 3.3.1. Preparing an annotated bibliography
- 3.4. Taking notes – the methods

Unit 4 Mechanics of Writing (5 Hrs)

(Using MLA Handbook (Seventh Edition))

- 4.1. Documentation of print and online resources
- 4.2. Plagiarism
- 4.3. The list of works cited

Unit 5 The Writing Process (15 Hrs)

A research paper of 3000 words

- 5.1. The thesis statement
- 5.2. Framing the hypothesis
- 5.3. Preparing a plan
- 5.4. Organisation of the essay
 - 5.4.1. Paragraphing
 - 5.4.2. Coherence
- 5.5. Writing the first draft
- 5.6. Revising the draft
- 5.7. Proof reading

BOOKS FOR REFERENCE

Hart, Chris. Doing your Master's Dissertation. New Delhi: Vistaar Publications. 2005.

MLA Handbook for Writers of Research Papers. Seventh Edition. New Delhi: Affiliated East-West Press Pvt. Ltd., 2009.

Schor, Sandra and Summerfield, Judith. The Random House Guide to Writing. New York: Random House. 1978.

On-line resources:

Study skills Success - Clarity, UK – Modules: Writing Research

Evaluation

Continuous Assessment

Research Proposal	25 marks
Annotated Bibliography	25 marks

No End-semester examination

A research paper of 3000 words	50 marks
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STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

POSTCOLONIAL STUDIES

CODE: 11EL/PC/PC 34

CREDITS:4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To introduce the students to some key theoretical formulations in the field
- To help develop an awareness of issues - social, political, cultural and economic - relating to the experience of colonialism and after
- To encourage dialogue on conditions of marginality and plurality

Unit 1 Essays (20 hrs)

- 1.1. Edward Said *Introduction*
from **Orientalism**
- 1.2. Robert J.C. Young 1. *Colonialism and the Politics of Postcolonial Critique*
2. *Postcolonialism*
3. *Hybridity and Subaltern Agency*
from **Postcolonialism: An Historical Introduction**
- 1.3. Homi Bhabha *The Postcolonial and the Postmodern*
from **The Location of Culture**
- 1.4. Stephen Slemon *Postcolonial Critical Theories*
from **Postcolonialism and its Discourses** ed. Gregory Castle

Unit 2 Fiction (20 hrs)

- 2.1. Joseph Conrad **The Heart of Darkness**
- 2.2. Zadie Smith **On Beauty**
- 2.3. Nadine Gordimer *The Train from Rhodesia* (from **The Harper Anthology of Fiction**)
- 2.4. Joy Kogawa *Obasan* (from **The Harper Anthology of Fiction**)
- 2.5. Witi Ihimaera *The Whale* (from **The Harper Anthology of Fiction**)
- 2.6. Chimamanda Adichie *The Thing Around Your Neck*

Unit 3 Poetry (10 hrs)

- 3.1. Antigone Kefala *The Promised Land*
- 3.2. John Blight *Down from the Country*
- 3.3. Derek Walcott *Ruins of a Great House*

3.4. David Diop *The Vultures* (from **The Penguin Book of Modern African Poetry**)

Unit 4 Drama (10 hrs)

4.1. Wole Soyinka **Death and the King's Horseman**

Background Reading

Ashcroft et al. **The Empire Writes Back**

Padmini Mongia, Ed. **Contemporary Post-Colonial Theory**

Ashcroft et al. Ed. **The Post-Colonial Studies Reader**

Unit 5 Practical Application Tasks (5 hrs)

BOOKS FOR REFERENCE

Barker, Francis. et al. Colonial Discourse, Post Colonial Theory. New York: Manchester UP, 1994.

Bayard, Caroline. New Poetics in Canada and Quebec : From Concertism to Post-Modernism. London: University of Toronto Press, 1989.

Bennett, Bruce. Sense of Exile. Western Australia: Centre for Studies in Australian Literature, 1988.

Irvine, Lorna L. Sub/Version : Canadian Fiction by Women. Toronto: ECW Press, 1986..

Juneja, Om P. The Post Colonial Novel - Narratives of Colonial Consciousness. New Delhi: Creation, 1995.

King, Bruce. New National and Post-colonial Literatures. New York: Clarendon Press, 1996.

Kudchedkar, Shirin and Jameela Begum, eds. Canadian Voices. New Delhi: Pencraft, 1996.

Nkosi, Lewis. Tasks and Masks: Themes and Styles of African Literature. London: Longman, 1981.

Pandey, Sudhakar. Perspectives on Canadian Fiction. New Delhi: Prestige Books, 1994.

Schwarz, Henry and Sangeeta Ray. A Companion to Postcolonial Studies. Oxford: Blackwell, 2000.

Soyinka, Wole. Art Dialogue and Outrage: Essays on Literature and Culture. London: Methuen, 1993.

Walder, Dennis. Post-Colonial Literature in English, History, Language and Theory. Oxford: Blackwell 1998.

Young, Robert J.C. Postcolonialism: An Historical Introduction. Oxford: Blackwell, 2001.

Evaluation

Continuous Assessment

Two CA Tests – better of the two

One Seminar

One Assignment

50 marks

(25 marks)

(10 marks)

(15 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester Examination

Four short essays of 350 words each

4x10=40

Two essays of 1000 words each

2x20=40

Passage analysis (from prescribed poems)

1x20 = 20

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

BRITISH LITERATURE - III

CODE: 11EL/PC/BL 34

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To enhance perception of representative writers of the period
- To develop an analytical and critical approach to the texts

Unit 1	Poetry I		(13 Hrs)
	1.1 T.S. Eliot	<i>The Wasteland</i>	
	1.2 W.B. Yeats	<i>The Second Coming</i> <i>Sailing to Byzantium</i> <i>Among School Children</i>	
	1.3 Philip Larkin	<i>Toads</i> <i>Whitsun Weddings</i> <i>Old Fools</i>	
Unit 2	Poetry II		(13 Hrs)
	2.1 Seamus Heaney	<i>Follower</i> <i>Digging</i> <i>The Tollund Man</i>	
	2.2 Ted Hughes	<i>Pike</i> <i>Tractor</i>	
	2.3 Carol Ann Duffy	<i>Mrs. Faust</i> <i>Small Female Skull</i>	
	2.4 Jo Shapcott	<i>Thetis</i>	
	2.5 Jackie Kay	<i>Pride</i>	
Unit 3	Drama		(13 Hrs)
	3.1 Samuel Beckett	Endgame	
	3.2 Tom Stoppard	Arcadia	
Unit 4	Fiction		(13 Hrs)
	4.1 D.H. Lawrence	<i>Odour of Chrysanthemums</i>	
	4.2 Virginia Woolf	<i>The Searchlight</i>	
	4.3 Julian Barnes	History of the World in 10½ Chapters	
	4.4 Kazuo Ishiguro	Remains of the Day	
	4.5 Sam Selvan	The Lonely Londoners	
Unit 5	Practical Application Tasks		(13 Hrs)

BOOKS FOR REFERENCE

Cox, C.B., and Dyson A.E.,(eds.). The Twentieth Century Mind: History of Ideas And Literature in Britain. 3 Vols. London: Oxford UP, 1972.

Esslin, Martin. The Theatre of The Absurd. London: Eyre Methuen, 1974.

Hutcheon, Linda. A Poetics of Postmodernism: History, Theory And Fiction. London: Routledge, 1988.

Lodge, David. The Modes of Modern Writing. London: Edward Publishers, 1977.

Morrison, Blake. The Movement; English Poetry and Fiction of The 1950's. New York: Oxford UP, 1980.

Thwaite, Anthony. Poetry Today: A Critical Guide to British Poetry. England: Longman Group, 1985.

Woods, Tim. Beginning Postmodernism. Manchester UP, 1999.

Evaluation

Continuous Assessment

Two CA Tests – better of the two

One Assignment

One seminar

50 marks

(25 marks)

(15 marks)

(10 marks)

Three-hour End-semester Examination on 100 marks

50 marks

QUESTION PAPER PATTERN FOR END SEMESTER EXAMINATION

300 word short notes – two out of four (poetry)

2x15=30

300 word short notes – two out of four (fiction and drama)

2x15=30

1000 word essays – two out of four

from the entire syllabus, questions requiring longer analysis

2x20=40

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

INDIAN LITERATURE IN TRANSLATION

CODE: 11EL/PC/IL34

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To familiarise the students with the variety and range of literature written in the regional languages that are available in translation
- To discuss issues regarding tradition and modernity
- To see the relationship between literature and culture

Unit 1 Classical Literature (20 Hrs)

1.1. Bhasa *Urubhangam* (Penguin Translation)

Unit 2

2.1. Kalidasa *Meghadootam* ("Purva Megha" from **The Loom of Time**
Translated by Chandra Rajan)

2.2. Thiruvalluvar **Thirukkural**
(*In Praise of God, Envy, Fame, Truthfulness, Ignorance,
Mean Company, Action, The Enemy Within, Hints, In
Praise of the Beloved*)
(from **Kural** Translated by P. S. Sundaram.)

Unit 3 Literature from 1600 to 1850 (20 Hrs)

3.1. Saratchandra Chatterjee **Devadas**

3.2. Ghalib 1, 55, 87, 111
from Ghalib: A Hundred Moods, Trans. O.P. Kejariwal

Unit 4 Literature from 1850 to 1920 (20 Hrs)

4.1. Rabindranath Tagore **Home and the World**

4.2. Gandhi **Hind Swaraj**

Unit 5 Practical Application Tasks (5 Hrs)

BOOKS FOR REFERENCE

Bhattacharya, Haridas. Ed. The Cultural Heritage of India. Vol. IV. Chapter 7

Keith, A. B. Sanskrit Drama and its Origin, Development, Theory and Practice. New Delhi:
Motilal Banarsidass. 1992.

Pillai, Chellappan. The Similes of Kalidasa. New Delhi: Motilal Banarsidass, 1945.

Sastri, Ganapati. Bhasa's Plays. New Delhi: Motilal Banarsidass, 1950.

Tagore, Rabindranath. Woman and Home. New Delhi: Rupa, 1996.

---. The Philosophy of Our People. New Delhi: Rupa, 1998.

Viswanath, Naravane. Introduction to Rabindranath Tagore. Hyderabad: Orient Longman, 1977.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Post Elective Course offered by the Department of English for
M.A / M.Sc / M.Com. Degree Programmes**

SYLLABUS

(Effective from the academic year 2011 – 2012)

INTRODUCTION TO TECHNICAL WRITING

CODE: 11EL/PE/IT 34

CREDITS: 4

L T S: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To introduce students to various styles and methods in technical writing
- To train students in using basic online packages and applications as tools for technical writing

Eligibility Criteria

Knowledge of MS Office

Proficiency in English – to be screened

Unit 1	Introduction	(5 Hrs)
	1.1. What is Technical Writing?	
	1.2. Difference between Technical and Academic Writing	
	1.3. The scope of Technical Writing	
Unit 2	Clarity, Precision and Appropriacy	(12 Hrs)
	2.1. Using appropriate vocabulary	
	2.2. Grammatical accuracy	
	2.3. Formal and informal style	
	2.4. Writing with clarity and precision	
	2.5. The fog factor	
Unit 3	The Writing Process	(15 Hrs)
	3.1. Pre-writing	
	3.2. Re-writing	
	3.3. Editing (using track changes)	
Unit 4	Application of Technical Writing	(10 Hrs)
	4.1 Writing Proposals	
	4.2 Technical reports: survey – report	
Unit 5		(10 Hrs)
	5.1. Users' manuals	
	5.2. Writing for the web	

BOOKS FOR REFERENCE

Blicq, Ronald, S and Lisa Moretto. Technically Write! London: Prentice Hall, 2004.

Reddy, Devaki and Shreesh Chaudhary. Technical English. New Delhi: Macmillan, 2009.

Rizvi, Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill, 2006.

Samson, C Donald. Editing Technical Writing. London: Oxford Uni. Press, 1995.

Electronic Resource

Business Writing – Clarity, UK

Evaluation

Continuous Assessment

Two Tasks

50 marks

2 x 25 = 50 marks

End-semester Project

50 marks

Designing a web page, with four links to be submitted on a CD

50 marks

No End-semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS) – CHENNAI 600 086

**Post Elective Course offered by the Department of English for
M.A / M.Sc / M.Com. Degree Programmes**

SYLLABUS

(Effective from the academic year 2011 -2012)

BUSINESS ENGLISH CERTIFICATE

CODE : 11EL/PE/BE34

CREDITS : 4

L T P : 4 0 0

TOTAL TEACHING HOURS : 52

OBJECTIVES OF THE COURSE

- The Business English Certificate Course aims at improving the four language skills - Reading, Writing, Listening and Speaking.
- To train students to arrange meetings, appointments, seminars and to make presentation.

Unit 1 (15 hrs)

Reading

- 1.1 Understanding short notices and messages.
- 1.2 Detailed comprehension of factual material.
- 1.3 Interpreting visual information.
- 1.4 Reading for gist and specific information
- 1.5 Understanding of text structure - newspaper or magazine articles, advertisements or leaflets.

Unit 2 (12 hrs)

Writing

Internal communication - Message, Memo or E-mail.

Unit 3 (12 hrs)

Listening

- 3.1 Specific information
 - 3.1.1 Short conversations
 - 3.1.2 Monologues
 - 3.1.3 Interviews
 - 3.1.4 Discussion between 2 or 3 speakers

Unit 4 (13 hrs)

Speaking

- 4.1 Conversation between the interlocutor and each candidate
- 4.2 A mini - presentation by each candidate on a business theme.
- 4.3 Two-way conversation between candidates.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

THE BHAKTI TRADITION

CODE: 11EL/PC/BT 44

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVE OF THE COURSE

- To foster an appreciation of the unique in each religious sensibility as well as an understanding of the universal dimensions in multiple traditions

Unit 1 (13 hrs)

1.1 Bhagavad Gita	Ch 9 13-34
1.2 Mirabai	<i>Oh Lord, keep me as your servant</i> <i>Gopala the Cowherd, the Holder of the Mountain is Mine</i>
1.3 Surdas	<i>My Eyes are Thirsty to Have a Look at Hari</i>
1.4 Jayadeva	<i>In Pleasant Springtime</i> <i>Oh Madhava, Oh Kesava</i>
1.5 Andal	<i>Singing the Praises of the Lord</i> <i>The Lamps Burn all Around</i>
1.6 Kanakadasa	<i>Everyone Speaks of Caste, Caste, Caste</i>
1.7 Nammalwar	<i>Look Here</i> <i>The Paradigm</i>
1.8 Manikkavachakar	<i>Some are Playing on the Veena</i>

(from: **Bhagavad Gita**, Penguin Classics, translated by Juan Mascaro

A.K Ramanujan, **Hymns for the Drowning**, Princeton University Press.

V.K. Subramanian, **Sacred Songs of India, Vol. I – III**, Abhinav Publications)

Unit 2 (13 hrs)

2.1 The Bible	<i>Psalms 8 & 42</i>
2.2 St. John of the Cross	: <i>Stanzas of the Soul that Suffers with Longing to See God</i>
2.3 St Francis of Assisi	<i>Canticle of Brother Sun</i>
2.4 Gospel of St. Luke	Mary's "Magnificat" 1:46-55

Unit 3 (13 hrs)

3.1 George Herbert	<i>The Collar</i> <i>The Temper</i>
3.2 Thomas Traherne	<i>News</i>
3.3 Christina Rossetti	<i>Passing Away</i>
3.4 Gerard Manley Hopkins	<i>Spelt from Sibyl's Leaves</i> <i>No Worst, There is None</i>

Khair, Tabish. Babu Fictions: Alienation in Contemporary Indian English Novels. New Delhi: Oxford UP, 2001.

King, Bruce. Rev.ed. Modern Indian Poetry in English. New Delhi: Oxford UP, 1998.

Mukherjee, Meenakshi. The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English. New Delhi: Heinemann, 1971.

---. Midnight's Children: A Book of Readings. New Delhi: Pencraft, 1999

Naik, M.K. A History of Indian English Literature. New Delhi: Sahitya Akademi, 1982

---. The Ironic Vision: A Study of the Fiction of R K Narayan. New Delhi: Prestige Books, 1983.

---. ed. Aspects of Indian Writing in English. Madras: New Delhi Macmillan, 1980.

Paniker, Ayyappa, K. Indian Literature in English. Madras: Macmillan, 1989.

Trivedi, Harish. Colonial Transactions. New York, Manchester: Ohio Press, 1995.

Evaluation

Continuous Assessment

50 marks

Two C.A Tests - better of the two

(25 marks)

One Class Assignment

(15 marks)

One Seminar

(10 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester Examination

Four questions of 1000 words each for 25 marks

4x25=100marks

Internal choice with questions from every unit

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH
SYLLABUS

(Effective from the academic year 2011 – 2012)

SHAKESPEARE

CODE: 11EL/PC/SH 44

CREDITS: 4

L T S: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To move towards a deeper understanding of Shakespeare and his craft
- To move towards interpreting Shakespeare's texts in contemporary contexts

Unit 1		(40 Hrs)
1.1	Hamlet	
1.2	Tempest	
	(for close reading)	
Unit 2	Romantic Comedy	(4 Hrs)
2.1.	The Merchant of Venice	
Unit 3	History Plays	(6 Hrs)
3.1	The English Chronicle Play (Richard II)	
3.2	The Roman Play (Coriolanus)	
Unit 4		(10 Hrs)
4.1	The Problem Plays (Measure for Measure)	
4.2	Sonnets: V, VI, XVIII, XLVI, LIII, LX, XCIX, CXVI, CXXIX, CXXX	
Unit 5	Practical Application Tasks	(5 Hrs)

BOOKS FOR REFERENCE

- Bernard, Mc Elroy. Shakespeare's Mature Tragedies. New Jersey: Princeton UP, 1976.
- Bloom, Harold. Shakespeare: The Invention of the Human. London: Fourth Estate, 1999.
- Brian, Vickers. Appropriating Shakespeare: Contemporary Critical Quarrels. London: Yale UP & New Haven, 1993.
- Campbell, Lily B. Shakespeare's Histories: Mirror of Elizabethan Policy. London: Methuen, 1973.
- Charlton, H.B. Shakespearean Comedy. London: Methuen, 1945.
- Coghill, Nevill. Shakespeare's Professional Skills. Cambridge: Cambridge UP, 1967.
- Dieter, Mehl. Shakespeare's Tragedies: An Introduction. New York: Cambridge UP, 1986.
- Dollimore, Jonathan and Allan Sinfield. Political Shakespeare: New Essays in Cultural Materialism. Ed. Manchester: Manchester UP, 1985.
- Foakes, R. Hamlet Versus Lear: Cultural Politics and Shakespeare's Art. Cambridge: Cambridge UP, 1976.
- Fraser, Russell. Shakespeare: The Later Years. Cambridge: Columbia UP, 1976.
- Kott, Jan. Shakespeare Our Contemporary. London: Methuen, 1967.
- Leggatt, Alexander. Shakespeare's Comedy of Love. London: Methuen, 1974.

Long, Michael. The Unnatural Scene: A Study in Shakespearean Tragedy. London: Methuen, 1976.

Mills, Rosalind. The Problem of Measure for Measure: A Historical Investigation. London: Vision, 1976.

Murphy, Andrew. Ed. The Renaissance Text. UK: Manchester UP.2000.

Smith, Emma. Ed. Shakespeare's Tragedies. U.K: Blackwell Publishing Ltd., 2004.

Tillyard, E M W. Shakespeare's History Plays. London: Chatto & Windus, 1956.

Traversi, Derek. Shakespeare: The Roman Plays. London: Holis & Carter, 1963.

Wain, John. The Living World of Shakespeare: A Playgoer's Guide. Macmillan. 1965.

Evaluation

Continuous Assessment

Two CA Tests – better of the two

One seminar

One assignment

50 marks

(25 marks)

(10 marks)

(15 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester Examination

Four questions

4x25=100

One essay based on critical analysis and interpretation of the given passage from plays in Unit 1

25 marks

One out of two essays of 1000 words from plays in Unit 1

25 marks

Two out of four essays of 1000 words each on concepts studied in Units 2-4

2x25=50

No textual questions from Units 2, 3 and 4.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**M.A. DEGREE: BRANCH VII - ENGLISH
SYLLABUS**

(Effective from the academic year 2011 – 2012)

DISSERTATION

CODE: 11EL/PC/DS44

CREDITS: 4

L T S: 4 2 0

TOTAL HOURS: 78

OBJECTIVE OF THE COURSE

- To provide the student with basic training in research writing

Description: Analysis/argument in the form of an extended research paper on a topic or aspect of a topic following the MLA (Seventh Edition) documentation and citation style.

Length : Around 6000-9000 words/25-35 pages, organised in 4-5 chapters

Purpose : To demonstrate a student's capability and skill

- e) in undertaking independent, original work at the postgraduate level
- f) in preparing and writing a sustained and logically structured argument in clear prose
- g) in referencing and documentation
- h) in presentation

Scope : Students could work on

- d) an author/authors
- e) a particular theme or issue in the context of a literary work
- f) application of a given theoretical approach to a particular text/group of texts

The above entails extensive reading of primary and secondary texts.
(to be done in consultation with the supervisor)

Requirement: An abstract of 250-300 words

- 5. A clear thesis statement
- 6. Works Cited – a minimum of 5 secondary sources including at least 1 article
- 7. Documentation and Bibliography using MLA (Seventh Edition) format

8. Drafting and revising process to be followed – with a percentage of the marks to be allotted to drafts as given below:

Evaluation

Internal Evaluation **100 marks**

Annotated Bibliography 10 marks

Draft 1 10 marks

Draft 2 10 marks

Final Dissertation 70 marks

External Evaluation **100 marks**

(Final Dissertation)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

MODERN INDIAN LITERATURE IN ENGLISH

CODE: 11EL/PC/ML 44

CREDITS: 4

L T S : 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To foster an understanding and appreciation of Indian literature in English, focusing primarily on Post Independence literature
- To enable the student to identify a sensibility that is uniquely Indian, through a study of texts representative of the major genres

Unit 1 Poetry I (10 Hrs)

- 1.1. Ezekiel
- 1.2. Ramanujan
- 1.3. Daruwalla
- 1.4. Mahapatra
(from **Indian Poetry in English** Ed. Makarand Paranjape, Macmillan)
- 1.5. Kamala Das, Imtiaz Dharker (from **Indian Women Poets** ed. Eunice d'Souza)

Unit 2 Poetry II (9 Hrs)

- 2.1. Ranjit Hoskote (from **Reasons for Belonging: Fourteen Indian Poets**. Ed. Ranjit Hoskote Viking / Penguin)
- 2.2. Rukmani Bhaya Nair (from **The Ayodhya Cantos: Prelude: Journey from Baroda** iv,v,vi)

Unit 3 Drama (16 Hrs)

- Girish Karnad, Mahesh Dattani
- The Dreams of Tipu Sultan**
Dance Like a Man

Unit 4 Fiction (25 Hrs)

- R K Narayan, Shashi Deshpande, Salman Rushdie
- A Tiger for Malgudi**
Small Remedies
Midnight's Children

Unit 5 Practical Application Tasks (5 Hrs)

BOOKS FOR REFERENCE

- D'souza, Eunice. Talking Poems: Conversations with Poets. New Delhi: OUP, 1999.
- Dhavan, R.K. Explorations in Modern Indo-English Fiction. New Delhi: Bari, 1982
- Iyengar, Srinivasa, K.R. Indian Writing in English. Madras: Asia Publishing House, 1962.

- Kalinnikova, Elena J. Indian-English Literature a Perspective. Ghaziabad: Vimal Prakashan, 1982.
- Karnani, Chetan. Eminent Indian English Writers. Jaipur: Rawat, 2001.
- Khair, Tabish. Babu Fictions: Alienation in Contemporary Indian English Novels. New Delhi: Oxford UP, 2001.
- King, Bruce. Rev.ed. Modern Indian Poetry in English. New Delhi: Oxford UP, 1998.
- Mukherjee, Meenakshi. The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English. New Delhi: Heinemann, 1971.
- . Midnight's Children: A Book of Readings. New Delhi: Pencraft, 1999
- Naik, M.K. A History of Indian English Literature. New Delhi: Sahitya Akademi, 1982
- . The Ironic Vision: A Study of the Fiction of R K Narayan. New Delhi: Prestige Books, 1983.
- . ed. Aspects of Indian Writing in English. Madras: New Delhi Macmillan, 1980.
- Paniker, Ayyappa, K. Indian Literature in English. Madras: Macmillan, 1989.
- Trivedi, Harish. Colonial Transactions. New York, Manchester: Ohio Press, 1995.

Evaluation

Continuous Assessment

50 marks

Two C.A Tests - better of the two	(25 marks)
One Class Assignment	(15 marks)
One Seminar	(10 marks)

Three-hour End-semester Examination on 100 marks

50 marks

Question paper pattern for End-semester Examination

Four questions of 1000 words each for 25 marks	4x25=100marks
Internal choice with questions from every unit	

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**M.A. DEGREE: BRANCH VII - ENGLISH
SYLLABUS**

(Effective from the academic year 2011 – 2012)

NEW FICTION AND THE CONTEMPORARY WORLD

CODE: 11EL/PE/NF 44

CREDITS: 4

L T S: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To enable students to read, analyse and assess twenty first century fiction in the light of global, national and other topical issues
- To encourage them to engage with these issues in ways that will bring them to a deeper understanding and awareness of these in relation to their lives

Course Content

Two award winning novels of the year / previous year to be selected by the course teacher and students (to select, if possible, one novel in English by an Indian author)

Unit 1	Introduction to Fiction	(6 Hrs)
1.1	The Novel	
1.2	The Short story	
Unit 2	Introduction to the Context/ Text	(6 Hrs)
2.1	Political and economic background	
2.2	Cultural, literary and social background	
Unit 3	Novel 1	(15 Hrs)
Unit 4	Novel 2	(15 Hrs)
Unit 5	Practical Application Tasks	(10 Hrs)

BOOKS FOR REFERENCE

Easthope, Antony. Literary into Cultural Studies. London: Routledge, 1991.

Walder, Dennis. Ed. Literature in the Modern World: Critical Essays and Documents. (1990).

Oxford: Oxford UP, (2nd Rev. ed.) 2004.

Evaluation

One oral presentation 25 marks

One take-home test 25 marks

No End-semester Examination

One term paper (2000 words) 50 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2011 – 2012)

ENGLISH LANGUAGE TEACHING – II

CODE: 11EL/PE/ET 44

CREDITS: 4

L T P: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE

- To acquaint the students with the planning and the designing of syllabus for teaching English
- To help students gain an understanding of the principles of language testing

Unit 1 Syllabus (15 Hrs)

2.1. Definition of Curriculum and syllabus

2.2 Pre-determined and Emergent Syllabus

2.2.1. Structural Syllabus

2.2.2. Functional Syllabus

2.2.3. Communicative Syllabus

2.2.4. Task-based Syllabus

Unit 2 Testing (10 hrs)

2.1. Validity and Reliability in Testing

2.2. Types of Tests

2.3. Formative and Summative Testing

Unit 3 Evaluation of Materials (8 Hrs)

Unit 4 Evaluation of Methodology (7 Hrs)

Unit 5 Practical Teaching (12 Hrs)

Teaching Bridge Course students

(One hour per week)

BOOKS FOR REFERENCE

Hughes, Arthur. Testing for Language Teachers. Cambridge: Cambridge UP, 1989.

Johnson, Robert Keith. The Second Language Curriculum. Cambridge: Cambridge UP, Cambridge, 1987.

Nunan, D. Syllabus Design. Oxford: OUP, 1980.

Rea-Dickens, Pauline and Germaine, Kevin. Evaluation. Oxford: Oxford UP, 1992.

Evaluation

Two C.A Tests (better of the two) 25 marks

Materials preparation and teaching the Bridge Course students 25 marks

End-semester Evaluation

Mini-project (2500 words) 50 marks

No End-semester Examination