

Department of English

Syllabus for 4 years BA (Hon's)

Students will have to take a minimum of 40 courses out of 42 in eight semesters over the period of four year BA Honors program.

Each course comprises of 100 marks. Every student has to take two written examinations in each semester on one particular course: Mid-Term and Semester Final, each comprising 40 marks. Rest of the 20 marks will be allotted to class tests and attendance record.

Viva-voce includes 100 marks at the end of

The requirements: Students who would like to take admission in BA Hons in English must complete Higher Secondary Certificate/Alim/A level (at least two subject completed for B.A. Honors Degree are to successfully complete 40 courses in 8 semesters. Each course is of 3 credits. That is, to obtain the B.A. Honors Degree in English from Premier University, a student will have to earn a minimum of 120 credits. Each course is conducted through interactive class lecture, group discussion, seminar, a number of class tests, one viva-voce test, one mid-term test, and one final test.

Required Academic Qualifications for Admission

Candidates having a total of minimum 4 points (3 points for 1st Division, 2 points for 2nd Division and 1 point for 3rd Division) or an average CGPA 2.0 in SSC and HSC or equivalent or "O" level in five subjects with at least 10 points and "A" level in two subjects with at least "C" grade or American High School Diploma or equivalent with Science, Commerce or Arts background are eligible to apply for the LL.B 4-Year Program.

Program Summaries

BS (Hons.) in English is a 4-Year program is a program consisting 8 semesters; 2 semesters for per academic year. The academic semesters will start in January and July of each year. Each semester will consist of 13 weeks for teaching, 1 week for preparatory level and 1 week for examination. The whole program will be a program of 126 credits.

Admission Board

The Vice-chancellor of the University will constitute an Admission Board for each academic program in each Faculty/Department under the Chairmanship of the concerned Dean/Head or a senior faculty member of the academic staff appointed by the former for a period of two years.

The Admission Board shall perform the functions noted below:

To scrutinize applications received by the admission office of the University and prepare a list of names of the candidates who meet the minimum academic requirements, qualifications, etc. for admission.

To set question papers, arrange admission tests and arrange evaluation of answer scripts for each test.

To prepare and publish lists of the successful candidates for admission into the University in order of merit after approval of the respective Dean/Chairman/Director.

To study transfer cases and make appropriate recommendations in such case in accordance with relevant rules and regulations of the University.

Admission Procedure

a) General Information

Admission processes to various subjects at 4-Year Bachelor Degree level will begin in January, May and September of every year. Interested students are required to apply for admission in prescribed forms available in the Register's office on payment (non-refundable) of 700/- Tk. fee. The application forms duly filled in with three passport size photographs are to be submitted to the Admission Office/Head of the respective departments for processing.

Applicants have to produce documents as proof of their qualifications, date of birth, nationality, mark certificates of the SSC, HSC or equivalent, attested by a first class gazette officer or equivalent.

b) Admission test

The Head of the respective department with the assistance of his colleagues will scrutinize the application forms for written admission test. The successful candidates in written admission test will be required to appear for oral test for final selection.

c) Selection

The final selection of students for admission to Bachelor degree in LL.B- 4 year program will be made on the basis of the students past academic records, marks obtained in various public examinations and marks obtained in the admission test (both written and oral). The selection will be made by the admission committee of the respective departments and their decision will be the final in this respect.

Examination System

The Final Examination of the BA (Hons.) Students shall be held after the end of 15th weeks of each semester

Two mid-term examinations & two other tutorial examinations shall be held within each semester after the end of certain part of their syllabus.

Academic Standard

A Student will get individual Grade Point or Letter Grade for every completed course. Usually upon completion of each semester, a Grade Point Average (GPA) is calculated by using the following formula where individual GP and credit of the course will be considered.

$$\Sigma(\text{Credit of the courses passed} * \text{Grade Point earned})$$

$$\text{GPA} = \frac{\quad}{\quad}$$

$$\Sigma(\text{Credit of all courses attended})$$

The Cumulative Grade Point Average (CGPA) will be calculated by the same formula where the only difference is that while calculating the GPA of a semester, the credit and GP of only the courses of that particular semester is considered. In calculating the CGPA, the Grade Point and Credit of all courses completed shall be considered.

The students are to take the requisite number of courses and maintain satisfactory grades in the courses. In particular, the students are expected to maintain a GPA of 2 (both cumulative and that in the semester), otherwise the student will be put on probation for the following semester. If the student fails to maintain a GPA of 2 in the following semester, then the University will review the students record and recommend further action which may include options such as changing course of study, taking extra courses or in some cases, even withdrawing from the University.

Re-admission

A student getting GPA below 2 in each academic year may seek readmission with the next batch. For readmission, a student will have to apply within one month of the announcement of the result of the concerned year.

On readmission, grades earned earlier by a student in the class year of readmission shall cease to exist and the student shall have to retake all the courses and examinations. Readmission shall be allowed only once in a class year. A student shall not be allowed readmission in more than two class years during the entire program. A class year is defined three consecutive semesters.

Class Attendance

Students' class attendance is regarded as an essential part of the course requirement. The expected class attendance is 90 percent. However a student shall not be allowed to sit for the examinations if his/her class attendance is below 70 percent for per semester.

Faculty

In BA (Hons) in English program courses will be taught by competent teachers and also by highly qualified visiting professors from home and abroad.

Credit Hour Distribution

The total LL.B 4-Year program will consist of 126 credit hours. 33 credit hours for 1st year, 36 credit hours for 2nd year, 27 credit hours for 3rd year, 30 credit hours for 4th year.

Major Area

the above program will include Procedural Laws, Substantive Laws, Historical Laws, previous Laws, amendment of different Laws, up righted Laws etc. Different mock trial, viva-voce and practical programs will be arranged to improve the thinking, speaking and imaginary power of the students.

Grading System

The letter grading are calculated in the following manner

Numerical Grade	Letter Grade		Grade Point
80% and above	A+	(A Plus)	4.0
75% to less than 80%	A	(A Regular)	3.75
70% to less than 75%	A-	(A Minus)	3.5
65% to less than 70%	B+	(B Plus)	3.25
60% to less than 65%	B	(B Regular)	3.0
55% to less than 60%	B-	(B Minus)	2.75
50% to less than 55%	C+	(C Plus)	2.5
45% to less than 50%	C	(C Regular)	2.25
40% to less than 45%	D		2.0
Less than 40%	F		0.0

Grades are converted into Grade Point Average (GPA) and ultimately into Cumulative Grade Point Average (CGPA) on the basis of established rules.

Re-take and Re-course Policy

Students are allowed to take re-take exams if they fail or obtain less than 40% in any of the courses. Students can attend the final exam consists of 50 marks or they can take the whole course again. In such case the course will be designated as **recourse**. The first attempt is free; for the second attempt, they need to pay 50% of the course fee; and from the following, they need to pay full.

Mark Distribution

Mid-term Exam comprises 20 marks. For class attendance and performance, students will get 10. For take-home assignments and class tests, they will get 20; and for semester final exam, they will get 50.

The total is 100 for every course.

Viva-Voce

Every year (after two semesters) students need to appear a viva board. Thus the students need to appear four viva-voce exams after every two semesters. One viva-voce comprises 50 marks. So, four comprises $50 \times 4 = 200$ marks. Students need to pass the viva-voce separately and the pass mark is 40% at least. Without successfully passing the viva-voce individually, students will not be given certificates. The additional 200 marks are exclusive of 4000 marks at the Under-graduation level.

Content and Objectives:

Humans are linguistic animals. Language is the most fundamental and pervasive tool we have for interpreting our world and communicating with others. It is the power of language that we have empowered ourselves and transformed the world. Literature, on the other hand has given us the acumen to understand the human world and nature with better comprehension. With these views, English Department of Cox's Bazar International University has prepared a syllabus to meet the challenges of the time.

English majors gain a deeper understanding of the resources of the written word. Both literature and writing courses help students explore how writers use the creative resources of language-in-fiction, poetry, nonfiction prose, and drama to explore the entire range of human experience. English courses help students build skills of analytical and interpretive argument; become careful and critical readers; practice writing-in a variety of genres as a process of intellectual inquiry and creative expression; and ultimately to become more effective thinkers and communicators, who are well-equipped for a variety of careers in our information-intensive society.

Specific learning outcomes for English courses include the following:

1. Reading: Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
2. Writing skills and process: Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. They will demonstrate an ability to revise for content and edit for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as a writer.
3. Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
4. Culture and History: Students will gain a knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within--and sometimes marginalized by--those traditions. They will develop an ability to read texts in

relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.

5. Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.

6. Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.

7. Oral communication skills: Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.

8. Valuing literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts--and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.

Program Goals:

Literature courses in the Department of English offer students the opportunity to study influential writings from the British, American, and global Anglophone traditions. Courses may focus on a historical period, an issue or theme, a critical approach, or a literary genre. Literature provides imaginative and critical insights into all areas of human experience--war and peace, nature and culture, love and sexuality, selfhood and social identity, justice and atrocity, the sacred and the profane, the burdens of history and the dreams of the future. Learning to attend to the complexities of literary texts helps students become more active and critical readers, and the creative aspects of literary texts highlight the ability of the written word to elicit feeling, to cultivate an imaginative openness to others' experiences, and to call us to account as humans. Studying literature at the college level encourages all PLU graduates to view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.

The student will:

1. Gain an introductory knowledge of the some of the issues explored in influential works of the English-language tradition, and of some of the stylistic strategies writers have used to explore those issues.

2. Read complex texts actively: recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language.

3. Appreciate literary form: recognize how form and structure shape a text's meaning; appreciate how genre generates expectations and shapes meanings.
4. Interpret texts with an awareness of and curiosity for other viewpoints.
5. Practice writing as a process of motivated inquiry, engaging other writers' ideas through the use of quotations, paraphrase, allusions and summary. Use sources well and cite them correctly.
6. Increase confidence in speaking publicly: articulate clear questions and ideas in class discussion; listen thoughtfully and respectfully to others' ideas; and prepare, organize, and deliver engaging oral presentations.
7. Attend to a wider range of voices within and across cultures.
8. Enjoy the experience of reading challenging literature: appreciate literature's ability to elicit feeling, cultivate the imagination

ENG 101: Foundation Course - I

Summary of the Course at a Glance

This course focuses on the basics of English grammar for developing integrated language skills. Most of the students at this level come from Bengali background. If they are given a foundation course they will learn the basics of grammatical rules and applications that they often mistake. Each of the four levels comprises about 40 hours of class work, with additional time for the self-study work. The Teacher's Book contains all the pages from the Classroom Book, with interleaved teaching notes including optional activities to cater for different abilities. There is a video to accompany the Beginner, Pre-intermediate and Intermediate levels.

Texts:

Adrian Doff Christopher Jones

P. K. Dey Sarkar

Daniel Jones

Language in Use (Upper-Intermediate)

A Textbook of Higher English Grammar

Cliff's TOEFL – a handbook

N T C Vocabulary Builders (Level 1, 2)

English Pronouncing Dictionary

ENG 102: Foundation Course - II

Summary of the Course at a Glance:

A supplementary course to DELL 101, it provides more intensive practice on the communicative skills. Emphasis is on coherent and cohesive, expressive and persuasive skills. The syllabus focuses on Practicing English grammar with extra interactive exercises and games. *Headway*, on the other hand, engages students with interactive exercises, puzzles, and games. Thus the “foundation course II” advances the activities of Foundation Course I

Texts:

L. G. Alexander

John Eastwood

Headway (Upper-Intermediate)

Fluency in English

Oxford English Grammar

N T C Vocabulary Builders (Level 3, 4)

ENG 103: Introduction to Poetry

Summary of the Course at a Glance:

This course is designed to enhance ability to understand poetry by having knowledge on the figures of speech; for example, simile, metaphor, irony, hyperbole, anti-thesis, oxymoron etc. The concerned teacher will select the poems to be taught in the class. The students will also know about the basic literary genre and the function of rhetoric in poetry. The lessons focusing prosody will enable them to understand rhyme, meter and other stylistic features of poetry. The work of breaking down the continuous flow into meaningful and manageable chunks is mainly done by using the resources of prosody (pitch, stress, loudness, and tempo). So, the course will make the students much comfortable in comprehending how poetry works.

Texts:

Cleanth Brooks & Robert Penn Warren

X. J. Kennedy, ed.,

An Approach to Literature

Literature: An Introduction to Fiction, Poetry, and

Bose & Sterling
Allan Rodway
M. H. Abrams
J. A. Cuddon
Stephen Matterson & Darryl Jones

Drama (1983)
Rhetoric and Prosody
The Craft of Criticism
A Glossary of Literary Terms
A Dictionary of Literary Terms
Studying Poetry

ENG 104: Introduction to Prose: Fiction and Non-Fiction

Summary of the Course at a Glance:

Who could listen to the pathos of a Beethoven symphony, for example, and not feel empathy and compassion? There is a reason that the classics are the classics, and that some works endure for centuries while others seem to disappear in a flash. By reading a classic piece, at this level, the students will, for the first time, get introduced to a new genre of English literary fiction. This course is designed to introduce various types of English prose. It is expected to enhance the student's awareness about the flexibility of the English Language. Also aims at increasing the student's perceptive, imaginative and analytical abilities.

Texts:

George Orwell *Animal Farm* (a satirical fiction)

A Handbook containing the following pieces:

David Crystal	Why a Global Language
James Thurber	University Days
Abraham Lincoln	The Gettysburg Address
Liam O' Flaherty	The Sniper (a short story)
Bharati Mukherjee	Jasmine (a short story)
William Faulkner	A Rose for Emily (a short story)
John Updike	A & P (a short story)
Shirley Jackson	The Lottery (a short story)
Ngugi wa Thiongo	Decolonizing the Mind
Alistair McLeod	As Birds Bring Forth the Sun (a short story)
V. S. Naipaul	Man-man (a short story)
Ruth Praver Jhabvala	Myself in India

Recommended Text

The Norton Anthology of Short Stories	R.V. Cassil (edited)
Short Story Anthologies	Barnes & Noble
The World's Greatest Short Stories	James Daley (edited)

ENG: 105 Fundamentals of Computer Science

Summary of the Course at a Glance:

COUSE OBJECTIVE: To get an overview of computing systems and their components, computer technologies, various aspects of computer applications.

COURSE CURRICULUM

SECTION 1: Introduction to computers

Computer, Computer System and its components, Types of Computer: Shapes and Capacity, History of Computer, Generations of Computers.

SECTION 2: Input and Output Hardware

Keyboard, Mouse, PEN, Touch screen, scanner, OMR, MICR, Microphone, Digital Camera, Monitors, Speakers, Printers, Ports

SECTION 3: Number Systems

Number systems, Decimal, Octal, hexadecimal and Binary Numbers, Conversion between number systems, Computer data representations- Bit, Byte, Word and Codes.

SECTION 4: Processing Hardware

Central Processing Unit, Register, Arithmetic and Logic Unit, Control Unit, Machine Cycle, Memory, RAM, ROM, Cache Memory, BUS

SECTION 5: Storage Devices

Data Storage Operations, Magnetic and Optical Storage Devices, Hard Disks, Other Magnetic storage Devices, CD ROM, Other Optical Storage Devices, Drive performance Metrics

SECTION 6: Computer Software

Software, Classification, System and Application Software, Programming Languages, Firmware

SECTION 7: System Software

Operating System, CLI AND GUI, Running Programs, Sharing Information, Multitasking, Managing files, Managing Hardware, UNIX, DOS, Windows, LINUX

SECTION 8: Application Software

Word Processing Word Processing program, Interface, Text editing and formatting, Language Tools, Mail Merge, Table, Adding sound and graph

Spreadsheet Analysis Spreadsheet program, Interface, Spreadsheet Data, Analyzing Data

Database Management Systems Database, DBMS, Field, Tables, Query, Report

SECTION 9: Computer Network and Internet

Computer Network, LAN, MAN, WAN, Client Server and Peer to peer network, Topology, Nodes, Links, Protocol, Internet, Modem, Internet Applications

SECTION 10: Technological Trends

Invasions of Privacy, Rights to Privacy, Ethics, Computer Crimes, Virus, Security

ENG 201: Introduction to Poetry

By paying attention to how craft, structure, sound and tempo work dynamically in a successful poem, poetry organically connects 'literature' to the study of Creative Writing and language. This course introduces the students to the delight of English poetry through a diverse selection of poems from different ages of English Literature. It is designed mainly to give the students the necessary skills to write critical essays on poetry.

Texts:

William Shakespeare (1564-1616)
John Donne (1570-1631)
Thomas Gray (1716-1771)
William Wordsworth (1770-1850)
Alfred Lord Tennyson (1809-1892)
Robert Browning (1812-1889)
A.E. Housman (1859-1931)
William Butler Yeats (1865-1939)
William Carlos Williams (1883-1963)
David Herbert Lawrence (1885-1930)
Siegfried Sassoon (1886-1967)
Theodore Roethke (1908-1963)
Ogden Nash (1902-1972)
Seamus Heaney (1939-)
Ted Hughes (1930-)

Shall I compare thee to a summer's day
Song (Go and catch a falling star)
Elegy Written in a Country Churchyard
I Wandered Lonely as a Cloud
Ulysses
My Last Duchess
Loveliest of trees, the cherry now
The Lake Isle of Innisfree
The Red Wheelbarrow
Snake
Soldiers are dreamers
My Papa's Waltz
Very Like a Whale
Digging
Jaguar

Recommended Books:

X. J. Kennedy, ed.,
Drama (1983)
Laurence Perrine
Stephen Matterson & Darryl Jones

Literature: An Introduction to Fiction, Poetry, and
Sound and Sense: An Introduction to Poetry
Studying Poetry

ENG 202: Ancient Greek and Roman Classics in English Translation

Summary of the Course at a Glance:

The students will acquire skill at philological interpretation: Through the close study of texts of Ancient Greek Roman classics, students will appreciate other forms of interpretation: Students will have acquired at least a basic understanding of historical/cultural contexts: Students will be able to reproduce in broad outline the main periods of Greek and Roman history, along with significant events and/or developments in each period. Students will also be able to demonstrate their awareness of basic literary, philosophical, social, and cultural developments that affect the interpretation of texts, artifacts, and historical events.

Texts:

Homer (8 th Century BC)	<i>The Iliad</i>
Aeschylus (525-456 BC)	<i>Agamemnon</i>
Sophocles (496?-406? BC)	<i>Antigone</i>
Euripedes (480-406 BC)	<i>Medea</i>
Aristophanes (448?-385 BC)	<i>Lysistrata</i>
Virgil (70-19 BC)	<i>The Aeneid</i>

Recommended Books:

C. M. Bowra	<i>Tradition and Design in the Iliad</i> (1930)
<i>Tragedy</i> (1944)	<i>Sophoclean</i>
M. Bieber	<i>The History of the Greek and Roman Theatre</i> (1939)
Gilbert Murray	<i>Aeschylus, Creator of Tragedy</i> (1940)
G. Norwood	<i>Essays on Euripidean Drama</i> (1954)
K. Lever	<i>The Art of Greek Comedy</i> (1956)
T. B. L. Webster	<i>Greek Theatre Production</i> (1956)
H. D. F. Kitto	<i>Greek Tragedy, A Literary Study</i> (1961)

ENG 203: Introduction to Drama

Summary of the Course at a Glance:

Drama combines the literary arts of storytelling and poetry with the world of live performance. As a form of ritual as well as entertainment, drama has served to unite communities and challenge social norms, to vitalize and disturb its audiences. In order to understand this rich art form more fully, we will study and discuss a sampling of plays that exemplify different kinds of dramatic structure; class members will also participate in, attend, and review dramatic performances. This course is designed to introduce the elements of drama, as expounded by Aristotle in his *Poetics*, through a selection of plays from the ancient to the modern

Texts:

Sophocles (496-406 B.C.)	<i>Oedipus Rex</i> (translated)
William Shakespeare (1564-1616)	<i>The Merchant of Venice</i>
Henrik Ibsen (1828-1906)	<i>A Doll's House</i>
George Bernard Shaw (1856-1950)	<i>Arms and the Man</i>
Aristotle (384-322 B.C.)	<i>Poetics</i> (translated)

Recommended Books:

X. J. Kennedy	<i>Literature: An Introduction</i>
Douglas Hunt	<i>The Riverside Anthology of Literature</i>

ENG 204: Composition, Comprehension and Verbal Skills

Summary of the Course at a Glance:

This course aims at offering students clear and useful suggestions for strengthening their speaking and writing skills, emphasizing on writing different types of expository essays. Encourages the students to compare and contrast, and shows the link between cause and effects. It is almost an alternative course to IELTS. This course focuses on building all four basic skills with a wide range of vocabulary presented through extracts. *NTC Vocabulary Builders* and *English Conversation Practice* rightly adopts the students in making them confident in speaking using a wide range of vocabularies.

Texts:

O.P Singh & Meena Singh	<i>Art of Effective English Writing</i>
John Seely	<i>The Oxford Guide to Writing and Speaking</i>
Grant Taylor	<i>English Conversation Practice</i>
	<i>N T C Vocabulary Builders</i> (Level 4,5,6)
Carl Nagin	<i>Why Writing Matters</i>
Sam Mc Carter	<i>A book on Writing</i>

ENG 205: European History Highlights

Summary of the Course at a Glance:

This course highlights the salient features of the European history, politics, societies, cultures and languages. Our European Studies courses are cross-national and multi-disciplinary, and will thus prepare the students to broaden their knowledge. This course does not fully concentrate on the chronological development of European History, rather focuses on the major events like Renaissance, Reformation or French Revolution because, as the students studies literature they can clearly observe the changes in the nature and patterns of literature, for example, the impact of French Revolution is very much evident in Romantic Literature. So, a course on the major historical events in Europe will also enable the student to understand their study of literature better.

- A. The Renaissance
- B. The Reformation
- C. The Enlightenment
- D. The Impact of American Revolution in Europe
- E. The French Revolution

Recommended Readings:

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|-------------------|---|
| E. M. Burns | <i>Western Civilization: Their History and Their Cultures</i> |
| R. Engang, | <i>Europe from the Renaissance to Waterloo</i> |
| C. D. M Kettlebey | <i>A History of Modern Times</i> |

ENG 301: Prose Writers of the Romantic Period

Summary of the Course at a Glance:

This course aims at familiarizing the students with the prose work of the writers of the time. Students will be expected to understand the spirit of the time that is reflected through the prose works of the prescribed authors.

Texts:

Mary Wollestonecraft (1759-1797)	Observations on the State of the Degradation to which Woman Is Reduced by Various Causes.
Dorothy Wordsworth (1771-1855)	From <i>The Grasmere Journals</i>
Charles Lamb (1775-1834)	New Year's Eve (Norton: Revised)
William Hazlitt (1778-1830)	My First Acquaintance with Poets
Thomas De Quincey (1785-1859)	Alexander Pope (Selection from Norton: Vol. 2. 7 th Edition: [The Literature of Knowledge and the Literature of Power])

Recommended books:

William F. Bryan and Ronald S. Crane	<i>The English Familiar Essay</i> (1930)
Marie H. Law	<i>The English Familiar Essay in the Early Nineteenth Century</i> (1934)
Annette Wheeler Cafarelli	<i>Prose in the Age of Poets, Romanticism and Biographical Narrative from Johnson to De Quincey</i> (1990)

ENG 302: Advanced Writing Strategies

Summary of the Course at a Glance:

This course exclusively offers writing strategies for under graduate students. Through this advanced level writing course, the students will acquire skills on paragraphing, developing ideas. The course also emphasizes on teaching mechanics and punctuations. The course books will help building on the strengths, offering students clear and useful suggestions for strengthening their writing and showing them how they can develop a piece of effective writing through a process that is manageable and reliable.

Texts:

Maxine Hairston & Michael Keene	<i>Successful Writing</i>
Goodwill's Skill Builders –	<i>Writing Skill</i>
Roy Peter Clark	<i>Writing Tools: 50 Essential Strategies</i>
Sharon Crowley	<i>Composition in the University</i>

ENG 303: The Romantic Poets: First Generation

Summary of the Course at a Glance:

The reaction against the eighteenth century rationality, definition of imagination, pantheism, pre-natal existence, nature and the poet, supernaturalism, concept of sin and atonement, and poetry

as a craft was evident in Romantic Literature. It is basically called the age of romantic revolution. The rise of poetry and the exercise of 'emotion' and 'imagination' in it were some of the most important literary features of the age. The poetry of Wordsworth, Coleridge and Blake examines how this age becomes different from the precursors.

Texts:

William Blake (1757-1827)

William Wordsworth (1770-1850)

Songs of Innocence and of Experience

Tintern Abbey

She dwelt among the untrodden ways

A slumber did my spirit seal

My heart leaps up

Ode: Intimations of Immortality

London, 1802

The Prelude, or the Growth of a Poet's Mind (BK. 1, as in Norton, 6th ed, Vol. 2)

Samuel Taylor Coleridge (1772-1836)

The Rime of the Ancient Mariner

Kubla Khan

Dejection: An ode

Recommended books:

J. L. Lowes,

Oliver Elton,

The Road to Xanadu (1927)

A Survey of English Literature, 1780-1830, 2 vols. (1928)

G. Wilson Knight

The Starlit Dome (1941)

C. M. Bowra

The Romantic Imagination (1950)

M. H. Abrams, ed.,

Wordsworth: A Collection of Critical Essays (1972)

Aiden Dey

Romanticism

ENG 304: History of Western Ideas: From the ancient time to the Reformation

Summary of the Course at a Glance:

The course is a survey of the western ideas from their origin in the pre-Socratic time to their development in the Reformation. Students will read The Greeks and the Romans; the Pre-Socrates, Plato, Aristotle, Stoics, Epicureans; Cynics; skeptics; materialists; the Medieval World View: the Great Chain of Being. The Renaissance: Erasmus, More, Machiavelli, Montaigne

Texts:

T. Z. Lavine

A History of Philosophy from Socrates to Sartre

Jostein Gaarder

Sophie's World

Bertrand Russell

History of Western Philosophy

Recommended books:

J. Bronowski

The Western Intellectual Tradition

W. T. Stace

A Critical History of Greek Philosophy

ENG 305: Literary History of England

Summary of the Course at a Glance:

The course is designed to give a thorough study on the history of England from Chaucer to Milton.

Contents to be read:

Chaucer's England: The Middle Ages

Stuart and Tudor England: Shakespeare's England

Cromwell's Revolution: Milton's England

Recommended books:

L. Norton

G. M. Trevelyan

L. Mukharjee

A People's History of England

Social History of England

A Study of English History

ENG 401: American Literature: Colonial Period

Summary of the Course at a Glance:

This course studies the early American Literature from 1620-1820. Major themes: the Puritan Experiment: the Plymouth Plantation; the Great Awakening; the American Crisis; the Pursuit of Happiness.

Texts:

John Winthrop (1588-1649)	A Model of Christian Charity
William Bradford (1590-1657)	<i>Of Plymouth Plantation</i> (Bk. 1; Chap. IX)
Anne Bradstreet (c. 1612-1672)	The Flesh and the Spirit
Cotton Mather (1663-1728)	The Trial of Martha Carries
Jonathan Edwards (1703-1758)	Sinners in the Hands of an Angry God
Benjamin Franklin (1706-1790)	Information to Those Who Would Remove to America
J. Hector St. John Crèvecoeur	What is an American
Thomas Jefferson	The Declaration of Independence

[The text for all the above pieces is *The Norton Anthology of American Literature* (3rd edition, Vol. 1)]

Recommended books:

Perry Miller	- <i>The New England Mind: The Seventeenth Century</i> (1939)
	- <i>The New England Mind: From Colony to Province</i> (1953)
	- <i>Errand in the Wilderness</i> (1956)

ENG 402: The Later Romantic Poets

Summary of the Course at a Glance:

Reading Romantic Poetry introduces the major themes and preoccupations, and the key poems and players of a period convulsed by revolution, prolonged warfare and political crisis. Provides a clear, lively introduction to Romantic Poetry, backed by academic research and marked by its accessibility to students with little prior experience of poetry introduces many of the major topics of the age, from politics to publishing. The revolutionary zeal of Shelley and Byron in their poetry is a very important phenomenon of this age and the individual struggle, sadness and aestheticism of John Keats can be better comprehended by this course.

Texts:

George Gordon Lord Byron (1788-1824)	<i>Don Juan</i> , Cantos 1 and 2
Percy Bysshe Shelley (1792-1822)	<i>Ode to the West Wind</i>
	<i>Ode to the Skylark</i>
	<i>Adonais</i>
John Keats (1795-1821)	Odes (As in Norton, vol. 2., 1993)

Recommended books:

E. E. Bostetter, ed.	<i>Twentieth Century Interpretations of "Don Juan"</i> (1969)
Harold Bloom	<i>Shelley's Mythmaking</i> (1969)
Helen Vendler	<i>The Odes of John Keats</i> (1983)
C. M. Bowra	<i>The Romantic Imagination</i>

ENG 403: Shakespeare: Tragedies and Histories

Summary of the Course at a Glance:

Major thrust of the course will be to demonstrate Shakespeare's tragic notions as having been developed from a historical sense about the monarchy in England. Major themes: the cosmic dance; the Great Chain of Being; the demi-God concept; the king's two bodies; de casibus tragedy; commodity concept; doctrine of Nature; the rule of primogeniture; the morality and miracle influence; order and misrule, etc.

Texts:

*Henry IV, Hamlet, Othello, King Lear, Macbeth
Antony and Cleopatra*

Recommended books:

A. C. Bradley	<i>Shakespearean Tragedy</i> (1904)
E. M. W. Tillyard	<i>Shakespeare's History Plays</i> (1944)
Stephen Greenblatt,	<i>Renaissance Self-Fashioning: More to Shakespeare</i> (1980)
R. A. Foakes,	<i>Illustrations of the English Stage, 1580-1642</i> (1985)
Stephen Orgel,	<i>The Illusion of Power: Political Theater in the English Renaissance</i> (1975)
Wolfgang Clemen,	<i>The Development of Shakespeare's Imagery</i> (1951)
Jonathan Dollimore and	<i>Political Shakespeare: Essays in Cultural</i>
Alan Sinfield, eds	<i>Materialism</i> (1994)
John Drakakis,	<i>Alternative Shakespeares</i> (1985)

ENG 404: History of Western Ideas: From Reformation to the 19th Century

Summary of the Course at a Glance:

This course has been designed to give the students an intensive idea on the major thinkers and movements of the western world ranging from Copernicus to Nietzsche.

Contents to be read:

The Rise of Modern Science; Copernicus, Galileo, Newton, Smith, Malthus, Rousseau, Kant.
Romanticism and French Revolution Mary Wollstonecraft and the birth of Feminism 19th
Century Thought: Hegel, Marx and Socialism Utilitarianism Darwin and the Theory of
Evolution Positivism: Comte, Schopenhauer, Kierkegaard, Nietzsche.

Recommended texts:

Jostein Gaarder (1991)	<i>Sophie's World</i>
Bertrand Russell	<i>History of Western Philosophy</i>
J. Bronowski	<i>The Western Intellectual Tradition</i>

ENG 405: English History: From Glorious Revolution to Second World war

Summary of the Course at a Glance:

The course is designed to give the necessary historical input to the students for understanding the socio-literary perspective of the times from the Augustan Age to the Second World War.

The periods to be taught:

The Glorious Revolution: Neo-Classical England

The Victorian Age

Twentieth Century England up to the Second World War

Recommended Books:

C. D. M. Kettleby

A History of Modern Times

ENG 501: Victorian Poetry

Summary of the Course at a Glance:

This course examines the major themes of Victorian poetry from Tennyson to Rossetti. Tennyson's conflict between faith and doubt (the correspondence between Tennyson and Darwin regarding the Christian faith will be discussed), Browning's concept of art, and Arnold's view that 'poetry is the criticism of life' will be in focus.

Texts:

Alfred Lord Tennyson (1809-1892):

The Lotos-Eaters

Tithonus

Oenone

The Palace of Art

In Memoriam

Edward Fitzgerald (1809-1883)

The Rubaiyat of Omar Khayyam

Robert Browning (1812-1889)

Porphyria's Lover

Fra Lippo Lippi

Andrea del Sarto

A Grammarian's Funeral

Matthew Arnold (1822-1888)

The Scholar Gypsy

Dover Beach

Thyrsis

Algernon Charles Swinburne (1837-1909)

Atalanta in Calydon

Christina Rossetti (1830-1894)

Selections (from Norton)

Recommended books:

A. Dwight Culler

The Poetry of Tennyson (1977)

Robert Lanbauum

The Poetry of Experience

Harold Bloom

The Ringers in the Tower (1971)

William E. Buckler

The Victorian Imagination (1980)

ENG 502: Victorian Fiction

Summary of the Course at a Glance:

Reading classical Victorian novels, with emphasis on some aspects of the Victorian society, clash between high moral sense and an inexorable reality, success ethic, role of fate, Gothic imagination, and position of women in society will help students enhancing their perception of Victorian novels that sets forth for new dynamic age of modern prose writing. The master writers like Dickens, Bronte, Eliot and Hardy will make students developing an acumen for appreciating great novels of this age.

Texts:

Charles Dickens (1812-1870)	<i>Great Expectations/A Tale of Two Cities</i>
Emily Bronte (1818-1848)	<i>Wuthering Heights</i>
George Eliot (1819-1880)	<i>Silas Marner</i>
Thomas Hardy (1840-1928)	<i>The Return of the Native</i>

Recommended books:

Albert C. Baugh, ed.,	<i>Literary History of England, Book IV: The Nineteenth Century and after (1789-1939)</i>
Ian Watt	<i>The Rise of the Novel</i>
J. Hillis Miller	<i>The Form of Victorian Fiction (1968)</i>
Donald Stone	<i>The Romantic Impulse in Victorian Fiction (1980)</i>
Barbara Hardy	<i>An Appropriate Form</i>

ENG 503: New Literatures in English

Summary of the Course at a Glance:

This course examines the English writings, particularly fiction, in the erstwhile colonies of the British Empire, like India; discusses Colonial, Post-colonial and International English Literature. The emphasis is on an understanding of the growth and development of 'English' as a substitute for the vernacular. Also discusses Diasporas and multiculturalism.

Texts:

R. K. Narayan(1906-2001)	<i>The Guide</i>
Patrick White (1912-1990)	<i>Voss</i>
Derek Walcott (1930-)	'A Far Cry from Africa' in <i>In Green Night</i>
Chinua Achebe (1930-)	<i>Things Fall Apart</i>
V. S. Naipaul (1932-)	<i>A House for Mr Biswas</i>
J.M.Coetzee (1940-)	<i>Life and Times of Michael K</i>
Kaiser H. Haq (1950-)	<i>Contemporary Indian Poetry</i>

Recommended Books:

Bruce King, ed.,	<i>New National and Post-colonial Literatures: An Introduction (1996)</i>
Harish Tridevi	<i>Colonial Transactions: English literature and India (1993)</i>
Aijaz Ahmad	<i>In Theory: Classes, Nations, Literatures (1992)</i>
Gareth Griffiths and Helen Tiffin, eds.,	<i>The Empire Writes Back: Theory and Practice in Post-colonial Literatures (1989)</i>
Stephen Greenblatt and Giles Gunn, eds.,	<i>Redrawing the Boundaries: The Transformation of</i>

ENG 504: Shakespeare: Comedies and Sonnets

Summary of the Course at a Glance:

An in depth study of Shakespeare's comedies and sonnets, the course highlights the assimilating qualities in the master dramatist of pure comic delight and ironic tragic impulses.

Texts:

A Midsummer Night's Dream, As You Like It, Measure for Measure, The Tempest, Sonnets

Recommended books:

W. W. Lawrence

Shakespeare's Problem Comedies (1931)

M. C. Bradbrook

The Growth and Structure of Elizabethan Comedy (1955)

Stephen Booth

An Essay on Shakespeare's Sonnets (1969)

Rosalie Colie

Shakespeare's Living Art (1974)

ENG 505: History of Western Ideas: Development of Modern Thoughts

Summary of the Course at a Glance:

Designed to give the students a thorough knowledge about the growth and development of the intellectual and philosophical trends in the Western Europe.

Contents to be read:

The Rise of Modern Philosophy: Descartes, Hobbes, Spinoza, Leibniz, and Locke

20th- Century Thought: Bergson and Creative Evolution, Pragmatism, Modern Analytical Philosophy and the Scientific World-View, Modern Psychology (Freud, Jung, Lacan and Psychoanalysis, Behaviourism, Gestalt Psychology), Existentialism

Texts:

J. N. Sinha

Introduction to Philosophy

Jostein Gaarder(1991)

Sophie's World

Samuel Enoch Stumpf

Socrates to Sartre: A History of Philosophy

(Selections From The Norton Anthology: Theory and Criticism)

ENG 601: The Restoration & the Eighteenth Century Literature: Poetry and Drama

Summary of the Course at a Glance:

Examines the context of the neo-classical poetry and drama, assesses the evolution of English wit and humor, and the mock-epic strain.

Texts:

John Dryden (1631-1700)	<i>Mac Flecknoe</i>
Alexander Pope (1688-1744)	<i>The Rape of the Lock</i>
William Congreve (1670-1729)	<i>The Way of the World</i>
Oliver Goldsmith (1730-1774)	<i>She Stoops to Conquer</i>
Richard Brinsley Sheridan (1751-1816)	<i>The Rivals</i>

Recommended Books:

T. S. Eliot (1932)	<i>John Dryden the Poet, the Dramatist, and the Critic</i>
T. H. Fujimura	<i>The Restoration Comedy of Wit</i> (1952)
Maynard Mack	<i>Essential Articles for the Study of Alexander Pope</i> (1964)
A. C. Baugh, ed.,	<i>A Literary History of England, rev.</i> (1967)
Scott McMillin, ed.,	<i>Restoration and Eighteenth-Century Comedy</i> (1973)

ENG 602: The Restoration and the Eighteenth Century Literature: Prose

Summary of the Course at a Glance:

This course offers a survey of the fictional and non-fictional prose and examines the major directions in the development of the novel later to mature in the 19th Century. Through this course the students will understand how a new vive has been instilled in the language of Eighteenth Century and how their technique sets apart from Classicists like Dickens and Hardy. The students will also be introduced with the travelogues through Defoe and Swift. The Coverley Papers, on the other hand, introduces with a completely different prose style, more suitable for newspaper.

Texts:

Daniel Defoe (1662-1731)	<i>Robinson Crusoe</i>
Jane Austen (1775-1817)	<i>Pride and Prejudice</i>
John Bunyan (1628-1688)	<i>The Pilgrim's Progress</i>
Jonathan Swift (1667-1745)	<i>Gulliver's Travels</i>
Joseph Addison (1672-1719) and Sir Richard Steele (1672-1721)	<i>The Coverley Papers</i>

Recommended books:

A. C. Baugh, ed.,	<i>A Literary History of England</i> (1967)
N. H. Keeble, ed., (1988)	<i>John Bunyan: Conventicle and Parnasus</i>
Maximilian Novak	<i>Defoe and the Nature of Man</i> (1963)
Arthur Case	<i>Four Essays on Gulliver's Travels</i> (1964)
Edward Said	<i>The World, the Text, and the Critic</i> (1983)

ENG 603: English for Professional Purposes

Summary of the Course at a Glance:

Designed to teach business English, correspondence, note taking, report writing, making applications, preparing C.V., translating, editing, developing press copies, etc.

Texts:

Shirley Taylor	<i>Model Business Letters and other Business Documents</i>
Rajendra Pal & J. S. Korlatialli	<i>Essentials of Business Communication</i>
Frederick Crews	<i>The Random House Hand Book</i>
R. C. Sharma and Krishna Mohan	<i>Business Correspondence and Report Writing</i>

ENG 604: Short Fiction

Summary of the Course at a Glance:

The course offers reading of a selection of 30 short fictions written by renowned authors of different languages of the world. Some of the selected stories are written in English while others are translated into English.

Texts:

Alexander Pushkin (1799-1837)	The Stationmaster
Nikolai Gogol (1809-1852)	The Overcoat
Edgar Allan Poe (1809-1849)	The Tell-Tale Heart
Guy de Maupassant (1850-1893)	Old Mother Savage
Anton Chekhov (1860-1904)	The Lady with the Pet Dog
Rabindranath Tagore (1861-1941)	Profit and Loss
Franz Kafka (1883-1924)	A Hunger Artist
D. H. Lawrence (1885-1930)	The Rocking-Horse Winner
Ernest Hemingway (1898-1961)	A Clean, Well-Lighted Place
Nadine Gordimer (1923-)	The Defeated
Doris Lessing (1919-)	The Catch

[The above stories can be read from the following anthologies, along with comments on the elements of short fiction]

Recommended Books

X. J. Kennedy, ed.,	<i>Literature: An Introduction to Fiction, Poetry, and Drama</i> (1983)
Douglas Hunt, ed.,	<i>The Riverside Anthology of Literature</i> (1988)
	<i>The Norton Anthology of Short Fiction</i> (1978)

ENG 605: American Literature: 19th Century

Summary of the Course at a Glance:

This course offers a complete survey of the 19th Century American Literature with emphasis on the imaginative and intellectual framework that gives American Literature a distinct identity.

Texts:

James Fenimore Cooper (1781-1851)	<i>The Pioneer</i>
Ralph Waldo Emerson (1803-1882)	Self-Reliance
Nathaniel Hawthorne (1804-1864)	<i>The Scarlet Letter</i>
Edgar Allan Poe (1809-1849)	Selections (from Norton, 3 rd edition)
Henry David Thoreau (1817-1862)	<i>Walden</i> (the chapter "Economy")
Herman Melville (1819-1891)	<i>Moby-Dick</i>
Walt Whitman (1819-1892)	Song of Myself
Emily Dickinson (1830-1886)	Selections (from Norton, 3 rd edition)

Recommended Books:

F.O. Matthiessen	<i>American Renaissance: Art and Expression in the age of Emerson and Whitman</i>
Henry Nash Smith	<i>Virgin Land</i>
R.W.B. Lewis	<i>The American Adam</i>
Leo Marx	<i>The Machine in the Garden</i>
Richard Chase	<i>The Novel and Its Tradition</i>
D.H. Lawrence	<i>Studies in Classic American Literature</i>

ENG 701: Sixteenth and Seventeenth Century English Literature - Part I

Summary of the Course at a Glance:

This course examines the early growth of several genres in English Literature from the post-Chaucer period to the Jacobean Age. Shakespeare is excluded from this course, as there are separate courses on him.

Texts:

Edmund Spenser (1552-1599) Norton)	<i>The Faerie Queene</i> , Bk. 1, Cantos 1 & 2 (as in Norton)
Thomas Kyd (1558-94)	<i>The Spanish Tragedy</i>
Christopher Marlowe (1564-1593)	<i>The Tragical History of Dr. Faustus</i>
Ben Jonson (1572-1637)	<i>Volpone</i>
John Webster (1580-1625)	<i>The Duchess of Malfi</i>

Recommended books:

C. S. Lewis	<i>The Allegory of Love</i> (1936)
C. L. Barber	<i>Creating Elizabethan Tragedy: the Theatre of Marlowe and Kyd</i> (1988)
Robert N. Watson	<i>Ben Jonson's Parodic Strategy</i> (1987)
Gunnar Buckland	<i>The Duchess of Malfi</i> (1962)

ENG 702: Introduction to English Literary Theory

Summary of the Course at a Glance:

The course introduces English critical thinking from the Elizabethan time to the early 20th Century. Emphasizes various concepts about drama and poetry as evolved from Aristotle and then the Englishness they achieve.

Text:

Sir Philip Sidney (1554-1586)	An Apology for Poetry
John Dryden (1631-1700)	Of Dramatic Poesy
Samuel Johnson (1709-1784)	Preface to Shakespeare
William Wordsworth (1770-1850)	Preface to the <i>Lyrical Ballads</i>
Samuel Taylor Coleridge (1772-1836)	<i>Biographia Literaria</i> (Chapters: XIII, XIV, XV and XVIII)
Matthew Arnold (1822-1888)	The Function of Criticism
T. S. Eliot (1888-1965)	Tradition and the Individual Talent The Metaphysical Poets

Recommended Books:

Ren`e Wellek & Austin Warren	<i>Theory of Literature</i> (1942)
Ren`e Wellek	<i>A History of Modern Criticism (1750-1950)</i> , vol. 1 (1955)
W. K. Wimsatt and Cleanth Brooks	<i>Literary Criticism: A Short History</i> (1957)
David Daiches	<i>Critical Approaches to Literature</i> (1981)

ENG 703: A History of the Theatre

Summary of the Course at a Glance:

Emphasis is given on the knowledge of the stage history from the ancient time to the modern. Learning about physical stage conditions as well as the stage as a metaphor. Major aspects: evolution of the stage; acting conventions; authority concerns; authorial emendations; costumes and props. The course mainly emphasizes knowing about the English stage – from its origin to the modern day.

Texts:

Cleanth Brooks and Robert B. Heilman,	<i>Understanding Drama</i> (1945)
Oscar G. Brockett	<i>The Theatre: an Introduction</i> (1964)

Recommended Books:

Allardyce Nicoll	<i>British Drama</i> (1962)
Leslie Irene Coger & Melvin R. White	<i>Readers Theatre Handbook: A Dramatic Approach to Literature</i> (1967)
Richard Larcroft	<i>The Development of the English Playhouse</i> (1973)
Kenneth M. Cameron & Theodore J. C. Hoffman	<i>A Guide to Theatre Study</i> (1974)
Richard Courtney	<i>Outline History of British Drama</i> (1982)

ENG 704: Late Sixteenth and Early Seventeenth Century Literature

Summary of the Course at a Glance:

A survey of English poetry of late Sixteenth and early-Seventeenth Century, this course closely examines the metaphysical thought-structure and the image-cluster expressed through the poetry of the time. Milton's grand style and Bacon's axiomatic prose are also studied.

Texts:

Francis Bacon (1561-1626)

Essays

John Milton (1608-1674)

Paradise Lost (Bks. I, II, IX and X)

The Metaphysical Poets:

John Donne (1570-1631) George Herbert (1593-1633)

Andrew Marvell (1621-1678) Henry Vaughan (1621-1695)

[The text for the study of metaphysical poetry is *The Metaphysical Poetry*, ed., Sir Herbert Grierson]

Recommended Books:

Cleanth Brooks

The Well Wrought Urn (1947)

J. B. Leishman

The Monarch of Wit (1951)

The Art of Marvell's Poetry (1966)

J. H. Summers

George Herbert: His Religion and Art (1954)

William Empson

Paradise Lost (1965)

Brian Vickers

Francis Bacon and Renaissance Prose (1968)

A. J. Smith

John Donne: The Critical Heritage (1975)

Noel K. Thomas

Henry Vaughan, Poet of Revelation (1986)

1.

ENG 705: Old and Middle English Literature (In modern English)

Summary of the Course at a Glance:

Designed to provide an intensive study on Chaucer and the literature before him. The texts will be taught in modern English, though a parallel reading of them in the original will not be discouraged. The variations of the themes will be in focus, such as the heroic strain, the lyricism, Chaucerian humor, and the religious vein.

Texts:

Geoffrey Chaucer (1343-1400)

Beowulf, Sir Orfeo

Prologue to *The Canterbury Tales*

1. *The Nun's Priest's Tale*

Kenneth Sisam, ed.

Fourteenth Century Verse and Prose

Recommended Books:

J. R. R. Tolkien's Gollancz

Lectures: Beowulf, the Monsters and the Critics (1937)

A. K. Moore

The Secular Lyric in Middle English Literature (1951)

R. W. Chambers

Beowulf: An Introduction to the Study of the Poem, with a supplement by C. L. Wrenn (1959)

R. J. Schoeck and J. Taylor

Chaucer: Modern Essays in Criticism (1960)

C. J. Owen, ed.,

Discussions of the Canterbury Tales (1961)

J. A. W. Bennett

Essays on Malory (1963)

Rosemary Woods

The English Religious Lyrics in the Middle Ages (1968)

DELL 801: Modern Literary Theory

Summary of the Course at a Glance:

Modern literary criticism is often informed by literary theory, which is the philosophical discussion of its methods and goals. Though the two activities are closely related, literary critics are not always, and have not always been, theorists. This course is a survey of the methods and terms of recent critical theory. The study areas include new criticism, structuralism, deconstruction, post structuralism, psychoanalysis, feminism, Marxism, post-colonial theory, new historicism, and cultural studies.

Recommended Books:

Peter Barry	<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> (1995)
Philip Rice & Patricia Waugh, eds.	<i>Modern Literary Theory</i> (1989)
Wilfred L. Guerin, et al.	<i>A Handbook of Critical Approaches to Literature</i>
Terry Eagleton	<i>Literary Theory: An Introduction</i>
Jeremy Hawthorn	<i>A Glossary of Contemporary Literary Theory</i>

DELL 802: Early 20th Century English Literature

Summary of the Course at a Glance:

The early part of the twentieth century saw massive changes in the everyday life of people in cities. The recent inventions of the automobile, airplane, and telephone shrank distances around the world and sped up the pace of life. Freud's theory of the unconscious and infantile sexuality radically altered the popular understanding of the mind and identity, 20th Century, a period dominated by two Nobel Laureate poets in English. Emphasis is put on seeing the British Empire undergoing a revision of its attitude toward its colonies.

Texts:

W. B. Yeats (1865-1939)	Selected poems
E. M. Forster (1879-1970)	<i>A Passage to India</i>
James Joyce (1882-1941)	<i>A Portrait of the Artist as a Young Man</i>
D. H. Lawrence (1885-1930)	<i>Sons and Lovers</i>
T. S. Eliot (1888-1965)	<i>The Waste Land</i> and selected poems
W. H. Auden (1907-1973)	Selected poems

Recommended Books:

Helen Gardner	<i>The Art of T. S. Eliot</i> (1948)
Leonard Unger, ed.,	<i>T. S. Eliot, a Selected Critique</i> (1948)
Mark Spilka	<i>The Love Ethic of D. H. Lawrence</i> (1955)
Wilfred Stone	<i>The Cave and the Mountain: A Study of E. M. Forster</i> (1966)
C. Anderson, ed.,	<i>A Portrait of the Artist as a Young Man</i> (The Viking Critical Edition, 1968)
John Fuller	<i>A Reader's Guide to W. H. Auden</i> (1970)
Richard Finneran	<i>Critical Essays on W. B. Yeats</i> (1987)

ENG 803: American Literature: 20th Century

Summary of the Course at a Glance:

This course is a survey of major literary figures of the U.S. in the 20th Century. Major thematic variants include New England environment; the American Dream; the Black protest and the Civil Rights Movement; the Jewish cult; and the modern hero. The diversity in the materials will introduce the students with modern prose style evolved in 20th Century American Literature and a more dynamic poetic style of later Great American poets.

Texts:

Edwin Arlington Robinson (1869-1935)	Selected poems	(as in Norton)
Robert Frost (1874-1963)	Selected poems	“
Wallace Stevens (1879-1955)	Selected Poems	“
William Carlos Williams (1883-1963)	Selected poems	“
F. Scott Fitzgerald (1896-1940)	<i>The Great Gatsby</i>	
Ernest Hemingway (1899-1961)	<i>A Farewell to Arms</i>	
Richard Wright (1908-1960)	<i>Native Son</i>	
Saul Bellow (1915 -)	<i>Seize the Day</i>	
Arthur Miller (1915 -)	<i>Death of a Salesman</i>	

Recommended Books:

Irving Malin, ed.	<i>Saul Bellow and the Critics</i> (1967)
Gerald Weales, ed.	<i>Death of a Salesman: Text and Criticism</i> (1967)
Francis Murphy	<i>Edwin Arlington Robinson: A Collection of Critical Essays</i> (1970)
James E. Breslin	<i>William Carlos Williams: An American Artist</i> (1970)
Richard Poirier	<i>Robert Frost, The Work of Knowing</i> (1977)
Yoshinobu Hakutani	<i>Critical Essays on Richard Wright</i> (1982)
Albert Gelpi	<i>Wallace Stevens: The Poetics of Modernism</i> (1985)
Matthew J. Bruccoli	<i>New Essays on “The Great Gatsby”</i> (1985)

ENG 804: Social Contexts and Functions of Writing

Summary of the Course at a Glance:

This course seeks to provide an overview of the various kinds of writings in response to social and political developments in the past fifty years. The course material concentrates on a wide range of selections from America, England, India, Pakistan and Bangladesh. The course having studied, the students will be conversant with the international English Literature in the post-colonial context.

Texts:

Nirad C. Chowdhuri	<i>The Autobiography of An Unknown Indian</i> (1951)
V. S. Naipaul	<i>The Mimic Men</i> (1967)
Zulfikar Ghose	<i>The Murder of Aziz Khan</i> (1967)
Anita Desai	<i>Clear Light of Day</i> (1980)
Jhumpa Lahiri	<i>The Namesake</i> (2003)
Kaiser Haq	Selections

Recommended Books:

Frederic Jameson & Edward Said	<i>Nationalism, Colonialism and Literature</i> (1990)
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ENG 805: Fundamentals of Linguistics

Summary of the Course at a Glance:

Fundamentals of Linguistics introduces a critical introduction to the major issues in a subfield of linguistics, including morphology, semantics, and syntax. To have the basic knowledge of linguistics, this course will be very helpful and productive.

- A. Definition and characteristics of Language, Historical, Descriptive (Synchronic and Diachronic study of Language) and Comparative Linguistics, Areas of Linguistic Study: Phonetics and Phonology, Morphology, Syntax and Semantics, Discourse and Text Analysis.
- B. Major concepts in linguistics: Syntagmatic and paradigmatic study of language; langue and parole, competence and performance, surface structure and Deep structure.
- C. Saussure, Chomsky and Halliday's contribution to Linguistics.
- D. Sociolinguistics: Varieties of Language
- E. Psycholinguistics: Theories of Language learning, neurolinguistics.

Recommended Books:

John Lyons	<i>Language and Linguistic: An Introduction</i>
Cook, V.J	<i>Second Language Learning and Language Teaching.</i> (1991)
Coulthard, M.	<i>An Introduction to Discourse Analysis</i> (1985)
Larsen- Freeman and M.H.Long	<i>An Introduction to Second Language Acquisition Research.</i> (1991)
Rod Ellis	<i>Second Language Acquisition</i>
Steven McDonough	<i>Applied Linguistics In language Education</i>
Mark Aronof & Kristen Fudeman	<i>Longman Dictionary of Linguistics</i>
Eva M. Fernandez, Helen Smith Cairns	<i>What is Morphology?</i>
Paul H. Portner	<i>Fundamentals of Psycholinguistics</i>
	<i>What is Meaning?: Fundamentals of Formal Semantics</i>
Janet Holmes & Kirk Hazen (Edited)	<i>Research Methods in Sociolinguistics: A Practical Guide</i>