

**OBJECTIVES :** To enable the students to

- become familiar with plays of William Shakespeare and the poems of the other writers of the Elizabethan and Miltonic Age.
- respond to various literary works with knowledge of socio-cultural background.
- Do extended reading of the poems of the same period for purpose of comparative study and for deepening their knowledge of the prescribed authors.

**COURSE:**

**I. POETRY:**

- |                                      |   |  |
|--------------------------------------|---|--|
| 1. Christopher Marlowe (1564-1593)   | - | 1. Dr. Faustus ( Act V.Sc iii Lines 66-131)  |
| 2. William Shakespeare (1564 – 1616) | - | 2. Sonnet 116  |
| 3. John Donne (1572 – 1631)          | - | 3. Holy Sonnet X   |
|                                      | - | 4. The Good Morrow   |
| 4. George Herbert (1593-1633)        | - | 5. Peace   |
| 5. Andrew Marvell (1621 – 1678)      | - | 6. To his Coy Mistress   |
| 6. John Milton (1608 – 1674)         | - | 7. Sonnet XXIII  |
|                                      |   | 8. Paradise Lost (Book IX Lines 549-612)<br>(Eve's surprise at the serpent's Ability to speak) |
|                                      |   | 9. Paradise Lost (Book I Lines 209-272)<br>(Satan's Speech)                                    |

- II. DRAMA :** a. Detailed Study : Romeo and Juliet William Shakespeare  
 b. Non-detailed Study : The Tempest William Shakespeare

**III. METHODOLOGY :**

- POETRY :** 1. In the first stage poems are read out so as to elicit answers from the students.  
 2. In the second stage, poems are studied in detail to learn the deeper meaning to the poems.

- DRAMA :** 1. Romeo and Juliet will be studied in detail in class, eliciting answers from students.  
 2. The Tempest -students read it and discuss the text in a few classes and further Analysis by the teacher is done to enable them to understand it better.

**REFERENCES :**

1. Long, William J.(1978) English Literature – Its History and its Significance. Kalyani Publishers, New Delhi.
2. Bradley, A.C.(1905). Shakespearean Tragedy. Macmillan Publishers Ltd., London.
3. Phillips, Aune 1966. Milton's Minor Poems, London University, Tutorial Press Ltd.
4. Distor, P.E. and Distor, Homal P, 1963, The Poet's Pen, Oxford University Press, London.
5. Stein, Arnold 1962 , John Donne's Lyrics University of Minnesota Press, Minneapolis, Oxford University Press, Great Britain.
6. Granville – Barker Harley 1963 . Prefaces to Shakespeare Volume IV. Princeton University Press, USA.

**OBJECTIVES :** To enable the students to –

1. become acquainted with Neoclassical and Romantic Age through representative selections.
2. familiarize them with the important movements like the French Revolution and Industrial Revolution and its impact on poets.
3. sensitize the students to the literary texts of Neoclassical and Romantic Age.
4. appreciate and enjoy the works prescribed in terms of ideas, language, love for nature etc.

**COURSE :**

**POETRY :**

- |  |                                     |
|--|-------------------------------------|
| 1. Absalom and Achitophel (Lines 533-568)  | - John Dryden (1631 – 1700)         |
| 2. Essay on Man : Epistle II Lines. 1 – 18 | - Alexander Pope (1688 – 1744)      |
| 3. Hymn to Adversity                       | - Thomas Gray ( 1716 – 1771)        |
| 4. Ode to Evening                          | - Williams Collins (1721 – 1759)    |
| 5. Chimney Sweepers                        | - William Blake (1757 – 1827)       |
| 6. Composed on Westminster Bridge          | - William Wordsworth (1770 – 1850)  |
| 7. The Pains of Sleep                      | - S. Taylor Coleridge (1772 – 1834) |
| 8. To a Skylark                            | - P.B. Shelley (1790 – 1821)        |
| 9. Ode to a Nightingale                    | - John Keats (1795 – 1821)          |

**PROSE :**

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. Mischiefs of Party Spirit. | - Joseph Addison (1672 – 1719)   |
| 2. On Ghosts and Apparitions  | - Joseph Addison (1672 – 1719)   |
| 3. Spectator Club             | - Richard Steele ( 1672 – 1729)  |
| 4. Rural Manners              | - Richard Steele (1672 – 1729)   |
| 5. English Pride              | - Oliver Goldsmith (1728 – 1774) |
| 6. Dream Children: A Reverie  | - Charles Lamb (1775 – 1834)     |
| 7. My Relations               | - Charles Lamb (1775 – 1834)     |
| 8. The Indian Jugglers        | - William Hazlitt (1778 – 1830)  |

**FICTION :**

Jane Austen : Pride and Prejudice

**METHODOLOGY**

**POETRY :**

1. In the first stage, the impact of the French Revolution and Industrial Revolution on literature is discussed in class.
2. In the second stage , each poem is read out in class and studied in detail to enable the students to appreciate the poems with a few leading questions.

**PROSE :**

1. Prose Writings – Periodical Essays
2. Essays are either read in class or done in detail with a few leading questions .

**FICTION :**

1. An introduction is given to Jane Austen, the period in which she wrote and the characteristic features of her novels.
2. The students are asked to read a few chapters for every class and the chapters are discussed in class.

**REFERENCES :**

1. Long, William, J.(1978) English Literature : Its History and Its significance, Kalyani Publishers, New Delhi .
2. Lobban J.H (1910) Goldsmith – Selected Essays, Cambridge University Press London.
3. Lockitt C.H (1949) the Art of the Essayist, Orient Longman Ltd.
4. Manuel. M (1972) English Prose and Poetry, Macmillan ISSD Press, Madras.
5. David Green (1974) the Winged Word, Macmillan India Ltd, Madras.
6. Cleanth Brooks, John Thibaut Purser, Robert Penn Warren (1975) an Approach to Literature, Prentice Hall Inc, New Jersey.
7. Milford H.S. (1928) The Oxford Book of English Romantic Verse, The University Press, Oxford , London.

**OBJECTIVES :** To enable the students to

1. study the changes and additions in the English language since language is not static.
2. understand the past and contemporary literary texts – especially now-a-days when close reading of the texts is called for.
3. study linguistics for help in proper articulation through the study of phonetics, transcription and scansion.
4. provide skills necessary for those training to be teachers of English either at the primary or at the secondary level.

**COURSE:**

**1. INTRODUCTION:**

- What is Language?
- The characteristic features of language.

**2. Origin of Language – Theories**

- The bow-wow theory.
- The ding-dong theory.
- The pooh-pooh theory
- The gesture theory

**3. The Descent of the English Language.**

- The Indo-European family of language
- The place of English in the family of languages
- The important Germanic features
  - a. the series of sound changes – the first sound shift or Germanic consonant shift or Grimms Law and Verner's law.
  - b. the Verbal system
  - c. the Teutonic accent.

**4. The Old English (Anglo – Saxon) Period 600-1100**

- History – the invasion by the Angles, Saxons and Jutes
- Dialects and reasons for the supremacy of the West Saxon dialect
- Characteristic features of Old English
  - Celtic
  - Latin
  - Norse or Danish (Scandinavian)
- Gradation
- Mutation
- Grammar

**5. The Middle English Period – 1100 - 1500**

- History – the invasion by the Norman French
- Dialects and reasons for the supremacy of the East Midland dialect
- Influences of Norman French
- Medieval scholarship and learning
- Science of Astrology
- Crusades
- Chaucer
- Use of Surnames
- Changes in Pronunciation
- Spelling And Additions to the vocabulary

**6. The Renaissance and After**

- History – Renaissance and Reformation
- Translation of the Bible and its influence
- Inkhorn terms
- Influences –
  - Spenser
  - Shakespeare
  - Milton
  - Printing Press
- Vocabulary
- Pronunciation
- Spelling – Johnson’s dictionary
- Grammatical changes

**7. The Evolution of Standard English .****8. The Growth of vocabulary – Word Creation Methods.**

- By Imitation or Onomatopoeia
- An Older word is given a new significance or its meaning is extended
- A word which is normally one part of speech is used as another.
- By the addition of suffixes or prefixes
- By Abbreviation
- By Syncope
- By Telescoping
- By Metanalysis
- Portmanteau words
- Words manufactured from Initials
- Back – Formation
- Corruption or Misunderstanding
- False Etymology
- Slang terms, with the lapse of time, come to be accepted into the literary vocabulary as ‘good English’.
- Words derived from Proper and Personal Names.
- Two other words are combined
- Conscious and Deliberate coinages
- Words taken direct from foreign languages
- Freak formations.

**9. Change of Meaning :**

- Generalisation
- Specialisation
- Extension or Transference followed by differentiation of Meaning.
- Association of ideas
- Polarisation or Colouring
- Loss of Distinctive Colouring
- Metaphorical Application
- Euphemism
- Prudery
- Reversal of Meaning
- Popular Misunderstanding
- Proper Names become ordinary parts of speech

**10. Slang, Cant, Jargon****11. American English****12. Differences between British English and American English****13. English as a World language – Future of English.**

**TEXT BOOK :** Wood, F.T.1964. An Outline History of the English Language – Macmillan and company Ltd., Madras

1. Potter, Simeon 1950. Our Language. Hazell Walim & Viney Ltd. Great Britain.
2. Francis, W. Nelson 1967 . The English Language, An Introduction The English University Press Ltd., London
3. Baugh, Albert C, 1968. A History of the English Language. Allied Publishers Limited, New Delhi.
4. Jespersen Otto – 1938. Growth and Structure of Language. Tenth Edition, Oxford University Press, New York.
5. Wren, C.L. 1993. The English Language. Methuen and Co. Ltd London.

## LINGUISTICS

### 1. Introduction :

- Definition and Meaning of Linguistics
- Characteristics
- Uses
- Differences between speech and writing. Truths regarding language.
- Obstacles to Linguistic analysis .

### 2. Speech Mechanism :

- a. The Air Stream Mechanisms
- b. Organs of Speech and their functions  
The speech Event – The processes involved; Language variation
- c. **Definitions :** Phoneme, Phonetics, Phonetic transcription and its uses, Morpheme, Morphology, Morphophonology, syntax, Synthetic Language and Analytical language.
- d. The syllable
- e. The classification and Description of Speech Sounds
  1. Consonants
  2. Vowels
  3. Diphthongs
- f. Phonetic Transcription and I.P.A (practice of prose passages of three or four sentences and simple dialogues for transcription ).
- g. Problems faced by the Indian speakers of English
- h. Nazalization
- i. Similitude  
Assimilation -Elision -Juncture  
Allophonic Variation

### 3. Intonation :

- Pitch
- Tune / Tone shape – Kinetic – Static
  - a. Falling tune / glide down
  - b. Rising tune / glide up
  - c. The falling – rising tune / dive

Tone groups and Tonic

- Tone groups, breath groups, sense groups
- nucleus.

### 4. Stress :

Word stress – rules

Sentence stress – Primary stress, Secondary stress.

**5. Rhythm and Accent :**

- Definition
- Content words
- Structure words
- Stress – timed Rhythm; Syllable – timed Rhythm
- Strong and weak forms

6. Interpretation of Literature through reading aloud focusing on aspects such as-*assonance*, *alliteration*, *onomatopoeia*, *enjambment* and *rhyme*.

**7. Scansion :**

- Meter
  - a. Stress, wrenched accent
  - b. foot, verse
  - c. Strong stress meter; Quantitative meter
  - d. Catalectic – truncated
  - e. Acatalectic

**METHODOLOGY :****Teaching**

- Lecture method
- Diagrammatic representation of the tables or charts
- Using over-head projector
- Using a tape-recorder to hear B.B.C Recorded dialogues
- Reading aloud by the student for practice in scansion
- Using Language Lab.

**REFERENCES :**

1. Gimson, A.C.1980. An Introduction to the Pronunciation of English – Third Edition – Edward Arnold Ltd. London.
2. Balasubramanian, T.1981. A Text Book of English Phonetics for Indian Students Macmillan Indian Limited. Madras.
3. O'Connor J.D. 1980 . Better English Pronunciation. Second Edition. Cambridge University Press, Cambridge.
4. Jones, Daniel 1997 . English Pronouncing Dictionary. Fifteenth Edition. Cambridge University Press. United Kingdom.
5. Abrams, M.H. 1971. A Glossary of Literary Terms. Third Edition. Holt, Rinehart and Winston, Inc. New York.

**OBJECTIVES:** To enable the students to

- introduce students to contemporary British Literature through representative selections.
- sensitize the students to the literary texts of Contemporary British Literature.
- facilitate the students to discover the common literary trends among the different genres of Contemporary British Literature.
- Make the students acquire a critical consciousness of Contemporary British thinking and society.

**COURSE:**

**POETRY**

<b>THOMAS HARDY (1840-1928)</b>	The Darkling Thrush
<b>WILLIAM BUTLER YEATS (1865 – 1935)</b>	A Prayer for my Daughter Leda and the Swan
<b>THOMAS STEARNS ELIOT (1888 – 1965)</b>	A Rhapsody on a Windy Night
<b>ROBERT GRAVES (1895-1985)</b>	Recalling War

**SHORT STORIES**

<b>VIRGINIA WOOLF (1882 – 1941)</b>	1. Kew Gardens'
<b>JOSEPH CONRAD (1857 – 1924)</b>	2. The Inn of Two Witches

**ONE – ACT PLAYS**

<b>LAWRENCE HOUSMEN (1865 – 1956)</b>	1. The New – Hangman
<b>ALAN ALEXANDER MILNE (1882 – 1956)</b>	2. Wurzel Flummery

**DRAMA**

<b>ARNOLD WESKER (1932)</b>	Roots
<b>FORD MADDOX FORD (1873 – 1939)</b>	<b>FICTION</b> The Good Soldier

**METHODOLOGY:**

**POETRY:**

1. In the first stage poems are read out and answer are elicited from students through simple questions.
2. In the second stage the poems are studied in detail to learn the deeper meaning of the poems.

**DRAMA:**

The play is studied in detail, eliciting answers from students in the course of reading the play. Discussions - Drama – Theme and other relevant features.

**Fiction and short stories:**

Students are asked to read the prescribed stories and be prepared for discussions in class. Assignments on certain topics of the novel are given necessary biographical details of writers are either elicited from discussion or given by the teacher

**REFERENCES:**

1. Brooks, Purser and Warren (1975) An Approach to Literature V.Ed. Prentic – Hall, Inc. Englewood Cliffs, New Jersey.
2. Lief, Leonard & Jame F.light (1969) The Modern Age, Holt, Rine Hart & Wiston, New York.
3. Thomas, D.M. (1975) Poetry in Crosslight, Longman, London, New York.
4. Thomas, C.T (1979), Twentieth Century Verse: An Anglo American Anthology, Mcmillan India, Madras.
5. Laurence, Perrine (1966) Story & Structure, IIEd. Hartcourt Brace & World, Inc. New York.
6. Cassill, R.V. (1978) The Norton Anthology of Short Fiction, WW.Norton & Co.
7. Ford Maddox, Ford. (2010). The Good Solider. Wordsworth Editions Ltd.,

**OBJECTIVES:** To enable the students to

1. Be introduced to Victorian and Modern Age through representative selections.
2. Familiarize with the important literary movements of the Victorian and Modern Age and the impact of World Wars on poets
3. Develop sensitivity to the literary texts of Victorian and Modern Age
4. Appreciate and enjoy the works prescribed in terms of ideas, languages etc.

**COURSE:**

**POETRY:**

- |                            |  |
|----------------------------|--|
| 1. How do I love Thee      | - Elizabeth Barrett Browning (1809-1861) |
| 2. Lotus Easters           | - Alfred Tennyson (1809-1892)            |
| 3. Porphyria's Lover       | - Robert Browning (1812-1889)            |
| 4. Dover Beach             | - Matthew Arnold (1822-1888)             |
| 5. The Man He killed       | - Thomas Hardy (1840-1928)               |
| 6. Binsey Poplars          | - Gerard Manley Hardy (1844-1889)        |
| 7. The Wild Swans at Coole | - W.B. Yeats (1865-1939)                 |
| 8. Everyone Sang           | - Siegfried Sassoon (1886-1967)          |
| 9. Futility                | - Wilfred Owen (1893-1918)               |

**DRAMA:**

- Pygmalion - G.B. Shaw (1856-1950)

**FICTION:**

- Wuthering Heights - Emily Bronte (1818-1848)

**METHODOLOGY:**

**POETRY:**

1. In the first stage, an introduction is given to the Victorian Age and Modern Age and the impact of World War I on the poets of the Modern Age.
2. In the second stage, each poem is read out in class and studied in detail to enable the students to appreciate the poem.

**DRAMA:**

1. Introduction to the play.
2. The play is read in class and analysed.

**FICTION:**

1. An introduction is given to Emily Bronte and her works.
2. Students are asked to read a few chapters for every class and the novel is discussed in the class.

**REFERENCES:**

1. Long, William, J. (1978) English Literature: Its History And Its Significance, Kalyani Publishers, New Delhi.
2. David, green (1974) The Winged word, Macmillan India Ltd, Madras.
3. Gardner W.H Mackenzie N.H (1970) The poems of Gerard Manely Hopkins, Oxford University, London.
4. Lucas F.L, Ridley Mr.Auden W.H. Bluden E.G, Macneice.L, Wolfe. H, Charlton. H.V.Garrod W.H, (1941) Eight Poets, Oxford University Press, London.
5. Brooks, Cleanth, Purser, John Thibaut Warren, Robert Penn (1996) An Approach to literature, Prentice Hall Inc, New Jersey.
6. Coe G.E.B. (1980) Practical English Prose and Verse, Orient Longman Ltd, Calcutta.
7. Milford H, S. (1928) The oxford Book Of English Romantic Verse, The University Press, Oxford, London.

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- facilitate the students to discover the common literary trends among the different genres of Contemporary British Literature.
- Make the students acquire a critical consciousness of Contemporary British thinking and society.

**COURSE:**

#### **POETRY**

- JOHN BETJEMAN (1906 – 1986)** - Slough  
**STEPHEN SPENDER (1909 – 1995)** - Ultimo Ratio Regum  
An Elementary School Classroom in a Slum  
**TED HUGHES (1930 – 1998)** - The Thought Fox

#### **SHORT STORIES**

- FRANK O' CONNOR (1903 – 1966)** - Guests of Nation  
**Graham Green (1904 – 1991)** - The Destructors

#### **ONE – ACT PLAYS**

- HAROLD BRIGHOUSE (1882 – 1958)** - 1. Dye – Hard  
**SAMUEL BECKETT (1906 – 1990)** - 2. Act Without Minds: A Mime for One Player

#### **DRAMA**

**OSCAR WILDE** : The Importance of Being Earnest

#### **FICTION**

**D. H. Lawrence** : Sons and Lovers

**METHODOLOGY:**

#### **POETRY:**

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#### **DRAMA:**

The play is studied in detail, eliciting answers from students in the course of reading the play. Discussions - Drama – Theme and other relevant features.

#### **Fiction and short stories:**

Students are asked to read the prescribed stories and be prepared for discussions in class. Assignments on certain topics of the novel are given necessary biographical details of writers are either elicited from discussion or given by the teacher

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1. Brooks, Purser and Warren (1975) An Approach to Literature V.Ed. Prentic – Hall, Inc. Englewood Cliffs, New Jersey.
2. Lief, Leonard & Jame F.light (1969) The Modern Age, Holt, Rine Hart & Wiston, New York.
3. Thomas, D.M. (1975) Poetry in Crosslight, Longman, London, New York.
4. Thomas, C.T (1979), Twentieth Century Verse: An Anglo American Anthology, Mcmillan India, Madras.
5. Laurence, Perrine (1966) Story & Structure, IEd. Hartcourt Brace & World, Inc. New York.
6. Cassill, R.V. (1978) The Norton Anthology of Short Fiction, WW.Norton & Co.

**OBJECTIVES:** To enable the students to

- develop an awareness of the literature of the United States through a selective study.
- appreciate and enjoy the Americanness in terms of ideas, language etc.
- familiarize the students with important literary movements of American Literature.

**COURSE:**

**POETRY (Detailed Study)**

**EMILY DICKINSON (1830 – 1886):** A Bird Came Down the Walk

**ROBERT FROST (1875-1963)** 1. After Apple Picking  
2. The Road Not Taken  
3. Design 'In White'

**SHORT STORIES**

**JOHN CHEEVER** 1. The Enormous Radio.

**FLANNERY O' CONNOR (1925-1964)** 2. The Geranium

**DRAMA**

**Tennessee Williams:** *A Street Car Named Desire* (Detailed Study)

**FICTION**

**Mark Twain** : The Adventures of Huckleberry Finn

**REFERENCES:**

1. O'Connor, Flannery (2006), The Complete stories of Flannery O' Connor. Farrar, Straus & Giroux, New York.
2. Cassil, R.V. (1978) Norton Anthology of Short Fiction, W W.Norton & Co.
3. Thomas, C.T (1979), Twentieth Century Verse: An Anglo American Anthology, Mcmillan India, Madras.
4. Dickinson, Emily (1994) selected Poems X Edition. Aarti Book Centre Educational Publishers, New Delhi.
5. Raichura, Suresh (2006), Sylvia Plath:Selected Poems IV Edition. Rama Bros. India Pvt Ltd. New Delhi.
6. Vendler, Helen (1959), Voices & Visions: The Poet in America. Tata McGraw-Hill Publishing Co. Ltd.

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**COURSE:**

**POETRY (Detailed Study)**

**EDGAR ALLAN POE (1809-1849)** 1. Ulalume

**WALT WHITMAN (1819 – 1892)** 2. Crossing Brooklyn Ferry

**EMILY DICKINSON (1830 – 1886)** 3. Felt a Funeral in My Brain  
4. Death Sets a Thing Significant

**SHORT STORIES**

**NATHANIEL HAWTHORNE (1804-1864)** 1. The Birthmark

**Edura Welty** 2. The Worn Path

**DRAMA**

**EUGENE O' NEILL (1888-1953)** Desire Under the Elms (Detailed Study)

**FICTION**

**F.SCOTT FITZGERALD (1920-1940)** The Great Gatsby

**REFERENCES:**

1. Mabbot, Ollive Thomas(1969), The Collected works of Edgar Allan Poe.
2. Cassil, R.V. (1978) Norton Anthology of Short Fiction, W W.Norton & Co.
3. Thomas, C.T (1979), Twentieth Century Verse: An Anglo American Anthology, Mcmillan India, Madras.
4. Dickinson, Emily (1994) selected Poems X Edition. Aarti Book Centre Educational Publishers, New Delhi.
5. Raichura, Suresh (2006), Sylvia Plath:Selected Poems IV Edition. Rama Bros. India Pvt Ltd. New Delhi.
6. Vendler, Helen (1959),Voices & Visions: The Poet in America. Tata McGraw-Hill Publishing Co. Ltd.
7. O'Neill, Eugene (1970) Five Plays, Penguin, New York.
8. Fitzgerald, F.Scott (2013) The Great Gatsby, Picador. USA.

**OBJECTIVES:** To enable the students to

- become familiar with the different literary forms and devices.
- apply the techniques to a given passage or a poem.

The paper is divided into 3 parts. POETRY, FICTION AND DRAMA.

Each is divided into a) Theory and b) Practical work.

### **UNIT – I : (POETRY)**

**THEORY:** What is poetry? Different types of poems (only definitions), Elements of poetry – Imagery, Content, Tone, Rhyme, Rhythm – Literary Devices used in poems – Figures of speech – Simile – metaphor – Personification – Allegory – Symbol – Alliteration – Assonance – Irony.

**PRACTICAL:** Student will be given poems and asked to analyse them with critical questions. Two poems with the same theme will be given for comparison.

### **UNIT – II : (DRAMA)**

**THEORY:** Different kinds of Drama – Tragedy – Comedy – One Act Play (only definitions) – Elements of Drama – Plot – Character – Foreshadowing – Climax – Denouement – Devices – Dramatic Irony – Soliloquies.

**PRACTICAL:** A 'Scene' from a play is given and students are asked to analyse it with critical questions.

### **UNIT – III : (FICTION & SHORT STORIES)**

**THEORY:**

I. **Types of Fiction:** Definitions only

- |   |                           |
|---|---------------------------|
| i. The Early Novels – (18 <sup>th</sup> Century Novels) | ix. Humorous              |
| ii. Picaresque Novels                                   | x. War                    |
| iii. Adventure Novels                                   | xi. Western               |
| iv. Horror, Macabre & Gothic                            | xii. Satirical            |
| v. Crime & Detection-Whodunit                           | xiii. Romance             |
| vi. Mystery   | xiv. Saga                 |
| vii. Historical   | xv. Animal                |
| viii. Spy and Espionage                                 | xvi. Psychological        |
|   | xvii. Scientific Fiction. |

**II. Techniques of Narration:**

- i. Autobiographical Method
- ii. Epistolary method
- iii. Eye of God Method
- iv. Stream of Consciousness Method
- v. Mixed method
- vi. Personal authorial Interruption
- vii. Flash Back Method.

**III. Difference between a Novel and Short Story:****IV. Elements of Novel:**

- i. Plot
- ii. Setting
- iii. Dramatis Personae
- iv. Dialogue
- v. Criticism of Life.

**PRACTICAL:** A passage from a novel is given and students are asked to analyse it for character analysis, language and narrative technique etc.

**REFERENCES:**

1. Prasad B. 1967, Background to the study of English Literature. Macmillan India Ltd.
2. Hudson, Henry William. 1979. An introduction to the Study of Literature. Ninth Edition, New Delhi.
3. Abrams, M.H. 1971. A Glossary of Literary Terms. Third Edition Cornell University, Holt, Rinehart and Winston, Inc, New York.
4. Brooks, Cleanth and Warren, Penn Robert. 1976. Understanding Poetry Fourth Edition. Holt, Rinehart and Winston, New York.
5. Hatlen, Theodore W. 1967. Drama, Principles and Plays. Meredith Publishing Company. New York.
6. Wilson, Raymond. 1966. Poems to Compare, Macmillan St. Martin Press, New York.
7. Mayhead, Robin, 1965. Understanding Literature, Cambridge University press, Great Britain.
8. Imscher, William F. 1975. The Nature of Literature, Writing of Literary Topics Holt, Rinehart and Winston, Inc. New York.
9. Rees, R. J. 1973. English Literature An introduction for Foreign Reader Macmillan Education Limited. London.

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- appreciate and enjoy the Americanness in terms of ideas, language etc.
- familiarize the students with important literary movements of American Literature.

**COURSE:**

**POETRY (Detailed Study)**

<b>WALLACE STEVENS (1879-1955)</b>	Sunday Morning
<b>LANGSTON HUGHES (1902-1967)</b>	The Negro Speaks of River
<b>RITA DOVE (1952)</b>	Ludwig Van Beethoven's Return to Vienna
<b>AMY LOWELL (1874-1925)</b>	A Japanese Wood Carving

**SHORT STORIES**

<b>CYNTHIA OZICK (1928)</b>	The Shawl
<b>O'Henry :</b>	<i>After Twenty Years</i>

**DRAMA**

<b>Arthur Miller:</b>	<i>The Death of a Salesman (Detailed Study)</i>
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**FICTION**

<b>Herman Melville:</b>	Moby Dick
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**REFERENCE:**

1. Cassil, R.V. (1978) Norton Anthology of Short Fiction, W W.Norton & Co.
2. Thomas, C.T (1979), Twentieth Century Verse : An Anglo American Anthology, Mcmillan India, Madras.
3. Raichura, Suresh (2006), Sylvia Plath: Selected Poems IV Edition. Rama Bros. India Pvt Ltd. New Delhi.
4. Vendler, Helen (1959), Voices & Visions: The Poet in America. Tata McGraw-Hill Publishing Co. Ltd.