NEW SYLLABUS
COURSE OF STUDY

For

POSTGRADUATE
ENGLISH

RAVENSHAW UNIVERSITY
CUTTACK
P.G. Syllabus

ENGLISH

Aims of the Syllabus

The aims of this course in literature are to:

a) Disseminate among the students both the historical and contemporary aspects of literary texts;
b) Create a bridge between local and global knowledge systems;
c) Reorient them through literature in such a way that they become empowered to understand different cultures, and respect the variety each presents;
d) Develop their communication skills both written and oral;
e) Equip them with an aptitude for research;
f) To make significant intellectual connections between the texts of the course and the larger literary and theatrical tradition that engendered them.
g) To examine the way that various plays are translated and interpreted through in the process of collaborative production.
h) To encourage the development of critical close reading and writing.
i) To foster enthusiastic classroom debate.

At the end of the course, a student should develop:

a) Humanitarian values and perspectives available in literary texts that embody the essence of multiple societies and cultures;
b) A comprehensive knowledge of major literary texts, movements and concepts in literature;
c) Written and oral communication essential to participate in a global community;

A student should acquire the following skills in particular:

a) Critical reading and interpretation of texts;
b) A variety of writing skills as required by the syllabus;
c) Conducting research and presenting the findings through seminar papers;
d) The students have to make themselves aware of the ways in which British literature was used as an instrument of conquest and the ways by which literary studies can be used for decolonization of the minds.

M.A. ENGLISH

The course in M.A. English carries 1000 marks spread over four semesters in two years - Semesters I and II in the first year and semesters III and IV in the second year. There are five papers each in semesters I and II, each paper of 4 credits. In semester III, there are three papers, again each equal to 4 credits. Two of these are special papers. In addition to these, there is one seminar paper of 4 credits and another paper having two term papers of 2
credits each. In semester IV there are three papers of four credits each out of which two are special papers. In addition, there are two dissertation papers (for oral and written presentation) of eight credits.

Students have to choose one group from the three groups of special papers. A student, in order to get an M.A. degree, must have 80 credits. Each four hour credit will carry 50 marks. Each paper carries 50 marks out of which 40 marks are set in the university examination and 10 marks in the internal assessment test. However, papers 2.3.14 and 2.3.15 (Semester III) and 2.4.19 and 2.4.20 (Semester IV) will carry 50 marks each.

### P.G. Department of English

#### Consolidated Chart of Courses of Study (M. A.)

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Paper</th>
<th>Paper Code</th>
<th>Title</th>
<th>Marks</th>
<th>Credit hours</th>
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<td>Introductory Linguistics, Stylistics and Indian Aesthetics</td>
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<td>Introduction to World Literature</td>
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(Interdisciplinary course)

12  2.3.12 (Special paper)  Group A/B/C  50  4
13  2.3.13 (Special paper)  Group A/B/C  50  4
14  2.3.14             Seminar presentation  50  4
15  2.3.15             Two term papers  50  4

Semester IV

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<td>Dissertation (Written presentation)</td>
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F.M. – 1000; Total Credits - 80

Special Papers:
Group A: Indian Writings in English
Group B: American Literature
Group C: Professional Writing

Assessment
Internal Assessment       10 marks

Term paper: 01             5 marks
Attendance:                5 marks

End Semester University Examination       40 marks

Unit I One long-type answer question (10 marks)
One short-type answer question/annotation (5 marks)

Unit II One long-type answer question (10 marks)

Unit III One long-type answer question (10 marks)
One short-type answer question/annotation (5 marks)
PG I: ENGLISH
SEMESTER – I

Paper 1 - Introductory Linguistics, Stylistics and Indian Aesthetics
Paper code - 1.1.1

Unit – I
20 teaching hours
(a) Language – Definitions, Theories of origin of language, Characteristics of human language, Using language; Origins of Linguistic Science
(b) Sounds of English – The speech mechanism, passive and active articulators, description and classification of consonants and vowels, consonant clusters, the syllable.
(c) Phonetic transcription and Phonology – IPA, phonemes and allophones, phonemic system, phonemic sequences, syllable structure, suprasegmental phonology – word accent and stress, intonation, rhythm in connected speech.
(d) The study of words – Word formation in English – Inflectional morphology, derivational morphology.
(e) Syntax and Structural Linguistics – Introduction to structuralism in Linguistics – Saussurean concepts – langue, parole, arbitrariness of sign, diachrony, synchrony and syntagmatic and paradigmatic relations; American and European Structuralism – Sapir and Bloomfield; Generative linguistics – Chomsky; Identification of syntactic constituent.

Unit – II
12 teaching hours
(a) Language variation: Dialect, style, register
(b) Style – Monist, Dualist and Pluralist views; Literal versus figurative meaning; Foregrounding – Parallelism, Deviant structures
(c) Analysing extracts from fiction/poetry

Unit – III
16 teaching hours
(a) Theory of Rasa by Bharata
(b) Theory of Dhvani by Abhinavagupta

Recommended Reading:
Unit I
Unit II

Paper 2 – British Poetry I

**Paper code - 1.1.2**

Unit – I
John Milton: *Paradise Lost* Book IX 20 teaching hrs

Unit – II
Samuel Johnson: *The Vanity of Human Wishes* 16 teaching hrs

Unit – III
1) William Wordsworth: “Tintern Abbey”
2) John Keats: “Ode on a Grecian Urn”
3) P. B. Shelley: “Ode to the West Wind”
4) S. T. Coleridge: “Kubla Khan”

**Recommended Reading:**
Stuart Curran: *Poetic Form and British Romanticism*, Oxford University Press, 1986

**Paper 3 – British Drama I**

**Paper code – 1.1.3**

**Unit – I**
William Shakespeare - *Othello*  

16 teaching hrs

**Unit – II**
William Shakespeare - *The Tempest*  

16 teaching hrs

**Unit – III**
William Shakespeare - *Antony and Cleopatra*  

16 teaching hrs

**Recommended Reading:**
William Hazlitt. *Lectures on the Literature of the Age of Elizabeth and Characters of Shakespear’s Plays*.  

**Paper 4 – British Novel I**

**Paper code - 1.1.4**

**Unit – I**
Elizabeth Gaskell: *Mary Barton*  

16 teaching hrs

**Unit – II**
Henry Fielding: *Joseph Andrews*  

16 teaching hrs
Unit – III
Thomas Hardy: *Tess of the D’Urbervilles*

**Recommended reading:**

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**Paper 5 – Essays**
**Paper code - 1.1.5**

**Unit – I**
1) Richard Steele (2 essays)
   “Recollections”
   “The Spectator Club”
2) Charles Lamb (2 essays)
   “Oxford in the Vacation”
   “The Two Races of Men”
3) A G Gardiner (2 essays)
   “On Courage”
   “On Letter Writing”
4) R L Stevenson (2 essays)
   “Davos in Winter”
   “Health and Mountains”

**Unit – II**
1) Robert Lynd (3 essays)
   “On Being an Alien”
   “A Disappointed Man”
   “On Telling the Truth”
2) A.G. Gardiner (3 essays)
   “On Superstition”
   “On Saying Please”
   “On Letter Writing”
3) William Hazlitt (3 essays)
   “On Going a Journey”
   “Table-talk”
   “On People with One Idea”

**Unit – III**
1) Aldous Huxley (3 essays)
   “Heaven and Hell”
   “Music at Night”
   “Form and Spirit in Art”
Recommended reading:

SEMESTER – II
Paper 6 – British Poetry II
Paper code - 1.2.6

Unit I
W. B. Yeats (10 poems)
“The Second Coming”
“When You Are Old”
“Sailing to Byzantium”
“Among School Children”
“Easter 1916”
“September 1913”
“A Prayer for My Daughter”
“Leda and the Swan”
“The Wild Swans at Coolie”
“The Indian Upon God”

Unit II
Rupert Brooke: “The Soldier”
Siegfried Sassoon: “Everyone Sang”
Ted Hughes: “The Thought Fox”
Philip Larkin: “Church Going”
W H Auden: “The Unknown Citizen”
Thomas Nashe: “A Litany in Time of Plague”
Wilfred Owen: “Apologia Pro Poemate Meo”

Unit III  
T S Eliot: The Wasteland

**Recommended reading:**
Harold Bloom. *T S Eliot (Bloom’s Modern critical Views)*
T. S. Eliot. *The Use of Poetry and the Use of Criticism,* Faber, 1964

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**Paper 7 – British Drama II**  
**Paper code - 1.2.7**

**Unit – I**  
T. S. Eliot: *Murder in the Cathedral*

**Unit – II**  
John Osborne: *Look Back in Anger*

**Unit – III**  
Harold Pinter: *The Birthday Party*

**Recommended reading:**


**Paper 8 – British novel II**

**Paper code - 1.2.8**

**Unit – I**

D. H. Lawrence: *Women in Love*  
16 teaching hrs

**Unit – II**

James Joyce: *The Portrait of the Artist as a Young Man*  
16 teaching hrs

**Unit – III**

Virginia Woolf: *To the Lighthouse*  
16 teaching hrs

**Recommended reading:**


**Paper 9 – American literature**

**Paper code - 1.2.9**

**Unit – I**

1) Walt Whitman: *Song of Myself*  
2) Emily Dickinson: *Inebriate of Air Am I...*  
3) Robert Frost: *Mending Wall*  
16 teaching hrs
4) Wallace Stevens: Sunday Morning
5) William Carlos Williams: Red Wheelbarrow
6) Carl Sandburg: Chicago
7) Langston Hughes: The Negro Speaks of Rivers
8) Maya Angelou: I Know Why the Caged Bird Sings

Unit – II
Nathaniel Hawthorne: The Scarlet Letter

Unit – III
Eugene O’Neill: Desire Under the Elms

Recommended reading:
Emerson: “The American Scholar”. Laurentian Press, 1901
H. D. Thoreau: Walden, Houghton, 1892

Paper 10 – Readings in Critical Theory
Paper code - 1.2.10

Unit – I
Roland Barthes: “Death of the Author”

Unit – II
Louis Althusser: “Ideology and Ideological State Apparatus”

Unit – III
Critical terms:
1) Parole
2) Langue
3) Trace
4) Differance
5) Ecriture
6) Cultural Poetics
7) Discourse
8) Hybridization
9) Orientalism
10) Gynocriticism
11) Heteroglossia
12) Subalternism

- Unit III will have five short answer type questions 15 marks

**Recommended reading:**
Paul Ricoeur. *The Conflict of Interpretations: Essays on Language, Action and Interpretation*
Gregory Elliot, ed. *Althusser: A Critical Reader*.

**P.G. II: ENGLISH**

**SEMESTER – III**

**Paper 11 –**

**Introduction to World Literature**

**Paper code - 2.3.11**

(Interdisciplinary Course)

**Unit – I**

Homer: *The Iliad* (Book I) (Trans. Alexander Pope)

16 teaching hrs

**Unit – II**

Miguel de Cervantes: *Don Quixote*

16 teaching hrs

**Unit – III**

Sophocles: *Oedipus Rex*

16 teaching hrs

**Recommended reading:**


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**Paper 12 (Special Paper)**

**Paper code - 2.3.12**

*Students are required to opt for only one special paper, choosing from one of the following three groups: Group A, Group B and Group C.*

**Group A**

**Writing the Nation: Indian Writing in English in the Colonial and Postcolonial Period**

**Unit I**

Ramachandra Guha: *Makers of Modern India* (Ten Chapters)  
16 teaching hrs

**Unit II**

Ramachandra Guha: *Makers of Modern India* (Ten Chapters)  
16 teaching hrs

**Unit III**

Partha Chatterjee: *The Nation and Its Fragments* -  
16 teaching hrs

Recommended Readings:


Group B
American Literature

The Emergence of a Nation

Unit – I 16 teaching hrs
M. G. Jean de Creveceour: Letters from a Farmer

Unit – II 16 teaching hrs
Thomas Paine: Common Sense

Unit – III 16 teaching hrs
F. J. Turner: The Significance of the Frontier in American History

Suggested Reading:


2.3.12
Group C - Professional Writing

Unit I 16 teaching hrs
1) History of Writing
2) a) Mechanics of Writing: How to Write a Sentence; Plain and Simple English; Levels of Style: Communicative, Academic and Grand; Persuasive Writing
   b) Stages of Writing; Basic Writing skills: Description, Exposition, Narration; Higher Level Skills: Critical Thinking, Creative Thinking.
   c) Characteristics of Good Writing: Clarity, Precision, Tightness, Focus, Vigour, Voice

Unit II 16 teaching hrs
Working Writing:

   a) The Daily Bread (of Drafting): Application, Memo, Notices and Minutes
   b) Writing for business: Proposal, Review and Report
   c) Academic Writing: Essay, Review Essay

Unit – III 16 teaching hrs
Writing for Mass Media:
   a) Writing for print journalism
   b) Writing for broadcast journalism
Recommended Readings:


Group C - Professional Writing

PAPER 13 - (Special paper)

Paper code - 2.3.13

GROUP A - Writing the Nation: Indian Writing in English in the Colonial and Postcolonial Period

The Emergence of the Indian Novel

Unit I 16 teaching hrs
E M Forster: *Passage to India*

Unit II 16 teaching hrs
Arundhati Roy. *God of Small Things*

Unit III 16 teaching hrs
Amitav Ghosh: *Shadow Lines*

Recommended Reading:


Group B – American Literature

The Emergence of Modern America

Unit – I 16 teaching hrs
Mark Twain: *The Adventures of Huckleberry Finn*

Unit – II 16 teaching hrs
Ernest Hemingway: *Farewell to Arms*
Unit – III
16 teaching hrs
Zora Neale Hurston: *Their Eyes Were Watching God*

**Recommended reading:**
G K Hall and Company, 1994
Hazel Arnett Ervin, ed. *African American Literary Criticism*. Tawyne, 1999
R. Kent Rasmussen. *Critical Companion to mark Twain*.

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2.3.13
**Group C - Professional Writing**

**Unit I**
16 teaching hrs
Journalistic writing (Part I):
   a) Copy Writing: Tracking Down Sources; Accessing bottom-line information; story construction; copy preparation; Writing press releases, news reports
   b) Copyediting - Micro and Macro Editing, Proofreading, rewriting, newspaper style sheet

**Unit II**
16 teaching hrs
Journalistic writing (Part II)
Writing Features:
   a) Informative: News Stories
   b) Interpretative: Column, Leader, Editorial
   c) Imaginative: Middle, Profile

**Unit III**
16 teaching hrs
New media:
   a) Advertising – Copywriting: Writing for Commercials, Writing for Infomercials, Use of rhetoric in advertorials; Promotional writing: Research, Branding and Positioning
   b) Freelancing, Magazine Writing.
   c) Writing for the web: Blogging
Recommended reading:


**PAPER 14 – Seminar presentation**

**Paper code - 2.3.14**

This paper carries 50 marks.

Unit – I: Teaching Academic writing 10 teaching hrs
Unit – II: Teaching presentation skills 10 teaching hrs
Unit – III: Reviewing literature 12 teaching hrs
Unit – IV: Writing and presenting seminar paper 16 teaching hrs

**Paper 15 – Term paper**

**Paper code - 2.3.15**

- First term paper (based on General Paper): 25 marks
- Second term paper (based on Special Paper): 25 marks

**SEMESTER – IV**

**Paper 16**

Indian Literature in English and in Translation

**Paper code - 2.4.16**

Unit I 16 teaching hours
(i) Ezekiel: Night of the Scorpion
(ii) Kamala Das: My Grandmother’s House
(iii) Ramanujan: Obituary
(iv) Jayanta Mahapatra: Of a Questionable Conviction

Unit II  Gopinath Mohanty: *Paraja* (Translated by Bikram Das)  16 teaching hrs

Unit III  
Girish Karnad: *Tuglaq*  16 teaching hrs

Suggested Reading:
B King. Modern Indian Poetry in English. Princeton University Press, 2001

**PAPER 17 (Special paper)**

**Paper code - 2.4.17**

**Group A - Writing the Nation: Indian Writing in English in the Colonial and Postcolonial Period**

**Poetry**

Unit I  
Toru Dutt: “The Lotus”; “Our Casuarina Tree”, “Lakshman”

Henry Louis Vivian Derozio: “To the Pupils of the Hindu College”; “The Harp of India”, “Chorus of Brahmins”, “Song of the Hindustanee Minstrel”

Madhusudan Dutt: “Satan”; “The Captive Ladie”, “King Porus - A Legend of Old”

Unit II
16 teaching hrs
Jayant Mahapatra: “Relationship”
Nissim Ezekiel: “Poet, Lover, Birdwatcher”, “Case study”, “The Wild Bougainville”

Unit III
16 teaching hrs

Recommended reading:

Group B – American Literature
American Diversity

Unit I
16 teaching hrs
Toni Morrison: *Beloved*

Unit II
16 teaching hrs
Saul Bellow: *The Victim*

Unit III
16 teaching hrs
James Welch: *Winter in the Blood*

Suggested Reading:
Boudreau, Kristen. "Pain and the Unmaking of Self in Toni Morrison's Beloved". *Contemporary Literature* JSTOR 1208829

2.4.17
Group C - Professional Writing

Production of two pieces of professional writing (50 marks)


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**Paper 18 (Special paper)**  
**Paper code – 2.4.18**

**Group A - Writing the Nation: Indian Writing in English in the Colonial and Postcolonial Period**  
Drama / Non-fiction / Autobiography

**Unit I**  
Girish Karnad: *Nagamandala*  
16 teaching hrs

**Unit II**  
Fakir Mohan Senapati: *Atma carita*  
18 teaching hrs

**Unit III**  
*The Speaking Tree* - 7 chapters  
14 teaching hrs

**Recommended Reading**  

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**Group B – American Literature**  
Contemporary American Writing

**Unit I**  
John Ashberry: “Self Portrait in a Convex Mirror”  
20 teaching hrs

**Unit II**  
Thomas Pynchon: *The Crying of Lot 49*  
12 teaching hrs

**Unit III**  
Sam Shepherd: *The Tooth of Crime*  
16 teaching hrs

**Recommended Reading:**
Charles Altieri. ‘John Ashberry and Challenge of Postmodernism in Visual Arts.’
*ThomasPynchon.com*, a web-based exploration of Pynchon’s fiction.

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**2.4.18**

**Group C - Professional Writing**

Production of two pieces of professional writing (50 marks)

**Recommended reading:**


**Paper 19**

Dissertation (Oral presentation)

*Paper code - 2.4.19*

Dissertation (Oral Presentation): 50 marks

**Paper 20 - Dissertation (Written Presentation)**

*Paper code - 2.4.20*

Dissertation (Written Presentation): 50 marks
1.2 This syllabus builds on the aims of the Junior Certificate English syllabus, which emphasise the development of a range of literacy and oral skills in a variety of domains, personal, social, and cultural. In the Leaving Certificate course, students will be encouraged to develop a more sophisticated range of skills and concepts. The aims of this syllabus are to develop in students: 3.1 A mature and critical literacy to prepare them for the responsibilities and challenges of adult life in all contexts; 3.2 A respect and appreciation for language used accurately and appropriately and a competence in a wide range of language skills both oral and written. A syllabus is to help the student and teacher stay on schedule. A good teacher will have the syllabus broken down to the days the class will study and learn that concept. A syllabus is to help the student and teacher stay on schedule. A good teacher will have the syllabus broken down to the days the class will study and learn that concept. 2 views. Related Questions. What is the aim of digital design? What is the difference between syllabus design and curriculum development?