

# SYLLABUS

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI-12

## PG - COURSES – AFFILIATED COLLEGES

Course Structure for

### M.A. ( English )

(Choice Based Credit System)

(With effect from the academic year 2017-2018 onwards)

| Semester-IV |                |                           |              |        |
|-------------|----------------|---------------------------|--------------|--------|
| Part        | Subject Status | Subject Title             | Subject Code | Credit |
|             | Core – 13      | Literature and Ecology    | PEHM41       | 4      |
|             | Core – 14      | Diasporic Women's Writing | PEHM42       | 4      |
|             | Core – 15      | Postcolonial Writings     | PEHM43       | 4      |
|             | Core – 16      | English Language Teaching | PEHM44       | 4      |
|             | Project        | Dissertation              | PEHP41       | 8      |

## LITERATURE AND ECOLOGY

### OBJECTIVES

- To direct the students into a new focus of literature.
- To make the students understand the relationship of literature with issues of nature.

### OUTCOME

This course deals with nature issues and the writers' concern for Nature.

### Unit – I

#### Introduction

Ecology, Literature and Language

Peter Barry – Beginning Theory 3rd Edition (Chapter 13 “Eco Criticism”)

### Unit – II

#### Poetry

S.T. Coleridge - To Nature

Emily Dickinson - Summer Shower

Toru Dutt - Our Casuarina Tree

Muhammed Iqbal - A Mountain and a Squirrel



### **Unit – III**

#### **Prose**

Terry Tempest William - Refugee: An Unnatural History of Family and Place  
Margaret Atwood - Survival – Chapter I Nature the Monster

### **Unit – IV**

#### **Fiction**

Amitav Ghosh - The Hungry Tide  
Margaret Atwood – Surfacing

### **Unit – V**

#### **Drama**

William Shakespeare - As You Like It

#### **Reference:**

1. The Eco Criticism Reader: Landmarks in Literary Ecology by Harold Fromm and Cheryll Glotfelty
2. The Environmental Imagination: Thoreau Nature Writing and the Formation of American Culture by Lawrence Buell
3. Bloomsbury by N. Krishnaswamy



## DIASPORIC WOMEN'S WRITING

### OBJECTIVES

- To impart the knowledge of the feminine/feminist perceptions of life.
- To make the students understand the universal feminine issues.

### OUTCOME

This course deals with the women writers of various countries whose writings are expressions of the feminine dilemma.

### Unit I

#### Poetry

ChitraBanerjee Divakaruni - Cutting the Sun My Mother Combs My Hair  
DebjaniChatterjee - All Whom I Welcome Leave Just Middling

### Unit II

#### Prose

ChimamandaNgoziAdichie - We Should All Be Feminists  
MeenaAlexander - MigrantPoetics(from Poetics of Dislocation)

### Unit III

#### Drama

Uma Parameshwaran - Sons Must Die  
Julia Cho - 99 Histories

### Unit IV

#### Fiction

Gita Hariharan - Fugitive Histories  
JhumpaLahiri - The Lowland

### Unit V

#### Fiction

ZadieSmith - White Devil  
MeeraSyal - Anita and Me

### Reference:

1. MeenaAlexnader,Poetics of Dislocation ,University of Michigan Press,2009.
2. Esther Kim Lee(Editor), Seven Contemporary Plays from the Korean Diaspora in the Americas, Duke of University Press,2012.
3. ChimamandaNgoziAdichie, We Should All BeFeminists, Vintage Books 2012.
4. Joel Kurotti, Writing Imagined Diasporas: South Asian Women Reshaping North American Idnentity, Cambridge Scholars Publishing, Newcastle, 2007.
5. MukeshYadev, The Panorama of South-Asian Diaspora Literature, Yking Press, Jaipur, 2012.
6. Arvind Kumar Jha and Ram Kumar Naik, Indian Diaspora Literature in English, Raj Publication, New Delhi, 2014.
7. Uma Parameshwaran, Sons Must Die and Other Plays, (South Asian and Canadian Literature Series), Prestige, New Delhi 1998.



## POSTCOLONIAL WRITINGS

### OBJECTIVES

- To impart the knowledge of colonial expansions enacted by the British regime.
- To make the students understand the East-West cultural conflicts.

### OUTCOME

This course deals with the literatures of various countries as having been impacted upon by colonialism.

### Unit I

#### Poetry

Gabriel Okara - "Once Upon a Time"

Arun Kolhatkar - "Woman"

Kamala Wjratne - "To a Student"

### Unit II

#### Prose

A.K Ramanujan - "Is There an Indian Way of Thinking?"

(An Informal Essay in The Collected Essays of A.K.Ramanujan)

Chinua Achebe - Thoughts on the African Novel

### Unit III

#### Drama

Girish Karnad - Tughlaq

Wole Soyinka - Lion and the Jewel

### Unit IV

#### Fiction

J. M Coetze - Disgrace

Salman Rushdie – Midnight's Children

### Unit V

#### Fiction

Patrick White - The Tree of Man

Arundhati Roy - The God of Small Things



# ENGLISH LANGUAGE TEACHING

## OBJECTIVES

- To make the students aware of the new trends in English Language Teaching.
- To make the students understand the new communicative patterns.

## OUTCOME

This course deals with various skills associated with English Language Teaching.

### Unit I

#### Listening Skills

- Introduction and Definition
- Listening Process
- Listening in Language Teaching
- Teaching Listening

### Unit II

#### Speaking Skills

- Introduction and Definition
- Direct Method
- Situational Method
- Factors affecting Learners' Speaking
  - (i) Cognitive Factors
  - (ii) Linguistic Factors
  - (iii) Affective Factors

### Unit III

#### Reading Skills

- Introduction and Definition
- Silent and Loud Reading
- Learning Structures
- Pronunciation

### Unit IV

#### Writing Skills

- Introduction and Definition
- Grammatical Skills
  - (i) Linkers
  - (ii) Vocabulary
- Coherence and Cohesion
- Paragraph Writing

### Unit V

#### Testing



- Introduction and Definition
- Features of a Good Test
- Types of Tests
  - (i) Achievement Test
  - (ii) Proficiency Test
  - (iii) Diagnostic Test
  - (iv) Aptitude Test

### **Textbooks**

1. Ray Mackay, A Basic Introduction to English Language Teaching.
2. Roger Hawkey, A Modular Approach to English Language Skills.
3. G. Ramabadracharyulu et al., Methods of Teaching English Language.



## **DISSERTATION WRITING AND VIVA-VOCE**

### **OBJECTIVES**

- To make the students apply the strategies of research so that the project work might evolve as an illustration of all research methodologies.
- To help the students gain a practical knowledge of research.

### **OUTCOME**

This project helps the students with a practical knowledge and understanding of literature.

The students are expected to submit a Dissertation of about 50 pages on preferably a recent writer not included in the current syllabi.

The dissertation will be evaluated on the basis of the students' understanding of the topic, their knowledge of the fundamental aspects of research and their ability to document and present their work in accordance with the concepts of research methodology

