



MANONMANIAM SUNDARANAR UNIVERSITY,
TIRUNELVELI-12

SYLLABUS

UG - COURSES – AFFILIATED COLLEGES

Course Structure for B. A. English
(Choice Based Credit System)

(with effect from the academic year 2023-2024 onwards)



Semester-VI				
Part	Subject Status	Subject Title	Subject Code	Credit
III	CORE	INTRODUCTION TO LITERARY THEORY AND CRITICISM	EMEN61	4
III	CORE	BIOGRAPHIES, AUTO-BIOGRAPHY & MEMOIRS	EMEN62	4
III	CORE	SHAKESPEARE STUDIES	EMEN63	4
III	ELECTIVE	1. ART & LITERARY AESTHETICS	EEEN61	3
III	ELECTIVE	3.WRITING FOR THE WEB	EEEN63	3
IV	NAAN MUDHALVAN			2
V		EXTENSION ACTIVITY	E5EA61	1



Total Marks: 100 Internal Exam: 25 marks + External Exam: 75 marks

A. Scheme for internal Assessment:

Maximum marks for written test: **20 marks**

3 internal tests, each of **1 hour** duration shall be conducted every semester.

To the average of the **best two** written examinations must be added the marks scored in. The **assignment** for 5 marks.

The break up for internal assessment shall be:

Written test- 20 marks; Assignment -5 marks Total - 25 marks

B. Scheme of External Examination

3 hrs. examination at the end of the semester

A – Part : 1 mark question two - from each unit

B – Part : 5 marks question one - from each unit

C – Part : 8 marks question one - from each unit

➤ **Conversion of Marks into Grade Points and Letter Grades**

S.No	Marks	Letter Grade	Grade (GP)	point	Performance
1	90-100	O	10		Outstanding
2	80-89	A+	9		Excellent
3	70-79	A	8		Very Good
4	60-69	B+	7		Good
5	50-59	B	6		Above Average
6	40-49	C	5		Pass
7	0-39	RA	-		Reappear
8	0	AA	-		Absent

➤ **Cumulative Grade Point Average (CGPA)**

$$CGPA = \frac{\Sigma (GP \times C)}{\Sigma C}$$

- **GP** = Grade point, **C** = Credit
- CGPA is calculated only for Part-III courses
- CGPA for a semester is awarded on cumulative basis

➤ **Classification**

- First Class with Distinction : CGPA \geq 7.5*
- First Class : CGPA \geq 6.0
- Second Class : CGPA \geq 5.0 and $<$ 6.0
- Third Class : CGPA $<$ 5.0



INTRODUCTION TO LITERARY THEORY & CRITICISM

Learning Objectives

- To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
- To equip learners with ideas related to the theory and criticism of literary texts.
- To intensify students' proficiency in the skills at the heart of a liberal education
- To help them think critically about arrange of literary theories.
- To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.

UNIT I

Marxism

The formation of the Intellectuals & Hegemony & Separation of Powers–Antonio Gramsci – Prison Notebooks (Pg.5, 245–246) Ideology & Ideological State Apparatuses – Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)

UNIT II

Feminism

20 years on: A literature of their own revisited – From Bronte to Lessing – Elaine Showalter (Pg. xi – xxx) When Goods Get Together (pp. 107 - 110) from This Sex Which Is Not One. – Luce Irigaray

UNIT III

Post Structuralism

Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory: A Reader – David Lodge (Pg. 108 – 123)

Truth and Power – Power and Knowledge/ What is an Author? – Michael Foucault (Pg. 109 – 133)

UNIT IV

Post-Colonial Studies

Passive Resistance and Education–Mahatma Gandhi (Pg.88–106) The Scope Of Orientalism (Pg. 29-110) Edward said

UNIT V

Indian Literature – Definition of category in Theory Classe, Nations, Literature (Pg.243-285) – Aijaz Ahmad

Ecocriticism, Humanism, Neohumanism, Historicism, New Historicism

Text Books (Latest Editions)

1. A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017
2. Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016



References Books (*Latest editions, and the style as given below must be strictly adhered to*)

1. B.Rajan & A.G George, *Makers of Literary Criticism*, New Delhi: Asia Publishing House, 2015
2. S.Ramaswami *The English Critical Tradition*. Macmillan India Limited, 2015
3. D.J.Enright & E.D *English Critical Texts*, eds D.J. Enright & E.D. Kolkata: Oxford University Press, Chickera, 2017

Web Resources

1. www.ksu.edu/english/eiselei/engl795.

BIOGRAPHIES, AUTO-BIOGRAPHIES & MEMOIRS

Learning Objectives

- To provide learners with an appreciation of writing and literature from global and personal perspectives
- To help learners cultivate a more complex understanding of their own culture(s), linguistic/ communication practices, and perspectives in relation to others.
- To help them engage in imagination, critical inquiry and self-reflection
- To help them explore significant texts from diverse cultures and people in history
- To help learners understand how an author's own ideology shapes reality in an autobiography or biography.

UNIT I

Nigel Hamilton-Biography: A Brief History

James Boswell –Chapter IX – The Dictionary - Life of Johnson.

UNIT II

Anne Frank-The Diary of a Young Girl (October9, 1942; November 19, 1942) Malala Yousafzai – from I am Malala (The Diary of Gul Makai

Florence Nightingale – from Eminent Victorians

UNIT III

R.K.Laxman - The Tunnel Of Time

Salim Ali –The Fall Of A Sparrow

UNIT IV

Tom Alter – The Man Who Made The Elephant Dance.

Mahatma Gandhi - The Story of My Experiments with Truth - Man Proposes, God Disposes, The Calm after the Storm, ‘Love’s Labour’s Lost’?, In Touch with Labour

UNIT V

Jeff Kinney-Memoirs of a Wimpy kid

Jesmyn Ward - Men We Reaped



Elizabeth Gilbert - Eat, Pray, Love

<https://www.pdfdrive.to/filedownload/eat-pray-love-one-womans-search-for-everything-across-italy-india-and-indonesia-5>

Text Books (Latest Editions)

1. KnotsinMyYo-yoString:TheAutobiographyofaKidbyJerrySpinelli.AlfredA. Knopf, 1998.
2. ItCameFromOhio!MyLifeasaWriterbyR.L.Stine. Scholastic Paperbacks,1998.
3. AutobiographybyLindaAnderson 2010, Routledge.

References Books (Latest editions, and the style as given below must be strictly adhered to)

1. HenryFord(RookieBiographies)byWilMara.Children’sPress,2004.
2. AmeliaEarhart(GraphicBiography)bySaddlebackEducational Publishing, 2008.
3. APicture Bookof Harriet TubmanbyDavid A.Adler. HolidayHouseInc.,1993.

Web Resources

- 1.a. <http://gardenofpraise.com/leaders.htm>
- b. <http://www.pitara.com/magazine/people.asp>

SHAKESPEARE STUDIES

Learning Objectives

- To facilitate learners with a deeper understanding of Shakespeare’s drama by reading a range of his plays from a variety of different critical perspectives
- To provide learners with an overview of Shakespeare’s historical and political contexts
- To help learners gain an appreciation of Shakespeare’s dramatic practice through close readings of the plays themselves
- To help them view the plays in performance either by visiting current theatre productions or by watching film versions
- To equip learners with a good working knowledge of both Shakespeare’s drama and Shakespeare criticism

UNIT I

Shakespeare & his relevance – G. Sreenivasappa

“The Staging” The Shakespearean Stage 1574–1642 – Andrew Gurr 4th Edition (CUP)

UNIT II

The Four Phases of Shakespeare’s, Dramatic career – <http://www.shakespeareonline.com/biography/fourperiods.html>

Tragedy Lecture I & II – A.C. Bradley

UNIT III

30-Second Shakespeare-Tales from Shakespeare – Ros Barber & Mary Rylance



UNIT IV

Detailed- Merchant of Venice
Non-detailed-Macbeth
VERITY EDITION

UNIT V

Howard Jacobson: Shylock is my Name (2016)
Arnold Wesker: The Merchant (1976) by

Text Books (Latest Editions)

1. Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's A Midsummer Night's Dream. " in Reel Shakespeare. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.
2. Frye, Northrop. "The Argument of Comedy." In English Institute Essays. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in Shakespeare: Modern Essays in Criticism. Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]

References Books (Latest editions, and the style as given below must be strictly adhered to)

1. Habicht, Werner. "Shakespeare and the German Imagination." In Shakespeare: World Views. Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ : Associated University Presses, 1996
2. Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in A Midsummer Night's Dream" MS.
3. Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" Shakespeare Bulletin 16/4 (Fall, 1998)

Web Resources

1. Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

ART AND LITERARY AESTHETICS

Learning Objectives

- To introduce the multidisciplinary of Art and Literary Studies.
- To gain an understanding of various movements in art history.
- To help students find relevant and associative ideas.
- To engage with works of art that directly refer to literary works and also draw inspiration from from it.
- To recognize how all forms of art is part of a continuum.

UNIT I

Literature And Visual Arts - Essays.

Margarete Landwehr – Introduction: Literature and the visual Arts; Questions of



Influence and Intertextuality

Jeoraldean McClain – Time in the Visual Arts: Lessing and Modern Criticism

UNIT II

Romanticism Through Coleridge and Delacroix

James H. Rubin - Delacroix's Dante and Virgil as a Romantic Manifesto: Politics and Theory in the Early 1820s

Sanghapal Uttam Mhaske1, et al., - Romanticism and Art: An Overview

UNIT III

Pre-Raphaelite Movement - D.G. Rossetti's Prosperine (Painting And Poem)

UNIT IV

Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel)

UNIT V

Expressionism - Munch- Scream (Painting) And Kafka- Metamorphosis (Novella)

References Books (Latest editions, and the style as given below must be strictly adhered to)

1. Herbert Read – extract from The Meaning of Art (pg 17-48) Pelican Books, 1959.

Web Resources

1. Astor, Dave. Music in Literature. 2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404
2. Benjamin, Elizabeth and Sophie Corser. —INTRODUCTION Literature and Art: Conversations and Collaborations| MHRA Working Papers in the Humanities, 9 (2015) <http://www.mhra.org.uk/pdf/wph-9-1.pdf>
3. Berger, John. Ways of Seeing. Penguin 1972. <http://waysofseeing.com/ways-of-seeing-john-berger-5.7.pdf>

WRITING FOR THE WEB

Learning Objectives

- To learn the basics of journalistic reporting, writing, and editing.
- To acquire basic skills in other forms of written communication.
- To learn how to use technology
- To reach, communicate with and increase your audience.
- To explore various branches of journalism.

UNIT I

Introduction to types of media, print electronic , digital writing, significance of media and social benefits.

UNIT II

Writing for the media-the basic principles-Style of media writing.



UNIT III

Types of media writing-1 News Reports-Interviews-Commentaries.

UNIT IV

Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.

UNIT V

Types of media writing- journalism in education, tabloid, investigative, developmental and photography.

Text Books (Latest Editions)

1. Pickering, Ian. Writing for News Media: The Story Teller's Craft. Routledge, 2018.
2. Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3. Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red Globe Press, 2016.

NAANMUDHALVAN – SEMESTER VI

Digital Skills

UNIT-I

MS Word

Text Basics–Text Formatting and saving file–Working with Objects–Header & Footers– Working with bullets and numbered lists–Tables–Printing.

UNIT- II

MS Excel

Introduction to Excel–Formatting excel workbook–Perform Calculations –Sort and Filter Data with Excel–Create Effective Charts to Present–Analyze Data Using Pivot Tables and Pivot Charts–Protecting and Sharing the work book–Use Macros to Automate Tasks–Proofing and Printing.

UNIT- III

MS Power Point

Setting Up PowerPoint Environment–Creating slides and applying themes–Working with bullets and numbering–Working with Objects–Using Smart Art and Tables–Animation and Slide Transition–Slide show option–Printing.

UNIT-IV

Chat GPT

Overview of using Chat GPT for nonfiction writing –Benefits of using Chat GPT for nonfiction authors –Setting up and getting started with Chat GPT–Generating Ideas and Planning Your Book –Using ChatGPT for idea generation –Planning your research with Chat GPT – Summarizing sources with Chat GPT –Generating text passages from sources–Ensuring accuracy and credibility of Chat GPT-generated research.



UNIT-V

Artificial Intelligence Tools (AI Tools)

What is Generative AI?–How Does Generative AI Tool Work?–Comparison – Generative AI Tools–Best Generative AI Tools–Chat GPT–GPT-4–Git Hub Copilot–Alpha Code– Bard–Cohere Generate–Claude–Synthesia–DALL-E 2–Descript–Type Studio–Designs.ai–How Can Businesses Use Generative AI Tools?–Which Top Generative AI Tools Are Best?

PRESCRIBED TEXT:

1. Lambert, Joan and Joyce Cox. MOS Study Guide for Microsoft–Word, excel, Power Point, & Outlook. Online Training Solutions, Inc., 2011
2. Williams, Sean A. Chat GPT for Writers: Unlocking the Power of Artificial Intelligence to Enhance your Nonfiction Writing Process, 2023.
3. <https://www.geeksforgeeks.org/top-generative-ai-tools/>

