

**TEZPUR UNIVERSITY**  
**DEPT OF ENGLISH AND FOREIGN LANGUAGES**

**COURSES AND SYLLABI FOR ENGLISH MAJOR OF THE INTEGRATED M.A.  
(ENGLISH) PROGRAMME**

**COURSE STRUCTURE (all core courses)**

Course code	Courses	L	T	P	CH	CR
EG 102	Reading Literature	3	1	0	4	4
EG 103	Modern English Grammar	3	1	0	4	4
EG 104	Poetry from Chaucer to Dryden	3	1	0	4	4
EG 105	English Literary History I	3	1	0	4	4
EG 201	English Drama from Beginning to Shakespeare	3	1	0	4	4
EG 202	Fiction from Bunyan to Austen	3	1	0	4	4
EG 203	Phonetics of English and ELT	3	1	0	4	4
EG 204	Literary Criticism I	3	1	0	4	4
EG 205	English Literary History II	3	1	0	4	4
EG 206	Introductory Linguistics	3	1	0	4	4
EG 207	Seminar presentation	0	0	2	4	2
EG 208	Seminar Presentation	0	0	2	4	2
EG 301	Literary Criticism II	3	1	0	4	4
EG 303	Poetry: Pre-Romantic to Modern	3	1	0	4	4
EG 304	Drama: Seventeenth to Twentieth Century	3	1	0	4	4
EG 305	Non-Fictional Prose	3	1	0	4	4
EG 306	Fiction: Victorian and Modern	3	1	0	4	4
EG 307	Seminar presentation	0	0	2	4	2
EG 308	Indian Writing in English	3	1	0	4	4
EG 310	Project (V, VI semesters)	0	0	3	6	3
		0	0	5	10	5

**Total credit: 78 (16 courses, 3 seminar presentations and project)**

## Objectives of the Major Programme in English

The main objective of the major programme, which forms an integral component of the integrated B.A. B.Ed programme and integrated M.A. programme in English, is to equip the students with basic linguistic and literary skills to be developed through guided and independent reading of important and interesting texts and competence in the language so that on completion of the programme they may either take up any teaching assignment with greater confidence, or continue advanced (postgraduate) study in the subject with greater motivation and clearer focus.

### SEMESTER I

#### EG 102 Reading Literature

3 1 0 4 4

The course aims at familiarizing the students with the nature of literature and literary studies. The students are expected to understand the characteristics and functions of different literary genres. They will also acquire the basic knowledge of rhetoric and prosody and learn to apply this knowledge in reading and writing about different works of literature.

##### Unit A

Introduction to literary studies—nature and purpose; the notion of canon; the rise of English

##### Unit B

Types: Poetry-sub-genres of poetry: lyric, sonnet, elegy, satire ode, epic poetry.

##### Unit C

Types : Drama- characteristics and components, sub-genres : tragedy, comedy, tragic-comedy, farce

##### Unit D

Fiction- narrative, theme, plot, character, point of view, sub-genres- picaresque, historical, gothic, realistic; mixing of genres

##### Unit E

Criticism—sub-genres of criticism

##### Unit F

Rhetoric and Prosody: rhyme, metre, rhythm, symbol, image, simile, metaphor and others .

#### Textbooks

Abrams, M H. and Harpham, G. *A Glossary of Literary Terms*.9 th edition.(Wadsworth Publishing, Boston, 2009).

Bhattacharyya, A. *Studies in English Rhetoric and Prosody*. (Booksway, Calcutta, 2009).

#### Reference book

Fowler, A. *Kinds of Literature. An Introduction to the Theory of Genres and Modes*. (Clarendon Press, Oxford, 2000).

#### EG 105 English Literary History I

3 1 0 4 4

The aim of this paper is to acquaint students with developments in English literature from the Anglo-Saxon period to the eighteenth century. Apart from important developments in the social, political and literary spheres, key texts, authors and literary trends would be identified for study. As such, the following ages would be addressed in depth:

##### Unit I

Anglo-Saxon Period

Anglo-Norman Period

The Age of Chaucer

Unit II  
The Renaissance

Unit III  
The Jacobean Period  
The Puritan Age

Unit IV  
The Restoration  
The Eighteenth Century

Textbooks:

Peck, John and Coyle, Martin. *A Brief History of English Literature*. ( Palgrave Macmillan, London, 2007)

Trevelyan, G.M. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. (Ghose Press, Kolkata, 2007)

## **SEMESTER II**

### **EG 103 Modern English Grammar**

**3 1044**

The objective of this course is to teach the students the grammar of contemporary modern English, thereby help them write grammatically correct English. The course will treat with special care and fullness those areas that cause particular difficulty (e.g. the uses of tenses, auxiliary verbs, modals).

What Does Grammar mean? Description or Prescription? Grammaticality and acceptability

The articles

Agreement of verb and subject

Nouns: singular or plural?

Prepositions

Negative words

Tenses

The infinitive

The position of adverbs

Tag questions

The indirect expressions of imperatives

The use of correlatives

The English modal verbs

Collocation

Errors in the use of individual words

*Composition*

Writing paragraphs

### **Text book**

Pemberton, Carol. *Writing Paragraphs*. (Longman, London, 1996).

Wood, F. T. *A Remedial English Grammar for Foreign Students*. (Macmillan , Delhi, 2010).

### **Reference books**

Hewings, Martin, *A Remedial Grammar for Advanced Students*. (CUP, Cambridge, 2000).

### **EG104 (Poetry from Chaucer to Dryden)**

**3 1 0 4 4**

The course aims at acquainting the students with the English poetic tradition and enabling them to read some of the seminal texts of the period and respond to them.

Texts prescribed:

Unit A

Geoffrey Chaucer : “Prologue” to *The Canterbury Tales*. (Ed. F .Robinson, OUP )

Unit B

Thomas Wyatt: “Farewell Love”, “They Flee from Me”

Henry Howard Earl of Surrey: “My friend, the Things that do Attain”; “The Soote Season”

\*William Shakespeare: Sonnets 18, 116, 131

Unit C

\*John Donne: *The Sun Rising, A Valediction Forbidding Mourning, Death Be Not Proud*

Andrew Marvell : *The Garden*

George Herbert: *The Pulley, Virtue, The Collar*

Unit D

John Milton: *Paradise Lost*, Book I. (Ed. F. T.Prince, OUP)

Unit E

John Dryden : *Mac Flecknoe*

### **Reference books**

Kolve, V.A. and Olson, G. eds. *The Canterbury Tales. Norton Critical edition*. (W.W.Norton & Co., New York 2<sup>nd</sup> ed. ,2005).

## **SEMESTER III**

### **EG 201 English Drama from Beginning to Shakespeare**

**3 1 0 4 4**

The course aims at acquainting the students with the development of English drama along with intellectual and social background. The students will acquire first hand knowledge of some of the important dramatic works produced till the time of Shakespeare.

UNIT A

*Everyman*

UNIT B

Christopher Marlowe: *Dr Faustus* (Oxford edition)

UNIT C

William Shakespeare : *Twelfth Night* (Arden edition)

## UNIT D

William Shakespeare: *Macbeth* (Arden edition)

### Reference books

McEachern, Claire (ed.) *The Cambridge Companion to Shakespearean Tragedy*. (Cambridge University Press, Cambridge, 2003).

Mangan, Michael. *A Preface to Shakespeare's Comedies, 1594-1603*. (Pearson Education Ltd, New Delhi, 2003).

## EG203 (Phonetics of English and ELT)

3 1 0 4 4

The course aims at enabling the students to acquire practical knowledge of the phonetics of English and exposing them to basic theories and practices of learning and teaching English as a second language.

### UNIT A

Phonetics and Spoken English : The Air-Stream Mechanism and the Organs of Speech,  
The sounds of English, Word Accent; Accent and Rhythm in Connected Speech

### UNIT B

Intonation  
Practice in Phonetic Transcription  
Practice Language Laboratory

### UNIT C

English in the global context; Importance of English in India  
Language teaching and English Language Teaching: Concepts and Issues

### UNIT D

First Language Acquisition, Second Language Learning: basic concepts  
Bilingualism, Multilingualism and learning of English

### UNIT E

Language Skills  
Teaching and learning of Language Skills

### Textbooks

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. ( Macmillan, Madras 1981, 2009).

Sarma, Madan M. and Mohapatra, D. *How to Teach English: A Resource Book for Teachers and Teacher Educators*. (Bhabani Print & Publications, Guwahati, 2009).

### Reference books

Verghese, C. Paul *Teaching English as A Second Language* (Sterling, New Delhi, 2009).

Vyas, M.A. and Patel, Y.L. (eds.) *Teaching English as a Second Language: A New Pedagogy for a New Century* (Prentice-Hall India, New Delhi, 2009.)

## EG 205 English Literary History II

3 1 0 4 4

This Course shall serve as a sequel to Course no. 104. Students would be acquainted with literary-critical in the nineteenth and twentieth centuries. The Periods for Study are as follows:

#### Unit I

Precursors of English Romanticism; Romantic revival --- social and historical background, impact of industrialization and urbanization; Romantic poetry and poetics

#### Unit II

Victorian Period : social and historical background ; spread of colonialism; scientific and intellectual Developments and their impact on literature

#### Unit III

Victorian Poetry and novel with special reference to the works of Browning, Tennyson, Dickens, Hardy, the Bronte sisters and other women novelists.

#### Unit IV

Twentieth century: social and historical backgrounds; impact of modernism; the rise of English ; developments in poetry, fiction and criticism

### **SEMESTER IV**

#### **EG 202 Fiction from Bunyan to Austen**

**3 1 0 4 4**

The course aims at acquainting the students with the development of English fiction along with intellectual and social background. The students are expected to acquire first hand knowledge of some major works of fiction and also acquire the ability to respond to them.

#### UNIT A

John Bunyan: *Pilgrim's Progress* (Selections)

#### UNIT B

Aphra Behn : *Oroonoko*

#### UNIT C

Daniel Defoe: *Moll Flanders*

#### UNIT D

Jane Austen : *Pride and Prejudice*

#### Reference books

1. Eagleton, Terry. *The English Novel: An Introduction*. (Wiley-Blackwell, London, 2004).
2. Skinner, John *An Introduction to 18<sup>th</sup> Century Fiction*. (Palgrave, Houndmills, 2000).
3. Watt, Ian From *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding* in Mac Keon, Michael (ed.) *The Theory of the Novel: A Historical Approach*. (The Johns Hopkins University Press, University Press, Baltimore & London, 2000.363-381).

#### **EG 204 Literary Criticism I**

**3 1 0 4 4**

The course aims to acquaint students with some landmark works of western critical thought and to orient them to critical thinking.

Aristotle, *Poetics* ed. Ingram Bywater

Sidney, *Apology for Poetry*

Dr. Johnson, *Preface to Shakespeare*

Coleridge, *Biographia Literaria (Chapter XIII-XVIII)*

Wordsworth, *Preface to Lyrical Ballads*

Textbooks:

Enright, D.J. and Chickera, Ernest ed. *English Critical Texts* (Oxford University Press, New Delhi, 2005)

**EG 206 Introductory Linguistics**

**3 1 0 4 4**

Properties of Human Language

Human Language and animal communication

Development and spread of languages throughout the world – the language families

What is linguistics?

Introductory morphology, phonology, syntax, semantics

**Text book:**

Christopher J Hall. *An Introduction to Language and Linguistics*. (New York: Continuum, 2008).

**Essential reading:**

Aitchison, Jean. *The Articulate Mammal: an Introduction to Psycholinguistics* (5<sup>th</sup> ed). (London: Routledge, 2008).

Burling, Robbins. *The Talking Ape; how Language Evolved*. (Oxford: OUP, 2007).

Comrie, Bernard *et al* (eds). *The Atlas of Languages: the origin and development of languages throughout the world*. (New York: Facts on File, 2003).

Cook, Vivian. *Inside Language*. (London: Hodder Arnold, 1997).

**SEMESTER V**

**EG 301 Literary Criticism II**

**3 1 0 4 4**

This Course is in continuation of the earlier Course on Criticism. This Course introduces the students to Literary Criticism from Arnold to the advent of Structuralism through New Criticism.

Arnold, “Study of Poetry,”

Eliot, “Tradition and the Individual Talent”

Richards, from *Principles of Literary Criticism*

Leavis, *New Bearings in English Poetry* (Selection)

Brooks, “Irony as a Principle of Structure”

Abrams, “Orientation of Critical Theories”

Barthes, “Death of the Author”

**Reference book**

Lodge, David (ed). *Twentieth Century Criticism and Theory* (Longman, London, 1977).

**Objectives**

The course aims at acquainting the students with the development of English poetry from the pre-Romantic period to the early modern period along with intellectual and social background. The students are expected to acquire first hand knowledge of some major works of poetry of the period and also acquire the ability to respond to them.

## UNIT A

William Blake : Selections from *Songs of Innocence and Experience*

## UNIT B

William Wordsworth: "Lines Composed a Few Miles above Tintern Abbey" ;  
"The World is too much with us"

S.T.Coleridge : "Frost at Midnight"; "Dejection: an Ode"

## UNIT C

P.B.Shelley: "Ode to the West Wind"; "To a Skylark"

John Keats: "To Autumn"; "Ode to Psyche"

## UNIT D

Robert Browning : "My Last Duchess"; "Two in the Campagna"

Christina Rossetti: "Goblin Market"; "Remember"

## UNIT E

T.S.Eliot : "The Love Song of J.Alfred Prufrock"

**EG 305 Non-Fictional Prose****Objectives**

The course aims at acquainting the students with the growth and development of English prose and enabling them to read important works of prose till the nineteenth century and respond to them.

## UNIT A

Selections from *The Bible* (King James Version)

## UNIT B

Francis Bacon : Selected Essays

## UNIT C

Samuel Johnson: "Life of Cowley" (Selections)

## UNIT D

Jonathan Swift: *Gulliver's Travels* , Book IV

## UNIT E

Oscar Wilde: "Critic as Artist"

Walter Pater: From *The Renaissance*

## SEMESTER VI

### EG 304 Drama: Seventeenth to Twentieth Century

3 1 0 4 4

#### Objectives

The course aims at acquainting the students with the development of English drama from the seventeenth to the twentieth century, familiarizing them with various forms of drama and different dramatic conventions.

#### UNIT A

Aphra Behn : *The Rover*

#### UNIT B

G.B.Shaw: *St. Joan*

#### UNIT C

John Osborne : *Look Back in Anger*

#### UNIT D

Samuel Beckett: *Waiting for Godot*

#### Reference books

Innes, Christopher. *Modern British Drama. The Twentieth Century*. (Cambridge University Press, Cambridge, 2002).

### EG 306 Fiction: Victorian and Modern

3 1 0 4 4

#### Objectives

The course aims at acquainting the students with the development of fiction from the Victorian period to the early modern period. They are expected to develop critical insight into realist and modernist fiction by reading and responding to some important texts.

#### UNIT A

Charles Dickens : *Great Expectations*

#### UNIT B

Thomas Hardy: *The Return of the Native*

#### UNIT C

Virginia Woolf: *To the Lighthouse*

#### UNIT D

Essays to be read

McKeon, Michael "Generic transformation and social change: rethinking the Rise of the Novel" in Mac Keon, Michael (ed.) *The Theory of the Novel: A Historical Approach*. (The Johns Hopkins University Press, Baltimore & London, 2000, 382-399).

Robert, Marthe From *Origins of the Novel* in Mac Keon, Michael (ed.) *The Theory of the Novel: A Historical Approach*. (The Johns Hopkins University Press, Baltimore & London, 2000.

Woolf, Virginia "Modern Fiction" in Mac Keon, Michael (ed.) *The Theory of the Novel: A Historical Approach*. (The Johns Hopkins University Press, Baltimore & London, 2000, 739-758).

### Reference books

Eagleton, Terry. *The English Novel: An Introduction*. (Wiley-Blackwell, London, 2004).  
Marsh, M. *Thomas Hardy: The Novels*. (Macmillan, London, 2001).  
Wolfreys, J. *Dickens to Hardy, 1837-1884*. (Palgrave, London, 2007).

## EG 308 Indian Writing in English

3 1 0 4 4

The aim of this paper is to introduce the student to Indian Writing in English (IWE) as a body of imaginative writing which, despite its colonial origins, reflects the cultural complexity and the many contexts of India. The syllabus begins by including a couple of essays which help address the theoretical issues of writing and reading (and teaching) IWE before moving onto some landmark authors and texts.

### Section A: Background and Approach / Context

Vinay Dharwadkar "English in India and Indian Literature in English: The Early History", 1579-1834, (*Comparative Literature Studies* 39.2 (220) 93-119)  
A K Ramanujan, "Three Hundred Ramayanas", Daniels-Ramanujan, Molly (ed), *The Oxford India Ramanujan* (Oxford University Press, New Delhi, 2004)

### Section B: Fiction

Raja Rao, *Kanthapura*  
R K Narayan, *The Guide*  
Salman Rushdie, *Midnight's Children*

### Section C: Poetry

Henry Derozio, "Sonnet to My Pupils", and "The Harp of India"  
Toru Dutt, "A Mon Pere", "The Lotus", "Our Casuarina Tree", "Baugmaree"  
Sri Aurobindo, *Savitri* (selections)  
Sarojini Naidu, "Indian Dancers", "Nightfall in the City of Hyderabad"

### Section D: Non-fictional Prose

Jawaharlal Nehru (extracts from *An Autobiography*)  
Nirad Chaudhuri (extracts from *The Autobiography of an Unknown Indian*)

### Reference Books:

Allen, Richard and Harish Trivedi (eds). *Literature and India 1800-1990*. (Routledge, London, 2000)  
Gopalan, Priyamvada. *The Indian English Novel: Nation, History, and Narration*. (Oxford University Press, New York, 2009)  
King, Bruce. *Modern Indian Poetry in English (revised edition)*. (Oxford University Press, New Delhi, 2004)

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. (Permanent Black, Delhi, 2006)

Patke, Rajeev. *Postcolonial Poetry in English* (Oxford University Press, New York, 2006)

### **Syllabus for Alternative English for BABEd/ MA Integrated Programme**

#### **EG 106 Alternative English I 2 1 0 3 3**

UNIT A (Weightage 40% of the total)

English poetry:

Shakespeare: Sonnet 18

Herrick: "To Daffodils"

Donne: "Good Morrow"

Blake: "The Tyger"; "London"

UNIT B (25 % of the total)

Short story:

Mark Twain: "The Celebrated Jumping Frog of Calaveras Country"

UNIT C (35 % of the total)

Drama:

Arthur Miller: *All My Sons*

#### **Textbooks**

Materials (poems and stories) will be supplied by the Department

#### **EG 109 Alternative English II 2 1 0 3 3**

UNIT A (40 % of the total)

English poetry:

William Wordsworth: "Lucy Gray"

Cowper: "Poplar Field"

Tennyson: "Ulysses"

Browning: "The Last Ride Together"

Dickinson: "This was a poet it is that"

UNIT B (25 % of the total)

Short story:

Guy de Maupassant: "The Necklace"

UNIT C (35 % of the total)

Drama:

Wole Soyinka: *Death of the King's Horseman*

#### **Textbooks**

Materials (poems and stories will be supplied by the Department

#### **EG 209 Alternative English III 2 0 0 2 2**

UNIT A (30 % of the total)

Poetry:

W.B.Yeats: "The Lake Isle of Innisfree"

T.S.Eliot: "The Journey of the Magi"

Ted Hughes: "Hawk Roosting"

A.K.Ramanujan: "Invisible Bodies"

UNIT B (25 % of the total)

Short story:

Hemingway: "A Clear Well-lighted Place"

UNIT C (25 % of the total)

Novel:

Hemingway: *The Old Man and the Sea*

UNIT D (20 % of the total)

Writing a paragraph on a given topic

**Textbooks**

Materials (poems and stories) will be supplied by the Department

**EG 211 Alternative English IV 20022**

UNIT A (25 % of the total)

Short story:

Leslie Marmon Silko: "Yellow Woman"

Jean Rhys: "The Day They Burned the Books"

UNIT B (25 % of the total)

Prose:

Charles Lamb: "Poor Relations"

Bertrand Russell: "On Being Modern-Minded"

UNIT C (30 % of the total)

Novel:

Arup Kumar Datta: *Kaziranga Trails*

UNIT D (20 % of the total)

Writing an essay on a given topic

**Textbooks**

Materials (stories and essays) to be supplied by the Department