

Anekant Education Society's
**Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati**

Autonomous

Course Structure for M.A Paper – 1.1

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 4101	English Literature from 1550-1798	4

SYLLABUS (CBCS) FOR M.A Paper – 1.1
(w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A. (Semester- I)

Paper Code : ENG 4101

Paper : 1.1

Title of Paper: English Literature from 1550-1798

Credit: 4 No. of lectures: 60

A) Learning Objectives:

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

Learning Outcomes:

1. The students get familiar with the major movements and figures of English Literature.
2. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
4. The values and human concern is instilled in students through exposure to literary texts.
5. The students become competent in literary and linguistic skills.

TOPICS/CONTENTS:

1) Unit I: Sidney, Spenser- 15 clock hours (7 clock hours to poems by Sidney and 8 clock hours to poems by Spenser)

2) Unit II: Herrick, Donne, Marvell-18 clock hours (6 clock hours to poems by Herrick, Donne and Marvell)

3) Unit III: The Spanish Tragedy- (12 clock hours)

Course Content

Unit I:

Sir Philip Sidney: Following lyrics from *Astrophel and Stella*)

‘Loving in Truth...’ ii) ‘The Curious Wits...’ iii) ‘Stella since thou...’

Edmund Spenser: Following lyrics from *Amoretti* – i) ‘In that proud port...’

ii) ‘What guile is this...’ iii) ‘The merry Cuckow...’

Unit II:

Robert Herrick: i) *Upon Julia’s Clothes*, ii) *Delight in Disorder*, iii) *To Daffodils*

John Donne: i) *The Sunne Rising*, ii) *A Valediction Forbidding Mourning*, iii)

Canonization

Andrew Marvell: i) *Definition of Love*, ii) *To His Coy Mistress*

Unit III

Thomas Kyd: *The Spanish Tragedy*

Unit IV:

William Shakespeare: *Othello*

References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

Elizabethan and Metaphysical Poetry

Bennett, Joan, *Five Metaphysical Poets*, (Cambridge: 1934)

Berger, Harry, Jr.(ed.) *Spenser: a collection of critical essays* (Englewood Cliffs,N.J. Princeton-Hall Inc. 1968)

Bullet, Gerald (ed.), *Silver Poets of the Sixteenth Century* (London:J.M.Dent and Sons Ltd; 1947)

Gardner, Helen (ed.), *Metaphysical Poetry* (Harmondsworth: Penguin, 1957)

Inglis, Fred, *The Elizabethan Poets* (London: Evans Brothers, 1969)

Thomas Kyd

Bowers, Fredson, *Elizabethan Revenge Tragedy* (Princeton,N.J. Princeton University Press, 1940)

Bradbrook, M.C. *Themes and Conventions of Elizabethan Tragedy* (Cambridge, 1935)

Heilman, Robert, *Tragedy and Melodrama: Versions of Experience* (London and Seattle, 1968)

Shakespeare, William. Othello (Pan Macmillan India, 2017)

Maus, Katherine,(ed.), Four Revenge Tragedies (Oxford, 1995)

William Shakespeare

Bradley, A.C. Shakespearean Tragedy (London: Macmillan and Company,1904,
reprinted several times)

Granville-Barker, Harley, Prefaces to Shakespeare, first series,(London: Sidgwick
and Jackson, 1927)

Muir, Kenneth (ed.) King Lear (London: Methuen &Co. 1972).

Nagarajan, S. and Vishwanathan,(ed.) Shakespeare in India (OUP,1987)

Webster, Margaret, Shakespeare Without Tears (Cleaveland and New York: The
World Publishing Company, 1955)

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Autonomous

Course Structure for M.A Paper – 2.1

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG 4201	English Literature from 1550-1798	4

SYLLABUS (CBCS) FOR M.A Paper – 2.1

(w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A. (Semester- II)

Paper Code : ENG 4201

Paper : 2.1

Title of Paper: English Literature from 1550-1798

Credit: 4 No. of lectures: 60

A) Learning Objectives:

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

Learning Outcomes:

6. The students get familiar with the major movements and figures of English Literature.
7. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
8. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
9. The values and human concern is instilled in students through exposure to literary texts.
10. The students become competent in literary and linguistic skills.

TOPICS/CONTENTS:

Unit I: Paradise Lost (Book IX)

(10 clock hours)

Unit II: Dryden, Goldsmith- 20 clock hours (10 clock hours to Dryden's poem and 10 clock hours to Goldsmith's poem)

Unit III: The Duchess of Malfi (15 clock hours)

Unit IV: Daniel Defoe: Robinson Crusoe

Course Content

Unit I: John Milton: Paradise Lost (Book IX)

Unit II: John Dryden: MacFlecknoe

Oliver Goldsmith: Deserted Village

Unit III: John Webster: The Duchess of Malfi

Unit IV: Daniel Defoe : Robinson Crusoe

References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

John Milton

Campbell, Gordon and Corns, Thomas. John Milton: Life, Work, and Thought.

Oxford: Oxford University Press, 2008.

Hunter, William Bridges. A Milton Encyclopedia. Lewisburg: Bucknell University Press, 1980.

Johnson, Samuel. Lives of the Most Eminent English Poets. London: Dove, 1826.

Wilson, A. N. The Life of John Milton. Oxford: Oxford University Press, 1983.

John Dryden

Hopkins, David, John Dryden, ed. by Isobel Armstrong, (Tavistock: Northcote House Publishers, 2004)

Hopkins David (ed.) John Dryden Selected Poems. (London: Everyman Paperbacks, 1998)

Marriott, David (ed.) The Works of John Dryden. (Hertfordshire: Wordsworth Editions, 1995)

Winn, James Anderson. John Dryden and His World New Haven: Yale UP, 1987

John Webster

Rene Weis, (ed) John Webster: The Duchess of Malfi and Other Plays. (Oxford World's Classics, 1996)

Forker Charles R. Skull beneath the Skin: The Achievement of John Webster.

Defoe, Daniel. Robinson Crusoe (Fingerprint Publishing, 2017)

Austin Dobson, Henry (Editor) The Complete Poetical Works of Oliver Goldsmith

Rousseau, George (1974), Goldsmith: The Critical Heritage (London:Routledge and Kegan Paul, 1974)

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Autonomous

Course Structure for M.A Paper – 1.2

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 4102	English Literature from 1798-2000	4

SYLLABUS (CBCS) FOR M.A Paper – 1.2 (w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A. (Semester- I)

Paper Code: ENG 4102

Paper : 1.2 Title of Paper: English Literature from 1798-2000

Credit: 4 No. of lectures: 60

A) Learning Objectives:

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

Learning Outcome:

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

TOPICS/CONTENTS:

1) Unit I: Coleridge, Wordsworth- 18 clock hours (9 clock hours to poems by Coleridge and 9 clock hours to poems by Wordsworth)

2) Unit II: Shelley, Keats- 18 clock hours (9 clock hours to poems by Shelley and 9 clock hours to poems by Keats)

3) Unit III: Emma: (12 clock hours)

4) Unit IV: A Tale of Two Cities (12 clock hours)

Course Content

Unit I:

S.T. Coleridge: The Rime of Ancient Mariner

William Wordsworth: i) Ode Intimations of Immortality ii) Lines composed a few lines above Tintern Abbey

Unit II:

P. B. Shelley: i) The World is too Profaned ii) Ozymandias

John Keats: i) On First Looking into Chapman's Homer ii) Ode to Nightingale
iii) Ode to Psyche

Unit III:

Jane Austen: Emma

Unit IV:

Charles Dickens: A Tale of Two Cities

References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

S. T. Coleridge

1. Barth, J. Robert. *The Symbolic Imagination* (New York: Fordham, 2001).
2. Beer, John B. *Coleridge the Visionary* (London: Chatto and Windus, 1970).
3. Engell, James. *The Creative Imagination* (Cambridge: Harvard, 1981).
4. Holmes, Richard *Coleridge*. (Oxford University Press, 1982).
5. House, Humphry. *Coleridge. The Clark Lectures 1951-52*. (Lyal Book Depot, Ludhiana, 1968).
6. Vallins, David. *Coleridge and the Psychology of Romanticism: Feeling and Thought* (London: Macmillan, 2000).

William Wordsworth

1. Stephen Gill, *William Wordsworth: A Life*, (Oxford University Press, 1989).
2. Emma Mason, *The Cambridge Introduction to William Wordsworth* (Cambridge University Press, 2010)
3. Abrams, M. H. *Naturalism Supernaturalism*. (New York: W. W. Norton & Company, 1973).
4. Bradley, Andrew. *Oxford Lectures on Poetry*. (London: Macmillan, 1909).
5. Davies, Hunter. *William Wordsworth: A Biography*. (New York: Atheneum, 1980).

P.B. Shelley

1. Altick, Richard D., *The English Common Reader*. (Ohio: Ohio State University Press, 1998).
2. Holmes, Richard. *Shelley: The Pursuit*. (New York: E.P. Dutton, 1975).
3. Hay, Daisy. *Young Romantics: the Shelleys, Byron, and Other Tangled Lives*, (Bloomsbury, 2010).

John Keats

1. Colvin, Sidney. *John Keats: His Life and Poetry, His Friends Critics and After-Fame*. (London: Macmillan, 1917).

2. Gittings, Robert *John Keats*. (London: Heinemann, 1968).
3. Hirsch, Edward (Ed.) *Complete Poems and Selected Letters of John Keats*. (Random House Publishing, 2001).
4. Vendler, Helen *The Odes of John Keats*. (Belknap Press, 1983).

Jane Austen

1. Galperin, William. *The Historical Austen*. (Philadelphia: University of Pennsylvania Press, 2003).
2. Kirkham, Margaret. *Jane Austen, Feminism and Fiction*. Brighton: Harvester, 1983).
3. Lascelles, Mary. *Jane Austen and Her Art*. (Original publication 1939. Oxford University Press, 1966).
4. Page, Norman. *The Language of Jane Austen*. (Oxford: Blackwell, 1972).
5. Todd, Janet. *The Cambridge Introduction to Jane Austen*. (Cambridge: Cambridge University Press, 2006).

Charles Dickens

1. Ackroyd, Peter *Dickens*. (London: Sinclair-Stevenson. 1990).
2. Davis, Paul *Charles Dickens A to Z*. (Checkmark Books, 1999).
3. Johnson, E.D.H. *Charles Dickens: An Introduction to His Novels*. (Random House, 1969).

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Autonomous

Course Structure for M.A Paper – 2.2

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG 4202	English Literature from 1798-2000	4

SYLLABUS (CBCS) FOR M.A Paper – 2.2 (w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A. (Semester- II)

Paper Code: ENG 4202

Paper : 2.2

Title of Paper: English Literature from 1798-2000

Credit: 4 No. of lectures: 60

A) Learning Objectives:

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

Learning Outcome:

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

TOPICS/CONTENTS:

Unit I: Tennyson, Browning, Arnold- 15 clock hours (5 clock hours to poems by Tennyson, Browning and Arnold)

Unit II: Eliot, Yeats, Thomas, Heaney - 20 clock hours (05 clock hours to poems by Eliot, Yeats, Thomas, Heaney)

Unit III: Lord of the Flies: (12 clock hours)

Unit IV: Waiting for Godot: (13 clock hours)

Course Content

Unit I: Alfred Lord Tennyson: i) Ulysses ii) Tithonus

Robert Browning: i) My Last Duchess ii) My Last Ride Together

Mathew Arnold: Dover Beach

Unit II: T. S. Eliot: i) The Love Song of J. Alfred Prufrock ii) The Journey of Magi

W. B. Yeats i) The Second Coming ii) When You are Old

Dylan Thomas: Fern Hill

Seamus Heaney: i) Bogland ii) The Tollund Man

Unit III: William Golding: Lord of the Flies

Unit IV: Samuel Beckett: Waiting for Godot

References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

Alfred Lord Tennyson

1. Culler A. Dwilight, *The Poetry of Tennyson*. (London: Yale Univ. Press, 1977).
2. Valerie, Pitt *Tennyson Laureate*. (London: Barrie & Rockliff., 1962).
3. Turner, Paul. *Tennyson*. (Boston & London: Routledge & Kegan Paul 1976).

Robert Browning

1. Drew, Philip. *The poetry of Robert Browning: A critical introduction*. (Methuen,1970)
2. Hudson, Gertrude., Reese. *Robert Browning's Literary Life from First Work to Masterpiece* (Texas, 1992).
3. Litzinger, Boyd and Smalley, Donald (eds.) *Robert Browning: the Critical Heritage*. (Routledge, 1995).

Mathew Arnold

1. Kenneth Allott (ed.) *The Poems of Matthew Arnold* (London and New York: Longman Norton, 1965)
2. Renzo D'Agnillo. *The Poetry of Matthew Arnold* (Aracne: Professors Chauncey Brewster 2005).
3. Tinker and Howard Foster Lowry. *The Poetry of Matthew Arnold: A Commentary* (New York: Oxford University Press, 1940)

T. S. Eliot

1. Madge V. M. *The Knight and the Saint: A Study of T. S. Eliot's Development*. (Jaipur: Book Enclave, 2004).
2. Kenner, Hugh. *The Invisible Poet: T. S. Eliot*. (1969).
3. Maxwell, D. E. S. *The Poetry of T. S. Eliot*, Routledge and Keagan Paul. (1960).
4. Raine, Craig. *T. S. Eliot*. (Oxford University Press 2006).

5. Drew, Elizabeth. *T. S. Eliot: The Design of His Poetry* (New York: Charles Scribner's Sons, 1949).

W. B. Yeats

1. Jeffares, A Norman. *A Commentary on the Collected Poems of W. B. Yeats*. (Stanford University Press 1968).
2. Pritchard, William H. *W. B. Yeats: A Critical Anthology*. (Penguin.1972).
3. Vendler, Helen (2004). *Poets Thinking: Pope, Whitman, Dickinson, Yeats*. Harvard University Press.

Dylan Thomas

1. Bold, Norman. *Cambridge Book of English Verse, 1939–1975* (Cambridge University Press 1976).
2. Ferris, Paul *Dylan Thomas, A Biography*. (New York: Paragon House 1985).
3. Charles B. Cox (editor), *Dylan Thomas: a Collection of Critical Essays*, (1966).

Seamus Heaney

1. Corcoran, Neil. *The Poetry of Seamus Heaney: A Critical Study*, 1998.
2. Elmer Andrews (ed.) *The Poetry of Seamus Heaney*, 1993.
3. Garratt, Robert F. (ed.) *Critical essays on Seamus Heaney*, 1995.
4. Parker, Michael. *Seamus Heaney: The Making of the Poet*, 1993.

William Golding

1. Carey, John *William Golding: The Man Who Wrote Lord of the Flies*. (New York: Simon & Schuster 2009).
2. L. L. Dickson. *The Modern Allegories of William Golding* (University of South Florida Press, 1990).

Samuel Beckett

1. Ackerley, C. J. and S. E. Gontarski, ed. *The Grove Companion to Samuel Beckett*. (New York: Grove Press 2004).
2. Casanova, Pascale *Beckett. Anatomy of a Literary Revolution*. Introduction by Terry Eagleton. (New York : Verso Books 2007).
3. Cronin, Anthony. *Samuel Beckett: The Last Modernist*. (New York: DaCapo Press 1997).
4. Esslin, Martin. *The Theatre of the Absurd*. (Garden City, NY: Anchor Books 1969).
5. Fletcher, John. *About Beckett*. (Faber and Faber, London 2006).

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Autonomous

Course Structure for M.A Paper – 1.3

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 4103	Contemporary Studies in English Language	4

**SYLLABUS (CBCS) For M. A. – I Contemporary Studies in English
Language Paper – 1.3
(w. e. from June, 2019)**

Academic Year 2019-2020

Class : M.A- I (Semester- I)

Paper Code: ENG 4103

Paper : 1.3

Title of Paper: Contemporary Studies in English

Credit: 4 No. of lectures: 60

A) Learning Objectives:

1. To introduce students to the basic tools essential for systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into theoretical perspectives and enable them to apply the acquired linguistic skills in real life situations

Learning Outcome:

1. Students understand the basic tools essential for systematic study of language
2. They get acquainted with the basic concepts and issues in linguistics
3. They are introduced to various sub-disciplines of linguistics
4. They learn theoretical perspectives and also learn how to apply the acquired linguistic skills in real life situations

TOPICS/CONTENTS:

Unit I:

Contemporary Theories/Views of Language (15 clock hours)

Unit II: Phonology (15 clock hours)

Unit III: Morphology (15 clock hours)

Unit IV: Syntax: A Descriptive View (15 clock hours)

Course Content:

Unit 1: Cotemporary Theories/Views of Language

i) What is Linguistics?

Linguistics in a Historical Context

1. The traditional approach to linguistics
2. The structural approach to linguistics
3. The cognitive approach to linguistics

ii) Saussure's Theory of Structuralism:

a) Synchronic and Diachronic Studies

Langue and Parole

Syntagmatic and Paradigmatic Relations

iii) Chomsky's Theory of Generative Grammar:

Competence and Performance

The Concept of Universal Grammar

iv) Michael Halliday's Concept of Systemic Grammar

Unit 2: Phonology

Phonemes of English: Description and Classification

Syllable : Structure and Types, Syllabic Consonants

Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress

Sentence Stress: Use of Weak and Strong Forms, Tone Groups, The Concept of Nucleus (types-end-placed and contrastive), Tonic Accents, Pre-tonic Accent, Post-tonic Accent

Intonation Patterns/Uses of Tones, Grammatical and Attitudinal Function of Intonation

Unit 3: Morphology

Structure of words, Concepts of Morpheme and Allomorph

Types of Morpheme (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational)

Morphophonemic changes, Phonological and Morphological Conditioning

Word-building processes

Unit 4: Syntax: A Descriptive View

Elements of Grammar

Verbs and Verb Phrase

Nouns, Pronouns and basic Noun Phrase

iv) IC Analysis

v) The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure)

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Autonomous

Course Structure for M.A Paper – 2.3

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG 4203	Contemporary Studies in English Language	4

**SYLLABUS (CBCS) For M. A. – I Contemporary Studies in English
Language Paper – 2.3
(w. e. from June, 2019)**

Academic Year 2019-2020

Class : M.A- I (Semester- II)

Paper Code: ENG 4203

Paper : 2.3

Title of Paper: Contemporary Studies in English

Credit: 4 No. of lectures: 60

A) Learning Objectives:

1. To introduce students to the basic tools essential for systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into theoretical perspectives and enable them to apply the acquired linguistic skills in real life situations

Learning Outcome:

1. Students understand the basic tools essential for systematic study of language
2. They get acquainted with the basic concepts and issues in linguistics
3. They are introduced to various sub-disciplines of linguistics
4. They learn theoretical perspectives and also learn how to apply the acquired linguistic skills in real life situations

TOPICS/CONTENTS:

Unit I: Sociolinguistics (15 clock hours)

Unit II: Syntax Theoretical Perspectives (15 clock hours)

Unit III: Semantics (15 clock hours)

Course Content

Unit 1: Sociolinguistics

Language Variation: Regional Dialects, Social Dialects/ Sociolects, Idiolects, Formal and Informal Styles, Registers, Standard and Non-Standard Varieties, Slang, Jargon

Language Contact:

Code Switching and Code Mixing

b) Pidgins and Creoles c) Borrowing

Unit 2: Semantics

Nature of Semantics

Seven Types of Meaning

Lexical Semantics:

Synonym, Antonym

Homonymy, Polysemy

Hyponymy, Super ordinate Terms

Metonymy, the Concept of Prototype

Unit 3: Pragmatics

1. Elements of Meaning
2. Meaning Relations
3. Elements of Pragmatics
4. Text and Discourse

Unit 4: Speech Act Theory and Discourse Analysis

J. L. Austin's Speech Act theory:

Constative and Performative Utterances

Felicity Conditions

J. R. Searle's Typology of Speech Acts:

- a) Assertives
- b) Directives
- c) Expressives
- d) Commissives

Declarations

(IV) References:

Akmajian, et al. (1995), *Linguistics: An Introduction to Language and Communication*, Prentice Hall of India: New Delhi.

Anderson, W. L. and Stageberg, N. C. (1975), *Introductory Readings on Language*, Holt, Rinehart & Wilson (4th edn.): New York

Balasubramaniam, T. (1981), *A Text book of English Phonetics for Indian Students* (Macmillan)

Bansal, R. K. and J. B. Harrison (1972), *Spoken English for India*, New Delhi : Orient Longman

Brown, G. and Levinson, S. C. (1987), *Politeness: Some Universals in Language Usage*, Cambridge: CUP

Chomsky (1965), *Aspects of the Theory of Syntax*, Cambridge, Mass: MIT

Press. Cook, Guy (2003), *Applied Linguistics*, Oxford : OUP. Cook, Guy (1989), *Discourse*, Oxford : OUP.

Crystal, David (1980 rpt. 2008), *A Dictionary of Linguistics and Phonetics*, Cambridge: Blackwell.

Crystal, David (1987), *The Cambridge Encyclopaedia of Language*, Cambridge: CUP.

Crystal, David (1969), *The Cambridge Encyclopaedia of English Language*, Cambridge: CUP

Gimson, A. C. (1996), *An Introduction to The Pronunciation of English*, Revised edition.

Hudson, R. A. (2003), *Sociolinguistics*, Cambridge: CUP.

Koach, P. (1983), *English Phonetics and Phonology* (CUP)

Krishnaswamy, Verma and Nagarajan (1992), *Modern Applied Linguistics* (Macmillan)

Leech, G. N. (1983), *Principles of Pragmatics*, London: Longman.

Levinson, S. C. (1983), *Pragmatics*, Cambridge: CUP.

Kennedy, Graeme (2011), *Structure and Meaning in English* (New Delhi: Pearson).

Lyons, J. (1981), *Language, Meaning and Context*, Cambridge: CUP.

Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.

Lyons, J. (1977), *Semantics, Vols. 1 & 2*, Cambridge: CUP.

Mohan Krishna and Banerjee Meera, *Developing Communication Skills*, Madras: Macmillan, 1990.

O'Connor, J. D. (1980, rpt. 1992), *Better English Pronunciation (New Edition)*, New Delhi :Universal Book Stall,

Palmer, Frank (1982), *Semantics*, Cambridge : CUP

Prasad, Tarni (2008), *A Course in Linguistics*, New Delhi : Prentice Hall of India

Quirk, R, S. Greenbaum (1973), A University Grammar of English, London: Longman.

Radford, Atkinson and Others (1999), Linguistics: An Introduction (CUP)

Saeed, John (1997), Semantics, Oxford: Blackwell.

Saussure, Ferdinand De (1974), Course in General Linguistics (with introduction by Jonathan Culler), Fontana: Collins.

Sethi and Dhamija (1989), A Course in Phonetics and Spoken English (Prentice Hall of India)

Syal, Pushpinder and D.V. Jindal (2001), An Introduction to Linguistics : Language Grammar and Semantics, (Prentice Hall of India)

Thakur, Damodar, (1998), Linguistics Simplified : Syntax. BharatiBhawan : Patna

Trask, R. L. (2003), Language : The Basics. (Routledge)

Verma and Krishnaswamy (1989), Modern Linguistics: An Introduction (OUP)

Verschueren, Jeff (1999), Understanding Pragmatics (London: Edward Arnold)

Yule, George (1996), Pragmatics, Oxford : OUP.

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Autonomous

Course Structure for Paper – 1.4: Literary Criticism and Theory

Semester	Paper Code	Title of Paper	No. of Credits
I	4104	Literary Criticism and Theory	4

SYLLABUS (CBCS) FOR M.A-I Literary Criticism and Theory

(w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A- I (Semester- I)

Paper Code: ENG 4104

Paper : Paper – 1.4 Title of Paper: Literary Criticism and Theory

Credit: 4 No. of lectures: 60

A) Learning Objectives:

- 1) To introduce students to the nature, function and relevance of literary criticism and theory
- 2) To introduce them to various important critical approaches and their tenets
- 3) To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability
- 4) To develop sensibility and competence in them for practical application of critical approach to literary texts

Learning Outcome:

1. The Students get familiar with the nature and of literary criticism. They also get theoretical knowledge.
2. The students understand various important critical approaches and their applications.
3. The students learn to deal with highly intellectual and radical content and they develop their logical thinking and analytical ability.
4. They become sensitive and competent in practical criticism and they learn to apply the critical approaches to literary texts.

TOPICS/CONTENTS:

SEMESTER-I

Background survey and tenets of critical approaches	4 clock hours
Unit I: Classical Criticism	14 clock hours
(7 clock hours to each essay)	
Unit II: Neoclassical Criticism-	14 clock hours
(7 clock hours to each essay)	
Unit III: Romanticism and Victorian Criticism-	14 clock hours
(7 clock hours to each essay)	
Unit IV: Modernism and New Criticism	14 clock hours
(7 clock hours to each essay)	

(III) Course Content

Semester- I

Unit I: Classical Criticism

- i) Aristotle: Poetics (Chapter 1 to 10)
- ii) Longinus: On the Sublime (Chapter 2 to 8)

Unit II: Neoclassical Criticism

- i) Pierre Corneille: Of the Three Unities of Action, Time and Place
- ii) Samuel Johnson: The Rambler, No.4 [On Fiction]

Unit III: Romanticism

- i) William Wordsworth: Preface to Lyrical Ballads
- ii) P. B. Shelley: Defence of Poetry

Unit IV: Modernism and New Criticism

- i) T. S. Eliot: Tradition and the Individual
Talent
- ii) John Crowe Ransom: Criticism, Inc.

**Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**

Autonomous

Course Structure for Paper – 2.4: Literary Criticism and Theory

Semester	Paper Code	Title of Paper	No. of Credits
II	4204	Literary Criticism and Theory	4

SYLLABUS (CBCS) FOR M.A-I Literary Criticism and Theory

(w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A- I (Semester- II)

Paper Code: ENG 4204

Paper : Paper – 2.4 Title of Paper: Literary Criticism and Theory

Credit: 4 No. of lectures: 60

A) Learning Objectives:

- 1) To introduce students to the nature, function and relevance of literary criticism and theory
- 2) To introduce them to various important critical approaches and their tenets
- 3) To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability
- 4) To develop sensibility and competence in them for practical application of critical approach to literary texts

Learning Outcome:

5. The Students get familiar with the nature and of literary criticism. They also get theoretical knowledge.
6. The students understand various important critical approaches and their applications.
7. The students learn to deal with highly intellectual and radical content and they develop their logical thinking and analytical ability.
8. They become sensitive and competent in practical criticism and they learn to apply the critical approaches to literary texts.

TOPICS/CONTENTS:

SEMESTER-II

Background survey and tenets of critical approaches	6 clock hours
Unit I: Structuralism and Poststructuralism (6 clock hours to each essay)	12 clock hours
Unit II: Psychoanalysis and Reader Response Criticism (6clock hours to each essay)	12 clock hours

Unit III: Marxist Criticism, Cultural Studies and Digital Humanities 18 clock hours
(6 clock hours to each essay)

Unit IV: Feminist Criticism and Postcolonialism 12 clock hours
(6 clock hours to each essay)

Course Content

Unit I: Structuralism and Poststructuralism

- i) Tzvetan Todorov: Structural Analysis of Narrative
- ii) J. Hillis Miller: Derrida and Literature

Unit II: Psychoanalysis and Reader Response Criticism

- i) Feirstein, Frederick: Psychoanalysis and Poetry
- ii) Wolfgang Iser: Interaction between Text and Reader

Unit III: Marxist Criticism and Modernism

- i) Terry Eagleton: Marxism and Literary Criticism (Chapters 1&2)
- ii) T. S. Eliot: Tradition and Individual Talent

Unit IV: Feminist Criticism and Postcolonialism

- i) Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from The Second Sex)
- ii) Gauri Viswanathan: The Beginnings of English Literary Study in British India

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