

Deccan Education Society's  
**FERGUSSON COLLEGE, PUNE**  
**(AUTONOMOUS)**

**SYLLABUS UNDER AUTONOMY**

**THIRD YEAR B.A. ENGLISH**  
**SEMESTER - V**

**From Academic Year 2018-2019**

**Deccan Education Society's  
FERGUSSON COLLEGE (AUTONOMOUS), PUNE 411004  
Scheme of Course Structure (Faculty of Arts)  
2018-2019  
T. Y. B. A. - English**

<b>Semester</b>	<b>Course Code *</b>	<b>Title *</b>	<b>Paper</b>	<b>Credits</b>	<b>Exam (I / E)</b>	<b>Marks</b>
V	ENG3501	Advanced Communication Skills - I	Compulsory English	3	I and E	50 / 50
	ENG3502	An Introduction to Linguistics - I	Special	4	I and E	50 / 50
	ENG3503	An Introduction to Literary Criticism - I	Special	4	I and E	50 / 50
	ENO3501	Advanced Writing Skills in English	General	3	I and E	50 / 50
VI	ENG3601	Advanced Communication Skills - II	Compulsory English	3	I and E	50 / 50
	ENG3602	An Introduction to Linguistics - II	Special	4	I and E	50 / 50
	ENG3603	An Introduction to Literary Criticism - II	Special	4	I and E	50 / 50
	ENO3601	Popular Literature	General	3	I and E	50 / 50

\* As per the subject Course Codes and Titles.

\* XYZ to be substituted with the 3 Letter Abbreviations (Short Form) of your subject.

**T. Y. B. A. (ENGLISH) SEMESTER - V**  
**COMPULSORY ENGLISH**  
**TITLE: ADVANCED COMMUNICATION SKILLS - I**  
**PAPER CODE: ENG3501**

**[CREDITS - 3]**

**Learning Objectives:**

1. To introduce students to different forms of English literature
2. To develop students' linguistic competence and communication skills
3. To enrich students' writing skill

	<b>Title and Contents</b>
<b>Unit - I</b>	<ol style="list-style-type: none"><li>1. A Day's Wait- Ernest Hemingway</li><li>2. Rethink your Thinking</li><li>3. The Justice of Peace - Hilaire Belloc</li></ol>
<b>Unit - II</b>	<ol style="list-style-type: none"><li>1. Fusion Music</li><li>2. The Happy Prince - Oscar Wilde</li></ol>
<b>Unit - III</b>	<ol style="list-style-type: none"><li>1. A Speech by N. R. Narayana Murthy</li><li>2. The Cockroach- Kevin Halligan</li></ol>
<b>Unit - IV</b>	<ol style="list-style-type: none"><li>1. Graphic Novels</li><li>2. A Speech by Barack Obama</li></ol>

**Reference:**

1. C. L. N. Prakash (ed). *Reflections III*

**T. Y. B. A. (ENGLISH) SEMESTER-V**  
**ENGLISH SPECIAL PAPER - III**  
**TITLE: AN INTRODUCTION TO LINGUISTICS - I**  
**PAPER CODE: ENG3502**

**[CREDITS - 4]**

**Learning Objectives:**

1. To expose students to some of the basic concepts in Linguistics
2. To introduce students to some advanced areas of language study
3. To acquaint students with various levels of linguistic analysis
4. To enhance the learners' linguistic competence along with the contextual and cultural appropriateness of the language.

<b>Title and Contents</b>	
<b>Unit - I</b>	<p><b>ORIENTATION</b></p> <p>(a) What is Linguistics?</p> <p>(b) Scope of Linguistics</p> <p>(c) 'Speech' and 'Writing'</p> <p>(d) Levels of Linguistic Analysis</p> <p>(e) Branches of Linguistics: Sociolinguistics, Psycholinguistics, Historical Linguistics, Neurolinguistics, Computational Linguistics, Applied Linguistics</p>
<b>Unit - II</b>	<p><b>THE PHONOLOGY OF ENGLISH</b></p> <p>(a) The Organs of Speech and the articulation of sounds: Place and Manner of Articulation</p> <p>(b) Description and Classification of English speech sounds: Vowels and Consonants</p> <p>(c) Phonemes and Allophones (Principle of Complementary and Contrastive Distribution in the Classification of Speech sounds)</p> <p>(d) The Structure of Syllable</p> <p>(e) Word Stress and Sentence Stress</p> <p>(f) Intonation</p>
<b>Unit - III</b>	<p><b>THE MORPHOLOGY OF ENGLISH</b></p> <p>(a) Morphemes and Allomorphs</p> <p>(b) Types of Morphemes</p> <p>(c) Processes of Word Formation (Affixation, Compounding, Conversion, Blending, Clipping and Acronymy)</p>
<b>Unit - IV</b>	<p><b>THE GRAMMAR OF ENGLISH</b></p> <p>(a) 'Grammar' and 'Usage'</p> <p>(b) 'Grammaticality', 'Acceptability' and 'Appropriateness'</p> <p>Topics from 'A Communicative Grammar of English' by Geoffrey Leech and Jan Svartvik</p> <p><b><u>Section A: Concepts</u></b></p> <ul style="list-style-type: none"> <li>- Referring to objects, substances and materials: Concrete and Abstract</li> <li>- Definite and Indefinite Meaning</li> <li>- Time, Tense and Aspect</li> <li>- Place, Direction and Distance</li> </ul> <p><b><u>Section D: Meanings in Connected Discourse</u></b></p> <ul style="list-style-type: none"> <li>- Linking Signals</li> <li>- Linking Clauses and Sentences</li> </ul>

## References:

1. Anderson, W. L. and Stageberg, N.C. (1975), *Introductory Readings on Language* (4<sup>th</sup> Edition). New York: Holt, Rinehart and Wilson.
2. Akmajian, et al. (1995), *Linguistics: An Introduction to Language and Communication*, New Delhi: Prentice Hall of India.
3. Anderson, W. L. and Stageberg, N. C. (1975), *Introductory Readings on Language*, New York: Holt, Rinehart & Wilson (4<sup>th</sup> edn).
4. Balasubramaniam, T. (1981), *A Text book of English Phonetics for Indian Students*, New Delhi: Macmillan.
5. Bansal, R. K. and J. B. Harrison (1972), *Spoken English for India*, Orient Longman: New Delhi.
6. Crystal, David (1980 rpt. 2008), *A Dictionary of Linguistics and Phonetics*, Cambridge: Blackwell.
7. Crystal, David (1987), *The Cambridge Encyclopaedia of Language*, Cambridge: CUP.
8. Gimson, A. C. (1966) *An Introduction to the Pronunciation of English*, (a revised edition) London: Edward Arnold. Hudson, R. A. (2003), *Sociolinguistics*, CUP: Cambridge.
9. Kachru, B.B.(1983), *The Indianization of English: The English Language in India*, Delhi: OUP
10. Krishnaswamy, Verma and Nagarajan (1992), *Modern Applied Linguistics*, (Macmillan).
11. O'Connor, J. D. (1980, rpt. 1992), *Better English Pronunciation* (New Edition): Universal Book Stall, New Delhi.
12. Leech, G. And Svartvik, J. (1975), *A Communicative Grammar of English*, London: Longman.
13. Levinson, S. C. (1983), *Pragmatics*, Cambridge: CUP.
14. Lyons, J. (2003) *Language and Linguistics*, Cambridge: CUP.
15. Quirk, R. (1962), *The Use of English*, London: Longman.
16. Roach, P. (1983), *English Phonetics and Phonology*, Cambridge: CUP.
17. Yule, G. (2003), *The Study of Language*. Cambridge: CUP.

**T. Y. B. A. (ENGLISH) SEMESTER -V**  
**ENGLISH SPECIAL PAPER - IV**  
**TITLE: AN INTRODUCTION TO LITERARY CRITICISM - I**  
**PAPER CODE: ENG3503**

**[CREDITS - 4]**

**Learning Objectives:**

1. To introduce students to the basics of literary criticism
2. To make them aware of the nature and historical development of criticism
3. To make them familiar with the significant critical approaches and terms
4. To encourage students to interpret literary works in the light of the critical approaches
5. To develop aptitude for critical analysis
6. To encourage the students to apply the critical insight to contemporary developments

**Title and Contents**

**Unit - I** Definition, origin, principles, types, and functions of literary criticism

**Unit - II** **SHORT SURVEY OF LITERARY CRITICISM**

Critical approaches / movements: Classical criticism (Plato's charges against poetry, Aristotle's theory of imitation, Longinus's sources of the sublime), Neo-classical criticism (Pierre Corneille's reinterpretation of three unities, John Dryden's interpretation of classical ideas, Samuel Johnson's justification of Shakespeare's intermingling of tragedy and comedy and Alexander Pope's views on wit and Nature), Romanticism (William Wordsworth's definition of poetry, S. T. Coleridge's concept of fancy and imagination) and Victorian criticism (Matthew Arnold's views about the function of criticism and Walter Pater's concept of Art for Art's sake).

(This short survey is expected to be introductory in nature and should be strictly limited to the study of the salient features of the above-mentioned approaches, the critics and the brief account of their seminal works.)

**Unit - III** **SHORT SURVEY OF LITERARY CRITICISM**

Critical approaches / movements: Modernism (T. S. Eliot's concept of tradition, I. A Richards's four kinds of meaning and F. R. Leavis's concept of completeness of response), New Criticism (J. C. Ransom's concept of texture, Allen Tate's concept of tension and Cleanth Brooks' notion of paradox as the structure of poetry) and Marxist criticism (George Lucaks' concept of realism and Antonio Gramsci's notion of hegemony).

(This short survey is expected to be introductory in nature and should be strictly limited to the study of the salient features of the above-mentioned approaches and the concepts / theories of critics.)

**Unit - IV** Select Terms from Keywords by Raymond Williams

**References:**

1. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press, Manchester: U. K. 2017.
2. Buchanan, Ian. Oxford Dictionary of Critical Theory, Oxford University Press, New York, 2010.
3. Habib, M. A. R. A History of Literary Criticism: From Plato to the Present. Blackwell Publishers Ltd., New York, 2005.
4. Jefferson, Ann (ed.), Robey David Modern Literary Theory: A Comparative Introduction. Barnes and Nobles Books, Totowa, NJ, 1986.
5. Waugh, Patricia (ed.) Literary Theory and Criticism: An Oxford Guide, Oxford University Press, New Delhi, 2006.

**T. Y. B. A. (ENGLISH) SEMESTER - V**  
**GENERAL ENGLISH PAPER - III:**  
**TITLE: ADVANCED WRITING SKILLS IN ENGLISH**  
**PAPER CODE: ENO3501**

**[CREDITS - 3]**

**Learning Objectives:**

1. To acquaint students with writing skills needed while using English in their academic and professional lives
2. To equip them with the basic techniques and conventions related to different text types for effective communication
3. To sensitize them to choose the appropriate vocabulary and tone based on demands of subject, context, reader and purpose
4. To provide diverse samples of 'good' and 'bad' communication for analysis
5. To consistently apply the skills learnt in the classroom

	<b>Title and Contents</b>
<b>Unit - I</b>	<b>BUSINESS COMMUNICATION</b> (a) Job application / CV (b) Emails / Intra-office communication (c) Report-writing (d) Presentations (e) Statement of Purpose
<b>Unit - II</b>	<b>WRITING FOR DIFFERENT MEDIA</b> (a) Journalism: Print, Broadcast and Digital (b) Introduction to HTML concepts of Blog (c) Wiki, Podcasts, Tweets (d) Use / abuse of social media (e) Advertising and Copy-writing (f) Ethics in Journalism, Advertising and Cyber - space
<b>Unit - III</b>	<b>ACADEMIC WRITING</b> (a) Essay-writing: Discursive / Argumentative essays, Descriptive / Narrative / Personal essays (b) Writing for Examinations (c) Writing a Research Paper / Project (d) Research Methodology & Ethics
<b>Unit - IV</b>	<b>NEW AVENUES IN WRITTEN COMMUNICATION</b> (a) Introduction to Technical Writing, Content Writing and Instructional Design (b) Where are these skills needed? (c) Career prospects

**References:**

1. Academic Essay: Academic Tip Sheet. Edith Cowan University, Australia.
2. Bailey, S. *Academic Writing - A Handbook for International Students*. London: Routledge, 2001.
3. Booth, W. C. et al. *The Craft of Research* (3<sup>rd</sup> ed.) Chicago: U. of Chicago P., 2008.
4. Craswell G. *Writing for Academic Success*. New Delhi: Sage, 2004.
5. Day, Robert. *How to Write and Publish a Scientific Paper*. New Delhi: Vikas, 1983.
6. Galvin, J. L. *Writing literature reviews: A Guide for Students of the Social and Behavioural Sciences* (4<sup>th</sup> ed.) CA: Pyczak, 2009.
7. Jordan, R. R. *Academic Writing Course: Study Skills in English*. Pearson Education: England, 1999.

8. Maimon, E. P., Peritz, J. H., & Blake Yancey, K. *A Writer's Resource: A Handbook for Writing and Research*. Boston: McGraw Hill, 2006.
9. *MLA Handbook* (Eighth ed.) New York: MLA, 2016.
10. Zemliansky, Pavel, Lowe, Charles. (ed.) *Writing Spaces: Readings on Writing*. Vol. 1. Indiana: Parlour Press, 2010.

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**THIRD YEAR B.A. ENGLISH**  
**SEMESTER - VI**

**From Academic Year 2018-2019**

**T. Y. B. A. (ENGLISH) SEMESTER - VI**  
**COMPULSORY ENGLISH**  
**TITLE: ADVANCED COMMUNICATION SKILLS-II**  
**PAPER CODE: ENG3601**

**[CREDITS - 3]**

<b>Title and Contents</b>	
<b>Unit - I</b>	1. Meeting at Night - Robert Browning 2. Conflict with Others
<b>Unit - II</b>	1. The Blue Bouquet - Octavio Paz 2. The Chimney Sweeper's Complaint - Mary Alcock
<b>Unit - III</b>	1. About An Inconvenient Truth 2. Dump Called India
<b>Unit - IV</b>	R. K. Narayan - The Guide
<b>References:</b> 1. C. L. N. Prakash (ed.) <i>Reflections III</i> 2. R. K. Narayan - <i>The Guide</i>	

**T. Y. B. A. (ENGLISH) SEMESTER - VI**  
**ENGLISH SPECIAL PAPER - III**  
**TITLE: AN INTRODUCTION TO LINGUISTICS - II**  
**PAPER CODE: ENG3602**

**[CREDITS - 4]**

	<b>Title and Contents</b>
<b>Unit - I</b>	<b>SEMANTICS AND PRAGMATICS</b> (a) Differences between ‘Semantics’ and ‘Pragmatics’ (b) Types of meaning (Denotative and Connotative) (c) Components and Contrasts of Meaning: (Synonymy, Antonymy, Homonymy, Hyponymy) (d) Austin-Searle’s Speech Act Theory (e) The Politeness Principle (f) The Cooperative Principle
<b>Unit - II</b>	<b>LANGUAGE AND SOCIETY</b> (a) Regional Variation: British and American English (b) Registers (c) Style (d) Idiolect (e) Sociolect
<b>Unit - III</b>	<b>LANGUAGE CONTACT</b> (a) Bilingualism (b) Multilingualism (c) Nativization of English: Indian English as a Variety of English (d) Code-switching and Code-mixing
<b>Unit - IV</b>	<b>INTRODUCTION TO STYLISTICS</b> a) Relationship between ‘Linguistics’ and ‘Stylistics’ b) What is Stylistics? (c) Stylistic Analysis of Literary Texts (short poem, an act of a play, a short story) (d) Stylistic Analysis of Non-literary texts (Newspaper Headlines, Advertisements, Text messages, Twitter Lingo)

**References:**

1. Brown, G. and Levinson, S. C. (1987), Politeness: Some Universals in Language Usage, Cambridge: CUP.
2. Cook, G. (2003), Applied Linguistics, Oxford: OUP.
3. Hudson, R. A. (2003), Sociolinguistics, Cambridge: CUP.
4. Levinson, S. C. (1983), Pragmatics, Cambridge: CUP.
5. Kennedy, G. (2011), Structure and Meaning in English, New Delhi: Pearson.
6. Lyons, J. (1981), Language and Linguistics, Cambridge: CUP.
7. Lyons, J. (1977), Semantics, Vols. 1 & 2, Cambridge: CUP.
8. Palmer, F. (1982), Semantics, Cambridge: CUP.
9. Saeed, John (1997), Semantics, Oxford: Blackwell.
10. Verschueren, Jeff (1999), Understanding Pragmatics, Edward Arnold: London.
11. Widdowson, H. G. (1975), Stylistics and the Teaching of Literature in India, London: Longman.
12. Yule, George (1996), Pragmatics, Oxford: OUP.

**T. Y. B. A. (ENGLISH) SEMESTER - VI**  
**ENGLISH SPECIAL PAPER - IV**  
**TITLE: AN INTRODUCTION TO LITERARY CRITICISM - II**  
**PAPER CODE: ENG3603**

**[CREDITS - 4]**

<b>Title and Contents</b>	
<b>Unit - I</b>	Select Terms from Keywords by Raymond Williams.
<b>Unit - II</b>	1. Politics and the English Language by George Orwell 2. From The Communist Manifesto by Karl Marx and Frederick Engels
<b>Unit - III</b>	1. Excerpts from The Will to Knowledge: History of Sexuality - Vol. I by Michel Foucault (Page 92-102) 2. Excerpts from The Beauty Myth by Naomi Wolf 3. Writing Race by Henry Louis Gates 4. Excerpts from Towards an Aesthetic of Dalit Literature by Sharankumar Limbale
<b>Unit - IV</b>	Practical criticism of poems, passages from novels and plays, etc. (Teachers are advised to preferably deal with poems, prose passages from the prescribed poems and novels (from General Paper - III) for practical criticism).
<b>References:</b>	
1. Ashcroft Bill (ed.), Gareth Griffiths and Helen Tiffin. The Post-Colonial Studies Reader Routledge, Oxford, 2008.	
2. Foucault, Michel. The Will to Knowledge: History of Sexuality - Vol. I, Penguin Books, London, 1976.	
3. Limbale, Sharankumar. Towards an Aesthetic of Dalit Literature. Orient Blackswan, Hyderabad, 2016.	
4. Leitch, Vincent. The Norton Anthology of Theory and Criticism. WW Norton & Co. New York, 2001.	
5. Williams, Raymond Keywords: A Vocabulary of Culture and Society, Oxford University Press, New York, 1983.	

**T.Y.B.A. (ENGLISH) SEMESTER - VI**  
**GENERAL ENGLISH PAPER - 3:**  
**TITLE: POPULAR LITERATURE**  
**PAPER CODE: ENO3601**

[CREDITS - 3]

**Objectives:**

1. To expose students to well-known works from popular literature in English and orient them to study the works from a 'literary' perspective
2. To analyse the style and content of the works by using appropriate critical approaches, particularly contemporary ones such as Feminism, Culture studies and Deconstruction
3. To enable students to develop a fresh perspective on the works by exposing them to retold versions and film and T. V. adaptations.

	<b>Title and Contents</b>
<b>Unit - I</b>	<b>FAIRY TALES</b> (a) From <i>Grimm's Fairy Tales</i> : 'Cinderella', 'Snow White and the Seven Dwarfs' and 'Little Red Riding Hood' (b) Cinderella Retold: (i) From Roald Dahl's <i>Revolting Rhymes</i> (ii) Francisca Lia's 'Glass' (c) Snow White Retold: (i) From Merseyside Fairy Tale Collective (ii) From Anne Sexton's <i>Transformations</i> (d) Little Red Riding Hood Retold: (i) From Merseyside Fairy Tale Collective (ii) Gianni Rodari's 'Little Green Riding Hood'
<b>Unit - II</b>	<b>COMICS</b> (a) Lewis Carroll and Lewis Helfland: Alice in Wonderland (Graphic Novel) (b) Spiderman an Origin Story(Marvel) by Walt Disney Company
<b>Unit - III</b>	<b>FICTION</b> (a) Paulo Coelho: <i>The Alchemist</i> (b) Amish Tripathi: <i>The Secret of the Nagas</i> (c) Ted Chiang: <i>Story of Your Life</i>
<b>Unit - IV</b>	<b>FILM ADAPTIONS</b> (a) Harry Potter and the Philosopher's Stone (b) The Da Vinci Code (c) Gone with the Wind (d) Star Wars (1977)

**Recommended Reading:**

1. Fiedler, Leslie: *What was Literature? Class Culture and Mass Society*. New York: Simon and Schuster, 1982.
2. Gilbert, Sandra and Susan Gubar: 'The Queen's Looking Glass: Female creativity, Male Images of Women, and the Metaphor of Literary Paternity' from *The Madwoman in the Attic*. New Haven: Yale, 1979, 3-44.
3. Schanoes, Veronica. *Fairy Tales, Myth and Psychoanalytic Theory: Feminism and Retelling the Tale*. Burlington, VT: Ashgate, 2014.