OBJECTIVES: 7hrs / wk

GENERAL
- To get the students acquainted with great prose writers of the age.
- To inculcate in them the ability to identify and appreciate good prose pieces.

SPECIFIC
- To develop their critical acumen, comprehension skills and style of writing.

COURSE CONTENT

UNIT I: INTENSIVE STUDY  25hrs.
1. Francis Bacon - Essays 1-10 (excluding ‘Of Revenge’ ‘Of Unity in Religion’).

UNIT II: INTENSIVE STUDY  25hrs.
1. Jonathan Swift - Battle of the Books

UNIT III: INTENSIVE STUDY  15hrs.
1. Samuel Johnson - Lives of Poets (Samuel Butler)

UNIT IV: EXTENSIVE STUDY  22hrs.
1. Authorised Version of the Bible - Book of Job
2. Lytton Strachey - Eminent Victorians (Florence Nightingale)

UNIT V: EXTENSIVE STUDY  18hrs.
1) Hazlitt - Why Distant Objects Please
2) Alpha of the Plough - On Early Rising
3) Robert Lynd - Arguing
4) Bertrand Russell - The Happy Man
5) Stephen Leacock - How to be a Doctor
6) J.B. Priestly - Careless at last

REFERENCE BOOKS:
OBJECTIVES:

GENERAL
• To provide the students with a bird’s eye view of the growth of the English Language.
• To acquaint students with the major themes in Linguistics.

SPECIFIC
• To enable students understand the etymological developments of words and also the various phonological and morphological changes the English language has undergone.
• To enhance the linguistic competence of the students.

COURSE CONTENT

PART A   HISTORICAL STUDY OF THE ENGLISH LANGUAGE

UNIT I: Origin of the English Language.  
Indo- European family of languages and its various branches. 
Germanic family of language (Grimm’s law, Verner’s law, i-j Mutation)

UNIT II: OLD ENGLISH, MIDDLE ENGLISH & MODERN ENGLISH  
Spelling, Vocabulary (Foreign Elements)
History of English spelling reforms / Makers of English / Word making in English. Development of Standard English.
English as a World Language/ Varieties of Modern English - American English, Indian English.

PART B – LINGUISTICS

UNIT III: PHONETICS  
The organs of speech. The classification and description of sounds: vowels, consonants, cardinal vowels, supra-segmental features - stress, intonation, junctures.

UNIT IV: 
Phonetic transcription, some sound changes: Ellison, assimilation, liaison, junctures.

UNIT V: 
Phonology: Phonemes, identifying phonemes (minimal pair test) allophones,
Morphology: Morphemes, allomorphs, identifying morphemes.
Syntax, Traditional grammar, Transformational grammar, Immediate constituent analysis, Deep and surface structure.

REFERENCE BOOKS:

PGE4626M – COMMONWEALTH LITERATURE
SEMESTER IV

OBJECTIVES: 7hrs / wk

GENERAL
- To familiarize the students with the profile and powerful contribution made by the Commonwealth writers to the realm of literature.
- To sensitize the students to the affinities, the uniqueness, prejudices and the hardships of different races and nations.

SPECIFIC
- To enable the students understand and appreciate the aesthetic, moral and cultural aspects of literatures written in the English Language by writers who are inheritors of at least two major cultures and two literary traditions.

COURSE CONTENT
UNIT I POETRY 20hrs.

1. Yasmine Gooneratne - Big match
2. Kaiser Hab - A Myth Reworked
3. Wole Soyinka - Ulysses
4. E.J. Pratt - Silences
5. A.D. Hope - Australia
6. Zulfikar Ghose - The Attack on Sialkot
UNIT II: PROSE

1. Pablo Neruda - Noble Prize Acceptance Speech
2. Lyn Jim - Why I Write
3. Sally Morgan - A Black Grandmother (from My Place an autobiography)

UNIT III: DRAMA

1. Lorraine Hansberry - A Raisin in the Sun
2. Derek Walcott - Dream on Monkey Mountain

UNIT III: DRAMA

Sharon Pollock - Blood Relations

UNIT IV: FICTION

1. J.M. Coetzee - Disgrace
2. Margaret Atwood - The Handmaid’s Tale

UNIT V: SHORT FICTION

1. Katherine Mansfield - Her First Ball
2. Chinua Achebe - The Sacrificial Egg
3. V.S. Naipaul - Man – man
4. Alice Munro - The Photographer

REFERENCE BOOKS:


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OBJECTIVES: 5hrs / wk

GENERAL

- To help students experience the challenges of translation and also the constraints involved.
- To cultivate an interest in the academic exercise of translation.

SPECIFIC

- To familiarize them with the various theories and treatises on the art of translation.
- To build confidence in the students to translate from one language to the other.

COURSE CONTENT

UNIT I: TRANSLATION: CENTRAL ISSUES 30 hrs.
1. Language and Culture
2. Types of Translation
3. Decoding and Recoding
4. Problems of Equivalence
5. Untranslatability

UNIT II & III: HISTORY OF TRANSLATION THEORY 15hrs.
1. Bible Translation - From Cicero to Tytler
2. J.C. Catford - A linguistic Theory of Translation Theory of Meaning
3. Eugene A Nida - Socio-linguistic Approach
4. Peter Newmark’ - Semantic Translation.

UNIT IV: PROBLEMS OF TRANSLATION 15hrs.
1. Structures
2. Poetry and Translation
3. Translating Prose
4. Translating dramatic texts

UNIT V: TRANSLATION IN PRACTICE 15hrs.
Translating from Tamil to English – English to Tamil – translating different genres.

PRESCRIBED TEXT:
Mcquire, Susan Bassnette, Translation Studies, Metheun Series.
REFERENCE BOOKS:


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PGE4522O - TECHNIQUES IN WRITING

Objectives: 5hrs./wk.

General:
To enable the students to write clear, concise and effective English

Specific:
To equip the students with professional writing skills

Course content:

Unit I: Effective writing 15hrs.

What’s good writing - writing drafts-limiting a topic-writing topic sentences-giving examples and explanations-using specific language-transitional expressions-writing conclusion-editing and revising-proof reading.
Unit II: Letter writing  

Unit III: Report writing  

Unit IV: Resume writing:  

Unit V: Creative Writing  
Ideas and inspiration – fictional prose – short story and novel; script writing for media – exercises in creative writing.

Reference Books


**PGE 4600M - PROJECT**  
**SEMESTER IV**

**OBJECTIVES**:  
3hrs. / wk

**GENERAL**

- To kindle in students a spirit of inquiry with the view of assessing the inherent merits of a piece of literature.
- To help students gain self-confidence to take up research projects in future.

**SPECIFIC**

- To give students an opportunity to write a dissertation on a topic of their own choice making use of their knowledge of critical approaches.

**EVALUATION PATTERN:**

**FORMATIVE ASSESSMENT**

1. Project proposal - 10 marks  
2. Project Report - 30 marks  
3. Project Presentation - 20 marks

**SUMMATIVE ASSESSMENT**

- Project Report - 30 marks  
- Viva - 10 marks

**TOTAL** - 100 marks

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