

UTKAL UNIVERSITY

+3 (CBCS) SYLLABUS

1ST SEMESTER

ENGLISH

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Core-1: British Poetry and Drama: 14th to 17th Centuries

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.

British Poetry and Drama: 14th to 17th Centuries

Unit 1

A historical overview:

The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

Unit 2

Chaucer: *The Wife of Bath's Tale* or *Sir Gawain and the Green Knight* (Part 1, lines 1-490)

Unit 3

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave , O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer’s day?”, “When to the seasons of sweet silent thought”, “Let me not to the marriage of true minds.”

Unit 4

William Shakespeare: *Macbeth* or *Twelfth Night*.

Unit 5

Marlowe: *The Jew of Malta* or Thomas Dekker: *The Shoemaker's Holiday*.

Suggested Readings:

Weller series: *Macbeth & Twelfth Night*

Chaudhury & Goswami: *A History of English Literature: Traversing Centuries*. Orient

Blackswan

Harold Bloom: *Shakespeare: The Invention of the Human*

Sanders, Andrews: *The Short Oxford History of English Literature*. Oxford: OUP

Core-2 : British Poetry and Drama: 17th and 18th Century

The objective of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme satiric poetry and the comedy of manners.

Unit 1

A historical overview

17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables

18th C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

Unit 2

John Milton: *Lycidas* Or *L'Allegro and Il Penseroso*:

John Donne: *A Nocturnall upon S. Lucie's Day, Love's Deity*: and

Andrew Marvel: *To His Coy Mistress; The Garden; A Dialogue between the Soul and the Body*

Unit 3

Ben Jonson: *Volpone or The Alchemist*:

Unit 4

Pope: *Ode on Solitude, Summer, Sound and Sense, The Dying Christian to his Soul*; and

Robert Burns: *A Red Red Rose, A Fond Kiss, A Winter Night, My Heart's in the Highlands*

Unit 5

Dryden : *All for Love* Or *Congreve: The Old Bachelor*

Suggested readings:

1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
2. *Lycidas* - John Milton (Eds. Paul & Thomas), Orient Blackswan
3. *The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century*
4. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*

DSC-1.1: 19th Century British Literature

The paper seeks to expose students to the literature produced in Britain in the 19th century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.

Unit 1: A Historical Overview

The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19th century also witnessed what is known as the culture and society debate.

Unit 2 : Essays

Charles Lamb: "Old China"

William Hazlitt: "On Going Journey"

Leigh Hunt: "A Few Thoughts on sleep"

R L Stevenson: "Walking Tours"

Unit 3: Novel

Mary Shelly: *Frankenstein* OR R.L .Stevenson: *Dr. Jekyll and Mr. Hyde*

Unit 4: Novel

Jane Austen: *Pride and Prejudice* OR Elizabeth Gaskell: *Mary Barton*

Unit 5: Criticism

Mathew Arnold: *Culture and Anarchy* (Chapter 1) OR William Hazlitt: "Lectures Chiefly on the Dramatic Literature of the Age of Elizabeth" from *Lectures on English Poets*

Suggested Reading:

- Chapter 4, 5 from *A Short Introduction to English Literature* by Jonathan Bate
- *The English Novel* by Terry Eagleton
- *The Cultural Critics* by Leslie Johnson

GE-1: Academic Writing and Composition

This is a generic academic preparatory course designed to develop the students' writing skills from basic to academic and research purposes. The aim of this course is to prepare students to succeed in complex academic tasks in writing along with an improvement in vocabulary and syntax.

Unit 1 Instruments of writing I

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context

Unit 2 Instruments of writing II

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

Unit 3 Academic writing I

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

Unit 4 Academic writing II

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

Unit 5 Project writing: (writing projects)

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading
- Structure of a Project: Title, aim of the project (a short statement), other objectives if any, significance of the Project : why is the project being undertaken, sources/books to be consulted for the study, method: Is it quantitative (field work) or qualitative (text-related), analysis/interpretation, findings, conclusion

Texts prescribed

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*