

**DAV UNIVERSITY JALANDHAR**



**Faculty of Languages and Literature**

**Course Scheme & Syllabi**

**For**

**Course Work**

**Doctor of Philosophy (English)**

**Scheme and Syllabus Applicable for Admission in 2017 Session and Onwards**

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### Scheme

Sr. no.	Course Code	Course Name	Course Type	L	T	P	Credits
1	ENG801	Research Methodology	Core	4	1	0	4
2	ENG802	Literary Theory	Core	4	1	0	4
3	ENG803	Seminar-I	Core	0	0	0	2
4.	ENG804	Seminar-II	Core	0	0	0	2
5.	ENG805	Academic Writing	Core	4	0	0	4

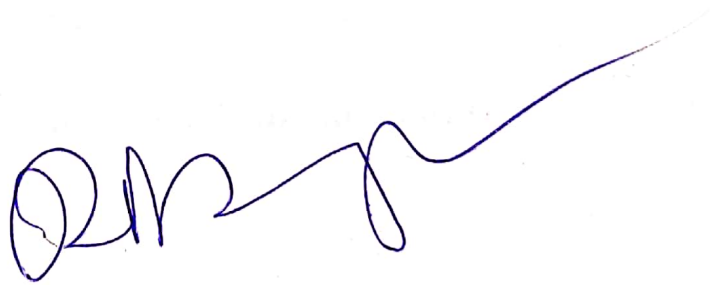
**Total Credits: 12**

**L: Lectures T: Tutorial P: Practical Cr: Credits**

**The Department of English will prescribe all of these/ some of these papers as per the Credit policy of the University and UGC for Doctoral programmes.**

**Examination:**

**The Department will also adhere to the examination policy of the University.**



**Course Title: Research Methodology**  
**Paper Code: ENG801**  
**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objective:** This paper intends to familiarize researchers with the principles, tools and techniques of research with a special focus on literary research.

**Learning Outcomes:** Researchers will have developed a good understanding of different approaches, considerations and challenges involved in research.

## **Unit- I**

### **Research**

- (a) Meaning, Principles, Formulation of Research Problem, Qualitative Research and Quantitative Research
- (b) Characteristics of Social Science Research and Scientific Research, Methods Vs Methodology, Hypothesis, and Methods of Data Collection

## **Unit-II**

### **Literary Research-I**

- (a) Meaning, Objectives, Materials and Tools
- (b) Textual Scholarship and Discourse Analysis

## **Unit-III**

### **Literary Research-II**

- (a) Historical Approach, Marxist Approach, Psychological Approach, Mythological and Archetypal Approach, Formalist Approach, Feminist Approach, Comparative Study, and Postcolonialism
- (b) Interdisciplinarity and Translation

## **Unit-IV**

### **Planning and Presentation**

- (a) Planning and Completing a Research Project: Deciding on a Topic, Turning Topic into an Argument, Working Out a Structure, Preparing a Research Proposal, Writing your Thesis, and Presenting your Thesis



(b) MLA Style, APA Style, and Ethics of Research and Plagiarism

**Note:** *MLA Handbook for Writers of Research Papers* (Latest Edition) is to be used as a text and reference book.

**Suggested Reading:**

1. Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. New York: Norton, 1993. Print.
2. Bagchi, Kanak Kanti. *Research Methodology in Social Sciences: A Practical Guide*. Delhi: Abijeet Publications, 2007. Print.
3. Christenberry, H Faye. *Literary Research and Postcolonial Literatures in English*. UK: The Scarecrow Press, 2012. Print.
4. Correa Delia da Sousa and Owens W. R. *Handbook to Literary Research*. London: Routledge, 2010. Print.
5. Eliot, Simon. *A Handbook to Literary Research*. London: Routledge, 1999. Print.
6. Gabriele, Griffin, ed. *Research Methods for English Studies*. Edinburgh: EUP, 2005. Print.
7. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA Publications, 2004. Print.
8. Gregory, Ian. *Ethics in Research*. London: Continuum, 2003. Print.
9. Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham. *A Handbook of Critical Approaches to Literature*. New York: OUP, 2005. Print.
10. Phanse, Sameer S. *Research Methodology Logic, Methods, and Cases*. New Delhi: OUP, 2016. Print.
11. Sinha, M.P. *Research Methods in English*. Delhi: Atlantic, 2014. Print.
12. Sten, H W. *Introduction to Literary Research*. New Delhi: Omsons Publications, 1994. Print.



**Course Title: Literary Theory**

**Course Code: ENG802**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objectives:** The paper proposes to study literary theory as an intellectual and critical activity in the 20<sup>th</sup> Century. Central to this course is the analysis of some of the major essays that are central to the understanding of these literary and critical theories. The course takes up major strands of modern literary theory and provides a conceptual context for an understanding of the function and practice of modern literary and cultural criticism.

**Learning Outcomes:** Students will have acquired a clear understanding of literary theory with polished analytical skills.

**Prescribed Texts:**

**Unit - A**

**Structuralism:**

- (i) Ferdinand de Saussure: "The Nature of Linguistic Sign" in David Lodge (ed.) *Modern Criticism and Theory: A Reader*, London and New York: Longman, 1988: 10-14. (7 hours)
- (ii) Roland Barthes: "The Structuralist Activity" in *Critical Theory since Plato*. Ed. Hazard Adams. New York: Harcourt Brace Jovanovich, 1971. 1128-1130. (7 hours)

**Unit - B**


**Poststructuralism and Deconstruction:**

- (i) Roland Barthes: "The Death of the Author" from Roland Barthes, *Image, Music, Text*. London: Flamingo, 1977: 142-48. Also in David Lodge (ed.) *Modern Criticism and Theory: A Reader*, London and New York: Longman, 1988. (8 hours)
- (ii) Jacques Derrida: "Structure, Sign & Play in the Discourse of Human Sciences" from J. Derrida, *Writing and Difference*, trans. Alan Bass, Chicago: University of Chicago Press, 1978: 278-93. Also in David Lodge (ed.) *Modern Criticism and Theory: A Reader*, London and New York: Longman, 1988:108-23. (8 hours)

**Unit - C**

**Postmodernism:**

- (i) Jean Francois Lyotard: "Answering the Question: What Is Postmodernism?" translated by Regis Durand in *The Postmodern Condition*, Manchester University press, 1984. (8 hours)



- (ii) Jean Baudrillard: "The Spirit of Terrorism," trans. by Chris Turner in *The Spirit of Terrorism and Other Essays*. London: Verso, 2003. (7 hours)

## Unit - D

### New Historicism and Cultural Materialism:

- (i) Stephen Greenblatt: "Introduction" in *Renaissance Self-Fashioning*. Chicago: University of Chicago Press, 1980. 1-9. (7 hours)
- (i) Alan Sinfield and Jonathan Dollimore: "Foreword" and "Introduction" in *Political Shakespeare: New Essays in Cultural Materialism*. Ithaca: Cornell, 1985. vii-viii & 2-17. (8 hours)

**NOTE:** Tutorial Assignment/Project work on the theory/theories applied to some text of choice.

### Suggested Reading:

1. Barry, Peter. *Beginning Theory*. Manchester and New York: Manchester University Press, 1995. Print.
2. Culler, Jonathan. *Barthes*. Great Britain: Fontana, 1983. Print.
3. Derrida, Jacques. *Positions*. Trans. Alan Bass. Chicago: U of Chicago P, 1981. Print.
4. ---. *Speech and Phenomena and Other Essays on Husserl's Theory of Signs*. Trans. David B. Allison. Evanston: Northwestern UP, 1973. Print.
5. Eagleton, Terry. *Literary Theory: An Introduction*, Minneapolis: University of Minnesota Press, 1983. Print.
6. ---. *Marxism and Literary Criticism*, Berkeley and Los Angeles: University of California Press, 1976. Print.
7. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*, London: Edward Arnold, 1992. Print.
8. Jefferson, Ann and David Robey, eds. *Modern Literary Theory*, New York: Barnes and Noble, 1982. Print.
9. Krishnaswamy, et al. *Contemporary Literary Theory: A Student's Companion*, New Delhi: Macmillan, 2000. Print.
10. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*, New Jersey: Prentice-Hall, 1985. Print.
11. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP, 2005. Print.




Course Title: Seminar-I

Course Code: ENG803

Credits	Marks
2	50

**Instructions and Guidelines for Seminar**

1. Since PhD students must demonstrate the ability to interact with their peer group coherently, this course is designed to prepare students for research presentations.
2. This seminar will be specifically based on **Literary Theory**.
3. During the course, researchers are expected to meet their guides regularly to seek guidance.
4. The final responsibility for giving effective presentations lies with researchers, not guides.
5. The evaluation will be based on contents and presentation skills of students.
6. Researchers must have a sound understanding of the research tools.
7. Students will have to meet the deadlines given by their respective guides and the department.
8. Each researcher will have to prepare a PPT on the topic approved by his/her guide.
9. Each researcher will be given 30-40 minutes for presentation.
10. Slides must present researchers' work comprehensively.



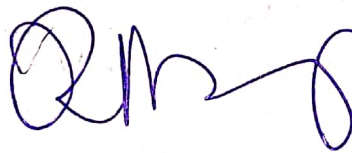
Course Title: Seminar- II

Course Code: ENG804

Credits	Marks
2	50

Instructions and Guidelines for Seminar

1. Since PhD students must demonstrate the ability to interact with their peer group coherently, this course is designed to prepare students for research presentations.
2. Seminar topic should be selected **preferably from the area of research work.**
3. During the course, researchers are expected to meet their guides regularly to seek guidance.
4. The final responsibility for giving effective presentations lies with researchers, not guides.
5. The evaluation will be based on contents and presentation skills of students.
6. Researchers must have a sound understanding of the research tools.
7. Students will have to meet the deadlines given by their respective guides and the department.
8. Each researcher will have to prepare a PPT on the topic approved by his/her guide.
9. Each researcher will be given 30-40 minutes for presentation.
10. Slides must present researchers' work comprehensively.





**Course Title: Academic Writing**  
**Paper Code: ENG805**  
**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objectives:** This course is intended to help the student understand the process of academic research and develop approaches towards academic writing. The importance of organized work and clarity in research is stressed on. The student will understand that distinguishing between creative and academic writing is to be kept in mind while approaching research projects. The four modules of this paper cater to the different processes of research, including a theoretical understanding of the processes of research, critical analysis of select texts, practical application of principles of research through academic writing exercises and learning editing and appreciating editorial comments.

**Learning Outcomes:** At the end of this course, the student will be/become:

- Equipped with principles that are to be kept in mind while writing academically.
- Aware of how academic writing is different from creative writing.
- Able to appreciate editorial comments on academic writing.
- Able to review texts herself.
- Aware of the various processes in academic writing from choosing a topic to proof-reading, etc.
- Knowledgeable about writing research papers, abstracts, essays, seminar papers, thesis, etc.

### Section A

Understanding Academic Writing:

- Significance of academic writing: its significance for humanity.
- Target readership.
- Knowing the difference between academic writing and creative writing.
- Types of academic writing: dissertation, research paper, essay, and seminar paper.
- Getting connected with the academic community.

### Section B

Critical Analysis of Select Texts

- Evaluating texts
- Brief Critiques
- Exploring rhetoric, argument, genre and grammar
- Reflecting through writing
- Learning through comparison of texts



## Section C

### Practical Application of Principles of Academic Writing

- Translating an area of interest into a topic.
- Investigating a topic
- Building an argument
- Discipline and academic writing.
- Writing with clarity, unity and cohesion
- Style of writing
- Scientific and objective approach
- Comprehensive and logical approach
- Recognition of one's individuality and daring to assert it.
- Note-making
- Paraphrasing
- Summarising
- Writing Introduction and Conclusion
- Academic vocabulary
- Writing for publication: finding calls for papers, writing abstracts, keeping in mind the word lengths and formatting tips given by the journal.

## Section D

### Learning Editing

- Rewriting
- Proof-reading
- Student paper series where they edit each other's writing
- Learning to improve on drafts rigorously and aiming at a crystal clear final draft.
- Assimilating editorial inputs and remarks
- Approaching expert editors and being open to their suggestions
- Studying closely the editor's remarks on others' writing

### References:

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Oxon: Routledge Publishing, 2006. Print.

Booth, C. Wayne. *The Craft of Research*. Chicago: UCP, 2008. Print.

Gardner, P.S. *New Directions: Reading, Writing and Critical Thinking*. Cambridge: CUP, 2005. Print.

Hamp Lyons, L. and Heasley, B. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2007. Print.



Henning, Elizabeth et al. *Finding Your Way in Academic Writing*. Pretoria: Van Schaik Publishers, 2005. Print.

Murray, Rowena and Sarah Moore. *The Handbook of Academic Writing*. New York: Open University Press, 2006. Print.

Wallace, Michael *Study Skills in English*. Cambridge: CUP, 2006. Print.

Winkler, A. C. and Mccuen Metherell *Writing Talk: Paragraphs and Short Essays with Readings*. South Asia: Pearson Education, 2003. Print.

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