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There are various reasons why you might want to apply for admission to an MA or PhD programme. Some students want to keep going after completing the BA because they feel they have just gotten started. Some want to qualify to work in the profession, doing some kind of university research and teaching. Some do not want to teach but want to develop the ability to research the creation and consumption of culture. We aim to teach our students to create knowledge. This process is essential to the academic process but not limited to it—we also have experts in various other aspects of arts presentation, language policy, and cultural critique. We especially encourage applications from students who want to be movers and shakers in the process of knowledge creation, and we have resources to support those who want to focus on the study of language, literature, and theatre.

Our courses and faculty expertise are not strictly-poled borders. Courses on performance studies, literary history and periodization, film and media studies, and a broad variety of cultural studies approaches are just a few of the possible approaches to research on offer. What you will find in this booklet, however, is a record of what we have done—not a set of limitations on what you might do.

Please consider the various interests and classes listed as possible building-blocks rather than as carefully guarded borders. Singapore is a place that very much thrives as a nexus connecting peoples and cultures, a city-state that is at once one of the most cosmopolitan places on the planet and at the same time a cyber-kampung (village). Our university is an especially good standpoint for those who want to explore the contact zone between the cosmopolitan and the subaltern, between the West and the rest. All binaries are ironized in Singapore! It is a great place to study literatures in English, the varieties of performance, and the living self-reinventions of language in the 21st Century.

Students apply to English Language and Linguistics (EL), English Literature (EN), or Theatre Studies (TS), but advanced research students can consult faculty from any of the department’s three branches. There are three graduate degree programmes: MA (Coursework), MA (Research), and the PhD. Note: Theatre Studies does not offer a coursework MA. While it is still possible to apply to the MA (Coursework), the department emphasizes the research programmes.
Singapore is an extremely well-organized place with world-class medical facilities, schools, transport, and eateries. Snacking is perhaps the true national sport. It is also known as the “garden city,” and there are green spaces in all parts of the country. Bus and MRT routes connect all the various places, which is good since cars are rather expensive. Changi Airport puts the Singapore resident within 2-4 hours of an enormous variety of countries and cultures. This proximity is hugely important as a conditioning factor, and this culture of connectedness is as important to the study of Language, Literature and Theatre as it is to any other discipline in the faculty. Singapore is a rapidly changing place, both in terms of the actual landscape and in terms of language and cultural interaction—it is constantly morphing and upgrading. The university has undergone an energetic programme of growth and development since the beginning of the millennium, and so we look forward to continuing developments.

Residency Requirement for Our Graduate Students

Candidates must spend a period of residence in Singapore for a minimum of 6 months for the Masters degree and 18 months for the PhD degree during their candidature.

Please note that candidates who are awarded NUS scholarships must reside in Singapore throughout the duration of the scholarship award.
## NUS Academic Calendar AY 2017/2018

### SEMESTER 1

<table>
<thead>
<tr>
<th>Orientation Week</th>
<th>Mon, 7 Aug 2017 ~ Sat, 9 Dec 2017</th>
<th>18 weeks</th>
<th>Public Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Period</td>
<td>Mon, 7 Aug 2017</td>
<td>Sat, 12 Aug 2017 (a)</td>
<td>1 week</td>
</tr>
<tr>
<td>Week 1</td>
<td>Mon, 14 Aug 2017</td>
<td>Fri, 18 Aug 2017</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Week 2</td>
<td>Mon, 21 Aug 2017</td>
<td>Fri, 25 Aug 2017</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Mon, 28 Aug 2017</td>
<td>Fri, 1 Sep 2017 (b)</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Mon, 4 Sep 2017</td>
<td>Fri, 8 Sep 2017</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Mon, 11 Sep 2017</td>
<td>Fri, 15 Sep 2017</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Mon, 18 Sep 2017</td>
<td>Fri, 22 Sep 2017</td>
<td></td>
</tr>
<tr>
<td>Recess Week</td>
<td>Sat, 23 Sep 2017</td>
<td>Sun, 1 Oct 2017</td>
<td>1 week</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mon, 2 Oct 2017</td>
<td>Fri, 6 Oct 2017</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Mon, 9 Oct 2017</td>
<td>Fri, 13 Oct 2017</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Mon, 16 Oct 2017</td>
<td>Fri, 20 Oct 2017 (c)</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Mon, 23 Oct 2017</td>
<td>Fri, 27 Oct 2017</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mon, 30 Oct 2017</td>
<td>Fri, 3 Nov 2017</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Mon, 6 Nov 2017</td>
<td>Fri, 10 Nov 2017</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Mon, 13 Nov 2017</td>
<td>Fri, 17 Nov 2017</td>
<td></td>
</tr>
<tr>
<td>Reading Week</td>
<td>Sat, 18 Nov 2017</td>
<td>Fri, 24 Nov 2017</td>
<td>1 week</td>
</tr>
<tr>
<td>Examination</td>
<td>Sat, 25 Nov 2017</td>
<td>Sat, 9 Dec 2017</td>
<td>2 weeks</td>
</tr>
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#### Vacation

Sun, 10 Dec 2017 ~ Sun, 14 Jan 2018 (d) & (e)

5 weeks

### SEMESTER 2

<table>
<thead>
<tr>
<th>Instructional Period</th>
<th>Mon, 15 Jan 2018 ~ Sat, 12 May 2018</th>
<th>17 weeks</th>
<th>Public Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Mon, 15 Jan 2018</td>
<td>Fri, 19 Jan 2018</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Week 2</td>
<td>Mon, 22 Jan 2018</td>
<td>Fri, 26 Jan 2018</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Mon, 29 Jan 2018</td>
<td>Fri, 2 Feb 2018</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Mon, 5 Feb 2018</td>
<td>Fri, 9 Feb 2018</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Mon, 12 Feb 2018</td>
<td>Fri, 16 Feb 2018 (f)</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Mon, 19 Feb 2018</td>
<td>Fri, 23 Feb 2018</td>
<td></td>
</tr>
<tr>
<td>Recess Week</td>
<td>Sat, 24 Feb 2018</td>
<td>Sun, 4 Mar 2018</td>
<td>1 week</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mon, 5 Mar 2018</td>
<td>Fri, 9 Mar 2018</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Mon, 12 Mar 2018</td>
<td>Fri, 16 Mar 2018</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Mon, 19 Mar 2018</td>
<td>Fri, 23 Mar 2018</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Mon, 26 Mar 2018</td>
<td>Fri, 30 Mar 2018 (g)</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mon, 2 Apr 2018</td>
<td>Fri, 6 Apr 2018</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Mon, 9 Apr 2018</td>
<td>Fri, 13 Apr 2018</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Mon, 16 Apr 2018</td>
<td>Fri, 20 Apr 2018</td>
<td></td>
</tr>
<tr>
<td>Reading Week</td>
<td>Sat, 21 Apr 2018</td>
<td>Fri, 27 Apr 2018</td>
<td>1 week</td>
</tr>
<tr>
<td>Examination</td>
<td>Sat, 28 Apr 2018</td>
<td>Sat, 12 May 2018 (h)</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

#### Vacation

Sun, 13 May 2018 ~ Sun, 5 Aug 2018

12 weeks

### SPECIAL TERM

| Mon, 14 May 2018 ~ Sat, 23 Jun 2018 (i) & (j) | 6 weeks |
| Mon, 25 Jun 2018 ~ Sat, 4 Aug 2018 | 6 weeks |

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Accurate as of 1 August 2017
II. How to Satisfy MA and PhD Course Requirements
1. Disciplinary Modules

Disciplinary modules are level 5000 or 6000 modules offered by English Language and Linguistics (EL), English Literature (EN) or Theatre Studies (TS) and are worth 4 modular credits (MCs) each. A disciplinary module is usually a weekly three-hour seminar taken in one’s own discipline. At the graduate level, Theatre Studies and English Literature level 5000 and 6000 modules all satisfy both EN and TS requirements.

* Recognised modules refers to the practice of recognizing TS modules for EN credit and vice-versa. It is similar to what is usually called “cross-listing” but without having to generate different course codes.

2. Independent Study Modules (ISMs)

An Independent Study Module is an independent project worked out with a supervisor, and is worth 4 modular credits (MCs) as well. Students may take up to two ISMs, but they must be in different levels or subjects. This is subject to the department’s approval.

The student should approach a lecturer to work out an agreed topic, readings and assignments for the module. A formal written agreement is to be drawn up, giving a clear account of the topic, programme of study, assignments, schedule, evaluation and other pertinent details. The Head’s and / or Graduate Chair’s approval of the written agreement is required. Regular meetings and reports are expected.

3. Honours Modules

Honours modules are level 4000 courses that primarily serve our fourth-year Honours cohorts, but graduate students may enroll in them, subject to the instructor’s permission.

4. External Modules

External Modules are graduate modules offered by other FASS departments, e.g. Philosophy, Southeast Asian Studies, etc.

Students wishing to take such modules fill out a form available from the ELL Office and then seek approval from the external department. Approval is given on a case-by-case basis. (Only graduate modules can be used as External Modules—Honours Modules in external departments are not eligible.) ELL will not provide the information on other department’s modules; please consult the respective departmental websites to find lists of module offerings.
Masters by Coursework

Master of Arts in Literary Studies

The MA in Literary Studies is a fully taught program where students obtain the degree entirely through coursework. No written thesis is required. By taking taught modules, students develop an advanced level of knowledge and critical skill in literary studies.

It is possible for a full-time student to complete the degree in two semesters, i.e. in one year. In practice, a full-time student may take longer to complete the degree, for instance, over a period of three semesters. Students can undertake the degree as full-time or part-time students. A full-time student has a maximum period of three years to complete the degree, while a part-time student has four years to do so. Foreign students on a student pass can only enroll as full-time students.

To obtain the MA in Literary Studies, candidates are required to:

1. Pass a minimum of 40 modular credits (MCs) or ten modules (each module is worth 4 MCs). The ten modules (40 MCs) should comprise:
   - at least eight modules (32 MCs) at level 5000 of the subject (or from a related discipline, subject to the approval of the Head of Department)
   - no more than two modules (8 MCs) at level 4000 of the subject (or from a related discipline, subject to the approval of the Head of Department)

Candidates who have completed equivalent modules which were not used towards obtaining another degree prior to admission to the Master of Arts (Literary Studies) may apply to the Head of Department for an exemption of module(s), subject to a maximum of 50% of the MA requirements.

Candidates will be advised on the possible composition of their programme by the Department.

2. Obtain a minimum Cumulative Average Point (CAP) of 3.00 for all examinable modules. The candidature of a student will be terminated if he/she:
   - obtains a CAP of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
   - Fails more than two modules

3. Fulfil 50% residency in Singapore.

For more information on the Masters by Coursework, please refer to Faculty of Arts and Social Sciences Website: [http://www.fas.nus.edu.sg/prospective/grad/coursework.html](http://www.fas.nus.edu.sg/prospective/grad/coursework.html)
**Master of Arts in English Language and Linguistics**
(Admitted from August 2016 Intake and after)

The Master of Arts in English Language and Linguistics (Coursework) is a fully taught program, designed to be completed in one year of intensive full-time study, or over a longer period of part-time study. Only those locally domiciled are eligible for part-time study.

To qualify for the degree of Master of Arts in English Language and Linguistics, candidates will be required to complete 40 modular credits (MCs) or 10 modules (each module is worth 4 MCs):

1. Successfully complete ten modules: three compulsory modules and seven elective modules, with no more than 2 level 4000 modules. The compulsory modules are:
   - EL5101 Grammatical Analysis
   - EL5102 Phonetics and Phonology
   - EL5103 Language in Society

Subject to the approval of the Department, candidates may take up to 2 modules from other departments, or level 6000 modules.

Candidates who have completed equivalent modules which were not used towards obtaining another degree prior to admission to the Master of Arts in English Language and Linguistics may apply to the Department for an exemption of module(s), subject to a maximum of 50% of the MA requirements.

2. Obtain a minimum Cumulative Average Point (CAP) of 3.00 for all examinable modules. The candidature of a student will be terminated if he/she:
   - Obtains a CAP of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
   - Fails more than two modules

3. Fulfil 50% residency in Singapore.

For more information on the Masters by Coursework, please refer to Faculty of Arts and Social Sciences Website: [http://www.fas.nus.edu.sg/prospective/grad/coursework.html](http://www.fas.nus.edu.sg/prospective/grad/coursework.html)
Masters by Research

- **Master of Arts in Language Studies**  
  (Admitted from August 2015 Intake and before)
- **Master of Arts in English Literature**
- **Master of Arts in Theatre Studies**

The maximum duration for both full-time and part-time study is 36 months. Those awarded an NUS scholarship are required to reside in Singapore for the duration of the scholarship award.

To qualify for the degree of Master of Arts (by Research) candidates will be required to:

1. Successfully complete four modules, three of which must be at level 5000 or 6000.
   
   In Theatre Studies, there are two compulsory modules:
   - TS 5101 Text and Performance
   - TS 6770 Graduate Research Seminar
   
   In English Literature, there is one compulsory module:
   - EN 6770 Graduate Research Seminar
   
   In English Language, there is one compulsory module:
   - EL 6770 Graduate Research Seminar

2. Obtain a minimum Cumulative Average Point (CAP) of 3.00 for all examinable modules. The candidature of a student will be terminated if he/she:
   - obtains a CAP of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
   - fails more than two modules

3. Successfully complete a dissertation of not more than 30,000 words.

For more information on the Masters by Research, please refer to Faculty of Arts and Social Sciences Website: [http://www.fas.nus.edu.sg/prospective/grad/research.html](http://www.fas.nus.edu.sg/prospective/grad/research.html)
Master of Arts in English Language and Linguistics
(Admitted from August 2016 Intake and after)

The maximum duration for both full-time and part-time study is 36 months. Those awarded an NUS scholarship are required to reside in Singapore for the duration of the scholarship award.

To qualify for the degree of Master of Arts in English Language and Linguistics (Research), candidates will be required to:

1. Successfully complete six modules: four compulsory modules and two elective modules. One elective may be a level 4000 module.

The compulsory modules are:
- EL5101 Grammatical Analysis
- EL5102 Phonetics and Phonology
- EL5103 Language in Society
- EL6770 Graduate Research Seminar

2. Obtain a minimum Cumulative Average Point (CAP) of 3.00 for all examinable modules. The candidature of a student will be terminated if he/she:
   - obtains a CAP of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
   - fails more than two modules

3. Successfully complete a dissertation of not more than 30,000 words.

For more information on the Masters by Research, please refer to Faculty of Arts and Social Sciences Website: [http://www.fas.nus.edu.sg/prospective/grad/research.html](http://www.fas.nus.edu.sg/prospective/grad/research.html)
Doctor of Philosophy

- Doctor of Philosophy in Language Studies
  (Admitted from August 2015 Intake and before)
- Doctor of Philosophy in English Literature
- Doctor of Philosophy in Theatre Studies

The maximum duration for both full-time and part-time study is 60 months. Those awarded an NUS scholarship are required to reside in Singapore for the duration of the scholarship award.

To obtain the degree of PhD, candidates will be required to:

1. Pass six modules, at least three of which must be at level 6000.

   In Theatre Studies, there are two compulsory modules:
   - TS 5101 Text and Performance
   - TS 6770 Graduate Research Seminar

   In English Literature, there are two compulsory modules:
   - EN 6770 Graduate Research Seminar
   - EN 6102 Advanced Critical Reading

   In English Language, there is one compulsory module:
   - EL 6770 Graduate Research Seminar

2. Obtain a minimum Cumulative Average Point (CAP) of 3.5 for all examinable modules. In order to continue in the PhD programme, a candidate must not have:
   - a CAP of less than 3.5 for three consecutive semesters; or
   - a CAP below 3.0 for two consecutive semesters.

3. Reside in Singapore for a minimum of 18 months of the candidature

4. Pass all components of the PhD Qualifying Exam (QE) (Please refer to page 15 for the PhD Qualifying Exam components.)

5. Successfully complete and defend a thesis of not more than 80,000 words.

A graduate student enrolled in ELL may take modules offered by another graduate programme in the university, based on their relevance to the student’s studies and availability, subject to the approval of the student’s supervisor, the lecturer of the module, the Head of the Department of English Language and Literature, and the host department.

For more information on the PhD, please refer to Faculty of Arts and Social Sciences Website: http://www.fas.nus.edu.sg/prospective/grad/research.html
PhD (English Language and Linguistics)  
(Admitted from August 2016 Intake and after)

The maximum duration for both full-time and part-time study is 60 months. Those awarded an NUS scholarship are required to reside in Singapore for the duration of the scholarship award.

1. To qualify for the degree of PhD in English Language and Linguistics, candidates will be required to pass a minimum of 32 modular credits (MCs) or eight modules (each module is worth 4 MCs) from the English Language and Linguistics curriculum. The following conditions must be fulfilled:

   Of these eight modules, the following four are compulsory:
   - EL5101 Grammatical Analysis  
     (Students are to take the module during first semester of their candidature)
   - EL5102 Phonetics and Phonology  
     (Students are to take the module during second semester of their candidature)
   - EL5103 Language in Society  
     (Students are to take the module during first semester of their candidature)
   - EL6770 Graduate Research Seminar

   Of the remaining four modules, one must be at level 6000. No more than one module may be at level 4000.

2. Obtain a minimum Cumulative Average Point (CAP) of 3.5 for all examinable modules. In order to continue in the PhD programme, a candidate must not have:
   - A CAP of less than 3.5 for three consecutive semesters; or
   - A CAP below 3.0 for two consecutive semesters.

3. Reside in Singapore for a minimum of 18 months of the candidature

4. Pass all components of the Qualifying Exam (QE) (Please refer to page 17 for the PhD Qualifying Exam components.)

5. Successfully complete and defend a thesis of not more than 80,000 words.

A student enrolled in the PhD in the area of English Language and Linguistics may take modules offered by another graduate programme in the university, based on their relevance to the student’s studies and availability, subject to the approval of the student supervisor, the lecturer of the module, the Head of the Department of English Language and Literature, and the host department.

For more information on PhD, please refer to Faculty of Arts and Social Sciences Website:  
http://www.fas.nus.edu.sg/prospective/grad/research.html
III. PhD Process
The PhD Enrolment-to-Completion Flow Chart

Student enrolls in PhD Programme (Aug intake)

The nomination of **Main Thesis Supervisor** and formation of **Thesis Committee** are done before the end of the 1st year of candidature.

When ready, the dissertation is passed to internal and external **assessors for review**. Timeframe: 4th or 5th year of candidacy.

Upon the completion of the coursework requirement, student begins the **Qualifying Examination (QE) process**.

If the thesis is deemed acceptable, a **viva (Oral Examination)** is scheduled. If not, it must be revised suitably. Timeframe: 4th or 5th year of candidacy.

If the thesis is accepted, the candidate makes required revisions and submits the final version within 60 months of beginning programme.
Forming a Thesis Committee

Neither the MA (Coursework) nor the MA (Research) degree programme requires the formation of a committee, though the MA (Research) does require that the student make a timely arrangement with a supervisor. This is done by mutual agreement, and so students should become acquainted with faculty interests as soon as possible. They should not wait until a potential supervisor offers a graduate module. The student should begin considering possible supervisors early—as soon as possible—and ought to take initiative in meeting relevant faculty. In many cases, the student will have already contacted his or her potential supervisor at the time of application.

The PhD Thesis Committee (TC) should be formed within 12 months of the student’s enrolment. The process may take more or less time, but students should not delay. Note: when research students are first enrolled in the department, they are usually assigned a member of the graduate committee (A/P Michelle Lazar, Dr Tania Roy and A/P Yong Li Lan) as a preliminary advisor. This arrangement comes to an end when a main supervisor is appointed, so from the outset the student is expected to think about the long term.

The TC will consist of the main thesis supervisor and two additional faculty members, one of whom may be designated “co-supervisor”. Co-supervisors and other TC members may be drawn from any part of the university (and from outside the university, pending permission from the ELL Graduate Committee), but the main thesis supervisor will be from ELL. TC members and, in exceptional circumstances, co-supervisors may also be drawn from other departments in NUS as well as other institutions.

Practical responsibilities of the main thesis supervisor in TC composition and over the QE period include the following:

- Discussing the nomination of two other TC members with the student. Once their agreement is secured, submits Thesis Committee Form QE1 for endorsement by HOD (Professor John Richardson) or his designees. Department Administrator can assist with the process.
- Advising the candidate about the QE and helping him/her to compile QE text lists, and prepare the thesis proposal;
- Arranging the dates and times of the various components of the QE, liaising with the department administrator to book examination rooms and marking QE materials;
- Completing the PhD Qualifying Examination Report in consultation with TC members after the defence of the thesis proposal; and
- Writing progress reports every semester until submission of dissertation.

Practical roles and responsibilities of the TC as a whole include:

- Assisting the main supervisor in guiding the supervisee; providing the student with feedback on the thesis proposal during the QE process and (later) on dissertation drafts;
- Helping to construct and assess QE examination components;
- Supporting the thesis supervisor in assessing the students’ progress (for example through the online bi-annual progress report), and in addressing any difficulties arising over the course of the candidature that require action on the part of the university;
- Stepping in as acting supervisor if the main supervisor is unable to perform the role; and
• Advising the main supervisor on relevant aspects of the student’s candidature, such as the selection of external thesis examiners near the completion of the dissertation.

Where a difference of opinion between TC members arises, the main supervisor has the final say, and the TC dissolves when the student submits the final version of the thesis for examination.

**The PHD Qualifying Examination**

Any PhD candidate who has completed a minimum of 5 modules (at least 2 of which must be at the level 6000) and has a CAP of 3.50 or better is ready to begin the QE process. The process must be completed before the 24th month of study, and so students should not wait until the five modules are finished before consulting a supervisor, putting together a committee, making the necessary examination lists, and preparing a proposal. You should begin meeting faculty members and thinking about possibilities as soon as you begin at NUS.

In ELL, the Qualifying Exam (QE) process has four components that are typically completed within a six-week period. The first half of this process centres on the field and the second half is concerned with the proposed research contribution. What is a “field”? There is no simple answer to this question: the formulation of “knowledge” requires the provisional organisation of so-called disciplinary fields, but much of the most exciting work of our time is directly concerned with the questioning of (formerly) presupposed disciplinary boundaries. We prefer to consider the field in relation to a particular academic community. Whereas a research topic is the direct subject of an article or a dissertation, a field is the shared set of topics and approaches around which a community would coalesce in the form of a) an academic journal, b) an annual conference, c) or regular series of books. An article or thesis would be the individual’s contribution to such a research “conversation,” but the field refers to the broader body of methods and knowledge that makes individual contributions possible by creating the possibility of a vibrant communication loop.

The first part of the QE process assesses your ability to enter the series of conversations that constitute a field, and the second part (including the assessment of your written proposal and the following oral examination) centres on your particular proposed research contribution. No one working in a field knows everything about that field; rather, the examination processes establishes your entry-level competence. It will be important for students to start refining ideas about the relationship between “field” and individual research topics during research seminars.

Once selected, the main thesis supervisor can help the student get oriented fully, and at a later stage the particular areas of assessment are worked out. No one would want to have to know everything about “Critical Theory” or “Modernism” or “Bilingualism,” but anyone going to a conference specializing in a given field is expected to have a working knowledge of constitutive issues.
Doctor of Philosophy in Language Studies  
(Admitted from August 2016 Intake and before)  
Doctor of Philosophy in English Literature  
Doctor of Philosophy in Theatre Studies

First, of the four components is a 3 hour closed-book written exam (QE1) based on the negotiated reading list. This list consists of primary sources (published texts, performances, descriptions of practices) selected by the student in consultation with the supervisor. The thesis committee will design the exam around the reading list worked out between TC and candidate. After the student sits for the exam, the examination scripts are assessed by either the main supervisor or the supervisor and the other committee members. If the committee agrees that the candidate is sufficiently ready, the candidate then proceeds to the next stage.

Second, the candidate takes an oral exam (QE2) that continues the enquiry begun by the written exam. To be competent in a field, one should be able to write with appropriate precision and speak with appropriate fluency, and the process in ELL is designed to bring students up to the required level in a timely manner. In the oral exam, candidates will be asked about the written exam itself, and the discussion can also include related areas of the field in question. This oral examination usually takes around 2 hours. The supervisor and two other faculty members will conduct the oral examination, and the discussion will be based on a reading list compiled by the student in consultation with the supervisor. Afterwards, the committee informs the candidate as to whether s/he has either passed. This is also an opportunity to offer formative advice about areas of strength and weakness.

Third, the candidate submits the PhD thesis proposal at least two weeks before the oral examination on it, which completes the QE process. The committee will assess the candidate’s PhD thesis proposal, prepare questions for the oral examination, and confer with each other about how to proceed. Four copies are submitted: one for the supervisor, two for the Thesis Committee and one for the department. The proposal is a document of 20-25 pages (excluding bibliography), which the committee uses to ascertain the viability of the doctoral project. The proposal should include the following information:

- A research question that organises the enquiry;
- A list of primary sources (including essential publications, performance, archival materials,
- A description of contexts (theoretical or historical frames) that are most important;
- Secondary scholarship that has been generated to date by this issue; and especially the unique contribution(s) that the candidate proposes to offer.

The format of the proposal is worked out between the candidate and the main supervisor. Proposals often have sections under headings such as Research Questions, Proposed Methodologies, Research Context, but these formalities vary between disciplines. Anyone evaluating a proposal needs to understand the enquiry in relation to specific texts, practices, datasets or events, to a community of interpreters who pursue such questions, and to a body of published findings. Of what significance will this particular project be to a particular field of research?
Fourth, the candidate orally defends the thesis proposal (QE3). The 1-2 hour examination is conducted by the main supervisor and the two other faculty members on the committee. Typically, the exam begins with the candidate's formal presentation (about 20 minutes) on the proposal, and the committee members then examine the candidate. It is also an opportunity to discuss sources, data, strategies, methodologies, and problems—a good opportunity to get valuable feedback on one’s project. After the defence, the main supervisor will fill out the appropriate forms, and the candidate will commence the writing of the dissertation. In the event of failure, the candidate must work out a schedule for re-testing with the main supervisor.

- **PhD (English Language and Linguistics)**
  (Admitted from August 2017 Intake and after)

The Qualifying Examination comprises two components, to be written on two topics/areas. The first of the two components is a written paper of high quality (about 7000-8000 words), to be written independently. The second is the defense of the thesis proposal. The candidate submits the PhD thesis proposal at least two weeks before the oral examination of it. The committee will assess.
A Guide to the MA or PhD Research Proposal

This document provides general guidelines on what is expected of an MA or PhD research proposal. The “Preliminary Proposal” required by the application form is a brief document of approximately 2000 words, whereas the MA/Research and PhD candidates who are already part of the programme must produce a formal research proposal that is much more developed.

1. **The overall format of a research proposal:** ELL is comprised of three major strands—Language, Literature, Theatre Studies—and the disciplines represented by these strands permit a diversity of approaches to framing a proposal. There is, therefore, room for flexibility in its scope, length and structure. In any proposal, however, some degree of attention is expected to the following considerations, which should be adequately addressed within a total length of 5000-10,000 words (not including notes or bibliography) for the PhD and can be a half as long for the MA thesis.

2. **Research topic or questions(s):** What’s your point? As R. S. Crane once remarked, “A thesis should have a thesis.” That is, a dissertation is expected to answer some questions, formulate a specific approach, or develop a focused argument. It should do so in relation to a particular issue, topic or problem within a given field and discipline (or across related fields and disciplines). In writing your proposal, therefore, identify the topic, area, problem or set of questions that you aim to address, and explain why it is important that you do so. Bearing in mind that an original contribution to the field is required at PhD and MA levels, be as explicit as you can about the nature of the contribution you hope to make to your chosen area of study.

3. **Critical awareness of work in the field:** What is the research context of your project? Solving a problem, answering a set of questions, or developing an argument concerning any topic, area or field entails some knowledge of academic work already done by other scholars, and the ability to take a critical stance towards this body of accumulated material. You should therefore demonstrate an awareness of the broad contours of scholarship within your chosen fields and indicate the nature of your own contribution. Additionally, if there are significant new developments in the area you plan to research, or if you offer a distinctive perspective or level of expertise on the subject, then these factors, too, contribute to your research context, and you should indicate how they might figure in a dissertation project.

4. **Methods:** How will you conduct your research? Convincing academic arguments include an account of how they were arrived at. Outline the methods you propose to adopt; the premises, assumptions and working hypotheses, or the models and templates that you will work with or work through. This entails giving some indication of how your methods and procedures relate to those of scholars already working in the field, especially if you are proposing to employ a novel methodology or innovative methods. You may also want to outline any theoretical approaches that are of particular relevance to your project.
5. **Timeline and resources:** When, where, and what with? While dissertation formats tend to be standardized, research projects come in all shapes and sizes. Explain what kinds of specialist resources (such as archives or equipment) you will require for your research (if any), and how you will access them. If parts of your research are time sensitive (relating, for instance, to specific events), indicate this, too. This will enable us to assess the viability of your project, and you to flag up a potentially original feature of your research plans.

6. **Expected outcomes:** How does it end? Give some indication of the critical or scholarly outcomes you anticipate arising from the project, and/or what form those outcomes will take.

7. **Research bibliography:** What are you looking at? List the primary and secondary works in the field. While such works may not be limited to books, the list should include full bibliographical details, conforming to any standard style-sheet that is accepted within the discipline. It may also include light annotation of key titles. If you explain in 2-3 sentences why a given work is valuable for your project, you will develop a much better research plan, and potential supervisors will be able to assess your plan much more efficiently.

8. **Consultation:** Applicants are advised to familiarize themselves with the supervisory expertise available in ELL, as this has a pragmatic bearing on whether a specific proposal is feasible. Proposals show that you have anticipated practical problems and have envisioned using available resources to solve those problems. If the proposal does not demonstrate that the necessary resources—library materials, supervision, ability to complete fieldwork, etc.—are available, it will be turned down. Students are advised to consult appropriate faculty when developing the proposal, although final responsibility rests with the candidate. A particular staff member may not be available at a given time, so the candidate must initiate such discussions early.

9. **Further Reading:** Many graduate study guides include useful information on research proposals, including Gina Wisker’s Postgraduate Research Handbook (Houndmills: Palgrave Macmillan, 2008) and Peter Bentley’s PhD Application Handbook (London: Open University Press, 2006).
The student will be required to write a dissertation in English of not more than 30,000 words for the MA and 80,000 for the PhD. Work on the thesis shall commence after the completion of all coursework.

General guidelines on the format of research are available: http://www.nus.edu.sg/registrar/events/examination/thesis-submission-and-examination.html

The thesis will be examined by two examiners for the MA and three for the PhD, one of whom may be an external examiner. The examiners may set such further tests as they think fit to enable them to assess the thesis. The Board of Examiners may pass or fail a candidate or refer him/her for further work. Work which has been submitted for a degree, or for which a degree has already been conferred by the University or any other university, may not be submitted again as a thesis; but a student is not precluded from incorporating part of such work provided that, in the thesis, the student clearly indicates the part of the work which has been so incorporated.

A student may, in addition, submit such other published work as he/she desires provided it has not already been submitted for a degree in the University or any other university. A thesis found by examiners to be unsatisfactory will have to be revised; candidates are given one opportunity to revise and resubmit the work within a time-limit specified by the examiners. If, after such revision and resubmission, the thesis is still unacceptable, the candidate will be deemed to have failed will be required to leave the programme.

Change of Thesis Title/ Research Area
If the thesis title differs significantly from the original approved title, the candidate must request for a change of title using the prescribed application form at least one month before the thesis is submitted for examination. The form can be downloaded at https://myportal.nus.edu.sg/studentportal/eservices/gd/

Nomination of Thesis Examiners
Nomination of thesis examiners is expected to be submitted at least one month in advance before the submission of thesis. Hence students should check with department administrator if nomination has been made and if he/she can proceed with submission.

Thesis Submission
Further details and relevant forms for on thesis submission and examination can be found at Registrar’s Office website: https://myportal.nus.edu.sg/studentportal/academics/gd/
IV. Eligible Modules for Graduate Students for AY 2017/2018
English Language and Linguistics Seminars
Semester I
(As at 1 August 2017)

EL5101 Grammatical Analysis  Lecturer: Dr Michael Erlewine
This module aims to ground graduate students in a solid conceptual, analytical, and empirical foundation for doing research in syntax and semantics. It examines a range of core empirical phenomena that have been important in the development of modern linguistic theory and that remain central to current linguistic frameworks (e.g. passive, infinitival constructions, relative clauses, wh-constructions, binding, etc.). Core theoretical notions to be covered include: phrase structure, grammatical relations, subcategorization, and lexical entries.

EL5103 Language in Society  Lecturer: A/P Mie Hiramoto
This module surveys major approaches and current issues relevant to the study of language in society. It aims to familiarize students with a range of theoretical and conceptual frameworks they may refer to in addressing sociolinguistic questions across a variety of sites and to provide general principles that they may consider when engaged in the study of language in social context. For this purpose, it will critically discuss classical and contemporary research to explore the historical background, prevailing assumptions, methodological perspectives, and analytic strengths of different approaches to language in society, and consider recent developments in the field.

EL5202 The Grammar of Modern English  Lecturer: Prof Bao Zhiming
This module introduces students to the systematic analysis of the grammar of modern Standard English. We will examine common topics in the phonology, morphology and syntax of the English language. The effect of language contact on English will also be discussed. The module is descriptive in nature. Through examining the grammar of English, students will be exposed to important analytical concepts in corpus and theoretical linguistics.

EL5216 Corpus Linguistics  Lecturer: A/P Vincent Ooi
This module takes an empirical approach to linguistic investigation: it bases claims largely on computer-aided analyses of electronic datasets that are either manually built with linguistic purposes in mind or those that are readily found on the Web. With special reference to English, relevant topics will be introduced to suit particular needs; the corpus-linguistic methodology blends well with various linguistic levels, including grammar, lexis and discourse. This module does not assume any expert computing knowledge; while no computer programming will be introduced, participants will receive hands-on training in the use of standard corpus-linguistic programs.

EL5251 Approaches to Discourse  Lecturer: Dr Justina Ong
This module will explore approaches to analysing both written and spoken discourses. Students will learn the analytical tools used to describe features of both modes of discourses. They will be encouraged to explore current research in discourse analysis. There may be a specific focus on particular kinds of discourse (classroom, computer-mediated, media, legal, political, etc.), depending on the expertise and interest of the lecturer. Students will be encouraged to collect and analyse their own data for the assignment.
### EL Honours Modules Available Substitution

**EL6770 Graduate Research Seminar**  
**Lecturer: Dr Yosuke Sato**  
This is a required module for all research Masters and Ph.D. students admitted from AY2004/05. The module provides a forum for students and faculty to share their research and to engage one another critically in discussion of their current research projects. The module will include presentations by faculty on research ethics and dissertation writing. Each student is required to present a formal research paper. Active participation in all research presentations is expected. The module may be spread over two semesters and will be graded “Satisfactory/Unsatisfactory” on the basis of student presentation and participation.

**EL4251 Social Thought in Language**  
**Lecturer: A/P Joseph Park**  
This module provides an overview of key social theories that explore the nature of language and its social foundations. Through an examination of how language occupies a central position in contemporary social theory, it considers how such insight may be incorporated into the study of language in social context. In particular, it explores how different social theories may offer varying perspectives on the socially embedded nature of language, linguistic constitution of social relations, and language as power.

**EL4252 Interactional Discourse**  
**Lecturer: Dr Peter Tan**  
This module focuses on how the phenomenon of discourse might be analysed and will consider how a number of frameworks can be used in a complementary fashion to give a fuller description of discourse. These include the frameworks of register and genre; speech-act theory; co-operation; face and politeness; exchange structure and conversation analysis. This module is appropriate for students reading or intending to read English Language honours.

**EL4253 Language, Gender, and Text**  
**Lecturer: A/P Mie Hiramoto**  
This is a module on feminist thought and gender research scholarship. Using select texts, students will be introduced to the language and gender literature, and then guided through textual critique from a feminist viewpoint. In this way, this module introduces students to some key feminist linguistic issues and what it means to read from a feminist viewpoint. This module is suitable for students with a keen interest in feminism and gender issues.

**EL4880B Exploring Second Language Writing**  
**Lecturer: Dr Justina Ong**  
This module explores current research in second language writing and encompasses the investigation of both processes and products of writing. The module will draw on theories principally developed from first language research. The topics addressed will include theories in writing, composing processes (planning, transcribing, and revising), methodology of writing research (concurrent think-aloud and retrospection), written text features (textual and grammatical), assessment of writing (holistic and analytical rubrics), and characteristics of writers.
## English Language and Linguistics Seminars
### Semester 2
(As at 1 August 2017)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>EL5102</td>
<td>Phonetics and Phonology</td>
<td>Prof Bao Zhiming</td>
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<td></td>
<td>The module covers the foundational knowledge of the sound pattern of human language. Major topics include how speech sounds are made and transmitted, and how they pattern, drawing data primarily from English and other familiar languages. Students will learn the conceptual tools and technical skills in the analysis of speech data.</td>
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<td>EL5203</td>
<td>Sociophonetics</td>
<td>Dr Rebecca Starr</td>
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<td>This module will familiarize students with the tools and methodologies of phonetic analysis and how these may be employed in the investigation of the relationship of language and society. The module will focus on acoustic analysis with additional units on articulatory and auditory phonetics, and cover both segmental features (vowels, consonants) and suprasegmental features (intonation, rhythm, voice quality). Students will collaborate on a group research project related to speech in Singapore.</td>
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<tr>
<td>EL5204</td>
<td>Linguistic Typology</td>
<td>Dr Nala Lee</td>
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<td>Typology and universals are concerned with how the pieces of languages are put together, what they contain, and how and why they interact and function as they do. Students acquire a broad overview of the grammatical make-up of languages and an understanding of an important approach in contemporary linguistics. Typology contributes to and draws on core areas of linguistics that students have studied.</td>
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<tr>
<td>EL5253</td>
<td>Textual Construction of Knowledge</td>
<td>A/P Michelle Lazar</td>
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<td>This module aims to cultivate an understanding both of the relationship between discourse and ideology and of the textual construction of knowledge. Students will be exposed to a critical deconstruction of different kinds of socio-political discourses (including discourses about gender and race, etc.) with specific attention to ideological positionings, and the role ideology plays in the knowledge construction process. Through this module, students will acquire critical skills in reading texts and come to appreciate the different kinds of textual and ideological strategies used in the formation of knowledge.</td>
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<tr>
<td>EL5255</td>
<td>Second Language Writing</td>
<td>Dr Justina Ong</td>
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<tr>
<td></td>
<td>This module explores current research in second language writing and encompasses the investigation of both processes and products of writing. The module will examine theories in writing (including L1 theories) and the role theories and models plays in second language writing research. The topics addressed will include the cognitive processes in writing, the distribution of processes on writing performance, individual differences in writing (for examples, self-efficacy beliefs, motivation, and strategies), the methodology and tools researchers use to investigate the processes in writing, and the assessment of written texts.</td>
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This module has two broad aims. The first is to familiarise students with the core theoretical ideas shared by current syntactic frameworks, and to provide a sense of what it takes to pursue theoretically informed research in syntax that involves a technical framework of representations and principles. The second aim is to develop in students the abilities and thinking habits required for theoretical research in syntax. The acquaintance with linguistic theory and the practice in the linguist’s modes of thinking developed in the module will help students engage in meaningful research in syntax.

With special reference to English in multilingual and multicultural settings, this module introduces students to the study of words from both lexicological (theory) and lexicographical (practice) perspectives. It aims to equip participants with a critical awareness of the notion of the word and its attendant sources of evidence, the organisation of the mental lexicon, and the publication of words in the form of print, online and standalone electronic dictionaries.

This module aims to introduce students to some essential literary-critical and linguistic concepts in the study of narrative. One of its central themes will be the relationship between system and structure in narrative, and how this can be derived from a similar relationship in linguistics. Students will be analysing the narrative content of written, oral and cinematographic texts during the semester.

This module highlights one way in which the disciplines within the Department (theatre, literary studies and linguistics) can be brought together in the enterprise to come to terms with dramatic discourse. The module will focus on the analysis of dramatic discourse, so that evidenced interpretations of dramatic passages may be provided. Students will be introduced to a number of frameworks, especially those used to deal with discourse such as speech-act theory, the cooperative principle, face and politeness, cognitive and critical discourse approaches. Key topics in stylistics such as foregrounding and reader response will also receive coverage.

This module focuses on the consequences of the spread of English as a world language. Key topics covered include: the rise of linguistic instrumentalism; the marginalisation of other languages and their speakers/cultures; the question of how various Englishes should be ideologically positioned and the relationship between language and modernity. Target students: Those who are willing to critically engage in a debate on what it means to be a ‘world language’ as well those who are interested in gaining a deeper appreciation of the impact of English on the world and vice versa.
EN5235 Politics and Literature  
Lecturer: A/P John Whalen-Bridge
EN5235 is a focused examination of the various senses of “political literature”. One may say “all literature is ideological”, but this course raises doubts that “everything is political” in a significant way. This course examines the differences between “ideology” and “politics” in relation to literature. The course considers works that challenge conventional distinctions such as that between “propaganda” and “literature”. Students will test definitions of “the political” on a variety of texts.

EN5236 The Literature of the Asian Diaspora  
Lecturer: A/P Yuan Shu
This module invites students to think across cultures about the literature of Asian peoples in the English-speaking world. Examining literature produced by and about Asians living in Britain, Australia, North America, Africa, and the Caribbean, it probes the similarities and differences in the experience of migration as understood by different Asian groups, as well as by members of the same ethnicity inhabiting different regions. The course traces changes in mainstream brashness towards Asian immigrants from racist demonisations to model minorities and their effect on literary production. Texts will be complemented by readings in Asian and Asian American Studies and postcolonial theory.

EN5880A Literature and the Environment  
Lecturer: Dr Rebecca Raglon
This course examines the shifting perceptions of the natural world found in a variety of English literary works. Through the study of key literary texts, the evolution of ideas about nature will be traced from the 17th century's age of scientific discovery to the 21st century's idea of environmental crisis. A key element of the model will be the use of ecocritical ideas and concepts as a way to approach and understand connections between literature and the environment.

EN6102 Advanced Critical Reading  
Lecturer: A/P John Phillips
Level 6000 modules are intended for students in the PhD programme. This module is an advanced graduate class in critical reading. In it students develop three main areas of competence: 1) knowledge of different critical traditions; 2) awareness of the various problems of reading and interpretation; and 3) close reading of texts informed by the knowledge of (1) and the awareness of (2). In keeping with the advanced nature of the module, much of the responsibility for the direction of the work falls upon the students. Students will explore the texts of a few key thinkers and learn to understand some of the basic principles of critical theory. They will learn to apply specific reading strategies to selected texts and to raise questions about the reading process and its contexts. The emphasis throughout is on the development of students' critical awareness of positions, strategies and possibilities of interpretation. The module is a core course for research students.
EN6770 Graduate Research Seminar  
Lecturer: Dr Gilbert Yeoh  
This is a required module for all research Masters and Ph.D. students admitted from AY2004/05 onwards. The module provides a forum for students and faculty to share their research and to engage one another critically in discussion of their current research projects. The module will include presentations by faculty on research ethics and dissertation writing. Each student is required to present a formal research paper. Active participation in all research presentations is expected. The module may be spread over two semesters and will be graded “Satisfactory/Unsatisfactory” on the basis of student presentation and participation.

**English Literature Honours modules available for substitution**

EN4227 Five Years in the Eighteenth Century  
Lecturer: Prof John Richardson  
Literary texts are the products of their time. Personal histories, professional rivalries, contemporary texts, visual images, political circumstances, intellectual trends, the publishing market – shape and influence the production of plays, poems, novels. This module will examine the literary history of one small segment of the eighteenth century in order both to understand texts in their context, and to develop skills of literary historical research. The five years under consideration might vary with different iterations of the module, but the foci will remain the same. The module will always concentrate on two general topics, and on two or three major works.

EN4234 Pynchon and the Poetics of Information  
Lecturer: Dr David Teh  
This module examines the poetics of information in post-industrial society. At its core lies the oeuvre of Thomas Pynchon, whose novels will be read as a critical meta-narrative of the informational turn in Western society since the 1960s. Besides obvious technological effects and the accelerated exchange it enables, how has the new, informational paradigm affected our psychology, everyday life and work; our understandings of place and community, of history and culture? Rather than placing Pynchon within a literary canon, seminars will be thematic studies, drawing on a wide range of critical theory, cultural history, and critiques of globalisation and technology.

EN4242 Modern Critical Theory  
Lecturer: A/P John Phillips  
This module trains students in the reading and analysis of influential texts in critical theory, as the basis for examining the production and historical grounds of textual meaning. This survey course provides a comprehensive understanding of major critical theories of the twentieth century: post-structuralism and discourse-analysis, psychoanalysis, twentieth-century Marxism, and post-colonial studies. Close readings of Foucault, Lacan and Adorno in particular, will equip students to engage in wide-ranging and sometimes complex debates about critical approaches to the study of cultural meaning, its production and interpretation. The module targets students with interests in critical questions.

EN4245 Narrative, Narration, Auteur  
Lecturer: Dr Anna Rossholm  
This module examines the process of narrative construction and narration in relation to an ‘auteur’ approach that considers film authorship in terms of a director’s ‘signature style’. Through close analysis of the work of three different directors, we will: 1) explore the relationship between form, ideology and narrative, and the influence of the socio-cultural context on storytelling and meaning making; 2) pursue and evaluate the auteur theory - Who is an author, specifically in film, where teamwork is everything? What makes a director an auteur? What cultural and/or ideological implications reside in the development, alteration or evolution of an auteur’s style?
EN4880A Usurpation and Authority, 1558-1674  
Lecturer: A/P Walter Lim
This module explores the twinned ideas of usurpation and transgression in English Renaissance literature, analyzing the attempt to cross boundaries that define the norm in the polity and in moral, religious, and sexual spheres. We will look at how hierarchies established by religion, government, and custom seek to maintain and to justify the status quo. We will ask how literary texts register awareness of, and enter into dialogue with, these hierarchies. Different genres such as the play, the love lyric, the devotional lyric, and the epic will be invoked for our analysis of the cultural preoccupation with usurpation and transgression.

English Literature Seminars  
Semester 2  
(As at 1 August 2017)

EN5241 Literature and New Worlds: 1590-1750  
Lecturer: Dr Anne Thell
From early modern England up into the eighteenth century, English literature registers distinctively a deep fascination with worlds both old and new: Egypt, Africa, China, and India are some examples. In reading critically how different authors in this historical timeline represent old and new worlds in their literary production, this module seeks to analyse the formation of cultural perceptions relating to such topics as (i) the emergence of a colonial and imperial consciousness; (ii) the apprehension of cultural difference; and (iii) the crystallization of national identity. It offers opportunity for considering the engagements of literature with certain momentous social, historical, and political realities, such as the slave trade and the activities of the British East India Company.

EN5242 Women Novelists  
Lecturer: A/P Chitra Sankaran
The objectives of this module are to invite students to reflect on and analyse texts by great women novelists. Topics covered include the choice of genre, the relation between narrative structures and psychological experience and their political implications, the nature of the dilemmas at the heart of each text, and the problems of defining and responding to what is specific to women’s writing.

EN5253 Writing in the Aftermath  
Lecturer: Dr Tania Roy
The module addresses issues of historical trauma and cultural memory; through a focus on how such memory is manifested in aesthetic (primarily literary) representation. The module assumes a dual approach to the study of selected texts, requiring attention to the topic of violence and memory on the one hand; and the ethics and politics of representation on the other. Literary texts will illuminate problems of narrative agency, responsibility and testimony in the aftermath of a violent past. The conceptual framework of discussions derives from Maurice Blanchot and his influence on post-structuralism, and from contemporary uses of psychoanalysis by literary theorists.

EN5883 Screen Culture in Southeast Asia  
Lecturer: Dr David Teh
This interdisciplinary module will acquaint students with various theoretical approaches to the moving image, and equip them to write critically about contemporary screen cultures of Southeast Asia. Readings will be from media theory, art history and critical theory, as much as film studies. The module encourages students to think beyond the conventions of cinema studies (national cinema, genre, etc.), the rationale being that as screen culture spreads beyond industrial cinema, so too should theory and criticism. Films studied will privilege independent and experimental work, video/media art, animation and web-based video, emphasizing the diversification of moving image practices with video and digital media.
EN4232 Topics in American Literature  
**Lecturer: A/P John Whalen-Bridge**
This module, which is aimed at upper level English Literature majors and cross-faculty students who have some experience with literary analysis, will focus on American literary orientalism in order to continue to examine questions of race, gender, ethnicity and literary form in the (mainly post-war) American imagination. In recent years the primary topic has been literary engagement with religious themes, mostly in the post-1945 period.

EN4241 Utopias and Dystopias  
**Lecturer: Dr Susan Ang**
This module will examine the sf sub-genre of utopias and dystopias in fictional literature. It will address the following questions: What is the appeal of imaginative utopias and dystopias? What is the relation of these fictions to the world of contemporary reality? To alternative ways of conceiving life, experience, or reality? To traditional history? To alternative futures? To projections of, and apprehensions about human society? How does the imaginative construction of dystopias, in particular, address the constantly changing relation of science and technology to human life as we know it, to the human individual, to human society, and to the many institutions and notions, from gender and sexuality to race, family, nation, religion and species through which the relation of the individual to the group is mediated in time and place? Dystopian and Utopian fiction will be studied as imaginative constructions of extrapolations from current technology and science, or as possible worlds with alternative selves, life-forms, ecosystems, or histories.

EN4248 Disclosure, Discovery and Detect/xtive Fiction  
**Lecturer: Dr Susan Ang**
This module is intended to function as a survey of detective fiction as a genre with a transhistorical framework, spanning work from the 1860s to the present. Topics covered will include: the historical conditions influencing the rise of detective fiction as a genre; the epistemological and sociological issues which inform our readings and our own desire as readers to uncover the mysterious; how the detective figure relates to the literary critic and the philosopher; the division between public/private spheres; the formal and thematic shifts in the genre and its pre-modern, modern and postmodern manifestations.

EN4262 Writing Global India: (Dis)Possessions of Capitalism  
**Lecturer: Prof Robbie Goh**
Students will read Indian Anglophone literary texts in the context of global capitalism and transnational movements and flows. It examines the construction of imaginary homelands, the cultural politics of that homeland and its (re)negotiation in the larger world, the politics of gender, sexuality and the body, and religious and other cultural identities. The trope of "(dis)possessions" provides theoretical leverage into and focus on material influences, the trope of the hauntings of cultural memory, the perceived "contaminations" of culture, disciplines of the body, and related themes.
EN4265 Approaches to World Literature: Critical Realism  
Lecturer: Dr Tania Roy
The new millennium has witnessed a return to realism in literature, criticism, and popular culture. Our taste for realism extends from the television reality-show, dramas like The Wire, to novels that seek to describe the impact of world markets on lived reality by mapping this system onto the traditional realist narrative. These developments suggest that canonical modernisms of the early twentieth-century prescribed, and so constrained, critical approaches to literatures of the postcolony. Focusing on the resurgent value of postcolonial realism for our current globalist conjuncture, the module entertains theoretical exchanges between World Literature, Postcolonial Studies, and the Frankfurt School’s Marxism.

EN4266 South Asian Literatures in English  
Lecturer: A/P Chitra Sankaran
This module will introduce a selection of texts across genres from South Asia along with a complementary set of Critical Readings that students will need to apply to the reading of primary texts. The texts will be approached as reflecting conflicts of neo/colonialisms and the complications of modernities, as grappling with issues of gendered and racialized identities; as explorations of issues relating to the underside of globalisation. Students should gain a fairly in-depth knowledge of leading literary works from South Asia. They will also need to produce a final term paper that will potentially be expandable to an Honours thesis.

Theatre Studies
Semester 1
(As at 1 August 2017)

TS5101 Text and Performance  
Lecturers: Dr Graham Wolfe, Dr Liang Peilin, Dr Miguel Escobar
This module provides a broad-based critical and methodological foundation for advanced research in theatre and performance. Taking one example from each of three aspects of performance a script, a live performance, and a media/cultural performance the module trains students to examine and compare the critical positions and questions posed by a range of theoretical texts with different approaches, priorities and methodologies. Core topics are the mutually transformational modalities of textuality and performativity, live and mediated performance, and non-traditional critical and performance practices. Students are guided in formulating a research proposal and project, which forms the main coursework component.

Theatre Studies Honours modules available for substitution

TS4217 Cultural Performance in Asia  
Lecturer: Dr Miguel Escobar
What is the form and function of theatricality in contemporary Asian society? This module seeks to answer this question by investigating a range of collective practices of symbolic action and meaning-making that have become known as "cultural performance". The methodological perspectives of Performance Studies will be deployed to contextualise cultural performances that contribute so arresting to social reality in East and Southeast Asia. Students will participate in a field trip and learn a variety of research techniques such as practice-based inquiry, interviews, performance analysis, historical analysis and visual ethnography to develop individual research projects throughout the semester.
Theatre Studies Honours modules available for substitution

**TS4218 Theatre and Postmodernism**  
Lecturer: Dr Graham Wolfe  
This is not a course about Postmodernism. This is a course examining the relationship between Postmodernism and Theatre, their tensions and complements. The course will examine notions of theatricality and performativity that have come to characterise Postmodernism. Related ideas of simulacra and rehearsal, ocularism and spectatorship, self-consciousness and self-reflexivity will be debated and discussed. Postmodernism as style, attitude and as mode will be pitched against performance aesthetics and theatre techniques to further explore the relationship between the two. The course will also locate Singapore theatre practices in the context of a global postmodernity.

**TS4219 Media and Popular Performance**  
Lecturer: Dr Robin Loon  
This module examines popular media-mediated events “as” performance. The module will investigate the way in which “mediatised” (i.e., media-mediated) and popular events “perform” and shape the audience’s perception of reality. Conversely, the module will also examine how media-mediated performance is influenced by audience interests and perceptions. The focus will be on popular media-mediated events like sports, reality TV, and the internet to illustrate how they constitute different modes of performances while sharing similar performativities. The module will also focus on cross-genre, inter-disciplinary performances while also examining notions of the spectacular and spectacle in contemporary visual culture.

**TS4220 Shakespeare and Film**  
Lecturer: A/P Yong Li Lan  
This module provides a study of how the literary and performance traditions associated with Shakespeare’s work are mobilised and transformed by the visual cultures of contemporary cinema. Through the intersections between the mediums of the dramatic text, theatre and film, the course examines central issues that shape Shakespeare’s currency and circulation in the cinema: the values attached to authenticity and performance traditions, the Shakespearean actor, the appropriation and parody of the “universal” of Shakespeare, and the transformation of the meaningfulness of his plays through visuality and spectacle.

**TS4221 Performance Research**  
Lecturer: Felipe Cervera  
Doing performance can teach us things that watching it cannot. This module uses performance practice as a research methodology to investigate otherwise inaccessible questions of creativity, embodiment, and performance processes. The three main components of the module include: defining a research question, designing and conducting experiments/observations, presenting the outcomes. Students will conceptualise and execute their own research project, in a relationship of collaborative research with artists. The nature of the project determines the resulting presentation: multi-media talk, lecture-demonstration, or short performance or workshop. The module will also focus on case studies from a range of cultural and stylistic sources.

**TS5212 Asian International Cinema**  
Lecturer: Dr Edna Lim  
In recent years, the vitality and currency of Asian cinema has resulted in texts that can no longer be viewed as merely artifacts of a particular culture or nation. This module looks at how film industries in Asia have engaged with global cinema through various forms of negotiations that assert, compromise or consume national, cultural or conventional distinctions. We assess the implications of a conglomerate Asian cinema by examining the current trend of transnational Asian films, the translatability of conventions and adaptability of ideas within Asia itself as well as between Asia and dominant cinemas like Hollywood.
**Theatre Studies Honours modules available for substitution**

**TS4222 Performance as Research in Applied Theatre**  
**Lecturer: Dr Liang Peilin**

The module trains students to become independent performance-based researchers in applied theatre. Students further develop their critical and creative skills through exposure to key practical approaches and critical theories in the field. To consolidate skills in integrating practice with theory, students will undertake Performance as Research projects of considerable scope with attention given to the social and cultural complexity of specific communities and contexts. Applied theatre as a form of social intervention, community engagement and knowledge production will be examined.

**TS4880C Contemporary Performance Practices**  
**Lecturer: Dr Alvin Lim**

Live performance is a vibrant and dynamic art form, and innovations in aesthetics and technique mean that it is constantly changing. Over the course of this module, students will conduct a critical assessment of recent developments in performance practice, and of their implications for performance theory and analysis. Recent trends in performance and scholarship will be surveyed, informed by a combination of publications, electronic resources, and theatre-going. Students will be assessed on their capacity to develop informed responses to the work, to conduct and present independent research into current trends, and to reflect critically on the concept of the ‘contemporary’.

**Independent Study Modules (ISMs)**  
**Semesters 1 & 2**

**Independent Study Modules**  
by arrangement with a faculty member

The Independent Study Module is designed to enable the student to explore an approved topic in the subject in depth. The student should approach a lecturer to work out an agreed topic, readings, and assignments for the module. A formal, written agreement is then drawn up, giving a clear account of the topic, programme of study, assignments, evaluation, and other pertinent details. The agreement is then approved by Graduate Studies Committee: please submit through Ms. Fatimah Ahmad. Regular meetings and reports are expected and evaluation is based on 100% Continuous Assessment. The precise breakdown of contact hours, assignment and preparation is to be worked out between the lecturer and the student, subject to Department approval.

Workload: Minimum 10 hours per week.

EL5660 Independent Study: 5000-6000 words, EL6660 Independent Study: 7000-8000 words
EN5660 Independent Study: 5000-6000 words, EN6660 Independent Study: 7000-8000 words
TS5660 Independent Study: 4000-6000 words, TS6660 Independent Study: 6000-8000 words

For TS5660 and TS6660, lower limit only with substantial practice component

**EXTERNAL SEMINARS**

Consult departmental web sites. The taking of external modules is subject to approval both by ELL Graduate Committee and the lecturer of the external module.
V: Graduate Supervisors & Faculty Members

Please consult the FASS and ELL staff profiles for information on the current research areas, publications and projects of faculty.

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VI: Graduate Chair and Coordinator

Graduate Students who require advice on academic matters should consult their respective supervisor(s) or our Graduate Chairs/Coordinator for advice. Our Graduate Chairs/Coordinator together with our Graduate Student Representatives strives in developing and promoting professionalisation events, workshops and seminars for our graduate students. Our Graduate Chairs/Coordinator ensures the productive and efficient progress of individual graduate student in our department.

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VII: Graduate Student Representatives

Our graduate student representatives play an active role in getting all our graduates together. They organise social gatherings, professionalisation workshops and conduct surveys from time to time to provide a richer and meaningful experience for all our graduates. If you like to join in the experience do feel free to get in touch with them!

Wei Shuang
Graduate Representative for English Language & Linguistics
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Rowena Yip Lei Long
Graduate Representative for Theatre Studies
e0021559@u.nus.edu

Kim Su Min
Graduate Representative for English Literature
e0008644@u.nus.edu
VIII: Other Important Websites

- NUS Student Information System (My SIS)  
  https://myisis.nus.edu.sg/psp/cs90prd/?cmd=login

- Programme Requirements – FASS  
  http://www.fas.nus.edu.sg/research/programmereg.html

- Registrar’s Office – Downloadable Forms  
  http://www.nus.edu.sg/registrar/forms.html

- FASS – Downloadable Forms  
  https://myportal.nus.edu.sg/studentportal/fas/gd/forms.html

- Leave of Absence  
  http://www.nus.edu.sg/registrar/adminpolicy/loa.html

- Student Status Letter Request System  
  http://www.nus.edu.sg/os/a/services/student-status-letter.html

- Thesis Submission and Examination  

- Tuition Fees Payable – Thesis Submission (Cut-off Date)  

- IRB Guidelines  
  http://www.nus.edu.sg/irb/guidelines.html

- Scholarships for Overseas Study and Fieldworks  
  http://www.fas.nus.edu.sg/research/scholarship.html

- Graduate Student Reading Groups  

- Module Enrolment  
  http://www.nus.edu.sg/registrar/event/modenrol.html

- Examination Directory  
  https://myportal.nus.edu.sg/studentportal/academics/all/examination-directory.html

- Graduate Research Support Scheme  
  https://myportal.nus.edu.sg/studentportal/fas/gd/docs/GRSS%20Details%20of%20Scheme%20July%202017%20(Rd2).pdf

- Financial Application for Conference Funding  
  https://myportal.nus.edu.sg/studentportal/fas/gd/forms/Call%20for%20Applications%20for%20Graduate%20Student%20Conference%20Funding(GSCC)%20FY2017_Revised.pdf

  Information on Fees  
  http://www.fas.nus.edu.sg/research/fees.html

- Administrative Notes for Graduation  
  https://myportal.nus.edu.sg/studentportal/academics/all/docs/Administrative-Information-for-Graduating-Students.pdf

- Commencement  
  http://www.nus.edu.sg/commencement/