

# Graduate Student Handbook

*A42024/2025*



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# Why Study English Language, Literature or Theatre and Performance Studies?

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 learn how to read and write critically, producing new knowledge and interrogating those structures that already exist. We have many resources to support those who want to focus on the study of language, literature, and theatre.

Our courses and faculty expertise are on the whole boundary-crossing. We offer courses on performance studies, literary history and theory, film and media studies, and a broad variety of cultural studies approaches—but these 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 strict channels or specialties. Singapore is famously a crossroads, a place that 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 starting point 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 wonderful place to study literatures in English, the varieties of performance, and the dynamic reinventions of language in the 21st century.

Students apply to English Language and Linguistics (EL), English Literature (EN), or Theatre and Performance Studies (TPS), 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.

## Life in Singapore

Singapore is an extremely well-organized, clean, and beautiful place with world-class medical facilities, schools, transport, and eateries. Snacking is perhaps the true national sport. Singapore is also known as the “garden city,” and there are green spaces in all parts of the country. Bus and MRT routes connect all places with ease, which is good since cars are rather expensive. Changi Airport puts the Singapore resident within an easy 2-4 hours of an enormous variety of countries and cultures. This proximity is a hugely important factor of daily life, 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. It also allows access to exciting fieldwork. 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 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 2024/2025

## ACADEMIC CALENDAR AY2024/2025

			SEMESTER 1				
Regular Semester	Mini Semester	Week	Dates		Public Holidays		
Regular Semester: 18 weeks	Orientation		0	Mon, 5 Aug 2024 ~ Sat, 10 Aug 2024		The following dates will be observed as University holidays during the academic year: <ul style="list-style-type: none"> <li>• National Day 9 Aug 2024 (Fri)</li> <li>• Deepavali 31 Oct 2024 (Thu) (subject to change)</li> <li>• NUS Well-Being Day 1 Nov 2024 (Fri)</li> <li>• Christmas Day 25 Dec 2024 (Wed)</li> <li>• New Year's Day 1 Jan 2025 (Wed)</li> <li>• Chinese New Year (to be confirmed)</li> <li>• Good Friday (to be confirmed)</li> <li>• Labour Day 1 May 2025 (Thu)</li> <li>• Hari Raya Puasa (to be confirmed)</li> <li>• Vesak Day (to be confirmed)</li> <li>• Hari Raya Haji (to be confirmed)</li> </ul> * The following Monday will be a public holiday. <p>Please note that the official end time for classes is 2pm when Chinese New Year eve falls on a weekday. There will be no classes on public holidays.</p> The course instructor(s) will advise on make up classes, if any. <p>**For an up-to-date listing of public holidays in Singapore, please check the <a href="#">Ministry of Manpower</a> website.</p>	
	Instructional Period (6 weeks)	Mini Sem 1A: 8 weeks	Instructional Period (6 weeks)	1	Mon, 12 Aug 2024 ~ Fri, 16 Aug 2024		
				2	Mon, 19 Aug 2024 ~ Fri, 23 Aug 2024		
				3	Mon, 26 Aug 2024 ~ Fri, 30 Aug 2024		
				4	Mon, 2 Sep 2024 ~ Fri, 6 Sep 2024		
				5	Mon, 9 Sep 2024 ~ Fri, 13 Sep 2024		
				6	Mon, 16 Sep 2024 ~ Fri, 20 Sep 2024		
	Recess		Reading		Sat, 21 Sep 2024 ~ Sun, 29 Sep 2024		
	Instructional Period (7 weeks)	Mini Sem 1B: 9 weeks	Instructional Period (6 weeks)	7	Mon, 30 Sep 2024 ~ Sat, 5 Oct 2024		
				8	Mon, 7 Oct 2024 ~ Fri, 11 Oct 2024		
				9	Mon, 14 Oct 2024 ~ Fri, 18 Oct 2024		
				10	Mon, 21 Oct 2024 ~ Fri, 25 Oct 2024		
				11	Mon, 28 Oct 2024 ~ Fri, 1 Nov 2024		
12				Mon, 4 Nov 2024 ~ Fri, 8 Nov 2024			
Reading		Reading		Sat, 16 Nov 2024 ~ Fri, 22 Nov 2024			
Examination		Examination (2 weeks)		Sat, 23 Nov 2024 ~ Sat, 7 Dec 2024			
Vacation: 5 weeks				Sun, 8 Dec 2024 ~ Sun, 12 Jan 2025			
			SEMESTER 2				
Regular Semester	Mini Semester	Week	Dates				
Regular Semester: 17 weeks	Instructional Period (6 weeks)	Mini Sem 2A: 8 weeks	Instructional Period (6 weeks)	1	Mon, 13 Jan 2025 ~ Fri, 17 Jan 2025		
				2	Mon, 20 Jan 2025 ~ Fri, 24 Jan 2025		
				3	Mon, 27 Jan 2025 ~ Fri, 31 Jan 2025		
				4	Mon, 3 Feb 2025 ~ Fri, 7 Feb 2025		
				5	Mon, 10 Feb 2025 ~ Fri, 14 Feb 2025		
				6	Mon, 17 Feb 2025 ~ Fri, 21 Feb 2025		
	Recess		Reading		Sat, 22 Feb 2025 ~ Sun, 2 Mar 2025		
	Instructional Period (7 weeks)	Mini Sem 2B: 9 weeks	Instructional Period (6 weeks)	7	Mon, 3 Mar 2025 ~ Sat, 8 Mar 2025		
				8	Mon, 10 Mar 2025 ~ Fri, 14 Mar 2025		
				9	Mon, 17 Mar 2025 ~ Fri, 21 Mar 2025		
				10	Mon, 24 Mar 2025 ~ Fri, 28 Mar 2025		
				11	Mon, 31 Mar 2025 ~ Fri, 4 Apr 2025		
				12	Mon, 7 Apr 2025 ~ Fri, 11 Apr 2025		
Reading		Reading		Sat, 19 Apr 2025 ~ Fri, 25 Apr 2025			
Examination		Examination (2 weeks)		Sat, 26 Apr 2025 ~ Sat, 10 May 2025			
Vacation: 12 weeks				Sun, 11 May 2025 ~ Sun, 3 Aug 2025			
SPECIAL TERM							
Special Term (Part 1): 6 weeks			Special Term (Part 2): 6 weeks				
Mon, 12 May 2025 ~ Sat, 21 Jun 2025			Mon, 23 Jun 2025 ~ Sat, 2 Aug 2025				

Obtained from, [AY2024-2025.pdf \(nus.edu.sg\)](#)

Accurate as of 1 June 2024

# How to Satisfy MA and PhD Course Requirements

## 1. Disciplinary Courses

Disciplinary courses are level 5000 or 6000 courses offered by English Language and Linguistics (EL), English Literature (EN) or Theatre and Performance Studies (TPS) and are worth 4 Units each. A disciplinary course is usually a weekly three-hour seminar taken in one's own discipline. At the graduate level, Theatre and Performance Studies and English Literature level 5000 and 6000 courses all satisfy both EN and TPS requirements.

\*Recognized courses refer to the practice of recognizing graduate level TPS courses 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

An Independent Study is an independent project worked out with a supervisor, and is worth 4 Units as well. Students may take up to two Independent Studies, 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 courses. 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 Courses

Honours courses 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 Courses

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

Students wishing to take such courses need to submit their request online through ModReg@EduRec. Approval is given on a case-by-case basis. (Only graduate courses can be used as External courses —Honours courses in external departments are not eligible.) ELTS will not provide information on other department's courses; please consult the respective departmental websites to find lists of courses offerings.

## 5. NG5001 Academic Communication for Graduate Research Students

With effect from AY2022/2023 cohort, all PhD students are required to read the compulsory course NG5001. The new courses consist of 4 Units and will count on top of the existing Units for PhD students' graduation requirements.

For NG5001 courses, students can exercise the S/U option after the exam results are released. PhD students reading NG5001 will be assigned 'S' grade if student receives a 'C' grade or above and will receive a 'U' if the grade obtained is lower than a 'C' grade.

Graduate students are not required to register for this course, it will be pre-allocated to them and an email will be sent to them before the semester starts. If the graduate student would like to drop the course in the semester or change the schedule, they need to write to [gdradmin@nus.edu.sg](mailto:gdradmin@nus.edu.sg).

For more information on the NG5001 course, please refer to NUS Graduate School's Website, [NG5001 – Academic Communication for Graduate Researchers – NUS CELC](#).

**NG5001**  
**Academic Communication for Graduate Researchers**

Cohort AY2022/23 onwards

All PhD Students

Graded, with S/U option. "C" is set as the minimum passing grade

NG5001 Compulsory

NG5001 will replace the following modules:-

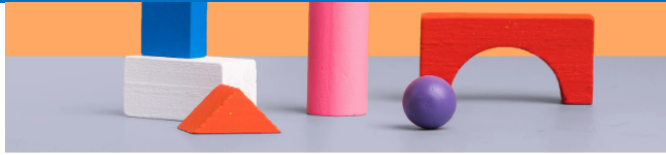
<b>CELC</b>	<b>CDE</b>	<b>BIZ</b>	<b>ISEP</b>
ES5002	ES5101	ES5610	GS6889C

Students of earlier cohorts who have yet to take the above modules will take NG5001 instead.

**Module Offered Effective**  
**AY2022-23 Semester 2**  
Module Pre-allocate by NUSGS

## 6. NG5002 Research Ethics for Graduate Research Students (from Cohort 2024 onwards)

This course, compulsory for all PhD students across NUS, introduces ethical issues in research. It provides an in-depth analysis of core topics, namely data management, publication practices, authorship criteria and responsibilities, research integrity, misconduct, questionable research practices, and conflict of interest. Learners will be allowed to choose two elective topics based on their research needs. A case-study approach will serve as the basis for in-depth analysis. Each topic emphasizes the importance of promoting ethical conduct in research. A blended learning 2.0 pedagogical approach (<https://cit.nus.edu.sg/blended-learning-2-0/>) involving synchronous and asynchronous learning activities will be adopted.



# NG5002


## Research Ethics for Graduate Researchers

### Course Information

<b>Compulsory for</b>	PhD students enrolled from AY2024/2025 intake onwards
<b>Effective from</b>	AY2024/2025, Semester 1 (Mini Semester 1A and 1B)
<b>Grading Basis</b>	CS/CU (Completed Satisfactory/ Completed Unsatisfactory)
<b>Units</b>	2
<b>How to Register</b>	Registration for NG5002 is done via the "Select Courses" function in <a href="mailto:CourseReg@EduRec">CourseReg@EduRec</a>

### Key Takeaways for NG5002

- Understand the role of ethics in research
- Deal with complex ethical dilemmas
- Promote good research
- Prevent unethical research
- A 6-week, fully online course



- 1**  
Asynchronous activities
  - Online learning resources
  - Live online tutorials
  - Discussion Forum
- 2**  
Synchronous activities
  - Case discussion
  - Presentation
- 3**  
Consultations
- 4**  
Regular Quizzes
  - Quizzes (30%)
  - Participation (70%)
    - group work
    - case presentation
    - discussion forum



## Masters by Coursework

**Admitted from August 2022 Intake and after**

### ➤ **Master of Arts in English Language and Linguistics**

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 Units or 10 courses (each course is worth 4 Units):

1. Successfully complete ten courses:
  - ELC5104, Approaches to Language
  - One 5000-level EL courses for each of three compulsory subject areas (three courses total):
    - Area A: Sound Patterns (e.g., EL5102, Phonetics and Phonology)
    - Area B: Grammatical Structure and Meaning (e.g., EL5101 Grammatical Analysis)
    - Area C: Language in Use (e.g., EL5251 Approaches to Discourse)

Students may consult a current list of courses approved for each compulsory subject area upon commencing the program. Note that all 5000-level courses offered in EL will fulfil at least one of the three subject area requirements.

Subject to the approval of the Department, candidates may take up to 2 5000 or 6000-level courses from other departments. Students may also take up to 2 4000-level courses in EL.

Candidates who have completed equivalent courses 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 course(s), subject to a maximum of 50% of the MA requirements.

2. Obtain a minimum Grade Point Average (GPA) of 3.00 for all examinable courses. The candidature of a student will be terminated if he/she:
  - a. Obtains a GPA of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
  - b. Fails more than two courses
3. Fulfil 50% residency in Singapore.

For more information on the Masters by Coursework, please refer to Faculty of Arts and Social Sciences Website: <https://fass.nus.edu.sg/prospective-students/graduate/coursework-programmes/programmes-available/>

## ➤ Master of Arts in Literary Studies

The Master of Arts in Literary Studies is a fully taught program where students obtain the degree entirely through coursework. No written thesis is required. By taking taught courses, 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 Units or ten courses (each course is worth 4 Units). The ten courses (40 Units) should comprise:
  - 3 foundational courses:
    - ENC5149: Literary Studies: Overview and Writing Practices
    - ENC5150: Survey of the Discipline: Methods and Approaches
    - ENC5151: Global Anglophonic Literature
  - 7 courses selected from an available selection, which may include an Independent Study.

**Subject to the approval of the Department, students may take up to two 4000-level courses in English Literature.**

Candidates who have completed equivalent courses 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 course(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 Grade Point Average (GPA) of 3.00 for all examinable courses. The candidature of a student will be terminated if he/she:
  - obtains a GPA of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
  - fails more than two courses
3. Fulfil 50% residency in Singapore.

For more information on the Masters by Coursework, please refer to Faculty of Arts and Social Sciences Website: <https://fass.nus.edu.sg/prospective->

## **Admitted from August 2024 Intake and after**

### **➤ Master of Arts in Theatre and Performance Studies**

The Master of Arts (Theatre and Performance Studies) by coursework is designed to be completed in one year of full-time study, or over a longer period of part-time study. (Only those locally domiciled are eligible for part-time study.)

Our courses develop critical thinking, research abilities and presentation skills, particularly for those who seek to work between arts practice, industry, research and community advancement. They are taught by globally recognized leaders in areas such as Asian performance, play analysis, practice-based research, digital humanities, and interdisciplinary study of literature, film and performance. Students will be trained in close critical and historically contextualized analysis and equipped with skills necessary for cultural leadership in a wide range of roles from arts organization leader, to cultural research associate, to arts policy maker. With our emphasis on digital skills in the arts and humanities, our students will be uniquely poised to apply digital tools to a variety of public, educational and industry contexts for professional activities such as archive development, interaction design and multimedia interface.

To obtain the MA in Theatre and Performance Studies, candidates are required to:

1. Pass a minimum of 40 units or ten courses (each course is worth 4 units). The ten courses should include:
  - 1 core course: TPS5101 Text and Performance
  - 9 courses chosen from an available selection, with at least one from each of our three curricular focus areas listed below:
    - Theatre, Film and Literature
    - Creative Practices in Performance
    - Digital Skills in Arts and Humanities
    - A maximum of one course may be an Independent Study (arranged with one of our faculty members).
2. Obtain a minimum Grade Point Average (GPA) of 3.00 for all examinable courses.
  - obtains a GPA of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
  - fails more than two courses

For more information on the Masters by Coursework, please refer to Faculty of Arts and Social Sciences Website: <https://fass.nus.edu.sg/prospective-students/graduate/coursework-programmes/programmes-available/>

## Masters by Research

### Admitted from August 2015 Intake and after

- **Master of Arts in English Literature**
- **Master of Arts in Theatre and Performance Studies**

The maximum duration for both full-time and part-time study is 36 months. Those awarded a 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 courses, three of which must be at level 5000 or 6000.

In Theatre and Performance Studies, there are two compulsory courses:

- TS 5101 Text and Performance
- TS 6770 Graduate Research Seminar

\*Note: The courses offered under TPS programme begins with code TS XXXX

In English Literature, there is one compulsory courses:

- EN 6770 Graduate Research Seminar

In English Language, there is one compulsory course:

- EL 6770 Graduate Research Seminar

2. Obtain a minimum Grade Point Average (GPA) of 3.00 for all examinable courses. The candidature of a student will be terminated if he/she:
  - obtains a GPA of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
  - fails more than two courses
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: <https://fass.nus.edu.sg/prospective-students/graduate/research/programmes-available/>

### Admitted from August 2016 Intake to August 2021 Intake

- **Master of Arts in English Language and Linguistics**

The maximum duration for both full-time and part-time study is 36 months. Those awarded a 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 courses: four compulsory courses and two elective courses. One elective may be a level 4000 courses.  
The compulsory courses are:
  - EL5101 Grammatical Analysis
  - EL5102 Phonetics and Phonology
  - EL5103 Language in Society
  - EL6770 Graduate Research Seminar
2. Obtain a minimum Grade Point Average (GPA) of 3.00 for all examinable courses. The candidature of a student will be terminated if he/she:
  - obtains a GPA of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
  - fails more than two courses
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: <https://fass.nus.edu.sg/prospective-students/graduate/research/programmes-available/>

### **Admitted from August 2022 Intake and after**

#### **➤ Master of Arts in English Language and Linguistics**

The maximum duration for both full-time and part-time study is 36 months. Those awarded a 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 four courses: one compulsory course and three elective course. The compulsory course is EL6770: Graduate Research Seminar. Of the elective courses, one may be a Level 4000 courses.
2. Obtain a minimum Grade Point Average (GPA) of 3.00 for all examinable courses. The candidature of a student will be terminated if he/she:
  - a. obtains a GPA of less than 2.5 for two consecutive semesters, or less than 3.0 for three consecutive semesters; or
  - b. fails more than two courses
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: <https://fass.nus.edu.sg/prospective->

## Doctor of Philosophy

**Admitted from August 2015 Intake and after**

- **Doctor of Philosophy in English Literature**
- **Doctor of Philosophy in Theatre and Performance Studies**

The maximum duration for both full-time and part-time study is 60 months. Those awarded a 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 courses, at least three of which must be at level 6000.

In Theatre and Performance Studies, there are two compulsory courses:

- TS 5101 Text and Performance
- TS 6770 Graduate Research Seminar

\*Note: The courses offered under TPS programme begins with code TS XXXX

In English Literature, there are two compulsory courses:

- EN 6770 Graduate Research Seminar
- EN 6102 Advanced Critical Reading

Of the remaining courses, no more than one courses may be at level 4000.

2. Obtain a minimum Grade Point Average (GPA) of 3.5 for all examinable courses. In order to continue in the PhD programme, a candidate must not have:
  - a GPA of less than 3.5 for three consecutive semesters; or
  - a GPA 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 ELTS may take courses 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 thesis advisor, the lecturer of the courses, 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: <https://fass.nus.edu.sg/prospective-students/graduate/research/programmes-available/>

### **Admitted from August 2016 Intake to August 2021 Intake**

#### **➤ Doctor of Philosophy in English Language and Linguistics**

The maximum duration for both full-time and part-time study is 60 months. Those awarded a 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 Units or eight courses (each course is worth 4 Units) from the English Language and Linguistics curriculum. The following conditions must be fulfilled:

Of these eight courses, the following four are compulsory:

- EL5101 Grammatical Analysis
- EL5102 Phonetics and Phonology
- EL5103 Language in Society
- EL6770 Graduate Research Seminar

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

2. Obtain a minimum Grade Point Average (GPA) of 3.5 for all examinable courses. In order to continue in the PhD programme, a candidate must not have:
  - A GPA of less than 3.5 for three consecutive semesters; or
  - A GPA 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 16 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 courses 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 thesis advisor, the lecturer of the courses, 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: <https://fass.nus.edu.sg/prospectivestudents/graduate/research/programmes-available/>

## Admitted from August 2022 Intake and after

### ➤ Doctor of Philosophy in English Language and Linguistics

The maximum duration for both full-time and part-time study is 60 months. Those awarded a 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 six courses from the English Language and Linguistics curriculum. The following conditions must be fulfilled:

Of these six courses, the following one are compulsory:

- EL6770 Graduate Research Seminar

Of the remaining five courses, one must be at level 6000. No more than one courses may be at level 4000.

2. Obtain a minimum Grade Point Average (GPA) of 3.5 for all examinable courses. In order to continue in the PhD programme, a candidate must not have:
  - A GPA of less than 3.5 for three consecutive semesters; or
  - A GPA 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 16 for the PhD Qualifying Exam components.)
5. Successfully complete and defend a thesis of not more than 80,000 words.

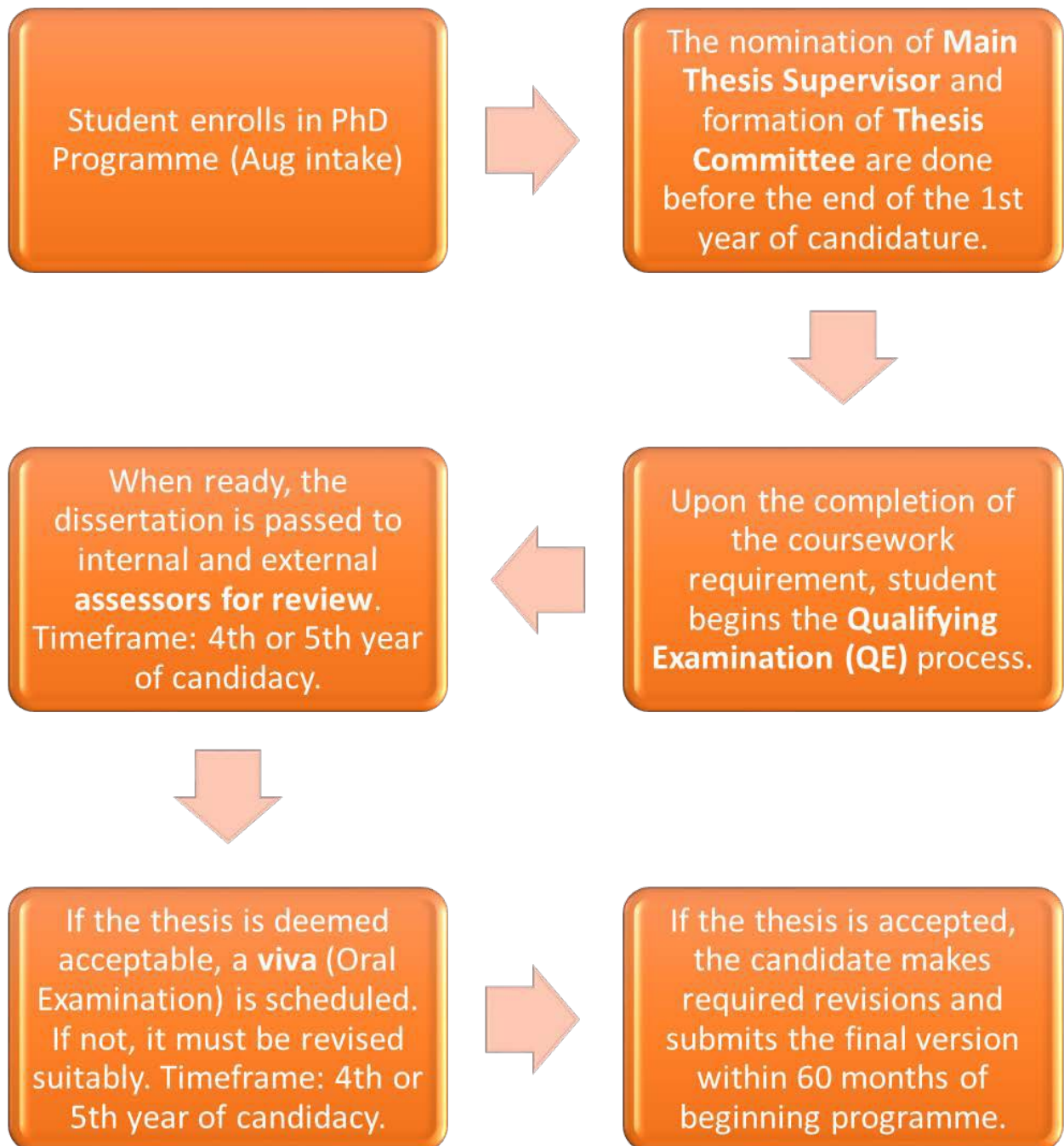
A student enrolled in the PhD in the area of English Language and Linguistics may take courses offered by another graduate programme in the university, based on their relevance to the student's studies and availability, subject to the approval of the student thesis advisor, the lecturer of the course, 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: <https://fass.nus.edu.sg/prospectivestudents/graduate/research/programmes-available/>



# PhD Process

## The PhD Enrolment-to-Completion Flow Chart



## 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 thesis advisor. 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 thesis advisor offers a graduate course. The student should begin considering possible thesis advisor 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 thesis advisor at the time of application.

The PhD Thesis Committee (TC) should be formed within 12 months of the student's enrollment. 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 Vincent Ooi, A/P Anne M. Thell and A/P Liang Peilin) as a preliminary advisor. This arrangement comes to an end when a main thesis advisor is appointed, so from the outset the student is expected to think about the long term.

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

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

- a. Discussing the nomination of two other TC members with the student. Once their agreement is secured, the main thesis advisor submits Thesis Committee Form (QE1) for endorsement by the Head of Department or their designee. Department Administrator can assist with the process.
- b. Advising the candidate about the QE and helping him/her to compile QE text lists, and prepare the thesis proposal;
- c. 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;
- d. Completing the PhD Qualifying Examination Report in consultation with TC members after the defence of the thesis proposal; and
- e. Writing progress reports every semester until submission of dissertation.

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

- f. Assisting the main thesis advisor in guiding the supervisee; providing the student with feedback on the thesis proposal during the QE process and (later) on dissertation drafts;
- g. Helping to construct and assess QE examination components;

- h. Supporting the thesis advisor 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;
- i. Stepping in as acting thesis advisor if the main thesis advisor is unable to perform the role; and
- j. Advising the main thesis advisor on relevant aspects of the student's candidature, such as the selection of thesis examiners near the completion of the dissertation.

Where a difference of opinion between TC members arises, the main thesis advisor 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 courses (at least 2 of which must be at the level 6000) and has a GPA 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 courses are finished before consulting a thesis advisor, 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.

The first half of the Qualifying Examination (QE) 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, say, an academic journal, an annual conference, or a 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 network.

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 establish 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 advisor 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 English Language and Linguistics** (Admitted from August 2017 Intake and after)

The Qualifying Exam (QE) consists of two parts:

**QE1: A written paper of publishable quality** (6000-8000 words)

The candidate produces **a publishable-quality paper** – i.e. an original research paper that is ready to be submitted to a reputable journal, or a paper that has been submitted for consideration by such a journal, with reasonable expectation that it will not be rejected outright. Candidates are not required to actually submit this paper to the journal for purposes of the QE, though it is expected that, after passing QE1, they will revise the paper further based on the thesis committee's comments and submit it to a relevant journal.

### **Settling on a topic:**

- Students should seek agreement from the thesis committee (TC) on their topic/focus before they start writing their QE1 paper. While this does not guarantee that all students will produce passable papers, this can at least confirm to students that they are expected not to deviate from a promising topic/focus while they are writing the paper.

### **Length:**

The general expectation is that the QE1 paper will be around **6000-8000 words**. Specific word count will differ depending on students' topic as well as focus. Before a student starts writing their QE1 paper, thesis committee (TC) members should advise the student about an ideal word count based on the topic/focus on a case-by-case basis.

### **Marking:**

- Each member of the TC marks the paper independently, either as 'pass' (i.e. the paper is of publishable quality, as defined above) or 'fail' (i.e. the paper is not of publishable quality).
- Each TC member is required to provide detailed qualitative comments on the paper. If the decision is 'fail', sufficient justification as well as detailed suggestions for revision should be provided, to guide the student's revision of the paper.
- TC members have three weeks to do the marking.
- All comments and decisions will then be collated and conveyed to the candidate.
- Marks/comments on QE1 paper will NOT be anonymous: student can therefore clarify with any member of the TC during the process

- of revising the paper for journal submission.
- There is no oral defence for the QE1 paper.

### **Requirements for passing QE1:**

- All TC members must give a 'pass' mark for the candidate to pass QE1.
- If one or more TC members marks the paper as 'fail', then the candidate fails QE1, and has up to 3 months to revise the paper, which will again be marked by the TC members following the same procedure.
- The principle is that the pass should be unanimous among TC members, but in the case of 2 pass and 1 fail, the EL graduate research coordinator will review all the 3 evaluations and decide the pass/fail outcome.

### **Amount of help candidate can expect from supervisor:**

- The paper should be the student's independent work (i.e. single-authored; it definitely cannot be co-author-level collaboration with another person, and should be sufficiently different from projects the thesis advisor is working on, etc.). However, since it would be natural for a student to receive feedback from multiple parties while developing a journal article, active guidance by the thesis advisor should be acceptable. The goal of QE1 should be to demonstrate that the student can produce a publishable quality paper using available resources.

### **QE2: Thesis proposal defence** (about 30-50 pages)

A written proposal outlining thesis topic, objectives, rationale, scope, literature review, analytical framework(s), data to be collected, sample analysis, projected contribution to the field. An oral defence is required.

*NOTE: QE1 and QE2 should be written on two different topics/areas. This could mean two entirely different areas or within one area (e.g. in syntax or in sociolinguistics) but two different topics.*

## ➤ **Doctor of Philosophy in English Literature** (Admitted from August 2022 Intake and after)

The QE process has four components that are typically completed within a six-week period.

First, of the four components is an 8-hour, open-book, essay-type 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 thesis advisor. The thesis committee will design the exam around the reading list worked out between TC and candidate. It is suggested, though not stipulated, that the exam be divided into two sections, with a choice of questions in one section pertaining to the field of chosen specialization (and the parameters of the proposed dissertation topic); and a choice of questions in the second section pertaining to *either* a secondary field of research and/or pedagogical master (to impart breadth of training), *or* a secondary field of specialization that gives further focus to the

dissertation topic. After the student sits for the exam, the examination scripts are assessed by either the main thesis advisor or co-thesis advisor 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 ELTS 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 thesis advisor 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 thesis advisor. Afterwards, the committee informs the candidate as to whether she/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 thesis advisor, 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 thesis advisor. 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 hours examination is conducted by the main thesis advisor 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 defense, the main thesis advisor 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 thesis advisor.

➤ **Doctor of Philosophy in Theatre Performance and Studies**  
(Admitted from August 2021 Intake and before)

The QE process has four components that are typically completed within a six-week period.

First, of the four components is a 3-hours 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 thesis advisor. 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 thesis advisor or the thesis advisor 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 ELTS 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 thesis advisor 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 thesis advisor. 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 thesis advisor, 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 thesis advisor. 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?

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## **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: Since ELTS comprises three major strands, the disciplines represented by these strands permit a diversity of approaches for the framing of 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, and 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 with what? 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 thesis advisor will be able to assess your plan much more efficiently.
- 8.** Consultation: Applicants are advised to familiarize themselves with the supervisory expertise available in ELTS, 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:

<https://myportal.nus.edu.sg/studentportal/nusgs/gd/docs/General-Guidelines-and-Instructions-on-Format-of-Research-Thesis-and-Electronic-Submission.pdf>

The thesis will be examined by two examiners for the MA and PhD. 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 and 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/nusgs/gd/docs/forms/Application-for-Change-of-Thesis-Title-or-Research-Topic.pdf>

#### 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/nusgs/gd/docs/Thesis-Submission-and-Examination.pdf>

# Eligible Courses for Graduate Students for AY 2024/2025

## English Language and Linguistics Seminars

### Semester 1

(As at 1 June 2024)

#### **EL6881: Topics in Language and Cognition**

**Lecturer: Dr ITO, Aine**

This advanced seminar allows graduate students the opportunity to address the interface between linguistics, philosophy, psychology and biology. It is particularly useful for students who are considering pursuing research into the field of cognitive science. Possible topics for discussion include: language as a mental and perhaps biological phenomenon; the issue of modularity; the evolution of language; prototype phenomena. Given the highly interdisciplinary nature of this seminar, it is particularly crucial that participants take the initiative to identify for themselves key issues pertaining to the relationship between language, mind and body.

#### **EL6882: Topics in Language and Society**

**Lecturer: A/P LAZAR, Michelle M**

This advanced seminar is especially useful for students who are considering pursuing research in the social aspects of language, including the politics of language and linguistic anthropology. Students are expected to identify for themselves key issues pertaining to the relationship between language and society. Among the possible topics discussed are: critical comparisons between autonomous and socially-oriented views of language; differences between variationist sociolinguistics and more critically-informed approaches; the relationship between linguistic structure, language ideology and power.

#### **ELC5102: Phonetics and Phonology**

**Lecturer: Prof BOA Zhiming**

The course 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.

#### **ELC5104: Approaches to Language**

**Lecturer: Dr HUANG, Nick**

This foundational course familiarizes graduate students with the major theoretical

principles and research paradigms that define the various subfields of linguistics. The course surveys the history of linguistics as a discipline, and introduces major thinkers, key linguistic concepts, significant debates, and basic research methods. Topics covered include formal linguistics, historical linguistics, sociolinguistics, discourse analysis, contact linguistics, psycholinguistics, computational linguistics, and applied linguistics. Students will complete the course with a solid understanding of the range of topics addressed and approaches used in the study of language.

### **EL5203: Sociophonetics**

**Lecturer: A/P STARR, Rebecca Lurie**

This course 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 course 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.

### **ELC5206: Advanced Psycholinguistics**

**Lecturer: Dr ITO, Aine**

This course explores topics in psycholinguistics such as spoken and visual word recognition, language comprehension, language production, language acquisition, and bilingual language processing. Students will also be exposed to research methods in psycholinguistics and neurolinguistics, including eye-tracking and brain potentials (EEG; Electroencephalography, or ERP; Event-Related Potentials).

### **ELC5253: Textual Construction of Knowledge**

**Lecturer: A/P LAZAR, Michelle M**

This course 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 course, 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.

English Language and Linguistics Honours courses available for substitution

### **EL4252: Interactional Discourse**

**Lecturer: Dr TAN Kok Wan, Peter**

This course 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 course is appropriate for students reading or intending to read English Language honours.

### **EL4253: Language, Gender and Sexual Identities**

**Lecturer: A/P HIRAMOTO, Mie**

This course encourages you to think analytically about identity construction issues regarding gender and sexuality by focusing on language, and about the relation between language and social practice. The goals are inseparably intellectual and political: responsible scholarship and citizenship require the ability and eagerness to go beyond stereotype, common belief, and the popular press, to evaluate claims for oneself in a knowledgeable way. Through the gathering and analysis of data, you will be asked to look for questions that might be answered, problems that might be solved, and issues that might be explored.

### **EL4255: English as a World Language**

**Lecturer: Prof PARK, Joseph Sung-Yul**

This course focuses on the causes and consequences of the spread and development of English as a world language. The changing status of English in times of globalization requires a complex understanding of multiple aspects of the worldwide dynamics of the English language — linguistic, cultural, political, and economic — and how they constantly interact on local and global levels. This course explores these aspects through a combination of readings, discussion, and hands-on research projects, in order to develop a critical understanding of the place of English in the world today and our responsibilities as speakers and users of English.

## **English Language and Linguistics Seminars**

### **Semester 2**

(As at 1 June 2024)

### **EL6880: Topics in Grammatical Theory**

**Lecturer: Dr TAN Kok Wan, Peter**

This advanced seminar provides graduate students with sustained and critical engagement with recent debates in grammatical theory. Students are expected to identify for themselves key issues in grammatical theory (e.g., the architecture of a theory of grammar, the analysis of specific grammatical phenomena, the epiphenomenality of constructions), situate these issues in relation to wider debates about nature of grammar, and propose lines of inquiry that might contribute to the debates. The seminar is especially useful for students who are considering pursuing research in grammatical analysis/theory.

**EL6881: Topics in Language and Cognition****Lecturer: A/P OOI Beng Yeow, Vincent**

This advanced seminar allows graduate students the opportunity to address the interface between linguistics, philosophy, psychology and biology. It is particularly useful for students who are considering pursuing research into the field of cognitive science. Possible topics for discussion include: language as a mental and perhaps biological phenomenon; the issue of modularity; the evolution of language; prototype phenomena. Given the highly interdisciplinary nature of this seminar, it is particularly crucial that participants take the initiative to identify for themselves key issues pertaining to the relationship between language, mind and body.

**EL5101: Grammatical Analysis****Lecturer: Dr SHEN, Zheng**

This course 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.

**EL503: Language in Society****Lecturer: A/P HIRAMOTO, Mie**

This course 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.

**ELC5212: History of English****Lecturer: Dr TAN Kok Wan, Peter**

This course is aimed at graduate students who wish to explore the development of the English language over the past 1,500 years or so, and to see that some features of present-day English can be explained in the light of its history. Students should ideally have some background in grammatical description. Issues that will receive attention include the transformation of a synthetic Old English to a more analytic Modern English; language contact as a force for language change; the standardisation of English; and the spread of English and the New Englishes.

**ELC5216: Corpus Linguistics****Lecturer: A/P Ooi Beng Yeow, Vincent**

This course 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 course 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.

English Language and Linguistics Honours courses available for substitution

**EL4213: Language Typology****Lecturer: Dr LEE Huiying, Nala**

The study of language typology and universals is concerned with the evaluation of how the various linguistic subsystems in any language differ from those found in most other languages, and whether linguistic diversity is a norm or otherwise. In this introduction to typology, students will acquire a fundamental overview of the grammatical make-up of languages, and an appreciation for an important approach in contemporary linguistics. Language typology contributes to and draws on core areas of linguistics such as phonetics, phonology, morphology, syntax, psycholinguistics, sociolinguistics, and language acquisition, among others.

**EL4216: Lexicology and Lexicography****Lecturer: A/P OOI Beng Yeow, Vincent**

With special reference to English in multilingual and multicultural settings, this course 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.

**EL4254: Language, Ideology and Power****Lecturer: A/P Prof LAZAR, Michelle M**

This course focuses on the interrelations between language, ideology and power within contemporary society. It examines key concepts and ideas investigated by a range of scholars working within a critical perspective. Topics covered include: the structuring influence of language on worldviews; the construal of particular realities through patterned linguistic choices; the inclusion/exclusion, privileging/marginalising of different social groups through language policies and practices affecting the use (or disuse) of particular language varieties. Target



students: those with an active interest in the social and political aspects of language use, willing to articulate their own positions amid lively and complex debate.

## **English Literature Seminars**

### **Semester 1**

(As at 1 June 2024)

#### **EN6880: Topics in the New Literatures**

**Lecturer: A/P LIM Swee Huat, Walter**

This course trains students in select key texts in the new literatures and their social contexts. It locates those literatures in the cultural histories of nationalism, postcolonialism, modernisation, intertextuality and related topics. The course is intended for graduate students.

#### **EN6881: Topics in Literary History**

**Lecturer: Dr BRINK-ROBY, Heather Laura**

This advanced seminar is especially useful for students who are considering pursuing research in literature written before the twentieth century. Students are expected to identify for themselves key issues pertaining to the relationship between historical and literary studies, including the identification of appropriate evidence and constraints on the interpretation of texts. Topics and texts will depend upon the research interests of individual students, and may include consideration of different literary historical periods. Every student is expected to complete the full range of the reading for the course.

#### **EN5241: Literature and New Worlds: 1590-1750**

**Lecturer: A/P THELL, Anne Marie**

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 course 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;
- (iii) the crystallisation 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.

### **ENC5149: Literary Studies: Overview and Writing Practices**

**Lecturer: A/P LIM Swee Huat, Walter**

This course, specifically designed for MA by Coursework students, prepares them for a Masters in Literary Studies through a two-pronged approach: First, to obtain a general overview of the discipline in order to approach the field with a better understanding of its academic demands. Through gradual but consistent exposure to articles on various critical approaches and research methods, students will gain an understanding of broad theoretical perspectives. Next, through extensive practice: working through several short writing assignments, revising and resubmitting these through the course of the semester, students' comprehension about disciplinary practices and about field-specific academic writing, will increase substantially.

### **ENC5150: Survey of the Discipline: Methods and Approaches**

**Lecturer: TBC**

The course introduces issues, challenges and questions raised by advanced study in literature and culture. Students approach the study of texts by developing a working understanding of appropriate questions and methods. The course covers the nature of scholarship in literary studies and explores the importance of literary history when approaching a given author or text. It introduces the connections between formal study and historical approaches and the relations between textual and cultural experience. Students pursue their choice of approach from a broad base of critical theory. The course also addresses the role of literature within the intersectional and environmental humanities.

### **ENC5247: Victorian Literature: History, Politics, Culture**

**Lecturer: Dr BRINK-ROBY, Heather Laura BRINK-ROBY**

The course will examine Victorian literature with an emphasis on its historical, political, and cultural context. Topics addressed may include significant literary genres and movements (e.g. The Industrial Novel, Aestheticism and Decadence) major authors (e.g. George Eliot, Oscar Wilde), or broader thematic explorations of the diverse literary productions of nineteenth-century Britain (e.g. Gender and Sexuality in the Nineteenth Century, Imperialism and Victorian Writing). This course will also familiarize students with contemporary critical approaches to the study of Victorian literature and culture.

### **ENC5238: Twentieth Century Literature**

**Lecturer: Dr YEOH Guan Hin Gilbert**

This course surveys some major twentieth-century writers. Beginning with selected landmark works of modernist literature in the early twentieth century, we go on to examine authors in the later twentieth century who may be considered postmodern. In the process, we explore a range of issues such as literary experimentation, the literary tradition, literature and gender, magic realism, and literature and historiography. Some attention will go towards understanding modernism and postmodernism, and their characteristics. Writers we will study include J. M.

Coetzee, T. S. Eliot, F. Scott Fitzgerald, Toni Morrison, Wallace Stevens, William Carlos Williams and Virginia Woolf.

### **ENC5239: Literature of the Anglophone Chinese Diaspora**

**Lecturer: A/P LIM Swee Huat, Walter**

This course analyses literary works written in English by authors associated with the Chinese diaspora. It considers how this literature engages with concepts such as diaspora, exile, transnationalism, and globalization. It discusses the following themes central to this literature: home and identity; assimilation and alienation; representing China; nationalism and populism; the "Pacific Century"; and others. The course offers an opportunity for a comparative analysis of works written by authors from different countries. Examples of authors to be read include Maxine Hong Kingston, Ha Jin, and Tash Aw. Extracts and short stories may also be recommended for reading.

English Literature Honours courses available for substitution

### **EN4222: Topics in the Eighteenth Century**

**Lecturer: A/P THELL, Anne Marie**

This course explores the broader significance and implications of new tendencies that arose in the eighteenth century, and the ways in which they herald the concerns of the modern world. Part one explores the tension between religion, science, and philosophy in the prose and poetry of the early eighteenth century, and the impact that new ways of conceiving the world had on social, cultural, intellectual and religious thinking. Part two explores the tension between tradition and individual expression in the poetry and painting of the second half of the century, and the variety of ways in which they reveal a new sensibility.

### **EN4232: Topic in American Literature**

**Lecturer: A/P WHALEN-BRIDGE, John**

This course, 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 postwar) American imagination.

### **EN4266: South Asian Literatures in English**

**Lecturer: A/P SANKARAN, Chitra**

This course 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.

# English Literature Seminars

## Semester 2

(As at 1 June 2024)

### **EN6102: Advanced Critical Reading**

**Lecturer: Dr ROY, Tania**

This course is an advanced graduate class in critical reading. In it students develop three main areas of competence: (i) knowledge of different critical traditions; (ii) awareness of the various problems of reading and interpretation; and (iii) close reading of texts informed by the knowledge of (i) and the awareness of (ii). In keeping with the advanced nature of the course, 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 course is a core course for research students.

### **EN6880: Topics in the New Literatures**

**Lecturer: Dr ER Yanbing**

This course trains students in select key texts in the new literatures and their social contexts. It locates those literatures in the cultural histories of nationalism, postcolonialism, modernisation, intertextuality and related topics. The course is intended for graduate students.

### **EN6881: Topics in Literary History**

**Lecturer: A/P SANKARAN, Chitra**

This advanced seminar is especially useful for students who are considering pursuing research in literature written before the twentieth century. Students are expected to identify for themselves key issues pertaining to the relationship between historical and literary studies, including the identification of appropriate evidence and constraints on the interpretation of texts. Topics and texts will depend upon the research interests of individual students, and may include consideration of different literary historical periods. Every student is expected to complete the full range of the reading for the course.

### **EN6882: Advanced Topics in Cultural Studies**

**Lecturer: Dr Tania ROY**

This advanced seminar allows graduate students the opportunity to address the interface between the wide range of disciplines found under the rubric of Cultural Studies, including literature, anthropology, art history, and media studies. Students will be exposed to areas such as critical theory, visual culture, popular culture, postcolonial studies, gender studies, race studies and history of technology while also

pursuing readings intended to help them refine their objects of inquiry, methodologies and theoretical perspectives.

### **ENC5151: Global Anglophone Literature**

**Lecturer: TBC**

The course introduces students to the emerging field of Global Anglophone Literature, which analyses texts associated with postcolonial and decolonised regions, including Asia, Australia, Canada, Ireland, Jamaica, Kenya, Trinidad, Nigeria, South Africa, as well as Great Britain and North America. The course introduces some foundational material on the history and cultures of Empire, and introduces texts from the greater Anglophone world, asking how these fictional works illuminate the forces that shape the globalized yet unequal world we currently inhabit. Critical contexts include those of race, aboriginality, gender, political economy, migration, cosmopolitanism, technology, and war.

### **ENC5232: Ideological Approaches to Literature**

**Lecturer: A/P WHALEN-BRIDGE, John**

An ideological approach to literature is one that reads not only the primary literature — it also reads the way we read literature. An incisive statement about the necessity of such critical self-consciousness is Fredric Jameson's "Metacommentary," and this essay will guide our reflections on the study of the interrelations between primary literature, criticism and reviews, and tertiary critical engagements with the issues that arise when readers become increasingly self-conscious about the values in play during any act of reading. This matter can be approached from a number of angles, and on its first run the course will concern American literary orientalism in the postwar period.

### **ENC5242: Women Novelists**

**Lecturer: Dr ER Yanbing**

The objectives of this course 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.

### **ENC5253: Writing in the Aftermath**

**Lecturer: Dr Tania ROY**

The course addresses issues of historical trauma and cultural memory; through a focus on how such memory is manifested in aesthetic (primarily literary) representation. The course 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.

### **ENC5880A: Literature and the Environment**

**Lecturer: A/P Chitra SANKARAN**

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.

### **ENC5883: Screen Culture in Southeast Asia**

**Lecturer: A/P: TEH, David**

What's distinctive about moving images in Southeast Asia? Are they vehicles of a convergent 'global' culture, or a medium for difference, resistance and critique? As video becomes integral to everyday social and economic life, and screen culture reaches beyond the bounds of national cinema, so should theory and criticism. This interdisciplinary course draws on cultural and media theory, art history and anthropology, as well as film studies, exploring a range of fiction and non-fiction material including indie and experimental film, documentaries, video art and installations. Students will engage critically with this region's screen cultures, via both historical and contemporary perspectives.

English Literature Honours courses available for substitution

### **EN4265: Approaches to World Literature: Critical Realism**

**Lecturer: Dr ROY, Tania**

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 course entertains theoretical exchanges between World Literature, Postcolonial Studies, and the Frankfurt School's Marxism.

### **EN4249: Autotheory and Contemporary Autofiction**

**Lecturer: Prof GREEN, Steven James**

This course seeks a critical understanding of the term "autotheory" (*The Argonauts*, 2015). It asks: What does the "auto" in the term imply? Does it signal a regression to the Self/Subject as already critiqued by theory in the 1980s? Or is it a reflection of a narcissism made possible today by social media apparatuses? Or else, does it pave the way for a new "care for the self" (Foucault)? And how does it influence our

readings of contemporary autofiction, and vice versa? Writers read in this course include Maggie Nelson, Paul Preciado, Yiyun Li, Rachel Cusk, and Ottessa Moshfegh.

### **EN4880A: Usurpation and Authority, 1558-1674**

**Lecturer: A/P LIM, Swee Huat, Walter**

This course 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.

## **Theatre and Performance Studies**

### **Semester 1**

(As at 1 June 2024)

### **TS5101: Text and Performance**

**Lecturer: A/P WOLFE, Graham John & Dr LIM Mei Ling, Edna**

This course 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 course 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.

### **TPS5202: Theatre and Civil Dramaturgy**

**Lecturer: DR LOON Seong Yun, Robin**

This course critically examines the relationship between theatre-making and civil engagement through site-specificity and public anthropology and docudrama. This practice-centred course will also explore the different genres and modalities of theatre as tools to materialise visions of social and cultural histories and changes.

### **TPS5203: Movement as Critique**

**Lecturer: A/P LIANG Peilin**

Without movement, there would be no performance. The way we move is shaped by prevailing ideologies, sociocultural beliefs and material conditions. Treating human movement on the stage as a mode of critical inquiry, we will examine the way

movement has shaped performance style and practice. In addition, students will learn the fundamentals of the moving body, conduct physical assessment, and formulate safe movement strategies for the stage. The practical components of the course are conceived as interventions that respond to discourses relating to capitalism, efficiency and aesthetics.

**TPS5212: Asian International Cinema**  
**Lecturer: Dr LIM Mei Ling, Edna**

In recent years, the vitality and currency of Asian cinema has resulted in texts that can no longer be viewed as merely artefacts of a particular culture or nation. This course 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.

**TPS5241: Digital Archiving and Live Performance**  
**Lecturer: Dr LIM Mei Ling, Edna**

This course introduces key aspects of the field of digital archiving in relation to the performing arts. It will discuss topics on digital media, preservation principles, policy, organisation, curation, translation and subtitling, access and copyrights. Students will learn to work with both material objects (manuscripts, posters, scripts, programmes, photographs, etc.) and digital objects (audio-visual files, text documents, databases, etc.). Theories of digital archiving and their socio-cultural meanings will also be introduced. Students will develop a prototype digital archive with the use of existing website development tools and explore the challenges and issues that archivists face when developing a digital performance archive.

**TPS5242: Visualising Orientalism, Travel and Performance**  
**Lecturer: A/P YONG Li Lan**

How did visualising travel disseminate orientalism as part of colonialism and thereafter? This course looks at panoramas of foreign locales in the early nineteenth century, travel photography, plays and travelling troupes to examine how visually performing the going or coming from abroad has shaped artistic paradigms. Students gain competence in researching and assembling visual materials. They discuss the modes by which viewers enact movement across geographical locations and connect cultural terrains. A digital project equips students with the reflexive skills for scaffolding, designing and presenting a journey through the visual mediums of theatre, film, photography and digital media.



**TS4212: Playwriting: Practice and Production**

**Lecturer: TBC**

This course aims to train students in the art and practice of play-writing while simultaneously offering them the opportunity to role-play the professional responsibilities and disciplines of a playwright. Topics to be covered include dramatic structure, dramatic action, the relationship between dialogue and action, characterisation, setting, the use of physical objects to create meaning, and different treatments of time on stage. Students will be assigned research and writing exercises throughout the course culminating in a full-length play. Students will also be expected to act in and direct other students' scenes and plays as part of the continuous re-drafting and critique process.

**TS4221: Performance Research**

**Lecturer: Dr LIM Eng Hui, Alvin**

Doing performance can teach us things that watching it cannot. This course uses performance practice as a research methodology to investigate otherwise inaccessible questions of creativity, embodiment, and performance processes. The three main components of the course 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 course will also focus on case studies from a range of cultural and stylistic sources.

## **Theatre and Performance Studies**

### **Semester 2**

(As at 1 June 2023)

**TPS5201: Collaborative Performance Creation**

**Lecturer: Dr MURPHY, Maiya**

Through studying collaborative performance histories and methodologies from across the globe and engaging in practical exploration, students are invited to consider the intersections of performance, power, technique, aesthetic, and context. While all performances may be considered intrinsically collaborative, this course zeros in on companies that highlight collaboration as a feature to drive or reimagine creation and performance processes. From the most politically engaged theatre to aesthetically inspired performance-making, this course thinks across place, time, and agenda to study companies that stake claims on collaborative performance such as The Living Theatre, Reduta, and The Necessary Stage.

### **TPS5213: Performing Shakespeare in Asia**

**Lecturer: A/P YONG Li Lan**

Shakespeare is by far the most produced and adapted western playwright in East Asian theatre cultures. Approaches to translating, performing and re-writing his plays have changed over time, and are now at their most diverse and experimental. Correlatively, connections and relationships between Asian and Anglophone performance histories have also matured. Using translated and annotated archival recordings, this course examines the historical contexts and theatrical concerns of East Asian Shakespeare performances, relating them comparatively to Anglophone and European textual and performance histories. It is jointly taught by NUS and The Shakespeare Institute, University of Birmingham as a distance learning course.

### **TPS5214: Performance Ethnography**

**Lecturer: Dr LIM Eng Hui, Alvin**

Covering a spectrum of theories, practices, and methods of performance ethnography, students will encounter and engage in the process of translating experience into text, audio, photography or video. This graduate course invites students to engage with ethnography as a mode of inquiry that facilitates cultural exchange and engagement with all involved—participants, audiences, and ethnographers. Beyond textual descriptions of performance, this course introduces students to innovative approaches to translating performative exchanges into a different medium. Through the process of documentation, narration, location recordings, critiquing the process, and interpretation, this course will consider the ethics and politics of ethnographic representation.

### **TPS5215: Theatre and the Novel**

**Lecturer: A/P WOLFE, Graham John**

This course asks how we can better understand theatre through the lens of novels and vice versa. It explores the complex relationships between theatre and prose fiction in different eras and parts of the world. Often competing for audiences and defining themselves through antagonism, theatre and novels have also influenced each other's development, drawing upon each other's techniques, mimicking each other's affordances, at times collaborating or even seeking to dissolve apparent boundaries. Focusing on several authors who have straddled theatre-making and novel-writing, the course investigates topics such as adaptation, transmodalization, theatricality, anti-theatricality, intermediality and parody.

### **TPS5232: Performance, History and Cultural Memory**

**Lecturer: A/P LIANG Pelin**

How do societies use performance to mediate between the past and the present? This course addresses the question by considering the place of performance in the forging of history, the use of performance analysis as a means of gaining insights into historical events, and the function of performance as a process of remembering.

Combining historical case studies and contemporary performances from local, regional and international contexts from colonial encounters and memorial rituals to trauma plays historiography is studied alongside the ways in which theatrical and other performances play a role in both reinforcing and challenging prevailing cultural memories.

**TPS5243: Data Analysis and Visualization for Theatre Research**  
**Lecturer: A/P ESCOBAR, Miguel Varela**

Theatre performances are increasingly advertised, documented and discussed online. Scholars have a new opportunity to gather this digital data to better understand the history and current trends of theatre performances. This course provides an introduction to data analysis and visualization, and does not require a technical background. Our objective is to understand how data can complement more traditional modes of scholarship, such as historical and ethnographic research. While the examples will mostly come from theatre studies, the techniques learned in the course are applicable to the analysis of all types of cultural data, such as literature, film and popular culture.

[Theatre and Performance Studies Honours courses available for substitution](#)

**TS4219: Media and Popular Performance**  
**Lecturer: TBC**

This course examines popular media-mediated events “as” performance. The course 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 course 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, the internet to illustrate how they constitute different modes of performances while sharing similar performativities. The course 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 course 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 “universality” of Shakespeare, and the transformation of the meaningfulness of his plays through visibility and spectacle.

## **TS4222: Performance as Research in Applied Theatre**

**Lecturer: A/P LIANG Peilin**

The course 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.

## **Independent Study Course** **Semesters 1 & 2**

Independent Study Course

By arrangement with a faculty member

The Independent Study Course 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 course. 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 Course: 5000-6000 words,  
EL6660 Independent Study Course: 7000-8000 words

EN5660 Independent Study Course: 5000-6000 words,  
EN6660 Independent Study Course: 7000-8000 words

TPS5660 Independent Study Course: 4000-6000 words,  
TPS6660 Independent Study Course: 6000-8000 words

For TPS5660 and TPS6660, lower limit only with substantial practice component

### **EXTERNAL SEMINARS**

Consult departmental web sites. The taking of external courses is subject to approval both by ELTS Graduate Committee and the lecturer of the external course.

# Graduate Thesis Advisors & Faculty Members

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

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# Graduate Chairs and Coordinators

Graduate Students who require advice on academic matters should consult their respective thesis advisor(s) or our Graduate Chairs/Coordinators for advice. Our Graduate Chairs/Coordinators, together with our Graduate Student Representatives, strive to develop and promote events, workshops and seminars that help professionalise our graduate students. Our Graduate Chairs/Coordinators ensure the productive and efficient progress of each graduate student in our department.

## **A/P Anne M. THELL**

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# Graduate Student Representatives

Our graduate student representatives play an active role in getting all our graduates together. They organize social gatherings, professionalization 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!



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# Important Information

## Policy on plagiarism

- In our department, plagiarism means using ideas, words, arguments or points from a “reading” or “source” without proper citation. So long as you are using or making a reference to an idea or a point from a given source, whether or not quoted directly, you need to cite the source. These sources may be from books, journal articles, the internet or other online sites. For information on plagiarism, please refer to [NUS-Plagiarism-Policy](#).
- Our department does not tolerate plagiarism. Graduate students who are deemed to be guilty of plagiarism will be referred to the ELT Department plagiarism committee. If found guilty, the student’s plagiarized assignment will receive a failure grade or zero marks, and the student will be referred to a higher Board of Discipline which may recommend further penalties.

# Important Websites

- NUS Student Information System (My EduRec):  
<https://edurec.nus.edu.sg/psp/cs90prd/?cmd=login>
- Programme Requirements – FASS:  
<https://fass.nus.edu.sg/prospective-students/graduate/research/programmes-available/>
- NUS Graduate School – Downloadable Forms:  
<https://myportal.nus.edu.sg/studentportal/nusgs/gd/df/>
- FASS – Downloadable Forms:  
<https://myportal.nus.edu.sg/studentportal/fas/gd/forms-research.html>
- Leave of Absence:  
<http://www.nus.edu.sg/registrar/administrative-policies-procedures/graduate/leave-of-absence>
- Student Status Letter Request System:  
<http://www.nus.edu.sg/osa/student-services/ssc/admin/student-status-letter>
- Thesis Submission and Examination:  
<https://myportal.nus.edu.sg/studentportal/nusgs/gd/>
- Tuition Fees Payable – Thesis Submission (Cut-off Date):  
<https://nusgs.nus.edu.sg/wp-content/uploads/2023/01/Fees-Payable-for-Thesis-Submission.pdf>
- DERC Guidelines:  
<https://fass.nus.edu.sg/elts/grad-doc/>
- Scholarships for Overseas Study and Fieldworks:  
<https://fass.nus.edu.sg/prospective-students/graduate/research/scholarships/>
- Course Enrollment:  
<http://www.nus.edu.sg/ModReg/>
- Examination Directory:  
<https://myportal.nus.edu.sg/studentportal/academics/all/examination-directory.html>
- Information on Fees:  
<https://fass.nus.edu.sg/prospective-students/graduate/research/fees/>
- Commencement:  
<http://www.nus.edu.sg/commencement>
- Policy on Plagiarism:  
<https://myportal.nus.edu.sg/studentportal/fas/gd/plagiarism.html>

For further information,  
please visit ELTS website at  
<http://www.fass.nus.edu.sg/elts/>

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