

Varendra University
Department of English
Syllabus of Master of Arts in English

Objectives

Master of Arts in English program aims at providing modern and extensive education in English literature, language and ELT preparing students as well-trained English professionals to meet the demand of national and international English professionals. The program also aims at training students

- to learn the basic skills of reading, writing, speaking and listening English as a foreign language
- to have gradual and systematic developments of these basic skills
- to read analytically
- to think critically and logically.
- to learn basic research methodology
- to know about the major literary movements and periods, authors and their representative works, and critical theories related to English literature
- to develop competence in aesthetic appreciation of literature and its contribution to human life
- to understand other countries and cultures
- to participate in departmental forums and in other literary and cultural activities
- To develop in students a humanities-centered, interdisciplinary understanding and appreciation of the diverse and unifying forces shaping Bangladeshi and English cultures through ages

Career Opportunities for English Graduates:

A graduate of Master of Arts in English will be competent for the following jobs:

1. Civil Services
2. Business Negotiator
3. Editor
4. Publisher
5. Journalist
6. Human Resource Personnel
7. Translator

8. Interpreter
9. Marketing Executive
10. Banker
11. Research Coordinator/officer
12. Executive Secretary
13. Business Executive
14. Public Relations Officer
15. Communication Officer
16. Teacher
17. NGO Executive
18. Social Development Officer
19. Field Organizer
20. Program Coordinator
21. Program Adviser & other positions

Admission Requirements

BA (Hons) in English/4-year BA in English.

Duration of the Program

The duration of Master of Arts in English program is 12 months i.e., 3 Semesters.

Academic Year & Semester System

This program follows semester system. An academic year will be of 3 (three) Semesters and the duration of every Semester will be of 4 months of 16 weeks of which 14 weeks are for instruction and 2 weeks for registration and examination.

The schedule of an academic year will be as follows:

Semester	Title of the Semester	Duration
Semester I	Spring	January - April
Semester II	Summer	May - August
Semester III	Fall	September - December

Master of Arts in English program consists of minimum 39 Credit Hours
Grading System (Letter Grading)

Numerical Grade	Letter Grade	Grade Point
80% and Above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00

Evaluation Procedures

There shall be evaluation based on class attendance, in course/class test, assignments/term papers, mid-term and final examinations. The number of classes/class tests and assignment/term papers will be decided by the respective course teachers. There will be a mid-term at the middle of the Semester. The distribution of marks follows:

- Class Attendance: 10%
- Continuous Assessment: 20%
- Mid-term exam: 30%
- Semester final exam: 40%

Lecture Hour per Course

The procedures of credit hour semester system to be practiced in the academic programs of this university will spread out in 14 weeks of instruction in each Semester and courses may have different credit hours having 14 instruction hours under each specific credit hour.

In this context, there shall have a 3 credit hours course having 42 instruction hours (1 course = 3 credit hours x 14 instruction hours = 42 hours).

Program Structure

The Master of Arts in English program consists of

Elective Courses (11 courses × 3 Credit Hours each)	33 Credit Hours
Thesis and Viva Voce	06 Credit Hours
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Total	39 Credit Hours

Graduation

A minimum total of 39 credit hours are required credit for the Master of Arts in English degree. A grade of “2.50” or higher CGPA is required to obtain the Degree of Master of Arts in English. Students must complete the thesis requirement.

The students will choose any 11 of the following courses.

Course Outline

(Each course consist of 3.00 credit hours)

1. ENGL 501 : Shakespeare
2. ENGL 502 : World Classics: Fiction
3. ENGL 503 : Postcolonial Literature
4. ENGL 504 : Literary Theory
5. ENGL 505 : Cultural Studies
6. ENGL 506 : 20th Century English Literature
7. ENGL 507 : The Old and Middle English Literature
8. ENGL 508 : 20th Century American Literature
9. ENGL 509 : Postcolonial Literary Criticism
10. ENGL 510 : Feminist Literary Criticism
11. ENGL 511 : The English Novel from Austen to Hardy
12. ELT 501 : Post Communicative Developments in ELT
13. ELT 502 : Alternative Models of Testing and Evaluation
14. ELT 503 : Practice in Evaluation and Design of Language Syllabus, Materials and Tests
15. ELT 504 : Class Room Management
16. ELT 505 : Practice Teaching
17. ELT 506 : Research Methods
18. ELT 507 : Theories and Practices of Teaching the Major Areas and Skills of English

19. ENG 501: Thesis and Viva Voce

Course Content

ENGL 501: Shakespeare

Hamlet
Henry-IV
As You Like It
Measure for Measure
The Tempest
Sonnets

ENGL 502: World Classics: Fiction

L. Tolstoy	<i>The Death of Ivan Ilyich</i>
G. Flaubert	<i>Madame Bovary</i>
R. Tagore	<i>Four Quartet</i>
G. Garcia Marquez	<i>One Hundred Years of Solitude</i>
H. Ibsen	<i>A Doll's House</i>
B. Brecht	<i>Mother Courage and her Children</i>
Franz Kafka	<i>Metamorphosis</i>
Albert Camus	<i>The Outsider</i>

ENGL 503: Postcolonial Literature

V.S. Naipaul	<i>A House for Mr. Biswas</i>
Wole Soyinka	<i>Kongi's Harvest</i>
Nirad C. Chaudhuri	<i>The Autobiography of an Unknown Indian</i>
Adib Khan	<i>Seasonal Adjustments</i>
Jhumpa Lahiri	<i>The Namesake</i>
Arudhati Roy	<i>The God of Small Things</i>

Recommended Readings:

Edward Said	<i>Orientalism, Culture and Imperialism, Covering Islam</i>
Bill Ashcroft, et al	<i>The Empire Writes Back: Theory and Practice in Post-Colonial Literature</i>
Frantz Fanon	<i>Black Skin, White Masks, The Wretched of the Earth</i>
Bill Ashcroft, et al	<i>The Post-Colonial Studies Reader</i>
Padmini Mongia	<i>Contemporary Postcolonial Theory: A Reader</i>
Elleke Boehmer	<i>Colonial and Postcolonial Literature</i>
Aijaz Ahmad	<i>In Theory</i>
Homi K Bhabha	<i>The Location of Culture</i>

Salman Rushdie	<i>Imaginary Homelands: Essays and Criticism 1981-1991</i>
Robert J. Young	<i>Postcolonial Theory: A Very Short Introduction</i>
Leela Gandhi	<i>Postcolonial Theory: An Introduction</i>
Ania Loomba	<i>Colonialism/Postcolonialism</i>
Sara Suleri	<i>The Rhetoric of English India</i>
Susheila Nasta	<i>Motherlands. Black Women? Writing: From Africa, the Caribbean and South Asia</i>
Maswood Akhter	<i>Musings Post Colonies</i>
Alex Tickell	<i>South-Asian Fiction in English: Contemporary Transformations</i>
Ruvani Ranasinha	<i>Contemporary Diasporic South Asian Women's Fiction: Gender, Narration and Globalisation</i>
Sen & Roy	<i>Writing India Anew: Indian English Fiction 2000-2010</i>
Rituparna Roy	<i>South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh</i>
Teverson & Upstone	<i>Postcolonial Spaces: The Politics of Place in Contemporary Culture</i>
Fakrul Alam	<i>Imperial Entanglements and Literature in English</i>
Fakrul Alam	<i>South Asian Writers in English</i>
Makarand Paranjape	<i>Another Canon: Indian Texts and Traditions in English</i>
Priyamvada Gopal	<i>The Indian English Novel: Nation, History, And Narration</i>

ENGL 504: Literary Theory

- Formalism and New Criticism
- Structuralism and Semiotics
- Post-Structuralism:
 - a) Psychoanalytic Criticism
 - b) Marxist Criticism
 - c) Feminism
 - d) Postcolonialism
 - e) Deconstruction
 - f) Modernism and Postmodernism

ENGL 505: Cultural Studies

In this course, the students will learn how to interpret culture – popular as well as classical, critique media representation, unmask the workings of ideology as well as politics of identity and representation. The course will focus the following areas:

- Analysis of Culture
- Social structure and Culture
- Sub culture; Popular Culture; Multiculturalism
- Politics of Culture, Discourse and Identity

- Culture, Language and Power
- Production, Reception and Consumption
- Resistance and Negotiation
- Cultural Interfaces, Hybridity, Acculturation
- Representation and Authenticity

Recommended Readings:

Salman Rushdie	<i>Imaginary Homelands: Essays and Criticism 1981-1991</i>
Bill Ashcroft et al.	<i>The Empire Writes Back: Theory and Practice in Post-Colonial Literature</i>
John Stuart Mill	<i>On Liberty</i>
Frantz Fanon	<i>The Wretched of the Earth</i>
Frantz Fanon	<i>Black Skin, White Masks</i>
Edward W. Said	<i>Culture and Imperialism</i>
Edward W. Said	<i>Orientalism</i>
Moustafa et al. (Ed.)	<i>The Edward Said Reader</i>
Bill Ashcroft et al. (Ed.)	<i>Edward Said</i>
MacKenzie	<i>Orientalism: History, Theory and the Arts</i>
Peter Childs et al. (Ed.)	<i>An Introduction to Postcolonial Theory</i>
Leela Gandhi	<i>Postcolonial Theory</i>
Ania Loomba	<i>Colonialism/Postcolonialism</i>
Bill Ashcroft et al. (Ed.)	<i>Post-Colonial Studies: The Key Concepts</i>
Elleke Boehmer	<i>Colonial and Postcolonial Literature</i>
John McLeod	<i>Beginning Postcolonialism</i>
Sarah Harasym (Ed.)	<i>The Post-Colonial Critic: Interviews, Strategies, Dialogues, G. C. Spivak</i>
Peter Hulme et al. (Ed.)	<i>Colonial Discourse/Postcolonial Theory</i>
Patrick Williams et al. (Ed.)	<i>Colonial Discourse and Post-Colonial Theory: A Reader</i>
Bill Ashcroft et al. (Ed.)	<i>The Post-Colonial Studies Reader</i>
Homi K. Bhabha	<i>The Location of Culture</i>
Chris Lenks	<i>Culture</i>
John Stoney	<i>Cultural Studies Reader</i>
Maswood Akhter	<i>Musings Post Colonies</i>
Philip Smith	<i>Cultural Theory: An Introduction</i>
Simon During	<i>Cultural Studies: A Critical Introduction</i>
Pramod K. Nayar	<i>An Introduction to Cultural Studies</i>
Simon During (Ed.)	<i>The Cultural Studies Reader</i>
John Storey	<i>Cultural Theory and Popular Culture: A Reader</i>
Chomsky	<i>The Essential</i>
Ngugi Wa Thing'o	<i>Globalectics</i>
Ngugi Wa Thing'o	<i>Decolonising the Mind</i>
Samuel P. Huntington	<i>The Clash of Civilizations and the Remaking of World Order</i>
Aime Cesaire, trans. Joan Pinkham	<i>Discourse on Colonialism</i>

ENGL 506: 20th Century English Literature

T.S. Eliot	:	<i>The Waste Land</i>
W. Golding	:	<i>Lord of the Flies</i>

E.M. Forster	:	<i>A Passage to India</i>
Seamus Heaney	:	Digging Casualty The Skunk Death of a Naturalist Mid-Term Break Personal Helicon Bog Queen The Toome Road Glanmore Sonnets The Mud Vision The Forge
Ted Hughes	:	A Woman Unconscious Lovesong Macaw and Little Miss The Owl The Thought-Fox Thrushes Wind Relic Pike Examination at the Womb-Door Theology The Seven Sorrows River

ENGL 507: The Old and Middle English Literature

Anonymous	:	Beowulf
Anonymous	:	Dream of the Rood
Geoffrey Chaucer	:	The General Prologue
Thomas Malory	:	Arthur and His Knights

ENGL 508: 20th Century American Literature

Sylvia Plath	:	Selected Poems
Carlos William	:	Selected Poems
Eugene O'Neil	:	<i>Hairy Ape</i>
Arthur Miller	:	<i>The Death of a Salesman</i>
W. Fitzgerald	:	<i>The Great Gatsby</i>

ENGL 509: Postcolonial Literary Criticism

This course will cover the following postcolonial critics. In student's work application to individual texts will be expected.

Edward Said
Homi Bhabha
Gayatri Spivak
Franz Fanon
Ngugi wa Thiongo
Aijaz Ahmed

ENGL 510: Feminist Literary Criticism

The Course will consist of an initial reading and survey of the following feminist critics. The student will also concentrate on the application of the work of one or more of these theorists to individual texts chosen by students or prescribed by the course teacher.

Virginia Woolf
Simone de Beauvoir
Kate Millet
Elaine Showalter
Gayatri Spivak
Marry Ellmann
Toril Moi
Helene Cixous
Luce Irigar

ENGL 511: The English Novel from Austen to Hardy

Jane Austen	:	<i>Pride and Prejudice</i>
Emily Bronte	:	<i>Wuthering Heights</i>
Charles Dickens	:	<i>Great Expectations</i>
George Eliot	:	<i>Adam Bede</i>
Thomas Hardy	:	<i>Return of the Native</i>

ELT 501: Post Communicative Developments in ELT

This course will introduce students to the post communicative developments of Language teaching approaches and methods, the concept of culture and context sensitive pedagogy, constraints-based curriculum, materials, and testing, task-based teaching and learning, post-method pedagogy, and critical pedagogy. It will examine issues such as learning style preferences, learners' and teachers' beliefs, attitudes, and experiences, and cultural issues in language learning, and the contextual realities of Bangladesh and try to find out appropriate teaching and testing approaches and practices.

ELT 502: Alternative Models of Testing and Evaluation

This course introduces students to the developments in the theories and practices in language testing and evaluation. The course will cover:

- Different types of language Tests: Review of Test types, Test formats, Test techniques, characteristics of good tests:
- Reliability of different types
- Validity of different types
- Making a test reliable and valid; test sampling or selection of Test Content, Test Construction, Marking/Assessment
- Administrability: Principles for administering a test, scoring language tests
- Evaluation of Tests: Evaluation of tests currently administered in Bangladesh from primary to the tertiary level, and tests administered internationally such as IELTS, TOEFL and the like.
- Designing tests: Designing vocabulary and grammar tests, and tests of Reading, writing, speaking and listening skills, or integrated tests

ELT 503: Practice in Evaluation and Design of Language Syllabus, Materials and Tests

The purpose of this course is to introduce students to the developments in the theories and practices in language syllabus and materials evaluation and design. The course will cover:

Syllabus:

Review of:

Steps in syllabus design: diagnosis of needs, selection of contents, organizing content (principles for sequencing and grading), selecting learning experience, analyzing potentials and constraints of the learning context, suggesting methodology, suggesting test types.

Importance of language theories and learning theories for syllabus design

Emphasis will be on,

Evaluation of the existing English syllabi in Bangladesh

Designing an effective syllabus for a given level

Materials

- Major considerations for selecting, evaluating and designing materials
- Consulting Cunningsworth's checklist for materials selection and evaluation of materials
- Consulting other checklists (e.g. Jeremy Harmer, Evelyn Hatch, and McDonough)
- Evaluating English Textbooks from Primary to Higher Secondary level in Bangladesh
- Evaluating some foreign Course books: Head Way, New Headway, Cambridge course book and others
- Designing Lessons
- Designing some sample units of materials

The course also aims at providing practical training in evaluating and designing English language course, materials and tests using the theoretical insights students developed on syllabus, materials and testing.

ELT 504: Practice Teaching

The purpose of this course is to prepare students as effective ESL/EFL teachers. Students will be required to operate in actual classroom situations. The course incorporates different teaching methods and their pedagogical implications. Students will be required to implement theoretical insights they received about approaches and methods of language and literature teaching in real teaching. They will plan lessons and teach lessons for teaching the different skills and their sub-skills, and will teach 2 or three lessons each in their own class where the other students of the class will be the learners. Each student will also teach two lessons in first year honors class. Special classes will be arranged with first year students throughout the year to facilitate real and authentic practice of teaching. The practice teaching classes will also be observed by two concerned teachers who will continually assess the students' performance (which will be part of final assessment) and will keep record. Teachers and other students in the classroom will comment on the teaching performance of each lesson. Teachers will also provide constructive feedback on the performance of each lesson. Of the two lessons with first year students, the last lesson will be evaluated by the course teachers. Students will also submit their lesson plans for each lesson.

ELT 505: Research Methods in ELT (For those who have not done it at the undergraduate level)

This is an advanced course that aims at introducing students to the approaches and methods of ELT research so that they can understand the problems of English language teaching in Bangladesh and recommend some solutions to those problems. The areas for this course will include:

A. Idea about ELT Research

- Steps in research: Selecting a topic, defining the research question/research problem, doing primary literature survey, finalizing focus, Extensive literature survey, deciding about methods of data collection, analysis of data, presenting results.
- Important concepts in ELT research: Reliability, validity, Triangulation etc.
- Types of Research: Qualitative and quantitative research, Inductive and Deductive research, Experimental and empirical research
- Methods of Data collection: Questionnaire Survey, Interviews, Document analysis, Diary Studies, ethnography, case study, Observation etc.
- Designing tools for investigation
- Administering the study
- Process of Data Collection and data analysis: tabulating data, planning an analysis in keeping with the objectives, Frequency counts, central tendency and some other types of data analysis
- Presenting Results
- Referencing Style: APA and MLA styles of referencing

B. Doing a mini research project

ELT 506: Theories and Practices of Teaching the Major Areas and Skills of English

This course will focus on approaches and techniques of teaching pronunciation, vocabulary, grammar, and the major skills with their sub-skills.

Pronunciation : Teaching the sounds of English, using minimal pair and other techniques

Vocabulary : Teaching, receptive and productive vocabulary

Grammar : Inductive , deductive, and task based approaches to grammar teaching

Teaching measures skills:

Listening Product and process views for teaching sounds, word recognition skills and for decoding meaning from listening text.

Speaking Interactive approaches for teaching fluency, appropriacy, turn taking, and using range of expressing in speaking practice.

Reading Product, process and interactive approaches to teaching the reading skills of English with their sub-skills.

Writing Product / Genre approach, and process approach to teaching the sub-skills of reading

ELT 507: Theories and Practices of Teaching the Major Areas and Skills of English

ENG 501: Thesis and Viva Voce (6 credit hours)

This is designed for students to enhance their capability of evaluation and criticism of literary works. Student will be assigned to prepare a thesis on an assigned topic on different writers or on their works. After the evaluation of the thesis paper and attending a Viva Voce, students will be awarded the grade point.

Recommended Readings:

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| C R Kothari | <i>Research Methodology: Methods and Techniques</i> |
| Hossein Tavakoli | <i>A Dictionary of Research Methodology and Statistics in Applied Linguistics</i> |
| Ivan Lowe | <i>A First Textbook of Research Methodology and Thesis Writeup for Second Language English Speakers</i> |
| J. Creswell | <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i> |
| Modern Language Association | <i>MLA Handbook for Writers of Research Papers</i> |